



**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 statewide 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 2009–2010: 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 fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

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 NCLB, which require, among other things, that each school makes 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 2008–2009 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 or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Coffin School

SAU: Brunswick School Department

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2010-2011 NCLB Report Card



School: Coffin School
SAU: Brunswick School Department
Grade: 03



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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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	53	52	98	63	65	65	4	60	27	10	52	0
	2009-2010	65	65	100	69	72	73	8	62	22	9	65	0
Female	2008-2009	21	21	100	62	70	70	5	57	33	5		
	2009-2010	35	35	100	71	75	76	11	60	17	11		
Male	2008-2009	32	31	97	65	61	60	3	61	23	13		
	2009-2010	30	30	100	67	70	69	3	63	27	7		
Caucasian/White	2008-2009	46	46	100	65	66	66	4	61	26	9		
	2009-2010	54	54	100	74	73	74	7	67	17	9		
African American/Black	2008-2009	2	2	100		38	42						
	2009-2010	3	3	100			46						
Hispanic	2008-2009	2	2	100			51						
	2009-2010	4	4	100			58						
Asian or Pacific Islander	2008-2009	2	1	50			66						
	2009-2010	4	4	100			71						
American Indian or Native Alaskan	2008-2009	1	1	100			64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	20	20	100	65	53	53	5	60	20	15		
	2009-2010	21	21	100	67	55	62	0	67	19	14		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	4	4	100		11	36						
	2009-2010	8	8	100		42	38						
Limited English Proficient	2008-2009	1	1	100			40						
	2009-2010	5	5	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

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School: Coffin School
SAU: Brunswick School Department
Grade: 04



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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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	70	69	99	81	79	71	3	78	19	0	68	1
	2009-2010	65	65	100	63	71	67	9	54	23	14	65	0
Female	2008-2009	34	34	100	88	83	75	6	82	12	0		
	2009-2010	28	28	100	71	75	71	14	57	21	7		
Male	2008-2009	36	35	97	74	76	67	0	74	26	0		
	2009-2010	37	37	100	57	67	63	5	51	24	19		
Caucasian/White	2008-2009	57	57	100	82	78	71	4	79	18	0		
	2009-2010	56	56	100	66	72	68	11	55	23	11		
African American/Black	2008-2009	5	5	100	80	90	53	0	80	20	0		
	2009-2010	4	4	100			43						
Hispanic	2008-2009	7	7	100	71	75	66	0	71	29	0		
	2009-2010	1	1	100			59						
Asian or Pacific Islander	2008-2009	1	0	0			71						
	2009-2010	3	3	100			71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	1	1	100			64						
Economically Disadvantaged	2008-2009	21	20	95	80	69	60	0	80	20	0		
	2009-2010	29	29	100	66	61	56	7	59	31	3		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	45	55	43	0	45	55	0		
	2009-2010	6	6	100		18	34						
Limited English Proficient	2008-2009	4	4	100		60	47						
	2009-2010	2	2	100			46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Coffin School
SAU: Brunswick School Department
Grade: 05



