

Brewer School Department

NCLB Annual Report Card

2009

**Brewer School Department Report Card
Fall 2009**

This is the Brewer School Department Report Card detailing achievement of our students and their schools, as required under the No Child Left Behind Act (NCLB). This report highlights academic achievement as well as teacher quality. Each year the Brewer School Department will issue the Report Card at a public presentation to the school committee, publish the report in the school newspaper- *NEXUS* and post its contents on the Brewer School Department website (www.breweredu.org). Hard copies will be available at the superintendent's office as well as each of the schools.

It is our goal to create a report card that is: 1) clear and easy to understand; 2) accessible to the public, both physically and linguistically; 3) accompanied by adequate interpretive information; 4) supported by evidence that the information and suggested interpretations are valid; 5) provided in paper and electronic versions. If you have questions about this data, please contact your child's school principal, or Kathleen Kazmierczak, the Director of Instruction, at 989-8638.

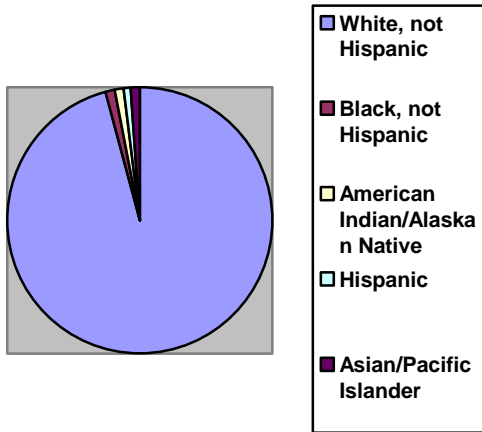
PART I
Demographic Information –Brewer Schools
Brewer School Department Grades K-12

Grade	Males	Females	Total	Ave. Daily Attendance	Free & Reduced Lunch	Title I	Special Ed.	504 Plan	LEP*	% Attending Technical Schools	% Attending Alternative Programs
PreK	27	33	60		52%	N/A	-	0%			
K	47	47	94		42.5%	N/A	9.5%	0%	-		
1	49	39	88		43%		11%	0%	-		
2	55	59	114		35%	21%	13%	>1%	-		
3	51	61	112		37%	7%	11%	>1%	-		
4	55	57	112		41%	14%	20.5%	1%	-		
5	54	42	96		28%	11%	14.5%	3%	-		
6	51	44	95		35%	N/A	15%	4%	-		
7	41	50	91		27%	N/A	13%	3%	-		
8	41	47	88		32%	N/A	18%	3%	-		>1%
9	124	104	228		28.5%	N/A	18%	2%	-		2%
10	115	76	191		25%	N/A	16%	1.5%	-	2%	5 %
11	74	78	152		23%	N/A	20%	>1%	-	12.5%	>1%
12	109	79	188		21%	N/A	17.5%	5%	-	19%	5%
TOTALS	893	816	1709	96%	32%	3%	15%	2%	0%	2%	2%

*LEP=Limited English Proficiency

Class of 2009	
2008-2009 Graduating Seniors	191
Percent of Seniors to College	67 %
Percent of Seniors to Military	3 %
Percent of Seniors to Employment	19 %
Percent of Seniors Undecided/Misc.	11 %

Brewer School Department Students:



Ethnicity	Brewer	State Average
White, not Hispanic	95%	95%
Black, not Hispanic	1.5%	2%
American Indian/Alaskan Native	1%	1%
Hispanic	1%	1%
Asian/Pacific Islander	1%	1%

Source: Maine Dept. of Education Data Center 2009

Student Economic Level

	Brewer	State Average
Students eligible for free or reduced-priced lunch program	32%	39%

Source: MDOE, 2009

Spending Per Pupil

	Brewer	State Average
Total per pupil expenditures	K-8 \$7,988.81 9-12 \$9,966.54	\$8,988.81 \$10,233.08

Total per pupil expenditures show the district’s total spending per pupil. This dollar figure captures the cost of day-to-day operation of schools. This includes all costs except those associated with school construction, land acquisition and adult education.

