



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 ESEA Accountability, 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 2012-2013:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

**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 2010-2011 NAEP results is displayed on the state report, 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.

# 2013-2014 NCLB Report Card

School: Brunswick High School

SAU: Brunswick School Department

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# 2013-2014 NCLB Report Card

<b>School:</b> Brunswick High School
<b>SAU:</b> Brunswick School Department
<b>Grade:</b> High School

Reading Assessment Data														
Group	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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	206	198	96	65	64	47	21	44	17	18	196	2	0
	2012-2013	213	209	98	57	57	48	13	44	22	21	209	0	0
Female	2011-2012	106	100	94	67	67	51	26	41	14	19			
	2012-2013	115	113	98	60	60	51	14	46	23	17			
Male	2011-2012	100	98	98	62	62	43	15	47	20	17			
	2012-2013	98	96	98	54	54	45	13	42	20	26			
Caucasian/White	2011-2012	193	187	97	66	66	48	21	45	17	17			
	2012-2013	200	197	99	58	58	49	14	44	21	21			
African American/Black	2011-2012	4	3	75			28							
	2012-2013	3	3	100			23							
Hispanic	2011-2012	4	3	75			30							
	2012-2013	4	4	100			39							
Asian or Pacific Islander	2011-2012	5	5	100			48							
	2012-2013	6	5	83			50							
American Indian or Native Alaskan	2011-2012	0	0				35							
	2012-2013	0	0				24							
Economically Disadvantaged	2011-2012	46	44	96	30	30	31	7	23	32	39			
	2012-2013	55	52	95	54	54	33	<1	54	21	25			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	25	22	88	36	35	16	9	27	14	50			
	2012-2013	47	45	96	13	13	14	2	11	24	62			
Limited English Proficient	2011-2012	4	4	100			13							
	2012-2013	4	4	100			10							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.



# 2013-2014 NCLB Report Card

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

Mathematics Assessment Data													
Group	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	2011-2012	206	198	96	56	56	47	7	49	27	17	196	2
	2012-2013	213	208	98	52	52	48	9	43	25	23	208	0
Female	2011-2012	106	100	94	55	55	46	4	51	26	19		
	2012-2013	115	113	98	53	53	47	11	42	23	24		
Male	2011-2012	100	98	98	57	58	47	10	47	28	15		
	2012-2013	98	95	97	51	50	49	6	44	28	21		
Caucasian/White	2011-2012	193	187	97	57	57	48	7	50	27	16		
	2012-2013	200	196	98	53	52	49	9	44	25	22		
African American/Black	2011-2012	4	3	75			21						
	2012-2013	3	3	100			18						
Hispanic	2011-2012	4	3	75			32						
	2012-2013	4	4	100			36						
Asian or Pacific Islander	2011-2012	5	5	100			55						
	2012-2013	6	5	83			61						
American Indian or Native Alaskan	2011-2012	0	0				33						
	2012-2013	0	0				29						
Economically Disadvantaged	2011-2012	46	44	96	23	23	30	2	20	39	39		
	2012-2013	55	52	95	25	25	31	<1	25	46	29		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	25	22	88	32	35	15	9	23	18	50		
	2012-2013	47	45	96	16	15	14	<1	16	16	69		
Limited English Proficient	2011-2012	4	4	100			15						
	2012-2013	4	4	100			15						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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**Grade:** High School

Science Assessment Data													
Group	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
<b>All Students</b>	2011-2012	206	203	99	53	52	44	11	42	20	28	201	2
	2012-2013	213	209	98	51	51	41	10	41	20	29	209	0
Female	2011-2012	106	104	98	48	48	40	7	41	22	30		
	2012-2013	115	113	98	47	47	37	11	36	25	28		
Male	2011-2012	100	99	99	58	57	49	15	42	17	25		
	2012-2013	98	96	98	56	55	44	9	47	15	29		
Caucasian/White	2011-2012	193	190	98	55	55	45	11	44	19	26		
	2012-2013	200	197	99	53	52	42	11	42	20	27		
African American/Black	2011-2012	4	4	100			20						
	2012-2013	3	3	100			17						
Hispanic	2011-2012	4	4	100			32						
	2012-2013	4	4	100			30						
Asian or Pacific Islander	2011-2012	5	5	100			45						
	2012-2013	6	5	83			45						
American Indian or Native Alaskan	2011-2012	0	0				34						
	2012-2013	0	0				22						
Economically Disadvantaged	2011-2012	46	46	100	22	22	30	2	20	24	54		
	2012-2013	55	51	93	31	31	27	<1	31	25	43		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	25	23	92	22	21	16	13	9	22	57		
	2012-2013	47	44	94	11	11	12	<1	11	25	64		
Limited English Proficient	2011-2012	4	4	100			10						
	2012-2013	4	4	100			10						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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GROUP	Reading									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	213	98		64	67	205	119	58	82	89
Female	115	98		66	69	112	68	61	83	91
Male	98	98		62	65	93	51	55	81	88
Caucasian/White	200	99		66	69	193	114	59	83	91
African American/Black	3	*		*		3	*	*		63
Hispanic	4	*		*		4	*	*		50
Asian or Pacific Islander	6	*		*		5	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		100
Economically Disadvantaged	55	95		30	36	52	28	54	65	71
Not Economically Disadvantaged	158	99		74	76	153	91	59	87	96
Migrant	0	*		*		0	*	*		0
Not Migrant	213	98		64	67	205	119	58	82	89
Students with Disabilities	47	96		33	39	44	6	14	67	78
Students without Disabilities	166	99		68	71	161	113	70	84	91
Limited English Proficient	4	*		*		4	*	*		50
Not Limited English Proficient	209	98		65	68	201	119	59	83	90
Super Subgroup	91	97		35	40	87	34	39	68	
Non-Super Subgroup	122	99		77	79	118	85	72	89	

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data are not available.  
 The source of information for this report is the Maine Department of Education.



# 2013-2014 NCLB Report Card

**School:** Brunswick High School  
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**Grade:** High School

GROUP	Mathematics									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	213	98		55	59	204	106	52	78	89
Female	115	98		54	58	112	59	53	77	91
Male	98	97		57	61	92	47	51	79	88
Caucasian/White	200	98		56	60	192	101	53	78	91
African American/Black	3	*		*		3	*	*		63
Hispanic	4	*		*		4	*	*		50
Asian or Pacific Islander	6	*		*		5	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		100
Economically Disadvantaged	55	95		23	29	52	13	25	62	71
Not Economically Disadvantaged	158	99		65	68	152	93	61	83	96
Migrant	0	*		*		0	*	*		0
Not Migrant	213	98		55	59	204	106	52	78	89
Students with Disabilities	47	96		29	35	44	7	16	65	78
Students without Disabilities	166	98		58	62	160	99	62	79	91
Limited English Proficient	4	*		*		4	*	*		50
Not Limited English Proficient	209	98		56	60	200	105	53	78	90
Super Subgroup	91	97		27	33	87	20	23	64	
Non-Super Subgroup	122	98		68	71	117	86	74	84	

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
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## Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	15	4	37	16	2	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2013	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

<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.