



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 ESEA Accountability, 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 2013-2014:** 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 2013 (Grade 3-8), spring of 2014 (High School), spring of 2014 (Alternate Assessment-Science), and spring of 2013 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

**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 2012-2013 NAEP results is displayed on the state report, 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.

# 2014-2015 NCLB Report Card

School: Etna-Dixmont School

SAU: RSU 19

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data



# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 03

Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2012-2013	30	30	>95	50	60	68		43	33		30		
	2013-2014	29	29	>95	69	59	68		66			28		
Female	2012-2013	7				64	73							
	2013-2014	18	18	>95	78	74	72		72					
Male	2012-2013	23	23	>95	48	57	64							
	2013-2014	11	11	>95		45	64							
Caucasian/White	2012-2013	28	28	>95	54	60	70		46					
	2013-2014	28	28	>95	68	59	69		64					
African American/Black	2012-2013	0					43							
	2013-2014	0					43							
Hispanic	2012-2013	0					58							
	2013-2014	0					55							
Asian or Pacific Islander	2012-2013	0					67							
	2013-2014	0					69							
American Indian or Native Alaskan	2012-2013	1					61							
	2013-2014	0					48							
Economically Disadvantaged	2012-2013	20	20	>95	50	56	59							
	2013-2014	21	21	>95	62	57	57		62					
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	4					35							
	2013-2014	4					32							
Limited English Proficient	2012-2013	1					43							
	2013-2014	0					38							

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

School: Etna-Dixmont School  
SAU: RSU 19  
Grade: 04

Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2012-2013	23	22	>95	86	64	69		68			21		
	2013-2014	31	30	>95	77	59	66	37	40			30		
Female	2012-2013	11	11	>95		64	74							
	2013-2014	9				66	71							
Male	2012-2013	12	11	92	91	65	64		91					
	2013-2014	22	21	95	71	53	60							
Caucasian/White	2012-2013	20	19	95	95	66	70		74					
	2013-2014	29	28	>95	79	59	67	39	39					
African American/Black	2012-2013	1					43							
	2013-2014	0					41							
Hispanic	2012-2013	1					60							
	2013-2014	0					61							
Asian or Pacific Islander	2012-2013	0					77							
	2013-2014	0					72							
American Indian or Native Alaskan	2012-2013	0					61							
	2013-2014	1					55							
Economically Disadvantaged	2012-2013	15	14	93	86	58	58		79					
	2013-2014	19	18	95	78	54	54							
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	2				30	31							
	2013-2014	4					30							
Limited English Proficient	2012-2013	0					41							
	2013-2014	1					42							

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 05

Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2012-2013	18	18	>95	72	58	72		56			18		
	2013-2014	24	23	>95	65	55	71					23		
Female	2012-2013	8				59	75							
	2013-2014	10	10	>95		66	78							
Male	2012-2013	10	10	>95		56	68							
	2013-2014	14	13	93		43	65							
Caucasian/White	2012-2013	16	16	>95	69	57	73							
	2013-2014	20	19	95	79	58	72							
African American/Black	2012-2013	0					50							
	2013-2014	2					51							
Hispanic	2012-2013	0					63							
	2013-2014	1					64							
Asian or Pacific Islander	2012-2013	0					82							
	2013-2014	0					83							
American Indian or Native Alaskan	2012-2013	0					51							
	2013-2014	0					53							
Economically Disadvantaged	2012-2013	9				51	61							
	2013-2014	14	13	93		49	60							
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	1					35							
	2013-2014	4					32							
Limited English Proficient	2012-2013	0					47							
	2013-2014	0					48							

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 06

Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2012-2013	28	28	>95	71	54	71		57			27		
	2013-2014	19	19	>95	89	53	70					19		
Female	2012-2013	11	11	>95		61	77							
	2013-2014	10	10	>95	>95	60	78							
Male	2012-2013	17	17	>95	65	47	66							
	2013-2014	9				44	63							
Caucasian/White	2012-2013	28	28	>95	71	55	73		57					
	2013-2014	17	17	>95	88	53	71							
African American/Black	2012-2013	0					42							
	2013-2014	0					51							
Hispanic	2012-2013	0					65							
	2013-2014	0					65							
Asian or Pacific Islander	2012-2013	0					71							
	2013-2014	0					82							
American Indian or Native Alaskan	2012-2013	0					55							
	2013-2014	0					55							
Economically Disadvantaged	2012-2013	18	18	>95	72	49	60							
	2013-2014	10	10	>95		44	60							
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	6					31							
	2013-2014	1					32							
Limited English Proficient	2012-2013	0					41							
	2013-2014	0					51							

