



**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 state-wide 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: Etna-Dixmont School  
SAU: MSAD 38

## Contents of the Report

Assessment Data  
Accountability Data  
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# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**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	24	24	0	100	50	50	64	0	50	38	13
	2008-2009	29	29	0	100	55	55	65	0	55	38	7
Female	2007-2008	6	6	0	100	67	67	68	0	67	17	17
	2008-2009	14	14	0	100	79	79	70	0	79	14	7
Male	2007-2008	18	18	0	100	44	44	59	0	44	44	11
	2008-2009	15	15	0	100	33	33	60	0	33	60	7
Caucasian/White	2007-2008	23	23	0	100	48	48	64	0	48	39	13
	2008-2009	29	29	0	100	55	55	66	0	55	38	7
African American/Black	2007-2008	0	0	0				42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	1	1	0	100			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	8	8	0	100	25	25	50	0	25	50	25
	2008-2009	14	14	0	100	50	50	53	0	50	43	7
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	4	4	0	100			34				
	2008-2009	5	5	0	100	40	40	36	0	40	60	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.

# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**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	34	33	1	100	68	68	63	12	56	26	6
	2008-2009	23	23	0	100	61	61	71	0	61	35	4
Female	2007-2008	19	19	0	100	63	63	67	16	47	37	0
	2008-2009	8	8	0	100	25	25	75	0	25	63	13
Male	2007-2008	15	14	1	100	73	73	60	7	67	13	13
	2008-2009	15	15	0	100	80	80	67	0	80	20	0
Caucasian/White	2007-2008	34	33	1	100	68	68	64	12	56	26	6
	2008-2009	22	22	0	100	64	64	71	0	64	32	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	1	1	0	100			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	16	15	1	100	63	63	49	6	56	31	6
	2008-2009	10	10	0	100	80	80	60	0	80	10	10
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	1	1	100			31				
	2008-2009	4	4	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.

# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**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	32	32	0	100	59	59	63	0	59	25	16
	2008-2009	34	33	1	100	65	65	67	9	56	29	6
Female	2007-2008	19	19	0	100	68	68	68	0	68	16	16
	2008-2009	18	18	0	100	78	78	70	6	72	17	6
Male	2007-2008	13	13	0	100	46	46	59	0	46	38	15
	2008-2009	16	15	1	100	50	50	64	13	38	44	6
Caucasian/White	2007-2008	32	32	0	100	59	59	64	0	59	25	16
	2008-2009	34	33	1	100	65	65	67	9	56	29	6
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	16	16	0	100	63	63	50	0	63	19	19
	2008-2009	17	16	1	100	53	53	53	0	53	41	6
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	6	6	0	100	67	67	29	0	67	17	17
	2008-2009	3	2	1	100			31				
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:** Etna-Dixmont School  
**SAU:** MSAD 38  
**Grade:** 06



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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	36	35	1	100	69	69	70	22	47	19	11
	2008-2009	30	30	0	100	60	60	71	7	53	37	3
Female	2007-2008	21	21	0	100	81	81	75	24	57	10	10
	2008-2009	20	20	0	100	65	65	76	10	55	30	5
Male	2007-2008	15	14	1	100	53	53	65	20	33	33	13
	2008-2009	10	10	0	100	50	50	66	0	50	50	0
Caucasian/White	2007-2008	36	35	1	100	69	69	71	22	47	19	11
	2008-2009	30	30	0	100	60	60	71	7	53	37	3
African American/Black	2007-2008	0	0	0				55				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				60				
Asian or Pacific Islander	2007-2008	0	0	0				76				
	2008-2009	0	0	0				74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	0	0	0				54				
Economically Disadvantaged	2007-2008	18	18	0	100	67	67	57	17	50	22	11
	2008-2009	16	16	0	100	50	50	58	0	50	44	6
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	4	3	1	100			34				
	2008-2009	3	3	0	100			33				
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	0	0	0				45				