PART II

The Brewer School Department 2009 MEA Report

The Maine Educational Assessment (MEA) has been the State’s measure of student progress in achieving the State standards known as Learning Results. The MEA administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*. The MEA measures the achievement of all students in reading and mathematics in grades 3 through 8. Science and Technology assessed at grades 5 and 8.

The MEA consists of multiple-choice questions and questions that require students to construct an answer. Students’ scores are reported by the percentage across four achievement levels. The levels are: Exceeds Standards, Meets Standards, Partially Meets Standards, and Does Not Meet Standards.

Achievement Levels as defined by the Maine Department of Education:

[Scaled Score: is a range from X00-X80 where X = the grade tested, these are the points earned]

Example: grade 3 + score 45 = score 345

Exceeds Standards: Gr. 3-8, all subjects that are tested X61-80

Meets Standards: Gr. 3-8, all subjects that are tested X41-60

Ranges for the following two levels adjust slightly depending upon grade and subject.

Partially Meets:

Gr.3-5, reading X31-40	Gr. 3, math X25-40	Gr. 4, science X29-40
Gr. 6-8, reading X 29-40	Gr. 6 & 7, math X27-40	Gr. 8, science X31-40
	Gr. 4, 5, 8, math X29-40	

Does Not Meet:

Gr. 3-5, reading X00-30	Gr. 3, math X00-24	Gr. 4, science X00-28
Gr. 6-8, reading X00-28	Gr. 6 & 7, math X00-26	Gr. 8, science X00-30
	Gr. 4,5,8, math X00-28	

MEA Results 2008-2009

Average Scaled Score: Brewer to State Comparison

	Reading		Mathematics		Science & Technology		Writing	
	Brewer	State	Brewer	State	Brewer	State	Brewer	State
Grade 3								
2006-07	344	345	340	347				
2007-08	341	344	339	347				
2008-09	343	345	341	348				
Grade 4								
2006-07	447	445	443	445	445	444		
2007-08	446	445	442	445	443	444		
2008-09	446	446	440	446				
Grade 5								
2006-07	547	544	550	546			-545	-541
2007-08	548	545	545	546			540	538
2008-09	547	546	543	547	543	543		
Grade 6								
2006-07	645	646	641	643				
2007-08	649	648	641	642				
2008-09	648	647	640	643				
Grade 7								
2006-07	754	748	745	742				
2007-08	757	750	747	743				
2008-09	757	751	749	745				
Grade 8								
2006-07	850	847	844	842			837	836
2007-08	851	849	844	841				
2008-09	849	850	842	843	842	846		

School Level Data

2008-2009 MEA: Washington Street School
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Grade 3: Reading

Student Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	99	100	0	2	60	63	29	30	12	6
African American	83	99	0	0	20	40	40	41	40	18
Asian/Pacific Islander	100	97	*	4	*	63	*	25	*	8
American Indian or Native Alaskan	100	100	*	0	*	64	*	31	*	5
Economically Disadvantaged	98	100	0	1	38	52	42	39	20	9
Students with Disabilities	96	98	0	0	26	32	43	50	30	18

Grade 3: Mathematics

Student Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does not meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	99	100	4	17	47	52	31	23	17	7
African American	83	99	0	7	20	37	40	32	40	24
Economically Disadvantaged	98	100	4	10	33	48	33	31	29	12
Students with Disabilities	96	100	0	6	35	36	39	36	26	22

2008-2009 MEA: State Street School

Grade 4: Reading

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	99	100	4	5	61	66	30	24	4	6
Economically Disadvantaged	97	98	4	2	48	57	37	32	11	9
Students with Disabilities	100	100	0	1	36	39	57	42	7	18

- Group too small to be statistically evaluated

Grade 4: Mathematics

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	99	100	2	13	52	53	26	24	20	10
Economically Disadvantaged	97	100	4	6	30	48	37	30	30	16
Students with Disabilities	100	99	0	3	29	34	21	33	50	30

Grade 5: Reading

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	100	100	6	6	66	61	23	26	6	7
African American	100	98	*	2	*	44	*	31	*	23
Asian/Pacific Islander	100	98	*	11	*	58	*	21	*	11
Hispanic	100	99	*	4	*	54	*	32	*	10
Economically Disadvantaged	100	100	0	2	53	51	35	35	12	12
Students with Disabilities	100	100	0	0	27	29	55	47	18	23

