



**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 2010-2011: 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 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

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.



2011-2012 NCLB Report Card

School: William S. Cohen School

SAU: Bangor School Department

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2011-2012 NCLB Report Card



School: William S. Cohen School
 SAU: Bangor School Department
 Grade: 06



MAINE
 DEPARTMENT OF EDUCATION

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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	134	128	96	80	77	68	14	66	18	2	126	2	
	2010-2011	129	126	98	78	77	72	12	66	18	4	123	3	1
Female	2009-2010	59	57	97	79	80	74	11	68	18	4			
	2010-2011	63	62	98	84	82	76	16	68	13	3			
Male	2009-2010	75	71	95	80	74	63	17	63	18	1			
	2010-2011	66	64	97	72	73	68	8	64	23	5			
Caucasian/White	2009-2010	122	117	96	80	79	69	15	65	17	3			
	2010-2011	116	114	98	78	77	73	13	65	18	4			
African American/Black	2009-2010	4	4	100		42	47							
	2010-2011	4	4	100			52							
Hispanic	2009-2010	2	2	100			62							
	2010-2011	2	2	100			67							
Asian or Pacific Islander	2009-2010	4	4	100			70							
	2010-2011	3	2	67			67							
American Indian or Native Alaskan	2009-2010	2	1	50			56							
	2010-2011	4	4	100			65							
Economically Disadvantaged	2009-2010	47	43	91	72	68	56	2	70	23	5			
	2010-2011	52	49	94	63	66	60	10	53	27	10			
Migrant	2009-2010	1	1	100										
	2010-2011	0	0											
Students with Disabilities	2009-2010	29	25	86	40	32	29	8	32	48	12			
	2010-2011	28	26	93	42	43	33	12	31	38	19			
Limited English Proficient	2009-2010	3	3	100			44							
	2010-2011	3	2	67			46							

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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2011-2012 NCLB Report Card



School: William S. Cohen School
SAU: Bangor School Department
Grade: 07



MAINE
DEPARTMENT OF EDUCATION

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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	120	118	98	86	82	69	19	66	11	3	115	3	
	2010-2011	138	136	99	79	74	66	14	65	17	4	132	4	1
Female	2009-2010	62	60	97	87	84	76	32	55	10	3			
	2010-2011	62	62	100	74	75	73	15	60	19	6			
Male	2009-2010	58	58	100	84	80	62	7	78	12	3			
	2010-2011	76	74	97	82	73	59	14	69	15	3			
Caucasian/White	2009-2010	113	112	99	86	82	69	20	66	11	4			
	2010-2011	129	127	98	80	76	67	15	65	16	5			
African American/Black	2009-2010	1	1	100			53							
	2010-2011	3	3	100			43							
Hispanic	2009-2010	3	2	67			60							
	2010-2011	2	2	100			52							
Asian or Pacific Islander	2009-2010	2	2	100			77							
	2010-2011	3	3	100			64							
American Indian or Native Alaskan	2009-2010	1	1	100			56							
	2010-2011	1	1	100			61							
Economically Disadvantaged	2009-2010	38	37	97	81	72	57	16	65	19	<1			
	2010-2011	47	47	100	62	60	52	2	60	30	9			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	17	15	88	53	57	28	20	33	40	7			
	2010-2011	26	25	96	44	42	25	<1	44	36	20			
Limited English Proficient	2009-2010	1	1	100			44							
	2010-2011	5	4	80			40							

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

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2011-2012 NCLB Report Card



School: William S. Cohen School
 SAU: Bangor School Department
 Grade: 08



MAINE
 DEPARTMENT OF EDUCATION

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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	135	131	97	80	80	68	25	55	16	4	125	6	
	2010-2011	125	125	100	85	85	72	34	50	14	2	122	3	0
Female	2009-2010	64	63	98	90	85	76	33	57	6	3			
	2010-2011	59	59	100	88	88	78	47	41	10	2			
Male	2009-2010	71	68	96	71	76	61	18	53	25	4			
	2010-2011	66	66	100	82	82	68	23	59	17	2			
Caucasian/White	2009-2010	116	114	98	82	82	69	26	56	14	4			
	2010-2011	116	116	100	85	86	73	34	51	14	1			
African American/Black	2009-2010	9	9	100		60	50							
	2010-2011	2	2	100			52							
Hispanic	2009-2010	2	1	50			57							
	2010-2011	2	2	100			67							
Asian or Pacific Islander	2009-2010	7	7	100		67	76							
	2010-2011	2	2	100			84							
American Indian or Native Alaskan	2009-2010	1	0	0			50							
	2010-2011	2	2	100			67							
Economically Disadvantaged	2009-2010	48	47	98	70	73	56	13	57	21	9			
	2010-2011	41	41	100	73	77	61	22	51	24	2			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	17	13	76	54	67	26	8	46	15	31			
	2010-2011	16	16	100	50	63	32	25	25	38	13			
Limited English Proficient	2009-2010	2	2	100			43							
	2010-2011	2	2	100			49							