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

# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**Grade:** 07



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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	24	24	0	100	71	71	73	8	63	17	13
	2008-2009	36	36	0	100	81	78	78	11	69	8	11
Female	2007-2008	12	12	0	100	92	92	79	8	83	8	0
	2008-2009	20	20	0	100	90	90	84	15	75	10	0
Male	2007-2008	12	12	0	100	50	50	68	8	42	25	25
	2008-2009	16	16	0	100	69	65	73	6	63	6	25
Caucasian/White	2007-2008	24	24	0	100	71	71	74	8	63	17	13
	2008-2009	36	36	0	100	81	78	79	11	69	8	11
African American/Black	2007-2008	0	0	0				59				
	2008-2009	0	0	0				60				
Hispanic	2007-2008	0	0	0				67				
	2008-2009	0	0	0				69				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				83				
American Indian or Native Alaskan	2007-2008	0	0	0				59				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	12	12	0	100	67	67	61	8	58	17	17
	2008-2009	19	19	0	100	79	79	67	5	74	16	5
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	5	5	0	100	40	40	34	0	40	40	20
	2008-2009	4	4	0	100		0	39				
Limited English Proficient	2007-2008	0	0	0				55				
	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:** Etna-Dixmont School  
**SAU:** MSAD 38  
**Grade:** 08



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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	32	32	0	100	53	55	71	13	41	22	25
	2008-2009	22	22	0	100	59	59	71	27	32	32	9
Female	2007-2008	14	14	0	100	86	87	77	21	64	0	14
	2008-2009	11	11	0	100	73	73	77	36	36	27	0
Male	2007-2008	18	18	0	100	28	28	65	6	22	39	33
	2008-2009	11	11	0	100	45	45	66	18	27	36	18
Caucasian/White	2007-2008	31	31	0	100	52	53	72	13	39	23	26
	2008-2009	22	22	0	100	59	59	72	27	32	32	9
African American/Black	2007-2008	0	0	0				49				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	1	1	0	100			55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				71				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	15	15	0	100	47	47	56	7	40	27	27
	2008-2009	10	10	0	100	50	50	56	20	30	50	0
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	6	6	0	100	33	33	29	0	33	17	50
	2008-2009	3	3	0	100			29				
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	0	0	0				41				

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

# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**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	24	24	0	100	46	46	67	13	33	42	13
	2008-2009	29	29	0	100	76	76	70	0	76	21	3
Female	2007-2008	6	6	0	100	17	17	65	0	17	67	17
	2008-2009	14	14	0	100	79	79	68	0	79	14	7
Male	2007-2008	18	18	0	100	56	56	68	17	39	33	11
	2008-2009	15	15	0	100	73	73	71	0	73	27	0
Caucasian/White	2007-2008	23	23	0	100	43	43	68	13	30	43	13
	2008-2009	29	29	0	100	76	76	71	0	76	21	3
African American/Black	2007-2008	0	0	0				41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	1	1	0	100			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	8	8	0	100	25	25	55	0	25	50	25
	2008-2009	14	14	0	100	71	71	58	0	71	29	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	4	4	0	100			44				
	2008-2009	5	5	0	100	100	100	46	0	100	0	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.

# 2009–2010 NCLB Report Card



School: Etna-Dixmont School  
SAU: MSAD 38  
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	34	33	1	100	65	65	60	6	59	29	6
	2008-2009	23	23	0	100	43	43	66	4	39	39	17
Female	2007-2008	19	19	0	100	63	63	59	0	63	37	0
	2008-2009	8	8	0	100	25	25	66	0	25	50	25
Male	2007-2008	15	14	1	100	67	67	62	13	53	20	13
	2008-2009	15	15	0	100	53	53	67	7	47	33	13
Caucasian/White	2007-2008	34	33	1	100	65	65	61	6	59	29	6
	2008-2009	22	22	0	100	41	41	67	5	36	41	18
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			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	16	15	1	100	69	69	46	6	63	19	13
	2008-2009	10	10	0	100	40	40	54	10	30	30	30
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	2	1	1	100			36				
	2008-2009	4	4	0	100			41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**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	32	32	0	100	53	53	64	3	50	34	13
	2008-2009	34	33	1	100	71	71	66	6	65	18	12
Female	2007-2008	19	19	0	100	58	58	63	0	58	32	11
	2008-2009	18	18	0	100	72	72	65	0	72	11	17
Male	2007-2008	13	13	0	100	46	46	64	8	38	38	15
	2008-2009	16	15	1	100	69	69	66	13	56	25	6
Caucasian/White	2007-2008	32	32	0	100	53	53	65	3	50	34	13
	2008-2009	34	33	1	100	71	71	67	6	65	18	12
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	16	16	0	100	31	31	51	6	25	50	19
	2008-2009	17	16	1	100	65	65	53	6	59	18	18
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	6	6	0	100	33	33	33	0	33	50	17
	2008-2009	3	2	1	100			38				
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**Grade:** 06



