



**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 or by contacting the NCLB Clearinghouse at 624-6705.



2009–2010 NCLB Report Card

School: Coffin School

SAU: Brunswick School Department

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2009–2010 NCLB Report Card



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



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Reading Assessment Data												
Group	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	76	74	1	99	59	62	64	1	57	31	11
	2008-2009	53	52	0	98	63	65	65	4	60	27	10
Female	2007-2008	36	36	0	100	69	64	68	3	67	22	8
	2008-2009	21	21	0	100	62	70	70	5	57	33	5
Male	2007-2008	40	38	1	98	49	60	59	0	49	38	13
	2008-2009	32	31	0	97	65	61	60	3	61	23	13
Caucasian/White	2007-2008	61	60	1	100	59	62	64	2	57	31	10
	2008-2009	46	46	0	100	65	66	66	4	61	26	9
African American/Black	2007-2008	5	5	0	100	60	50	42	0	60	20	20
	2008-2009	2	2	0	100		38	42				
Hispanic	2007-2008	8	7	0	88	57	56	53	0	57	43	0
	2008-2009	2	2	0	100			51				
Asian or Pacific Islander	2007-2008	2	2	0	100		80	61				
	2008-2009	2	1	0	50			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			64				
Economically Disadvantaged	2007-2008	23	22	1	100	52	45	50	0	52	39	9
	2008-2009	20	20	0	100	65	53	53	5	60	20	15
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	7	6	1	100	29	41	34	0	29	57	14
	2008-2009	4	4	0	100		11	36				
Limited English Proficient	2007-2008	5	4	0	80		67	39				
	2008-2009	1	1	0	100			40				

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

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School: Coffin School
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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 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	76	75	1	100	75	68	63	3	72	22	3
	2008-2009	70	68	1	99	81	79	71	3	78	19	0
Female	2007-2008	39	38	1	100	69	67	67	5	64	28	3
	2008-2009	34	34	0	100	88	83	75	6	82	12	0
Male	2007-2008	37	37	0	100	81	69	60	0	81	16	3
	2008-2009	36	34	1	97	74	76	67	0	74	26	0
Caucasian/White	2007-2008	52	51	1	100	79	69	64	2	77	17	4
	2008-2009	57	56	1	100	82	78	71	4	79	18	0
African American/Black	2007-2008	10	10	0	100	60	55	38	0	60	40	0
	2008-2009	5	5	0	100	80	90	53	0	80	20	0
Hispanic	2007-2008	8	8	0	100	75	67	46	0	75	25	0
	2008-2009	7	7	0	100	71	75	66	0	71	29	0
Asian or Pacific Islander	2007-2008	4	4	0	100		56	67				
	2008-2009	1	0	0	0			71				
American Indian or Native Alaskan	2007-2008	2	2	0	100			47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	29	28	1	100	55	46	49	0	55	45	0
	2008-2009	21	19	1	95	80	69	60	0	80	20	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	8	7	1	100	38	26	31	0	38	63	0
	2008-2009	11	10	1	100	45	55	43	0	45	55	0
Limited English Proficient	2007-2008	5	5	0	100	80	50	36	0	80	20	0
	2008-2009	4	4	0	100		60	47				

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

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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 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	65	64	1	100	68	70	63	2	66	28	5
	2008-2009	70	68	0	97	72	66	67	6	66	26	1
Female	2007-2008	37	37	0	100	84	81	68	3	81	14	3
	2008-2009	31	29	0	94	76	67	70	7	69	24	0
Male	2007-2008	28	27	1	100	46	60	59	0	46	46	7
	2008-2009	39	39	0	100	69	64	64	5	64	28	3
Caucasian/White	2007-2008	49	49	0	100	67	71	64	2	65	29	4
	2008-2009	53	53	0	100	77	66	67	6	72	21	2
African American/Black	2007-2008	10	10	0	100	70	53	40	0	70	30	0
	2008-2009	10	9	0	90	33	33	46	0	33	67	0
Hispanic	2007-2008	5	4	1	100	60	75	49	0	60	20	20
	2008-2009	4	3	0	75		71	56				
Asian or Pacific Islander	2007-2008	1	1	0	100			69				
	2008-2009	3	3	0	100		90	68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	25	24	1	100	64	57	50	0	64	28	8
	2008-2009	24	23	0	96	61	42	53	0	61	39	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	7	6	1	100	14	22	29	0	14	43	43
	2008-2009	10	10	0	100	10	23	31	0	10	80	10
Limited English Proficient	2007-2008	2	2	0	100			40				
	2008-2009	1	1	0	100			39				

