

# Academic Performance

- Assessments
- Assessments: Achievement Over Time
- Alternate Assessment
- High School Graduation Rates
- Early College Coursework & Post Secondary Enrollment
- National Assessment of Educational Progress
- English Learners



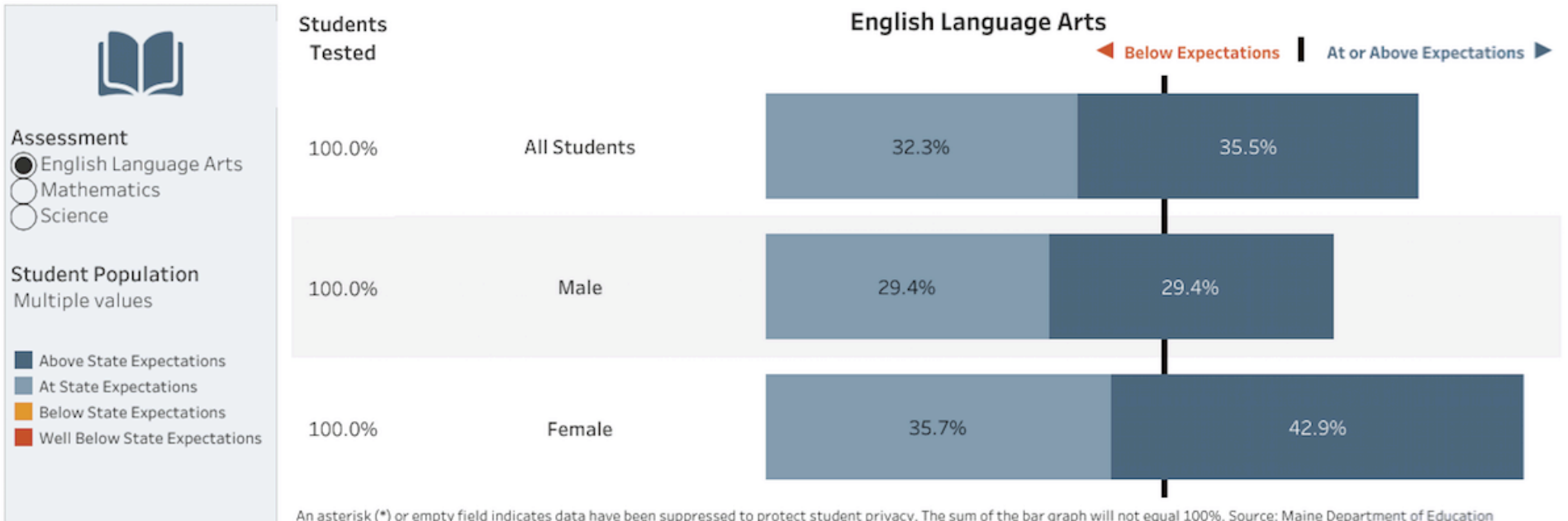
## Fayette Public Schools: Fayette Central School 2017-2018 Report Card

District ID: 180 | School ID: 181 | Grades: PR-05 | Superintendent: Joseph Mattos | Principal: Tara Blue



### Academic Performance on the Assessments

State and federal laws require that all students participate in assessments in designated content areas at designated grades. In conjunction with local and teacher-developed assessments, these assessments can help educators, parents, and educational leaders to understand how well schools are educating, how well students are learning, and where additional support may be needed.



An asterisk (\*) or empty field indicates data have been suppressed to protect student privacy. The sum of the bar graph will not equal 100%. Source: Maine Department of Education

View information on Maine's Comprehensive Assessment System: [https://www.maine.gov/doe/Testing\\_Accountability/MECAS](https://www.maine.gov/doe/Testing_Accountability/MECAS)

To get a deeper understanding of the data presented here, contact Fayette Public Schools, Fayette Central School: [tara\\_blue@maranacook.org](mailto:tara_blue@maranacook.org) or (207) 685-4770



