



**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 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

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 NCLB, which require, among other things, that each school makes 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 2008-2009 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.



2011-2012 NCLB Report Card

School: Dayton Consolidated School

SAU: RSU 23

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2011-2012 NCLB Report Card



School: Dayton Consolidated School
 SAU: RSU 23
 Grade: 03



MAINE
 DEPARTMENT OF EDUCATION

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	17	17	100	82	71	73	24	59	12	6	17	0	
	2010-2011	26	26	100	69	67	70	12	58	19	12	26	0	0
Female	2009-2010	6	6	100		68	76							
	2010-2011	11	11	100	82	75	74	<1	82	9	9			
Male	2009-2010	11	11	100	91	75	69	18	73	<1	9			
	2010-2011	15	15	100	60	59	66	20	40	27	13			
Caucasian/White	2009-2010	17	17	100	82	73	74	24	59	12	6			
	2010-2011	26	26	100	69	67	71	12	58	19	12			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	4	4	100		61	62							
	2010-2011	4	4	100		53	58							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	1	1	100		29	38							
	2010-2011	4	4	100		28	34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.
 *Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient
 <1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Dayton Consolidated School
SAU: RSU 23
Grade: 04



MAINE
DEPARTMENT OF EDUCATION

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	31	31	100	65	71	67	10	55	23	13	31	0	
	2010-2011	17	17	100	88	69	67	12	76	12	<1	17	0	0
Female	2009-2010	9	9	100		77	71							
	2010-2011	7	7	100		67	72							
Male	2009-2010	22	22	100	64	66	63	9	55	27	9			
	2010-2011	10	10	100	90	70	63	<1	90	10	<1			
Caucasian/White	2009-2010	31	31	100	65	73	68	10	55	23	13			
	2010-2011	17	17	100	88	70	68	12	76	12	<1			
African American/Black	2009-2010	0	0			27	43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	4	4	100		54	56							
	2010-2011	5	5	100		58	56							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	6	100		41	34							
	2010-2011	0	0			39	29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Dayton Consolidated School
SAU: RSU 23
Grade: 05



MAINE
DEPARTMENT OF EDUCATION

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	22	22	100	86	75	72	41	45	14	<1	21	1	
	2010-2011	30	30	100	50	66	70	3	47	43	7	29	1	0
Female	2009-2010	11	11	100	100	83	78	64	36	<1	<1			
	2010-2011	8	8	100		72	75							
Male	2009-2010	11	11	100	73	68	67	18	55	27	<1			
	2010-2011	22	22	100	45	60	66	5	41	50	5			
Caucasian/White	2009-2010	22	22	100	86	75	73	41	45	14	<1			
	2010-2011	30	30	100	50	67	71	3	47	43	7			
African American/Black	2009-2010	0	0				57							
	2010-2011	0	0				48							
Hispanic	2009-2010	0	0				70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	0	0				73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	7	7	100		66	62							
	2010-2011	5	5	100		52	60							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	3	3	100		38	36							
	2010-2011	5	5	100		31	34							
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0				46							

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2011-2012 NCLB Report Card



School: Dayton Consolidated School
 SAU: RSU 23
 Grade: 03



MAINE
 DEPARTMENT OF EDUCATION

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	17	17	100	53	49	62	6	47	24	24	17	0
	2010-2011	26	26	100	77	56	61	19	58	12	12	26	0
Female	2009-2010	6	6	100		44	61						
	2010-2011	11	11	100	73	54	59	18	55	18	9		
Male	2009-2010	11	11	100	55	54	63	<1	55	27	18		
	2010-2011	15	15	100	80	59	64	20	60	7	13		
Caucasian/White	2009-2010	17	17	100	53	49	63	6	47	24	24		
	2010-2011	26	26	100	77	57	63	19	58	12	12		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	4	4	100		39	50						
	2010-2011	4	4	100		38	49						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	1	1	100		19	33						
	2010-2011	4	4	100		33	35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Dayton Consolidated School
 SAU: RSU 23
 Grade: 04



