



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: Dirigo Elementary School

SAU: MSAD 21

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2009–2010 NCLB Report Card



School: Dirigo Elementary School
SAU: MSAD 21
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						54	64				
	2008-2009	69	66	1	97	51	51	65	0	51	37	12
Female	2007-2008						61	68				
	2008-2009	38	35	1	95	61	61	70	0	61	28	11
Male	2007-2008						48	59				
	2008-2009	31	31	0	100	39	39	60	0	39	48	13
Caucasian/White	2007-2008						55	64				
	2008-2009	67	65	1	99	50	50	66	0	50	38	12
African American/Black	2007-2008							42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008							53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008							61				
	2008-2009	2	1	0	50			66				
American Indian or Native Alaskan	2007-2008							53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008						53	50				
	2008-2009	41	39	0	95	46	46	53	0	46	36	18
Migrant	2007-2008							80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008						13	34				
	2008-2009	17	15	1	94	13	13	36	0	13	44	44
Limited English Proficient	2007-2008							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: Dirigo Elementary School
SAU: MSAD 21
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						56	63				
	2008-2009	64	64	0	100	69	69	71	3	66	27	5
Female	2007-2008						76	67				
	2008-2009	30	30	0	100	73	73	75	3	70	23	3
Male	2007-2008						42	60				
	2008-2009	34	34	0	100	65	66	67	3	62	29	6
Caucasian/White	2007-2008						57	64				
	2008-2009	62	62	0	100	69	70	71	3	66	26	5
African American/Black	2007-2008							38				
	2008-2009	1	1	0	100			53				
Hispanic	2007-2008							46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008							67				
	2008-2009	1	1	0	100			71				
American Indian or Native Alaskan	2007-2008							47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008						54	49				
	2008-2009	37	37	0	100	59	59	60	3	57	35	5
Migrant	2007-2008							40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008						0	31				
	2008-2009	8	8	0	100	38	44	43	0	38	38	25
Limited English Proficient	2007-2008							36				
	2008-2009	1	1	0	100			47				

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

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School: Dirigo Elementary School
SAU: MSAD 21
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						44	63				
	2008-2009	70	69	0	99	57	57	67	0	57	35	9
Female	2007-2008						38	68				
	2008-2009	30	29	0	97	69	69	70	0	69	28	3
Male	2007-2008						50	59				
	2008-2009	40	40	0	100	48	48	64	0	48	40	13
Caucasian/White	2007-2008						43	64				
	2008-2009	68	67	0	99	58	58	67	0	58	34	7
African American/Black	2007-2008							40				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008							49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008							69				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008							44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008						38	50				
	2008-2009	30	29	0	97	52	52	53	0	52	38	10
Migrant	2007-2008							100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008						20	29				
	2008-2009	5	5	0	100	0	0	31	0	0	40	60
Limited English Proficient	2007-2008							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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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						61	67				
	2008-2009	69	66	1	97	60	60	70	3	57	31	9
Female	2007-2008						64	65				
	2008-2009	38	35	1	95	58	58	68	3	56	33	8
Male	2007-2008						59	68				
	2008-2009	31	31	0	100	61	61	71	3	58	29	10
Caucasian/White	2007-2008						62	68				
	2008-2009	67	65	1	99	59	59	71	3	56	32	9
African American/Black	2007-2008							41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008							57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008							66				
	2008-2009	2	1	0	50			70				
American Indian or Native Alaskan	2007-2008							53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008						59	55				
	2008-2009	41	39	0	95	54	54	58	5	49	38	8
Migrant	2007-2008							40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008						25	44				
	2008-2009	17	15	1	94	38	38	46	6	31	44	19
Limited English Proficient	2007-2008							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						44	60				
	2008-2009	64	64	0	100	61	62	66	6	55	23	16
Female	2007-2008						38	59				
	2008-2009	30	30	0	100	60	60	66	7	53	23	17
Male	2007-2008						49	62				
	2008-2009	34	34	0	100	62	63	67	6	56	24	15
Caucasian/White	2007-2008						45	61				
	2008-2009	62	62	0	100	61	62	67	6	55	23	16
African American/Black	2007-2008							30				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008							46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008							65				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008							49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008						39	46				
	2008-2009	37	37	0	100	57	57	54	3	54	22	22
Migrant	2007-2008							80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008						0	36				
	2008-2009	8	8	0	100	13	22	41	0	13	25	63
Limited English Proficient	2007-2008							40				
	2008-2009	1	1	0	100			43				

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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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						47	64				
	2008-2009	70	69	0	99	43	43	66	4	39	38	19
Female	2007-2008						31	63				
	2008-2009	30	29	0	97	48	48	65	0	48	34	17
Male	2007-2008						62	64				
	2008-2009	40	40	0	100	40	40	66	8	33	40	20
Caucasian/White	2007-2008						46	65				
	2008-2009	68	67	0	99	45	45	67	4	40	37	18
African American/Black	2007-2008							38				
	2008-2009	1	1	0	100			43				
Hispanic	2007-2008							49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008							74				
	2008-2009	1	1	0	100			69				
American Indian or Native Alaskan	2007-2008							47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008						38	51				
	2008-2009	30	29	0	97	31	31	53	3	28	38	31
Migrant	2007-2008							60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008						20	33				
	2008-2009	5	5	0	100	20	20	38	0	20	60	20
Limited English Proficient	2007-2008							44				
	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: Dirigo Elementary School
SAU: MSAD 21
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	99	E: 99 M: 99	E: 100 M: 99	59	E: 59 M: 72	E: 68 M: 73	99	E: 99 M: 99	E: 100 M: 99	55	E: 55 M: 40	E: 67 M: 55	95	95	95
Caucasian/White	99	E: 99 M: 99	E: 100 M: 99	59	E: 60 M: 73	E: 68 M: 74	99	E: 99 M: 99	E: 100 M: 99	55	E: 55 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	97	E: 97 M: 99	E: 100 M: 99	53	E: 53 M: 60	E: 55 M: 60	97	E: 97 M: 99	E: 100 M: 99	50	E: 50 M: 29	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	17	E: 20 M: 22	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	28	E: 30 M: 6	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	15	9	4	1	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.