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

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Grade: 06



MAINE
DEPARTMENT OF EDUCATION

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	2009-2010	134	129	96	77	71	63	33	43	14	9	127	2
	2010-2011	129	127	98	70	71	64	31	39	20	10	124	3
Female	2009-2010	59	57	97	63	67	62	19	44	21	16		
	2010-2011	63	62	98	73	73	63	26	47	18	10		
Male	2009-2010	75	72	96	88	75	63	44	43	8	4		
	2010-2011	66	65	98	68	69	64	35	32	22	11		
Caucasian/White	2009-2010	122	118	97	78	73	64	35	43	14	8		
	2010-2011	116	114	98	70	70	65	30	40	19	11		
African American/Black	2009-2010	4	4	100		42	40						
	2010-2011	4	4	100			36						
Hispanic	2009-2010	2	2	100			49						
	2010-2011	2	2	100			57						
Asian or Pacific Islander	2009-2010	4	4	100			68						
	2010-2011	3	3	100			66						
American Indian or Native Alaskan	2009-2010	2	1	50			50						
	2010-2011	4	4	100			60						
Economically Disadvantaged	2009-2010	47	43	91	67	60	49	16	51	19	14		
	2010-2011	52	50	96	60	61	50	26	34	24	16		
Migrant	2009-2010	1	1	100									
	2010-2011	0	0										
Students with Disabilities	2009-2010	29	25	86	48	36	29	20	28	16	36		
	2010-2011	28	26	93	46	38	28	12	35	12	42		
Limited English Proficient	2009-2010	3	3	100			36						
	2010-2011	3	3	100			39						

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2011-2012 NCLB Report Card



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Grade: 07



MAINE
DEPARTMENT OF EDUCATION

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	2009-2010	120	118	98	83	76	60	42	42	8	9	114	4
	2010-2011	138	137	99	74	71	58	28	47	13	12	133	4
Female	2009-2010	62	60	97	85	78	59	45	40	2	13		
	2010-2011	62	62	100	60	64	59	15	45	18	23		
Male	2009-2010	58	58	100	81	74	61	38	43	14	5		
	2010-2011	76	75	99	87	77	58	39	48	9	4		
Caucasian/White	2009-2010	113	112	99	83	76	61	41	42	8	9		
	2010-2011	129	128	99	75	72	60	28	47	13	12		
African American/Black	2009-2010	1	1	100			35						
	2010-2011	3	3	100			29						
Hispanic	2009-2010	3	2	67			42						
	2010-2011	2	2	100			44						
Asian or Pacific Islander	2009-2010	2	2	100			72						
	2010-2011	3	3	100			62						
American Indian or Native Alaskan	2009-2010	1	1	100			46						
	2010-2011	1	1	100			52						
Economically Disadvantaged	2009-2010	38	37	97	76	63	46	38	38	11	14		
	2010-2011	47	47	100	64	63	44	13	51	15	21		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	17	15	88	33	43	25	27	7	13	53		
	2010-2011	26	25	96	48	52	22	4	44	16	36		
Limited English Proficient	2009-2010	1	1	100			36						
	2010-2011	5	5	100			33						

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 Grade: 08



MAINE
 DEPARTMENT OF EDUCATION

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	2009-2010	135	131	97	79	74	60	26	53	16	5	125	6
	2010-2011	125	125	100	77	74	59	37	40	12	11	122	3
Female	2009-2010	64	63	98	83	76	60	27	56	13	5		
	2010-2011	59	59	100	76	71	58	37	39	8	15		
Male	2009-2010	71	68	96	75	72	59	25	50	19	6		
	2010-2011	66	66	100	77	76	60	36	41	15	8		
Caucasian/White	2009-2010	116	114	98	80	74	60	26	54	17	4		
	2010-2011	116	116	100	78	74	60	37	41	13	9		
African American/Black	2009-2010	9	9	100		53	34						
	2010-2011	2	2	100			32						
Hispanic	2009-2010	2	1	50			48						
	2010-2011	2	2	100			49						
Asian or Pacific Islander	2009-2010	7	7	100		92	68						
	2010-2011	2	2	100			71						
American Indian or Native Alaskan	2009-2010	1	0	0			46						
	2010-2011	2	2	100			52						
Economically Disadvantaged	2009-2010	48	47	98	68	60	45	13	55	23	9		
	2010-2011	41	41	100	63	61	44	17	46	17	20		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	17	13	76	62	48	21	38	23	15	23		
	2010-2011	16	16	100	25	28	22	25	<1	19	56		
Limited English Proficient	2009-2010	2	2	100			29						
	2010-2011	2	2	100			32						

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2011-2012 NCLB Report Card



School: William S. Cohen School
 SAU: Bangor School Department
 Grade: 08



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 DEPARTMENT OF EDUCATION

Group	Science 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	2010-2011	127	124	98	87	83	71	35	52	10	2	121	3
Female	2010-2011	62	60	97	92	84	69	35	57	5	3		
Male	2010-2011	65	64	98	83	83	73	36	47	16	2		
Caucasian/White	2010-2011	118	115	97	86	83	72	36	50	11	3		
African American/Black	2010-2011	1	1	100			46						
Hispanic	2010-2011	2	2	100			59						
Asian or Pacific Islander	2010-2011	2	2	100			73						
American Indian or Native Alaskan	2010-2011	3	3	100			61						
Economically Disadvantaged	2010-2011	46	44	96	77	71	60	14	64	20	2		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	16	14	88	64	70	41	7	57	29	7		
Limited English Proficient	2010-2011	2	2	100			39						

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

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2011-2012 NCLB Report Card



School: William S. Cohen School
 SAU: Bangor School Department
 Grade: 3-8



MAINE
 DEPARTMENT OF EDUCATION

Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 100	E: 99 M: 99	84	E: 76 M: 80	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	79	E: 74 M: 74	E: 61 M: 61	94	94	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	84	E: 76 M: 81	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	79	E: 75 M: 74	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: 70 M: 67	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: 65 M: 62	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	99	E: 100 M: 99	E: 99 M: 99	70	E: 65 M: 69	E: 58 M: 58	100	E: 100 M: 99	E: 99 M: 99	71	E: 62 M: 65	E: 48 M: 47			
Students with Disabilities	100	E: 99 M: 99	E: 98 M: 98	43	E: 41 M: 47	E: 33 M: 30	100	E: 99 M: 99	E: 98 M: 98	41	E: 44 M: 43	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

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.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



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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
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	10	2	6	3	4	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, 2011	3

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.