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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	31	31	100	84	65	62	13	71	10	6	31	0
	2010-2011	17	17	100	71	63	60	24	47	29	<1	17	0
Female	2009-2010	9	9	100		63	62						
	2010-2011	7	7	100		58	60						
Male	2009-2010	22	22	100	86	66	63	14	73	9	5		
	2010-2011	10	10	100	80	67	61	10	70	20	<1		
Caucasian/White	2009-2010	31	31	100	84	66	63	13	71	10	6		
	2010-2011	17	17	100	71	63	61	24	47	29	<1		
African American/Black	2009-2010	0	0			36	36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	4	4	100		49	50						
	2010-2011	5	5	100		55	48						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	6	100		32	36						
	2010-2011	0	0			35	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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2011-2012 NCLB Report Card



School: Dayton Consolidated School
 SAU: RSU 23
 Grade: 05



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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	22	22	100	82	54	64	9	73	9	9	21	1
	2010-2011	30	30	100	70	60	61	7	63	13	17	29	1
Female	2009-2010	11	11	100	91	51	64	18	73	<1	9		
	2010-2011	8	8	100		61	61						
Male	2009-2010	11	11	100	73	57	64	<1	73	18	9		
	2010-2011	22	22	100	68	60	61	5	64	18	14		
Caucasian/White	2009-2010	22	22	100	82	54	65	9	73	9	9		
	2010-2011	30	30	100	70	62	62	7	63	13	17		
African American/Black	2009-2010	0	0				37						
	2010-2011	0	0				32						
Hispanic	2009-2010	0	0				55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	7	7	100		41	51						
	2010-2011	5	5	100		43	47						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	3	3	100		26	34						
	2010-2011	5	5	100		27	30						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				34						

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2011-2012 NCLB Report Card



School: Dayton Consolidated School
SAU: RSU 23
Grade: 05



MAINE
DEPARTMENT OF EDUCATION

Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	31	31	100	55	58	64	<1	55	29	16	30	1
Female	2010-2011	8	8	100		62	64						
Male	2010-2011	23	23	100	52	54	65	<1	52	35	13		
Caucasian/White	2010-2011	31	31	100	55	59	66	<1	55	29	16		
African American/Black	2010-2011	0	0				32						
Hispanic	2010-2011	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				68						
American Indian or Native Alaskan	2010-2011	0	0				58						
Economically Disadvantaged	2010-2011	8	8	100		45	53						
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	7	7	100		24	36						
Limited English Proficient	2010-2011	0	0				36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Dayton Consolidated School
 SAU: RSU 23
 Grade: 3-8



MAINE
 DEPARTMENT OF EDUCATION

Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 99	E: 99 M: 99	71	E: 68 M: 70	E: 69 M: 70	100	E: 100 M: 99	E: 99 M: 99	77	E: 61 M: 57	E: 61 M: 61	97	95	95
Caucasian/White	100	E: 100 M: 99	E: 99 M: 99	71	E: 68 M: 70	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	77	E: 62 M: 58	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: 75	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: 50	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: 71 M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: 62 M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: 100 M: 98	E: 99 M: 99	40	E: 53 M: 64	E: 58 M: 58	*	E: 100 M: 98	E: 99 M: 99	65	E: 45 M: 46	E: 48 M: 47			
Students with Disabilities	*	E: 100 M: 99	E: 98 M: 98	*	E: 32 M: 27	E: 33 M: 30	*	E: 99 M: 99	E: 98 M: 98	*	E: 33 M: 20	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

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.

2011-2012 NCLB Report Card



School: Dayton Consolidated School
SAU: RSU 23



MAINE
DEPARTMENT OF EDUCATION

Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	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	10	0	6	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 April 30, 2011	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

¹Professional 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.