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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	36	34	1	97	37	37	53	0	37	43	20
	2008-2009	30	30	0	100	37	37	54	3	33	40	23
Female	2007-2008	21	21	0	100	33	33	53	0	33	52	14
	2008-2009	20	20	0	100	45	45	52	5	40	30	25
Male	2007-2008	15	13	1	93	43	43	53	0	43	29	29
	2008-2009	10	10	0	100	20	20	56	0	20	60	20
Caucasian/White	2007-2008	36	34	1	97	37	37	54	0	37	43	20
	2008-2009	30	30	0	100	37	37	55	3	33	40	23
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	0	0	0				41				
	2008-2009	0	0	0				37				
Asian or Pacific Islander	2007-2008	0	0	0				63				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	0	0	0				34				
Economically Disadvantaged	2007-2008	18	17	0	94	18	18	39	0	18	65	18
	2008-2009	16	16	0	100	25	25	40	0	25	38	38
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	4	3	1	100			23				
	2008-2009	3	3	0	100			26				
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	0	0	0				30				

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

# 2009–2010 NCLB Report Card



School: Etna-Dixmont School  
SAU: MSAD 38  
Grade: 07



MAINE  
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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	24	24	0	100	46	46	53	8	38	33	21
	2008-2009	36	36	0	100	53	54	57	11	42	25	22
Female	2007-2008	12	12	0	100	58	58	54	8	50	25	17
	2008-2009	20	20	0	100	60	60	59	20	40	20	20
Male	2007-2008	12	12	0	100	33	33	53	8	25	42	25
	2008-2009	16	16	0	100	44	47	56	0	44	31	25
Caucasian/White	2007-2008	24	24	0	100	46	46	54	8	38	33	21
	2008-2009	36	36	0	100	53	54	58	11	42	25	22
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				32				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				47				
Asian or Pacific Islander	2007-2008	0	0	0				59				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				36				
	2008-2009	0	0	0				39				
Economically Disadvantaged	2007-2008	12	12	0	100	42	42	37	8	33	25	33
	2008-2009	19	19	0	100	53	53	42	0	53	16	32
Migrant	2007-2008	0	0	0				50				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	5	5	0	100	20	20	22	0	20	40	40
	2008-2009	4	4	0	100		20	23				
Limited English Proficient	2007-2008	0	0	0				32				
	2008-2009	0	0	0				27				

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

# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**Grade:** 08



MAINE  
DEPARTMENT OF EDUCATION

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	32	32	0	100	38	39	51	6	31	22	41
	2008-2009	22	22	0	100	41	41	52	5	36	41	18
Female	2007-2008	14	14	0	100	50	53	51	14	36	21	29
	2008-2009	11	11	0	100	45	45	54	9	36	45	9
Male	2007-2008	18	18	0	100	28	28	51	0	28	22	50
	2008-2009	11	11	0	100	36	36	51	0	36	36	27
Caucasian/White	2007-2008	31	31	0	100	35	38	52	6	29	23	42
	2008-2009	22	22	0	100	41	41	53	5	36	41	18
African American/Black	2007-2008	0	0	0				27				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	1	1	0	100			42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				60				
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	15	15	0	100	40	40	35	0	40	0	60
	2008-2009	10	10	0	100	40	40	36	0	40	40	20
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	6	6	0	100	0	0	19	0	0	50	50
	2008-2009	3	3	0	100			18				
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	0	0	0				26				

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

# 2009–2010 NCLB Report Card



**School:** Etna-Dixmont School  
**SAU:** MSAD 38  
**Grade:** 3-8



MAINE  
DEPARTMENT OF EDUCATION

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	65	E: 61 M: 68	E: 68 M: 73	100	E: 100 M: 100	E: 100 M: 99	56	E: 67 M: 46	E: 67 M: 55	94	94	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	66	E: 62 M: 68	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	56	E: 67 M: 46	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: 100	E: 100 M: 99	63	E: 61 M: 64	E: 55 M: 60	100	E: 100 M: 100	E: 100 M: 99	54	E: 66 M: 43	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	30	E: * M: *	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	50	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>	11	4	6	1	1	1

**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
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**Part III: Classes NOT 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.