*Group too small to be statistically evaluated

Grade 5: Mathematics

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Des Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	100	100	6	15	50	50	29	23	16	12
African American	100	99	*	6	*	35	*	28	*	30
Asian/Pacific Islander	100	100	*	19	*	50	*	20	*	12
Hispanic	100	99	*	9		43	*	31	*	17
Economically Disadvantaged	100	100	3	7	41	46	29	29	26	18
Students with Disabilities	100	100	0	3	27	32	45	32	27	33

*Group too small to be statistically evaluated

Grade 5: Science

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	100	100	4	4	47	51	37	31	12	13
African American	100	98	*	2	*	31	*	32	*	35
Asian/Pacific Islander	100	99	*	5	*	51	*	27	*	17
Hispanic	100	99	*	1	*	40	*	37	*	22
Economically Disadvantaged	100	100	3	2	35	42	38	37	24	20
Students with Disabilities	100	99	0	2	36	29	36	39	27	29

*Group too small to be statistically evaluated

2008-2009 MEA Brewer Middle School

Grade 6: Reading

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	99	99	6	9	72	61	16	24	5	6
African American	100	98	0	5	80	46	0	34	20	15
American Indian/Native Alaskan	100	99	*	4	*	49	*	38	*	10
Hispanic	100	98	*	5	*	55	*	33	*	7
Economically Disadvantaged	100	99	4	4	70	54	15	33	11	9
Students with Disabilities	100	99	0	1	30	30	40	48	30	22

*Group too small to be statistically evaluated

Grade 6: Mathematics

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	99	100	9	13	33	41	38	30	20	16
African American	100	99	20	4	20	26	0	36	60	34
American Indian/Native Alaskan	100	100	*	4	*	29	*	40	*	28
Hispanic	100	99	*	5	*	31	*	41	*	23
Economically Disadvantaged	100	99	4	6	26	33	41	37	30	25
Students with Disabilities	100	99	10	3	10	18	20	33	60	46

*Group too small to be statistically evaluated

Grade 7: Reading

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	99	99	35	19	50	60	9	15	6	6
African American	100	97	*	11	*	49	*	22	*	18
American Indian/Native Alaskan	100	98	*	12	*	53	*	19	*	16
Asian/Pacific Islanders	100	98	*	24	*	59	*	11	*	6
Hispanic	100	99	*	14	*	56	*	17	*	13
Economically Disadvantaged	96	99	13	8	61	58	13	22	13	11
Students with Disabilities	100	99	0	2	31	36	31	35	38	27

• Group too small to be statistically evaluated

Grade 7: Mathematics

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	School	Sch	State	Sch	State	Sch	State	Sch	State
All Students	99	99	19	16	50	42	17	25	14	18
African American	100	98	*	5	*	26	*	28	*	41
American Indian/Native Alaskan	100	99	*	8	*	30	*	31	*	30
Asian/Pacific Islanders	100	100	*	25	*	43	*	19	*	13
Hispanic	100	99	*	8	*	39	*	23	*	30
Economically Disadvantaged	96	99	13	7	52	35	13	30	22	28
Students with Disabilities	100	99	0	2	8	17	31	27	62	53

* Group too small to be statistically evaluated

Grade 8: Reading

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	100	99	17	20	55	51	22	21	7	8
African American	100	97	0	8	60	43	20	29	20	20
American Indian/Native Alaskan	100	99	*	10	*	46	*	26	*	18
Economically Disadvantaged	100	99	4	10	59	46	30	29	7	15
Students with Disabilities	100	99	0	2	21	25	57	40	21	34

* Group too small to be statistically evaluated

Grade 8: Mathematics

Group	% Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	100	99	9	15	42	38	30	25	19	23
African American	100	98	0	6	80	24	20	26	0	44
American Indian/Native Alaskan	100	97	*	5	*	31	*	32	*	32
Economically Disadvantaged	100	99	0	6	33	30	52	28	15	36
Students with Disabilities	100	98	0	2	7	12	29	22	64	63

