



**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: Congin School

SAU: Westbrook School Department

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2011-2012 NCLB Report Card



School: Congin School
SAU: Westbrook 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		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	94	92	98	75	65	73	16	59	21	4	92	0	
	2010-2011	106	105	99	67	65	70	16	50	25	9	105	0	0
Female	2009-2010	46	46	100	74	69	76	20	54	22	4			
	2010-2011	55	55	100	78	71	74	22	56	16	5			
Male	2009-2010	48	46	96	76	61	69	13	63	20	4			
	2010-2011	51	50	98	54	58	66	10	44	34	12			
Caucasian/White	2009-2010	81	79	98	76	67	74	19	57	19	5			
	2010-2011	92	91	99	69	68	71	16	53	23	8			
African American/Black	2009-2010	5	5	100		33	46							
	2010-2011	6	6	100		42	43							
Hispanic	2009-2010	3	3	100			58							
	2010-2011	5	5	100			60							
Asian or Pacific Islander	2009-2010	5	5	100			71							
	2010-2011	2	2	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	39	38	97	63	50	62	8	55	34	3			
	2010-2011	53	53	100	49	53	58	8	42	42	9			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	6	86		28	38							
	2010-2011	19	18	95	39	31	34	11	28	39	22			
Limited English Proficient	2009-2010	7	7	100		46	45							
	2010-2011	6	6	100		33	39							

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.

2011-2012 NCLB Report Card



School: Congin 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 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	105	105	100	64	68	67	14	50	25	11	102	3	
	2010-2011	100	99	99	64	61	67	16	47	25	11	98	1	0
Female	2009-2010	48	48	100	67	71	71	13	54	23	10			
	2010-2011	51	51	100	61	60	72	22	39	27	12			
Male	2009-2010	57	57	100	61	65	63	16	46	26	12			
	2010-2011	49	48	98	67	61	63	10	56	23	10			
Caucasian/White	2009-2010	96	96	100	68	70	68	15	53	22	10			
	2010-2011	83	82	99	72	67	68	18	54	22	6			
African American/Black	2009-2010	4	4	100		50	43							
	2010-2011	6	6	100		31	40							
Hispanic	2009-2010	2	2	100			59							
	2010-2011	8	8	100			54							
Asian or Pacific Islander	2009-2010	3	3	100			71							
	2010-2011	3	3	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	45	45	100	49	59	56	7	42	36	16			
	2010-2011	45	45	100	53	49	56	13	40	29	18			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	19	19	100	21	30	34	5	16	47	32			
	2010-2011	10	10	100	10	25	29	<1	10	70	20			
Limited English Proficient	2009-2010	4	4	100			46							
	2010-2011	8	8	100		13	43							

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

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School: Congin School
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Grade: 05



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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 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	109	109	100	70	70	72	10	60	22	8	109	0	
	2010-2011	113	113	100	65	70	70	7	58	28	7	111	2	0
Female	2009-2010	55	55	100	76	71	78	13	64	22	2			
	2010-2011	52	52	100	67	75	75	10	58	23	10			
Male	2009-2010	54	54	100	63	70	67	7	56	22	15			
	2010-2011	61	61	100	62	65	66	5	57	33	5			
Caucasian/White	2009-2010	100	100	100	70	71	73	11	59	21	9			
	2010-2011	100	100	100	66	70	71	8	58	27	7			
African American/Black	2009-2010	4	4	100			57							
	2010-2011	4	4	100		75	48							
Hispanic	2009-2010	4	4	100			70							
	2010-2011	3	3	100			65							
Asian or Pacific Islander	2009-2010	1	1	100			73							
	2010-2011	3	3	100			68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	47	47	100	53	60	62	9	45	32	15			
	2010-2011	56	56	100	55	65	60	2	54	32	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	24	24	100	29	41	36	4	25	46	25			
	2010-2011	19	19	100	21	29	34	<1	21	53	26			
Limited English Proficient	2009-2010	7	7	100		55	49							
	2010-2011	5	5	100		83	46							

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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 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	94	92	98	72	67	62	23
	2010-2011	106	105	99	64	57	61	14	50	18	18	105	0
Female	2009-2010	46	46	100	63	61	61	22	41	26	11		
	2010-2011	55	55	100	65	57	59	16	49	20	15		
Male	2009-2010	48	46	96	80	73	63	24	57	11	9		
	2010-2011	51	50	98	62	58	64	12	50	16	22		
Caucasian/White	2009-2010	81	79	98	73	71	63	23	51	18	9		
	2010-2011	92	91	99	66	61	63	15	51	19	15		
African American/Black	2009-2010	5	5	100		25	31						
	2010-2011	6	6	100		31	30						
Hispanic	2009-2010	3	3	100			52						
	2010-2011	5	5	100			49						
Asian or Pacific Islander	2009-2010	5	5	100			65						
	2010-2011	2	2	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	39	38	97	63	55	50	21	42	18	18		
	2010-2011	53	53	100	45	42	49	4	42	25	30		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	6	86		56	33						
	2010-2011	19	18	95	22	24	35	<1	22	33	44		
Limited English Proficient	2009-2010	7	7	100		29	35						
	2010-2011	6	6	100		50	29						

