



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of adequate yearly progress (AYP), and information on “highly qualified” teachers. This Report Card also displays state-wide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2008–2009:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the spring of 2009.

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of No Child Left Behind, which require, among other things, that each school makes “Adequate Yearly Progress” (AYP) toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2006–2007 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2009–2010 NCLB Report Card

School: Brunswick High School

SAU: Brunswick School Department

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# 2009–2010 NCLB Report Card



**School:** Brunswick High School  
**SAU:** Brunswick School Department  
**Grade:** High School



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	266	256	2	97	63	63	49	24	40	19	18
	2008-2009	271	267	0	99	64	63	49	22	42	23	13
Female	2007-2008	128	124	0	97	61	61	51	21	40	24	15
	2008-2009	133	130	0	98	62	60	53	21	41	25	13
Male	2007-2008	138	132	2	97	65	66	47	26	39	14	21
	2008-2009	138	137	0	99	66	66	46	23	43	20	14
Caucasian/White	2007-2008	253	245	2	98	64	65	49	25	40	19	17
	2008-2009	259	255	0	98	64	64	50	22	42	22	14
African American/Black	2007-2008	4	3	0	75			26				
	2008-2009	5	5	0	100	40	40	26	0	40	60	0
Hispanic	2007-2008	5	5	0	100	20	20	37	0	20	40	40
	2008-2009	3	3	0	100			38				
Asian or Pacific Islander	2007-2008	4	3	0	75			38				
	2008-2009	3	3	0	100			46				
American Indian or Native Alaskan	2007-2008	0	0	0				32				
	2008-2009	1	1	0	100			32				
Economically Disadvantaged	2007-2008	31	29	1	97	43	48	32	7	37	27	30
	2008-2009	31	29	0	94	41	43	34	3	38	34	24
Migrant	2007-2008	0	0	0				20				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	36	31	2	92	18	15	16	3	15	27	55
	2008-2009	36	35	0	97	14	16	16	3	11	34	51
Limited English Proficient	2007-2008	9	9	0	100	56	56	26	11	44	11	33
	2008-2009	0	0	0				16				

**NOTE:** Some achievement level results have been left blank because fewer than five (5) students were tested.

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Group	Mathematics Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	266	261	2	99	52	53	42	7	45	27	21
	2008-2009	271	271	0	100	53	52	42	6	47	28	19
Female	2007-2008	128	127	0	99	46	47	40	3	43	31	22
	2008-2009	133	133	0	100	47	46	41	1	46	31	23
Male	2007-2008	138	134	2	99	58	58	43	11	47	23	19
	2008-2009	138	138	0	100	59	58	43	11	48	25	16
Caucasian/White	2007-2008	253	248	2	99	54	54	42	8	46	26	20
	2008-2009	259	259	0	100	53	52	43	6	47	28	19
African American/Black	2007-2008	4	4	0	100			14				
	2008-2009	5	5	0	100	40	40	16	0	40	20	40
Hispanic	2007-2008	5	5	0	100	20	20	25	0	20	40	40
	2008-2009	3	3	0	100			29				
Asian or Pacific Islander	2007-2008	4	4	0	100			44				
	2008-2009	3	3	0	100			52				
American Indian or Native Alaskan	2007-2008	0	0	0				26				
	2008-2009	1	1	0	100			21				
Economically Disadvantaged	2007-2008	31	29	1	97	27	31	24	7	20	37	37
	2008-2009	31	31	0	100	26	27	26	0	26	29	45
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				20				
Students with Disabilities	2007-2008	36	33	2	97	23	17	13	0	23	23	54
	2008-2009	36	36	0	100	3	0	12	0	3	39	58
Limited English Proficient	2007-2008	9	9	0	100	44	44	21	11	33	33	22
	2008-2009	0	0	0				19				

**NOTE:** Some achievement level results have been left blank because fewer than five (5) students were tested.

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 64%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 43%			Graduation Rate Target: 75%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	96	64	63	49	100	100	98	54	53	41	83	83	84
Caucasian/White	98	98	96	65	64	50	100	100	98	54	54	42			
African American/Black	*	*	92	*	*	26	*	*	95	*	*	14			
Hispanic	*	*	94	*	*	37	*	*	97	*	*	26			
Asian or Pacific Islander	*	*	91	*	*	42	*	*	95	*	*	49			
American Indian or Native Alaskan	*	*	92	*	*	32	*	*	96	*	*	23			
Economically Disadvantaged	*	*	92	42	43	33	*	*	96	26	27	25			
Students with Disabilities	*	*	91	17	16	16	*	*	95	13	12	13			
Limited English Proficient	*	*	90	*	*	21	*	*	94	*	*	20			

\* Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	22	10	35	11	5	2

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification (as of March 28, 2009)	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.12

<sup>1</sup> Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.