



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 or by contacting the NCLB Clearinghouse at 624-6705.



2009–2010 NCLB Report Card

School: Dresden Elementary School

SAU: Dresden School Department

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2009–2010 NCLB Report Card



School: Dresden Elementary School
SAU: Dresden 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	23	23	0	100	65	65	64	0	65	26	9
	2008-2009	13	13	0	100	77	77	65	8	69	8	15
Female	2007-2008	12	12	0	100	83	83	68	0	83	17	0
	2008-2009	4	4	0	100			70				
Male	2007-2008	11	11	0	100	45	45	59	0	45	36	18
	2008-2009	9	9	0	100	78	78	60	0	78	0	22
Caucasian/White	2007-2008	23	23	0	100	65	65	64	0	65	26	9
	2008-2009	12	12	0	100	75	75	66	8	67	8	17
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	1	1	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	7	7	0	100	57	57	50	0	57	29	14
	2008-2009	5	5	0	100	80	80	53	0	80	20	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	20	20	34	0	20	40	40
	2008-2009	4	4	0	100			36				
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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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	22	0	100	68	68	63	0	68	27	5
	2008-2009	19	19	0	100	74	74	71	5	68	21	5
Female	2007-2008	10	10	0	100	70	70	67	0	70	20	10
	2008-2009	10	10	0	100	80	80	75	0	80	20	0
Male	2007-2008	12	12	0	100	67	67	60	0	67	33	0
	2008-2009	9	9	0	100	67	67	67	11	56	22	11
Caucasian/White	2007-2008	22	22	0	100	68	68	64	0	68	27	5
	2008-2009	19	19	0	100	74	74	71	5	68	21	5
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	7	7	0	100	71	71	49	0	71	14	14
	2008-2009	6	6	0	100	83	83	60	17	67	17	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	20	20	31	0	20	60	20
	2008-2009	3	3	0	100			43				
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.

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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	15	14	0	93	57	57	63	7	50	43	0
	2008-2009	19	19	0	100	47	47	67	5	42	42	11
Female	2007-2008	4	4	0	100			68				
	2008-2009	9	9	0	100	56	56	70	11	44	33	11
Male	2007-2008	11	10	0	91	60	60	59	10	50	40	0
	2008-2009	10	10	0	100	40	40	64	0	40	50	10
Caucasian/White	2007-2008	15	14	0	93	57	57	64	7	50	43	0
	2008-2009	19	19	0	100	47	47	67	5	42	42	11
African American/Black	2007-2008	0	0	0				40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	6	6	0	100	33	33	50	0	33	67	0
	2008-2009	7	7	0	100	14	14	53	0	14	71	14
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100			29				
	2008-2009	6	6	0	100	0	0	31	0	0	67	33
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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SAU: Dresden School Department
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	23	23	0	100	65	65	67	4	61	17	17
	2008-2009	13	13	0	100	77	77	70	62	15	8	15
Female	2007-2008	12	12	0	100	67	67	65	0	67	25	8
	2008-2009	4	4	0	100			68				
Male	2007-2008	11	11	0	100	64	64	68	9	55	9	27
	2008-2009	9	9	0	100	78	78	71	67	11	0	22
Caucasian/White	2007-2008	23	23	0	100	65	65	68	4	61	17	17
	2008-2009	12	12	0	100	75	75	71	58	17	8	17
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	1	1	0	100			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	7	7	0	100	57	57	55	0	57	14	29
	2008-2009	5	5	0	100	80	80	58	60	20	20	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	40	40	44	0	40	0	60
	2008-2009	4	4	0	100			46				
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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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	22	22	0	100	59	59	60	5	55	27	14
	2008-2009	19	19	0	100	84	84	66	11	74	11	5
Female	2007-2008	10	10	0	100	60	60	59	10	50	30	10
	2008-2009	10	10	0	100	80	80	66	0	80	20	0
Male	2007-2008	12	12	0	100	58	58	62	0	58	25	17
	2008-2009	9	9	0	100	89	89	67	22	67	0	11
Caucasian/White	2007-2008	22	22	0	100	59	59	61	5	55	27	14
	2008-2009	19	19	0	100	84	84	67	11	74	11	5
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	7	7	0	100	43	43	46	0	43	43	14
	2008-2009	6	6	0	100	67	67	54	0	67	33	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	5	5	0	100	0	0	36	0	0	40	60
	2008-2009	3	3	0	100			41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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School: Dresden Elementary 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	15	14	0	93	71	71	64	0	71	14	14
	2008-2009	19	19	0	100	47	47	66	5	42	21	32
Female	2007-2008	4	4	0	100			63				
	2008-2009	9	9	0	100	67	67	65	11	56	11	22
Male	2007-2008	11	10	0	91	80	80	64	0	80	10	10
	2008-2009	10	10	0	100	30	30	66	0	30	30	40
Caucasian/White	2007-2008	15	14	0	93	71	71	65	0	71	14	14
	2008-2009	19	19	0	100	47	47	67	5	42	21	32
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	6	6	0	100	67	67	51	0	67	17	17
	2008-2009	7	7	0	100	29	29	53	0	29	14	57
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100			33				
	2008-2009	6	6	0	100	0	0	38	0	0	17	83
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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School: Dresden Elementary 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: 98	E: 100 M: 99	65	E: 65 M: 82	E: 68 M: 73	100	E: 100 M: 98	E: 100 M: 99	69	E: 69 M: 41	E: 67 M: 55	95	95	95
Caucasian/White	100	E: 100 M: 98	E: 100 M: 99	64	E: 64 M: 82	E: 68 M: 74	100	E: 100 M: 98	E: 100 M: 99	68	E: 68 M: 41	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: 67	E: 55 M: 60	*	E: * M: *	E: 100 M: 99	*	E: * M: 33	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 ¹	1	4	6	0	0	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

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.