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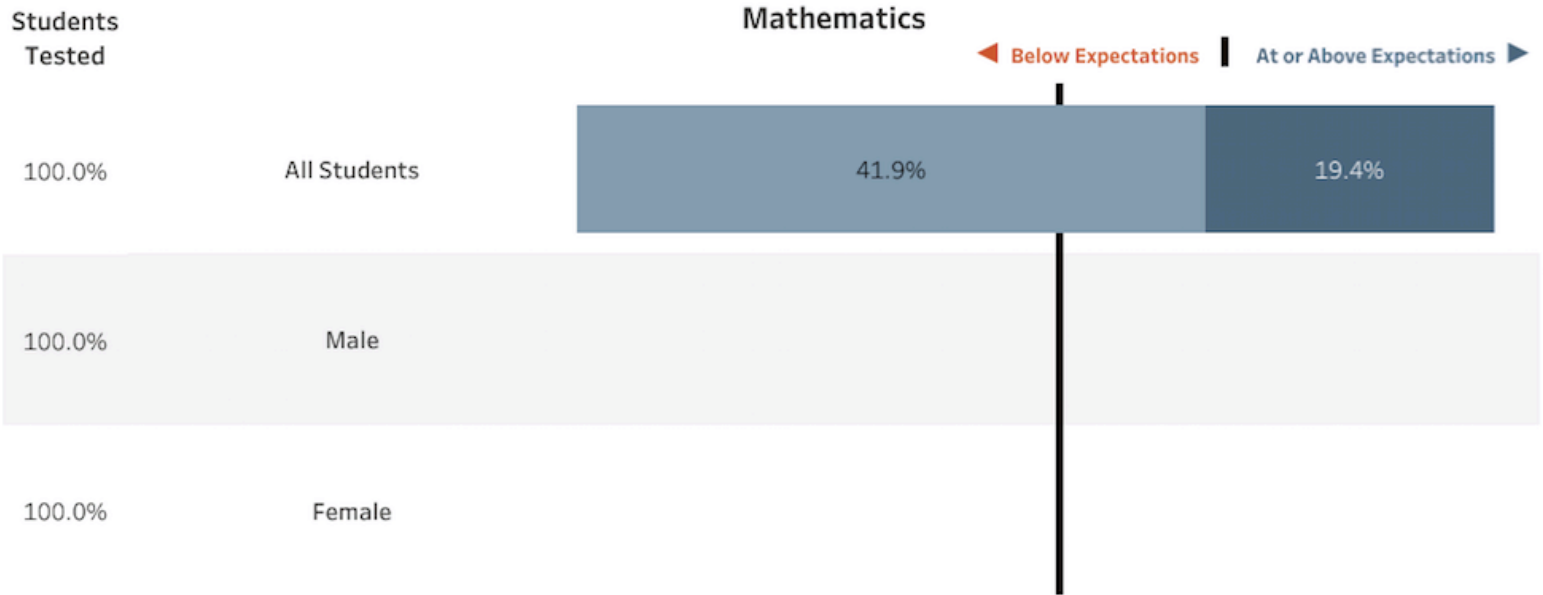


**Assessment**

- English Language Arts
- Mathematics
- Science

**Student Population**  
Multiple values

- Above State Expectations
- At State Expectations
- Below State Expectations
- Well Below State Expectations