* Group too small to be statistically evaluated

Grade 8: Science and Technology

Group	% of Students Tested		% Exceeds		% Meets		% Partially Meets		% Does Not Meet	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
All Students	100	99	8	15	43	47	37	26	11	12
African American	100	97	0	4	60	31	40	35	0	30
American Indian/Native Alaskan	100	98	*	8	*	39	*	31	*	22
Economically Disadvantaged	100	98	0	6	33	40	52	33	15	21
Students with Disabilities	100	98	0	3	7	22	71	36	21	38

* Group too small to be statistically evaluated

Two-Year Trends

Percentage of Students Meeting & Exceeding Standards

Subject/Year	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State	Sch	State
READING												
2007-08	44	64	62	63	79	63	75	70	90	73	82	71
2008-09	60	65	66	71	70	67	79	71	86	78	72	71
MATHEMATICS												
2007-08	44	67	52	60	64	64	59	53	65	53	57	51
2008-09	52	70	55	66	55	66	42	54	70	57	52	52

Maine High School Assessment: Grade 11

The Maine Educational Assessment is administered in grades 3 through 8 to meet state assessment requirements. Since the spring of 2006, the SAT Reasoning Test (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The mathematics portion of the SAT Reasoning Test was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

The SAT Reasoning Test employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. Scores are reported by the percentage of students scoring in four achievement levels. These levels are: Exceeds Standards, Meets Standards, Partially Meets Standards, and Does Not Meet Standards.

2008-2009 MHSA Grade 11			
Performance Levels	Scale Score Ranges		
	Reading	Math	Writing
Exceeds Standards	1161-1180	1161-1180	1161-1180
Meets Standards	1141-1160	1141-1160	1141-1160
Partially Meets Standards	1129-1140	1133-1140	1129-1140
Does Not Meet Standards	1100-1128	1100-1132	1100-1128

NOTE: The reporting at the high school reflects two scores. The *school score* includes all students tested in the school. The *district score* includes only those students who reside in the city of Brewer. Tuition students or students from other municipalities are no longer included in the district score.

Summary of School, District, and State Scores

		Average Scaled Score		
		School	District	State
Critical Reading	2008	1140	1142	1141
Critical Reading	2009	1141	1143	1141
Mathematics	2008	1139	1141	1141
Mathematics	2009	1141	1142	1141
Writing	2008	1139	1141	1140
Writing	2009	1140	1142	1140

2008-2009 MHS: Brewer High School
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Grade 11: Critical Reading

Group	% Students Tested			% Exceeds			% Meets			% Partially Meets			% Does Not Meet		
	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State
All Students	99	99	96	10	14	9	35	37	40	30	31	28	24	18	22
African American	100	100	91	*	*	3	*	*	23	*	*	27	*	+	47
Am. Indian/Native Alaskan	100	100	91	*	*	5	*	*	27	*	*	30	*	*	38
Asian/Pacific Islander	100	100	92	*	*	11	*	*	34	*	*	28	*	*	26
Hispanic	100	100	94	*	*	3	*	*	34	*	*	33	*	*	30
Economically Disadvantaged	97	95	92	0	0	3	31	41	30	31	24	32	38	35	35
Students with Disabilities	98	95	91	0	0	1	3	0	11	28	24	24	69	76	64

* Group too small to be statistically evaluated

Grade 11: Mathematics

Group	% Students Tested			% Exceeds			% Meets			% Partially Meets			% Does Not Meet		
	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State
All Students	99	99	98	3	4	4	38	46	38	36	30	31	23	20	27
African American	100	100	95	*	*	1	*	*	15	*	*	29	*	*	56
Am. Indian/Native Alaskan	100	100	96	*	*	1	*	*	20	*	*	31	*	*	48
Asian/Pacific Islander	100	100	95	*	*	11	*	*	41	*	*	28	*	*	21
Hispanic	100	100	98	*	*	1	*	*	27	*	*	25	*	*	46
Economically Disadvantaged	100	100	95	0	0	1	31	47	24	35	24	33	35	29	42
Students with Disabilities	97	95	96	0	0	0	6	6	7	33	29	19	61	65	73

