



**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 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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2009–2010 NCLB Report Card

School: Dayton Consolidated School

SAU: Dayton School Department

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# 2009–2010 NCLB Report Card



**School:** Dayton Consolidated School  
**SAU:** Dayton 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 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	22	21	1	100	82	83	64	9	73	14	5
	2008-2009	31	31	0	100	74	74	65	0	74	23	3
Female	2007-2008	9	9	0	100	100	100	68	11	89	0	0
	2008-2009	11	11	0	100	64	64	70	0	64	27	9
Male	2007-2008	13	12	1	100	69	71	59	8	62	23	8
	2008-2009	20	20	0	100	80	80	60	0	80	20	0
Caucasian/White	2007-2008	22	21	1	100	82	83	64	9	73	14	5
	2008-2009	31	31	0	100	74	74	66	0	74	23	3
African American/Black	2007-2008	0	0	0				42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	5	4	1	100	80	83	50	0	80	20	0
	2008-2009	3	3	0	100			53				
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	4	1	100	40	40	34	20	20	40	20
	2008-2009	6	6	0	100	50	50	36	0	50	50	0
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				40				

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

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**School:** Dayton Consolidated 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	42	40	1	98	56	56	63	2	54	37	7
	2008-2009	25	24	1	100	88	88	71	4	84	12	0
Female	2007-2008	18	17	1	100	61	61	67	6	56	33	6
	2008-2009	12	12	0	100	92	92	75	8	83	8	0
Male	2007-2008	24	23	0	96	52	52	60	0	52	39	9
	2008-2009	13	12	1	100	85	85	67	0	85	15	0
Caucasian/White	2007-2008	42	40	1	98	56	56	64	2	54	37	7
	2008-2009	25	24	1	100	88	88	71	4	84	12	0
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	5	5	0	100	60	60	49	0	60	40	0
	2008-2009	6	5	1	100	83	83	60	0	83	17	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	11	10	1	100	27	27	31	9	18	45	27
	2008-2009	5	4	1	100	80	80	43	0	80	20	0
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	0	0	0				47				

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

# 2009–2010 NCLB Report Card



**School:** Dayton Consolidated 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 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	31	30	1	100	65	66	63	0	65	29	6
	2008-2009	41	41	0	100	66	66	67	5	61	34	0
Female	2007-2008	14	14	0	100	71	73	68	0	71	29	0
	2008-2009	18	18	0	100	50	50	70	11	39	50	0
Male	2007-2008	17	16	1	100	59	59	59	0	59	29	12
	2008-2009	23	23	0	100	78	78	64	0	78	22	0
Caucasian/White	2007-2008	30	29	1	100	67	68	64	0	67	27	7
	2008-2009	39	39	0	100	67	67	67	5	62	33	0
African American/Black	2007-2008	0	0	0				40				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	1	1	0	100			56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	1	1	0	100			44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	5	5	0	100	60	60	50	0	60	40	0
	2008-2009	6	6	0	100	83	83	53	33	50	17	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	8	7	1	100	38	38	29	0	38	38	25
	2008-2009	6	6	0	100	67	67	31	0	67	33	0
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

NOTE: Some achievement level results have been left blank because fewer than five (5) 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 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	22	21	1	100	86	87	67	59	27	14	0
	2008-2009	31	31	0	100	87	87	70	32	55	13	0
Female	2007-2008	9	9	0	100	89	89	65	67	22	11	0
	2008-2009	11	11	0	100	82	82	68	27	55	18	0
Male	2007-2008	13	12	1	100	85	86	68	54	31	15	0
	2008-2009	20	20	0	100	90	90	71	35	55	10	0
Caucasian/White	2007-2008	22	21	1	100	86	87	68	59	27	14	0
	2008-2009	31	31	0	100	87	87	71	32	55	13	0
African American/Black	2007-2008	0	0	0				41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	5	4	1	100	80	83	55	40	40	20	0
	2008-2009	3	3	0	100			58				
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	4	1	100	80	80	44	20	60	20	0
	2008-2009	6	6	0	100	83	83	46	33	50	17	0
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				46				

NOTE: Some achievement level results have been left blank because fewer than five (5) 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 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	42	40	1	98	78	78	60	10	68	20	2
	2008-2009	25	24	1	100	88	88	66	12	76	12	0
Female	2007-2008	18	17	1	100	78	78	59	11	67	17	6
	2008-2009	12	12	0	100	83	83	66	25	58	17	0
Male	2007-2008	24	23	0	96	78	78	62	9	70	22	0
	2008-2009	13	12	1	100	92	92	67	0	92	8	0
Caucasian/White	2007-2008	42	40	1	98	78	78	61	10	68	20	2
	2008-2009	25	24	1	100	88	88	67	12	76	12	0
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	5	5	0	100	80	80	46	20	60	20	0
	2008-2009	6	5	1	100	83	83	54	17	67	17	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	11	10	1	100	55	55	36	0	55	36	9
	2008-2009	5	4	1	100	100	100	41	0	100	0	0
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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

# 2009–2010 NCLB Report Card



**School:** Dayton Consolidated School  
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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	31	29	1	97	67	68	64	3	63	27	7
	2008-2009	41	41	0	100	56	56	66	7	49	37	7
Female	2007-2008	14	13	0	93	62	64	63	8	54	38	0
	2008-2009	18	18	0	100	50	50	65	6	44	39	11
Male	2007-2008	17	16	1	100	71	71	64	0	71	18	12
	2008-2009	23	23	0	100	61	61	66	9	52	35	4
Caucasian/White	2007-2008	30	28	1	97	69	70	65	3	66	24	7
	2008-2009	39	39	0	100	56	56	67	8	49	36	8
African American/Black	2007-2008	0	0	0				38				
	2008-2009	1	1	0	100			43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	1	1	0	100			52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	5	5	0	100	60	60	51	0	60	40	0
	2008-2009	6	6	0	100	67	67	53	17	50	33	0
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	8	7	1	100	25	25	33	0	25	50	25
	2008-2009	6	6	0	100	83	83	38	17	67	0	17
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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

# 2009–2010 NCLB Report Card



**School:** Dayton Consolidated 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	100	E: 100 M: 99	E: 100 M: 99	74	E: 74 M: 79	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	74	E: 74 M: 64	E: 67 M: 55	96	96	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	74	E: 74 M: 79	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	74	E: 74 M: 64	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: *	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	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 55 M: 60	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	*	E: * M: *	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 <sup>1</sup>	8	0	5	1	1	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

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.