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

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Grade: 03



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Mathematics Assessment Data												
Group	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	76	74	1	99	65	68	67	9	56	21	13
	2008-2009	53	52	0	98	65	70	70	12	54	23	12
Female	2007-2008	36	36	0	100	72	69	65	11	61	17	11
	2008-2009	21	21	0	100	62	69	68	14	48	29	10
Male	2007-2008	40	38	1	98	59	67	68	8	51	26	15
	2008-2009	32	31	0	97	68	71	71	10	58	19	13
Caucasian/White	2007-2008	61	60	1	100	66	69	68	7	59	21	13
	2008-2009	46	46	0	100	63	71	71	13	50	24	13
African American/Black	2007-2008	5	5	0	100	80	60	41	20	60	0	20
	2008-2009	2	2	0	100		50	45				
Hispanic	2007-2008	8	7	0	88	57	67	57	14	43	43	0
	2008-2009	2	2	0	100			50				
Asian or Pacific Islander	2007-2008	2	2	0	100		80	66				
	2008-2009	2	1	0	50			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			55				
Economically Disadvantaged	2007-2008	23	22	1	100	65	61	55	4	61	17	17
	2008-2009	20	20	0	100	60	61	58	5	55	35	5
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	7	6	1	100	57	58	44	0	57	29	14
	2008-2009	4	4	0	100		22	46				
Limited English Proficient	2007-2008	5	4	0	80		67	39				
	2008-2009	1	1	0	100			46				

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

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Grade: 04



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Mathematics Assessment Data												
Group	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	76	75	1	100	74	64	60	11	63	18	8
	2008-2009	70	68	1	99	80	73	66	12	68	13	7
Female	2007-2008	39	38	1	100	67	59	59	8	59	23	10
	2008-2009	34	34	0	100	82	71	66	12	71	15	3
Male	2007-2008	37	37	0	100	81	70	62	14	68	14	5
	2008-2009	36	34	1	97	77	74	67	11	66	11	11
Caucasian/White	2007-2008	52	51	1	100	81	64	61	12	69	17	2
	2008-2009	57	56	1	100	81	73	67	12	68	14	5
African American/Black	2007-2008	10	10	0	100	40	36	30	10	30	20	40
	2008-2009	5	5	0	100	80	60	46	0	80	0	20
Hispanic	2007-2008	8	8	0	100	75	67	46	0	75	13	13
	2008-2009	7	7	0	100	71	75	61	14	57	14	14
Asian or Pacific Islander	2007-2008	4	4	0	100		67	65				
	2008-2009	1	0	0	0			68				
American Indian or Native Alaskan	2007-2008	2	2	0	100			49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	29	28	1	100	69	46	46	3	66	14	17
	2008-2009	21	19	1	95	80	61	54	5	75	10	10
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	8	7	1	100	25	32	36	13	13	38	38
	2008-2009	11	10	1	100	55	39	41	9	45	18	27
Limited English Proficient	2007-2008	5	5	0	100	60	38	40	0	60	40	0
	2008-2009	4	4	0	100		40	43				

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

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Grade: 05



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Mathematics Assessment Data												
Group	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	65	64	1	100	75	69	64	12	63	15	9
	2008-2009	70	68	0	97	66	65	66	29	37	15	19
Female	2007-2008	37	37	0	100	76	69	63	11	65	19	5
	2008-2009	31	29	0	94	69	63	65	21	48	14	17
Male	2007-2008	28	27	1	100	75	68	64	14	61	11	14
	2008-2009	39	39	0	100	64	68	66	36	28	15	21
Caucasian/White	2007-2008	49	49	0	100	76	69	65	12	63	16	8
	2008-2009	53	53	0	100	72	67	67	30	42	17	11
African American/Black	2007-2008	10	10	0	100	80	58	38	10	70	10	10
	2008-2009	10	9	0	90	33	33	43	22	11	0	67
Hispanic	2007-2008	5	4	1	100	60	75	49	20	40	20	20
	2008-2009	4	3	0	75		71	52				
Asian or Pacific Islander	2007-2008	1	1	0	100			74				
	2008-2009	3	3	0	100		60	69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	25	24	1	100	60	51	51	8	52	20	20
	2008-2009	24	23	0	96	61	51	53	13	48	17	22
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	7	6	1	100	43	30	33	0	43	0	57
	2008-2009	10	10	0	100	0	20	38	0	0	40	60
Limited English Proficient	2007-2008	2	2	0	100			44				
	2008-2009	1	1	0	100			40				

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2009–2010 NCLB Report Card



School: Coffin School
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Grade: 3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	E: 99 M: 100	E: 100 M: 99	75	E: 70 M: 77	E: 68 M: 73	98	E: 99 M: 99	E: 100 M: 99	72	E: 70 M: 56	E: 67 M: 55	96	95	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	77	E: 70 M: 77	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	74	E: 71 M: 57	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: 54 M: 54	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: 46 M: 22	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: 88	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: 62	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	97	E: 99 M: 99	E: 100 M: 99	69	E: 55 M: 58	E: 55 M: 60	97	E: 99 M: 98	E: 100 M: 99	66	E: 58 M: 33	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 99	E: 100 M: 99	24	E: 33 M: 26	E: 37 M: 34	*	E: 100 M: 99	E: 100 M: 99	24	E: 28 M: 20	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

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 March 28, 2009)	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹ 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.