* Group too small to be statistically evaluated

Grade 11: Writing

Group	% Students Tested			% Exceeds			% Meets			% Partially Meets			% Does Not Meet		
	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State	Sch	Dist	State
All Students	99	99	96	8	14	7	32	30	39	38	38	31	22	18	23
African American	100	100	91			2			22			32			44
Am. Indian/Native Alaskan	100	100	91	*	*	2	*	*	23	*	*	35	*	*	40
Asian/Pacific Islander	100	100	92	*	*	10	*	*	37	*	*	27	*	*	26
Hispanic	100	100	94	*	*	4	*	*	29	*	*	32	*	*	35
Economically Disadvantaged	98	96	92	4	6	2	12	12	27	46	47	33	38	35	38
Students with Disabilities	97	95	92	0	0	0	6	0	8	33	35	21	61	65	71

* Group too small to be statistically evaluated

PART III

Federal Adequate Yearly Progress Report 2008- 2009

Adequate Yearly Progress or AYP is the term used to describe the academic progress expected of each school each year in meeting the goal of teaching all students what they need to know as required by the *No Child Left Behind Act*.

Washington Street School	Reading	Target	Math	Target	Attendance	Target
	Met AYP	58%	Met AYP	50%		91%
Whole School (Gr. 3)	Yes	61%	Yes	51%	Yes	95%
Economically Disadvantaged	Yes(SH)	40%	Yes(CI)	36%		
Students with Disabilities	Yes(SH)	27%	Yes(CI)*	32%		
State Street School	Reading	Target	Math	Target	Attendance	Target
	Met AYP	58%	Met AYP	50%		91%
Whole School (Gr 4, 5)	Yes	69%	Yes	54%	Yes	95%
Economically Disadvantaged	Yes(CI)	54%	Yes(CI)	39%		
Students with Disabilities	Yes(SH)	36%	Yes(SH)	24%		
Brewer Middle School	Reading	Target	Math	Target	Attendance	Target
	Met AYP	58%	Met AYP	50%		91%
Whole School (Gr. 6, 7, 8)	Yes	79%	Yes	56%	Yes	94%
Economically Disadvantaged	Yes	72%	Yes(CI)	45%		
Students with Disabilities Group	Yes(SH)	39%	Yes(SH)	24%		

Brewer High School	Reading	Target	Math	Target	Brewer's Graduation Rate	Graduation Rate Target
	Met AYP	64%	Met AYP	43%	83% Exceeded target	75%
Whole School (Gr. 11)	No	48%	Yes	39%		
Economically Disadvantaged	Yes(SH)	32%	Yes	23%		
Students with Disabilities	No	11%	No	12%		

(SH)Safe Harbor Percent of students NOT proficient is reduced by 10% from the previous year
Yes (CI) Group meets the requirement using Confidence Interval

2008-2009 Overall Status of Brewer Schools:

	Brewer Elementary School	Brewer Middle School	Brewer High School
AYP Status 2009			
Reading	Made AYP	Made AYP	Did not make AYP
Math	Made AYP	Made AYP	Made AYP
AYP Status 2008			
Reading	Made AYP	Made AYP	Did not make AYP
Math	Made AYP	Made AYP	Made AYP- SH
AYP Status 2007			
Reading	Made AYP	Made AYP	Made AYP
Math	Made AYP	Did not make AYP	Made AYP

Actions Toward Improvement:

The Brewer School Department continuously strives to offer high quality educational opportunities for all our students. Brewer schools, grades 3-8 achieved target goals in both reading and math. Brewer High School met the goals for Mathematics but had three subgroups not meet the goals for Reading. Results show that two sub-groups at the high school did not fully achieve the target goal in the area of reading, which reflects in the overall AYP status for reading of not making AYP.

This year a freshman coordinator was assigned to Brewer High School. The coordinator was given the assignment of providing early intervention and contact with parents before the students began a downward spiral. In this initial phase, first quarter of freshman year, thirty-seven freshman students with failing grades were referred. Of those thirty-seven, twenty-four students or 65% showed improvement. If the improvement rate is maintained or increased, the viability of this intervention will be soundly supported.