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 07

Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2012-2013	27	27	>95	89	53	69		59			26		
	2013-2014	26	25	>95	80	47	69	40	40			24		
Female	2012-2013	15	15	>95	87	60	77							
	2013-2014	8				48	73							
Male	2012-2013	12	12	>95	92	46	62		92					
	2013-2014	18	17	94	76	46	65							
Caucasian/White	2012-2013	25	25	>95	88	50	70		56					
	2013-2014	26	25	>95	80	48	70	40	40					
African American/Black	2012-2013	0					47							
	2013-2014	0					43							
Hispanic	2012-2013	0					65							
	2013-2014	0					62							
Asian or Pacific Islander	2012-2013	0					80							
	2013-2014	0					75							
American Indian or Native Alaskan	2012-2013	1					61							
	2013-2014	0					58							
Economically Disadvantaged	2012-2013	13	13	>95	92	45	57							
	2013-2014	17	16	94	75	38	56							
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	6				30	28							
	2013-2014	6				30								
Limited English Proficient	2012-2013	0					46							
	2013-2014	0					46							

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\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 08

Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2012-2013	28	27	>95	81	78	77	41	41			27		
	2013-2014	24	24	>95	79	61	71		50			24		
Female	2012-2013	11	10	91		78	82							
	2013-2014	13	13	>95	77	67	79							
Male	2012-2013	17	17	>95	82	78	72							
	2013-2014	11	11	>95		57	64							
Caucasian/White	2012-2013	27	26	>95	81	78	77	38	42					
	2013-2014	22	22	>95	77	61	72		45					
African American/Black	2012-2013	0					53							
	2013-2014	0					49							
Hispanic	2012-2013	1					73							
	2013-2014	0					69							
Asian or Pacific Islander	2012-2013	0					81							
	2013-2014	0					81							
American Indian or Native Alaskan	2012-2013	0					68							
	2013-2014	1					71							
Economically Disadvantaged	2012-2013	15	14	93		66	66							
	2013-2014	10	10	>95		53	60							
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	7					36							
	2013-2014	4					29							
Limited English Proficient	2012-2013	1					53							
	2013-2014	0					51							

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# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 03

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	2012-2013	30	30	>95	60	48	62		47			30	
	2013-2014	29	29	>95	59	47	60		48			28	
Female	2012-2013	7				44	60						
	2013-2014	18	18	>95	61	51	59						
Male	2012-2013	23	23	>95	61	51	63		43				
	2013-2014	11	11	>95		42	61						
Caucasian/White	2012-2013	28	28	>95	61	48	63		46				
	2013-2014	28	28	>95	61	47	61		50				
African American/Black	2012-2013	0					30						
	2013-2014	0					34						
Hispanic	2012-2013	0					48						
	2013-2014	0					46						
Asian or Pacific Islander	2012-2013	0					63						
	2013-2014	0					64						
American Indian or Native Alaskan	2012-2013	1					49						
	2013-2014	0					38						
Economically Disadvantaged	2012-2013	20	20	>95	55	43	50						
	2013-2014	21	21	>95	52	40	48						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	4					36						
	2013-2014	4					32						
Limited English Proficient	2012-2013	1					31						
	2013-2014	0					30						

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# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 04

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	2012-2013	23	22	>95	82	63	65		50			21	
	2013-2014	31	30	>95	77	56	63		53			30	
Female	2012-2013	11	11	>95		56	65						
	2013-2014	9				53	63						
Male	2012-2013	12	11	92	91	70	65						
	2013-2014	22	21	95	86	58	62		57				
Caucasian/White	2012-2013	20	19	95	89	63	66		58				
	2013-2014	29	28	>95	75	55	64		50				
African American/Black	2012-2013	1					39						
	2013-2014	0					34						
Hispanic	2012-2013	1					53						
	2013-2014	0					52						
Asian or Pacific Islander	2012-2013	0					73						
	2013-2014	0					65						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	1					55						
Economically Disadvantaged	2012-2013	15	14	93	79	54	53						
	2013-2014	19	18	95	78	52	51		61				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	2				36	31						
	2013-2014	4					32						
Limited English Proficient	2012-2013	0					39						
	2013-2014	1					36						