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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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	70	68	97	72	66	67	6	66	26	1	68	0
	2009-2010	76	75	99	81	85	72	8	73	11	8	75	0
Female	2008-2009	31	29	94	76	67	70	7	69	24	0		
	2009-2010	34	34	100	79	85	78	9	71	15	6		
Male	2008-2009	39	39	100	69	64	64	5	64	28	3		
	2009-2010	42	41	98	83	85	67	7	76	7	10		
Caucasian/White	2008-2009	53	53	100	77	66	67	6	72	21	2		
	2009-2010	67	67	100	82	85	73	7	75	10	7		
African American/Black	2008-2009	10	9	90	33	33	46	0	33	67	0		
	2009-2010	3	3	100		70	57						
Hispanic	2008-2009	4	3	75		71	56						
	2009-2010	2	2	100		70							
Asian or Pacific Islander	2008-2009	3	3	100		90	68						
	2009-2010	4	3	75			73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	24	23	96	61	42	53	0	61	39	0		
	2009-2010	29	29	100	62	67	62	0	62	21	17		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	10	23	31	0	10	80	10		
	2009-2010	12	12	100	50	48	36	0	50	17	33		
Limited English Proficient	2008-2009	1	1	100			39						
	2009-2010	4	3	75			49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	53	52	98	65	70	70	12	54	23	12	52	0
	2009-2010	65	65	100	43	56	62	0	43	25	32	65	0
Female	2008-2009	21	21	100	62	69	68	14	48	29	10		
	2009-2010	35	35	100	37	51	61	0	37	26	37		
Male	2008-2009	32	31	97	68	71	71	10	58	19	13		
	2009-2010	30	30	100	50	62	63	0	50	23	27		
Caucasian/White	2008-2009	46	46	100	63	71	71	13	50	24	13		
	2009-2010	54	54	100	43	56	63	0	43	28	30		
African American/Black	2008-2009	2	2	100		50	45						
	2009-2010	3	3	100			31						
Hispanic	2008-2009	2	2	100			50						
	2009-2010	4	4	100			52						
Asian or Pacific Islander	2008-2009	2	1	50			70						
	2009-2010	4	4	100			65						
American Indian or Native Alaskan	2008-2009	1	1	100			55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	20	20	100	60	61	58	5	55	35	5		
	2009-2010	21	21	100	29	38	50	0	29	29	43		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	4	4	100		22	46						
	2009-2010	8	8	100		19	33						
Limited English Proficient	2008-2009	1	1	100			46						
	2009-2010	5	5	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	70	69	99	80	73	66	12	68	13	7	68	1
	2009-2010	65	64	98	58	63	62	8	50	23	19	64	0
Female	2008-2009	34	34	100	82	71	66	12	71	15	3		
	2009-2010	28	28	100	61	63	62	7	54	29	11		
Male	2008-2009	36	35	97	77	74	67	11	66	11	11		
	2009-2010	37	36	97	56	63	63	8	47	19	25		
Caucasian/White	2008-2009	57	57	100	81	73	67	12	68	14	5		
	2009-2010	56	55	98	58	63	63	9	49	24	18		
African American/Black	2008-2009	5	5	100	80	60	46	0	80	0	20		
	2009-2010	4	4	100			36						
Hispanic	2008-2009	7	7	100	71	75	61	14	57	14	14		
	2009-2010	1	1	100			45						
Asian or Pacific Islander	2008-2009	1	0	0			68						
	2009-2010	3	3	100			65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	1	1	100			49						
Economically Disadvantaged	2008-2009	21	20	95	80	61	54	5	75	10	10		
	2009-2010	29	28	97	54	50	50	11	43	29	18		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	55	39	41	9	45	18	27		
	2009-2010	6	6	100		18	36						
Limited English Proficient	2008-2009	4	4	100		40	43						
	2009-2010	2	2	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Coffin School
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Grade: 05



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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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	70	68	97	66	65	66	29	37	15	19	68	0
	2009-2010	76	75	99	60	69	64	11	49	23	17	75	0
Female	2008-2009	31	29	94	69	63	65	21	48	14	17		
	2009-2010	34	33	97	61	67	64	9	52	30	9		
Male	2008-2009	39	39	100	64	68	66	36	28	15	21		
	2009-2010	42	42	100	60	71	64	12	48	17	24		
Caucasian/White	2008-2009	53	53	100	72	67	67	30	42	17	11		
	2009-2010	67	67	100	58	70	65	9	49	25	16		
African American/Black	2008-2009	10	9	90	33	33	43	22	11	0	67		
	2009-2010	3	2	67			37						
Hispanic	2008-2009	4	3	75		71	52						
	2009-2010	2	2	100			55						
Asian or Pacific Islander	2008-2009	3	3	100		60	69						
	2009-2010	4	4	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	24	23	96	61	51	53	13	48	17	22		
	2009-2010	29	28	97	43	49	51	0	43	21	36		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	0	20	38	0	0	40	60		
	2009-2010	12	12	100	33	40	34	0	33	17	50		
Limited English Proficient	2008-2009	1	1	100			40						
	2009-2010	4	4	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Coffin School
SAU:	Brunswick School Department
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 100	99 99	71	76 71	71 69	99	99 100	99 99	54	63 62	63 61	96	95	95
Caucasian/White	100	100 100	99 99	75	77 72	71 69	99	100 100	99 99	57	64 63	64 62			
African American/Black	*	* *	97 97	*	* 48	49 50	*	* *	99 98	*	* 43	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	100	100 99	99 99	62	61 54	60 56	97	98 99	99 99	41	48 43	50 47			
Students with Disabilities	*	100 100	97 98	25	40 21	36 28	*	99 100	97 98	17	29 17	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*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 ¹	4	4	17	7	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	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	0

¹Professional 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.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>