Brewer staff have been working with curriculum aligned to national standards and the Maine Learning Results. This work has focused on Reading, Writing and Mathematics for grades pre-K-8. The work has also included alignment of units and assessments to the standards. This work is to build coherent and cohesive curriculums so that all children at any grade level will have opportunity to learn and to be assessed against the same

standards. At the high school, curriculum work includes development of a syllabus template that offers the same criteria for effective development of curriculums. Throughout the district, teachers are beginning to analyze data to look at student level information. The data is generated from local assessments such as writing prompts, Observation/Survey, DRA's, and state level mandated tests- MEA's and SAT's, as well as PSAT's. The Northwest Evaluation Association -Measure of Academic Progress (MAP) for grades 2-8 and students with special education needs at the high school is part of the data set. The individual nature of the assessment provides information about each student's needs and strengths in the areas of reading, language usage and mathematics. In addition to providing individual student data, the assessment data will inform curriculum, instruction and professional development needs.

Conclusion:

No Child Left Behind is a law that has as its purposes to ensure that all children in the United States receive a high-quality education and to close the achievement gap that exists between children who typically perform well in school and those who do not. The Brewer School Department hopes you find this Report Card informative and helpful so you can make good decisions about your child's education.

We thank you for supporting our schools. We invite you to visit and become involved at whatever level feels comfortable for you. The education of all of our children depends on all of us.

Brewer School Department

Superintendent's Office

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207-989-3160**

Dr. Daniel Lee, Superintendent of Schools
Gretchen Gardner, Director of Finance
Kathleen Kazmierczak, Director of Instruction
Kerry Priest, Director of Special Services

Brewer High School

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207-989-4140**

Rebecca Bubar, Principal
Brian Doyle, Asst. Principal

Brewer Middle School

**5 Somerset Street
Brewer, ME 04412
207-989-8640**

William Leithiser, Principal

State Street School

**131 State Street
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207-989-3244**

Jason Richards, Principal

Washington Street School

**100 Washington Street
Brewer, ME 04412
207-989-8660**

Janet McIntosh, Principal

Capri Street School

**49 Capri Street
Brewer, ME 04412
989-8620**

Janet McIntosh, Principal

For more information about Brewer Schools go to www.breweredu.org and click.

APPENDIX A

One requirement of the No Child Left Behind Act (NCLB) is a district and school report card with the following data. If more information is desired, please contact the Director of Instruction at 989-8638 or kkazmierczak@breweredu.org.

Highly Qualified Teacher Data

All teachers in the Brewer School Department are currently entitled to teach under Maine’s strict certification requirements. All of our teachers have college degrees, and several have advanced degrees. In addition, every teacher continues his or her own learning by annually setting professional goals and collecting evidence of having made progress on attaining those goals. NCLB further requires that, in order to be “Highly Qualified,” each teacher must demonstrate subject–matter knowledge in each content area(s) that he/she teachers.

Brewer School Department 2009	Total number of core academic classes	Taught by HQT	Percent taught by HQT	Classes taught by certified general education teachers who did not pass a subject-knowledge test and have not demonstrated subject-matter competency through HOU SSE	Classes taught by certified special-education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOU SSE	Classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	Total number of teachers who met NCLB definition of a HQT by using the HOUSEE rubric	Other
2009 Capri Street School	19	19	100%	0	0	0	4	0
2009 Washington St. Sch.	83	83	100%	0	0	0	15	0
2009 State Street School	32	32	100%	0	0	0	10	0
2009 Brewer Middle Sch.	109	109	100%	0	0	0	12	0
2009 Brewer High School	225	210	93.33%	15	0	0	13	0

Brewer School Department NCLB Report Card

Teacher's Degrees	Bachelors	Bachelors + 15	Masters	Masters + 30	CAS	Doctorate
2009 Capri Street School	4	2	1			
2009 Washington St. Sch.	9	1	9	1	6	
2009 State Street School	4	2	1	2	2	
2009 Brewer Middle Sch.	12	4	8		2	
2009 Brewer High School	17	8	20	4	3	1

Administrator's Degrees	Bachelors	Bachelors + 15	Masters	Masters +30	CAS	Doctorate
Number of Administrators	1	1	2	2	4	2