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# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 05

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	2012-2013	18	18	>95	72	52	62		61			18	
	2013-2014	24	23	>95	74	58	63		57			23	
Female	2012-2013	8				54	62						
	2013-2014	10	10	>95		60	63						
Male	2012-2013	10	10	>95		50	62						
	2013-2014	14	13	93	77	57	63						
Caucasian/White	2012-2013	16	16	>95	69	51	64						
	2013-2014	20	19	95	84	62	64		63				
African American/Black	2012-2013	0					30						
	2013-2014	2					37						
Hispanic	2012-2013	0					46						
	2013-2014	1					49						
Asian or Pacific Islander	2012-2013	0					71						
	2013-2014	0					75						
American Indian or Native Alaskan	2012-2013	0					45						
	2013-2014	0					56						
Economically Disadvantaged	2012-2013	9				42	50						
	2013-2014	14	13	93		49	50						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	1					30						
	2013-2014	4					29						
Limited English Proficient	2012-2013	0					31						
	2013-2014	0					39						

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# 2014-2015 NCLB Report Card

School: Etna-Dixmont School  
SAU: RSU 19  
Grade: 06

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	2012-2013	28	28	>95	64	46	64		46			27	
	2013-2014	19	19	>95	63	46	61		53			19	
Female	2012-2013	11	11	>95		39	65						
	2013-2014	10	10	>95		48	61						
Male	2012-2013	17	17	>95	65	53	63						
	2013-2014	9				42	61						
Caucasian/White	2012-2013	28	28	>95	64	47	65		46				
	2013-2014	17	17	>95	59	45	62						
African American/Black	2012-2013	0					30						
	2013-2014	0					32						
Hispanic	2012-2013	0					52						
	2013-2014	0					46						
Asian or Pacific Islander	2012-2013	0					68						
	2013-2014	0					71						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	0					44						
Economically Disadvantaged	2012-2013	18	18	>95		38	51						
	2013-2014	10	10	>95		34	48						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	6					24						
	2013-2014	1					24						
Limited English Proficient	2012-2013	0					36						
	2013-2014	0					34						

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

School: Etna-Dixmont School  
SAU: RSU 19  
Grade: 07

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	2012-2013	27	27	>95	74	46	59		44			26	
	2013-2014	26	25	>95	72	42	59		48			24	
Female	2012-2013	15	15	>95	67	47	59						
	2013-2014	8				42	60						
Male	2012-2013	12	12	>95	83	45	59						
	2013-2014	18	17	94	65	41	58						
Caucasian/White	2012-2013	25	25	>95	72	44	60		44				
	2013-2014	26	25	>95	72	43	60		48				
African American/Black	2012-2013	0					30						
	2013-2014	0					30						
Hispanic	2012-2013	0					46						
	2013-2014	0					49						
Asian or Pacific Islander	2012-2013	0					70						
	2013-2014	0					71						
American Indian or Native Alaskan	2012-2013	1					48						
	2013-2014	0					48						
Economically Disadvantaged	2012-2013	13	13	>95		37	45						
	2013-2014	17	16	94	63	33	45						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	6					22						
	2013-2014	6					21						
Limited English Proficient	2012-2013	0					35						
	2013-2014	0					35						

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

School: Etna-Dixmont School  
SAU: RSU 19  
Grade: 08

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	2012-2013	28	27	>95	70	53	61		44			27	
	2013-2014	24	24	>95	83	40	56		50			24	
Female	2012-2013	11	10	91		46	62						
	2013-2014	13	13	>95	85	43	59						
Male	2012-2013	17	17	>95	71	60	60						
	2013-2014	11	11	>95		39	54						
Caucasian/White	2012-2013	27	26	>95	69	53	62		46				
	2013-2014	22	22	>95	82	39	57		45				
African American/Black	2012-2013	0					33						
	2013-2014	0					28						
Hispanic	2012-2013	1					59						
	2013-2014	0					41						
Asian or Pacific Islander	2012-2013	0					71						
	2013-2014	0					72						
American Indian or Native Alaskan	2012-2013	0					49						
	2013-2014	1					49						
Economically Disadvantaged	2012-2013	15	14	93		41	47						
	2013-2014	10	10	>95		33	40						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	7					22						
	2013-2014	4					18						
Limited English Proficient	2012-2013	1					35						
	2013-2014	0					30						

