



**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: Burchard A Dunn School  
SAU: MSAD 15

## Contents of the Report

Assessment Data  
Accountability Data  
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# 2009–2010 NCLB Report Card



**School:** Burchard A Dunn School  
**SAU:** MSAD 15  
**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	133	132	1	100	68	68	64	3	65	25	8
	2008-2009	155	150	4	99	73	73	65	6	66	26	1
Female	2007-2008	67	66	1	100	66	66	68	4	61	28	6
	2008-2009	77	76	1	100	78	78	70	12	66	22	0
Male	2007-2008	66	66	0	100	70	70	59	2	68	21	9
	2008-2009	78	74	3	99	68	68	60	1	66	30	3
Caucasian/White	2007-2008	129	128	1	100	67	67	64	3	64	25	8
	2008-2009	153	148	4	99	73	73	66	7	66	26	1
African American/Black	2007-2008	3	3	0	100			42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			51				
Asian or Pacific Islander	2007-2008	1	1	0	100			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	39	38	1	100	62	62	50	3	59	33	5
	2008-2009	53	49	3	98	62	62	53	6	56	35	4
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	20	19	1	100	65	65	34	5	60	30	5
	2008-2009	25	20	4	96	58	58	36	4	54	38	4
Limited English Proficient	2007-2008	2	1	1	100			39				
	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:** Burchard A Dunn School  
**SAU:** MSAD 15  
**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	153	153	0	100	67	67	63	1	65	27	6
	2008-2009	131	130	1	100	79	79	71	7	72	20	2
Female	2007-2008	67	67	0	100	76	76	67	0	76	21	3
	2008-2009	63	62	1	100	83	83	75	13	70	17	0
Male	2007-2008	86	86	0	100	59	59	60	2	57	33	8
	2008-2009	68	68	0	100	75	75	67	1	74	22	3
Caucasian/White	2007-2008	149	149	0	100	68	68	64	1	66	26	6
	2008-2009	125	124	1	100	78	78	71	7	71	20	2
African American/Black	2007-2008	0	0	0				38				
	2008-2009	3	3	0	100			53				
Hispanic	2007-2008	2	2	0	100			46				
	2008-2009	1	1	0	100			66				
Asian or Pacific Islander	2007-2008	1	1	0	100			67				
	2008-2009	2	2	0	100			71				
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	41	41	0	100	68	68	49	2	66	22	10
	2008-2009	43	42	1	100	77	77	60	5	72	23	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	24	24	0	100	63	63	31	0	63	25	13
	2008-2009	19	18	1	100	74	74	43	5	68	16	11
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	2	1	1	100			47				

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# 2009–2010 NCLB Report Card



**School:** Burchard A Dunn School  
**SAU:** MSAD 15  
**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	132	131	0	99	69	69	63	5	64	27	5
	2008-2009	155	153	2	100	74	74	67	4	70	23	4
Female	2007-2008	62	62	0	100	77	77	68	8	69	19	3
	2008-2009	65	65	0	100	86	86	70	5	82	12	2
Male	2007-2008	70	69	0	99	61	61	59	1	59	33	6
	2008-2009	90	88	2	100	64	64	64	3	61	30	6
Caucasian/White	2007-2008	129	128	0	99	69	69	64	4	65	27	5
	2008-2009	150	148	2	100	75	75	67	4	71	22	3
African American/Black	2007-2008	1	1	0	100			40				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	2	2	0	100			56				
Asian or Pacific Islander	2007-2008	1	1	0	100			69				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	1	1	0	100			48				
Economically Disadvantaged	2007-2008	40	39	0	98	56	56	50	0	56	36	8
	2008-2009	49	48	1	100	69	69	53	0	69	27	4
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	22	21	0	95	52	52	29	5	48	43	5
	2008-2009	20	18	2	100	40	40	31	0	40	45	15
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.