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

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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 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	105	105	100	67	71	62	16	50	15	18	102	3
	2010-2011	100	99	99	60	59	60	17	42	22	18	98	1
Female	2009-2010	48	48	100	60	64	62	13	48	19	21		
	2010-2011	51	51	100	51	54	60	16	35	31	18		
Male	2009-2010	57	57	100	72	77	63	19	53	12	16		
	2010-2011	49	48	98	69	65	61	19	50	13	19		
Caucasian/White	2009-2010	96	96	100	71	75	63	18	53	16	14		
	2010-2011	83	82	99	67	65	61	20	48	21	12		
African American/Black	2009-2010	4	4	100			36						
	2010-2011	6	6	100		29	31						
Hispanic	2009-2010	2	2	100			45						
	2010-2011	8	8	100			48						
Asian or Pacific Islander	2009-2010	3	3	100			65						
	2010-2011	3	3	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	45	45	100	49	60	50	16	33	18	33		
	2010-2011	45	45	100	44	43	48	16	29	20	36		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	19	19	100	47	56	36	5	42	16	37		
	2010-2011	10	10	100	10	35	31	<1	10	60	30		
Limited English Proficient	2009-2010	4	4	100			38						
	2010-2011	8	8	100		11	35						

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



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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 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	109	109	100	61	66	64	14	48	17	21	109	0
	2010-2011	113	113	100	63	63	61	18	45	21	16	111	2
Female	2009-2010	55	55	100	62	66	64	13	49	16	22		
	2010-2011	52	52	100	58	58	61	13	44	23	19		
Male	2009-2010	54	54	100	61	67	64	15	46	19	20		
	2010-2011	61	61	100	67	67	61	21	46	20	13		
Caucasian/White	2009-2010	100	100	100	60	67	65	15	45	19	21		
	2010-2011	100	100	100	69	69	62	19	50	17	14		
African American/Black	2009-2010	4	4	100			37						
	2010-2011	4	4	100		25	32						
Hispanic	2009-2010	4	4	100			55						
	2010-2011	3	3	100			48						
Asian or Pacific Islander	2009-2010	1	1	100			67						
	2010-2011	3	3	100			59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	47	47	100	47	55	51	9	38	19	34		
	2010-2011	56	56	100	46	49	47	7	39	30	23		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	24	24	100	29	38	34	4	25	29	42		
	2010-2011	19	19	100	37	41	30	5	32	16	47		
Limited English Proficient	2009-2010	7	7	100		67	38						
	2010-2011	5	5	100		23	34						

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: Congin School
 SAU: Westbrook School Department
 Grade: 05



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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	114	114	100	61	61	64	4	57	26	12	112	2
Female	2010-2011	53	53	100	62	61	64	6	57	26	11		
Male	2010-2011	61	61	100	61	62	65	3	57	26	13		
Caucasian/White	2010-2011	99	99	100	65	64	66	4	61	24	11		
African American/Black	2010-2011	5	5	100		33	32						
Hispanic	2010-2011	4	4	100			50						
Asian or Pacific Islander	2010-2011	3	3	100			68						
American Indian or Native Alaskan	2010-2011	0	0				58						
Economically Disadvantaged	2010-2011	59	59	100	51	50	53	2	49	32	17		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	18	18	100	28	26	36	<1	28	33	39		
Limited English Proficient	2010-2011	6	6	100		25	36						

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School: Congin School
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 Grade: 3-8



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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	99	E: 99 M: 99	E: 99 M: 99	65	E: 66 M: 68	E: 69 M: 70	99	E: 100 M: 99	E: 99 M: 99	62	E: 62 M: 60	E: 61 M: 61	97	95	95
Caucasian/White	99	E: 99 M: 100	E: 99 M: 99	69	E: 68 M: 69	E: 70 M: 71	99	E: 100 M: 100	E: 99 M: 99	66	E: 66 M: 61	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: 56 M: 52	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: 37 M: 39	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	100	E: 98 M: 99	E: 99 M: 99	52	E: 57 M: 58	E: 58 M: 58	100	E: 100 M: 99	E: 99 M: 99	47	E: 48 M: 45	E: 48 M: 47			
Students with Disabilities	98	E: 99 M: 99	E: 98 M: 98	13	E: 30 M: 12	E: 33 M: 30	98	E: 99 M: 98	E: 98 M: 98	20	E: 30 M: 13	E: 32 M: 24			
Limited English Proficient	*	E: 87 M: *	E: 92 M: 92	*	E: 39 M: 50	E: 43 M: 45	*	E: 100 M: *	E: 99 M: 99	*	E: 29 M: 46	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	11	3	9	1	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, 2011	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.