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 05

Science 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	2012-2013	17	17	>95	94	54	69		65			17	
	2013-2014	24	23	>95	74	51	63		70			23	
Female	2012-2013	7				48	69						
	2013-2014	11	11	>95		57	63						
Male	2012-2013	10	10	>95		61	70						
	2013-2014	13	12	92		44	62						
Caucasian/White	2012-2013	15	15	>95	93	54	71						
	2013-2014	20	19	95	84	53	64		79				
African American/Black	2012-2013	0					34						
	2013-2014	2					33						
Hispanic	2012-2013	0					58						
	2013-2014	1					55						
Asian or Pacific Islander	2012-2013	0					72						
	2013-2014	0					72						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	0					46						
Economically Disadvantaged	2012-2013	9				44	58						
	2013-2014	18	17	94	65	47	51		65				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	1					41						
	2013-2014	5					33						
Limited English Proficient	2012-2013	0					35						
	2013-2014	0					32						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

School: Etna-Dixmont School  
SAU: RSU 19  
Grade: 08

Science 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	2012-2013	26	26	>95	77	57	70		50			26	
	2013-2014	26	25	>95	84	59	73	40	44			25	
Female	2012-2013	10	10	>95		51	69						
	2013-2014	14	14	>95	71	55	73						
Male	2012-2013	16	16	>95	88	64	71						
	2013-2014	12	11	92	>95	63	73						
Caucasian/White	2012-2013	25	25	>95	76	59	71		48				
	2013-2014	23	23	>95	83	58	74		48				
African American/Black	2012-2013	0					39						
	2013-2014	1					42						
Hispanic	2012-2013	1					60						
	2013-2014	0					62						
Asian or Pacific Islander	2012-2013	0					70						
	2013-2014	0					79						
American Indian or Native Alaskan	2012-2013	0					56						
	2013-2014	1					69						
Economically Disadvantaged	2012-2013	13	13	>95		45	59						
	2013-2014	9				52	61						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	6					37						
	2013-2014	5					37						
Limited English Proficient	2012-2013	1					33						
	2013-2014	1					42						

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

**School:** Etna-Dixmont School  
**SAU:** RSU 19  
**Grade:** 03-08

## Reading Accountability Data

GROUP	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	151	>95		79	86	141	106	75	92
Female	68	>95		84	89	65	53	82	94
Male	83	>95		75	83	76	53	70	90
Caucasian/White	140	>95		80	86	131	100	76	92
African American/Black	2	*		*			*	*	
Hispanic	1	*		*			*	*	
Asian or Pacific Islander	0	*		*			*	*	
American Indian or Native Alaskan	2	*		*			*	*	
Economically Disadvantaged	89	>95		74	85	82	57	70	91
Migrant	0	*		*			*	*	
Students with Disabilities	21	*			39	18			64
Limited English Proficient	1	*		*			*	*	
Super Subgroup	97	>95		70	83	88	58	66	90

**2012-13  
% Attendance Rate  
Target = 93%**

95

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data did not meet minimum requirements.  
 The source of information for this report is the Maine Department of Education.



# 2014-2015 NCLB Report Card

<b>School:</b> Etna-Dixmont School
<b>SAU:</b> RSU 19
<b>Grade:</b> 03-08

Mathematics Accountability Data									
GROUP	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	151	>95		76	74	141	99	70	85
Female	68	>95		76	75	65	45	69	85
Male	83	>95		75	73	76	54	71	84
Caucasian/White	140	>95		76	74	131	93	71	85
African American/Black	2	*		*			*	*	
Hispanic	1	*		*			*	*	
Asian or Pacific Islander	0	*		*			*	*	
American Indian or Native Alaskan	2	*		*			*	*	
Economically Disadvantaged	89	>95		68	65	82	51	62	79
Migrant	0	*		*			*	*	
Students with Disabilities	21	*			39	18			64
Limited English Proficient	1	*		*			*	*	
Super Subgroup	97	>95		67	66	88	54	61	80

2012-13 % Attendance Rate Target = 93%
95

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data did not meet minimum requirements.  
 The source of information for this report is the Maine Department of Education.

# 2014-2015 NCLB Report Card

School: Etna-Dixmont School  
SAU: RSU 19

## 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
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	12	3	6	0	1	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2014	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

<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.