# 2009–2010 NCLB Report Card



**School:** Burchard A Dunn School  
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**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	133	132	1	100	71	71	67	18	53	24	5
	2008-2009	155	150	4	99	75	75	70	8	66	23	3
Female	2007-2008	67	66	1	100	66	66	65	15	51	27	7
	2008-2009	77	76	1	100	77	77	68	9	68	21	3
Male	2007-2008	66	66	0	100	76	76	68	21	55	21	3
	2008-2009	78	74	3	99	73	73	71	8	65	25	3
Caucasian/White	2007-2008	129	128	1	100	71	71	68	18	53	24	5
	2008-2009	153	148	4	99	75	75	71	9	66	22	3
African American/Black	2007-2008	3	3	0	100			41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	1	1	0	100			50				
Asian or Pacific Islander	2007-2008	1	1	0	100			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	39	38	1	100	67	67	55	15	51	28	5
	2008-2009	53	49	3	98	65	65	58	8	58	31	4
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	20	19	1	100	80	80	44	5	75	20	0
	2008-2009	25	20	4	96	63	63	46	8	54	29	8
Limited English Proficient	2007-2008	2	1	1	100			39				
	2008-2009	0	0	0				46				

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

# 2009–2010 NCLB Report Card



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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	153	153	0	100	64	64	60	7	57	31	5
	2008-2009	131	130	1	100	63	63	66	9	53	28	9
Female	2007-2008	67	67	0	100	63	63	59	6	57	34	3
	2008-2009	63	62	1	100	67	67	66	10	57	27	6
Male	2007-2008	86	86	0	100	65	65	62	8	57	29	6
	2008-2009	68	68	0	100	59	59	67	9	50	29	12
Caucasian/White	2007-2008	149	149	0	100	64	64	61	7	56	32	5
	2008-2009	125	124	1	100	63	63	67	10	54	27	10
African American/Black	2007-2008	0	0	0				30				
	2008-2009	3	3	0	100			46				
Hispanic	2007-2008	2	2	0	100			46				
	2008-2009	1	1	0	100			61				
Asian or Pacific Islander	2007-2008	1	1	0	100			65				
	2008-2009	2	2	0	100			68				
American Indian or Native Alaskan	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	41	41	0	100	59	59	46	5	54	34	7
	2008-2009	43	42	1	100	60	60	54	5	56	35	5
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	24	24	0	100	79	79	36	4	75	21	0
	2008-2009	19	18	1	100	37	37	41	5	32	47	16
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	2	1	1	100			43				

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

# 2009–2010 NCLB Report Card



**School:** Burchard A Dunn School  
**SAU:** MSAD 15  
**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	132	131	0	99	66	66	64	8	59	24	10
	2008-2009	155	155	0	100	68	68	66	6	62	25	7
Female	2007-2008	62	62	0	100	69	69	63	8	61	27	3
	2008-2009	65	65	0	100	71	71	65	8	63	26	3
Male	2007-2008	70	69	0	99	64	64	64	7	57	20	16
	2008-2009	90	90	0	100	67	67	66	6	61	23	10
Caucasian/White	2007-2008	129	128	0	99	66	66	65	8	59	23	10
	2008-2009	150	150	0	100	69	69	67	7	62	25	7
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	1	1	0	100			43				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	2	2	0	100			52				
Asian or Pacific Islander	2007-2008	1	1	0	100			74				
	2008-2009	1	1	0	100			69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	1	1	0	100			46				
Economically Disadvantaged	2007-2008	40	40	0	100	55	55	51	8	48	33	13
	2008-2009	49	49	0	100	78	78	53	6	71	16	6
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	22	22	0	100	45	45	33	5	41	36	18
	2008-2009	20	20	0	100	55	55	38	0	55	30	15
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:** Burchard A Dunn School  
**SAU:** MSAD 15  
**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: 100	E: 100 M: 99	76	E: 76 M: 80	E: 68 M: 73	100	E: 100 M: 100	E: 100 M: 99	69	E: 69 M: 61	E: 67 M: 55	95	95	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	76	E: 76 M: 80	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	69	E: 69 M: 62	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	100	E: 100 M: 99	E: 100 M: 99	71	E: 71 M: 66	E: 55 M: 60	100	E: 100 M: 99	E: 100 M: 99	68	E: 68 M: 48	E: 55 M: 40			
Students with Disabilities	100	E: 100 M: 100	E: 100 M: 99	60	E: 60 M: 48	E: 37 M: 34	100	E: 100 M: 100	E: 100 M: 99	53	E: 53 M: 28	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>	12	4	6	0	8	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	2.47

<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.