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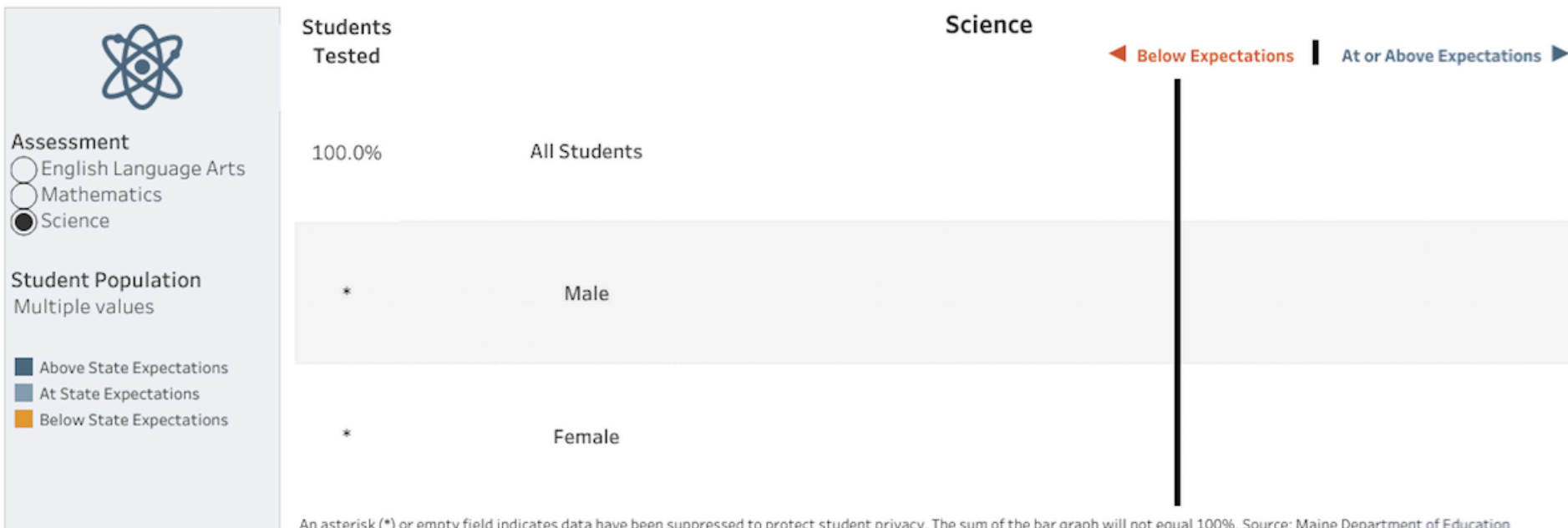
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## Student Improvement over Time on the State Assessments

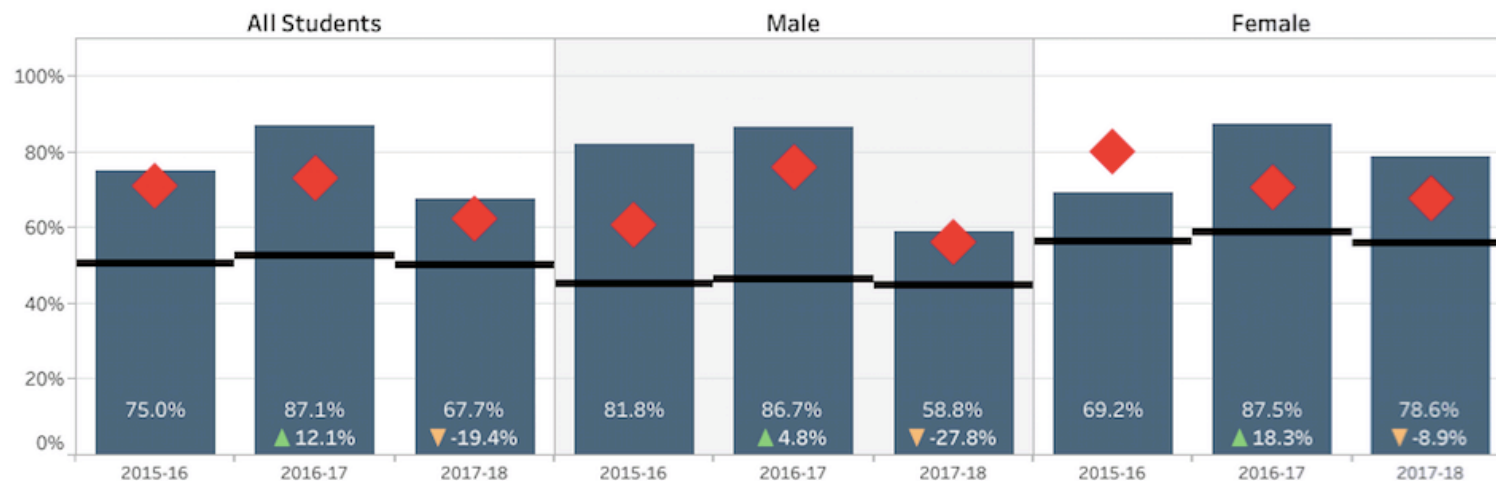


### English Language Arts Students At or Above State Expectations by Student Population

District Average ◆ Statewide Average ■

- Assessment
- English Language Arts
  - Mathematics
  - Science

Student Population  
Multiple values



Source: Maine Department of Education

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# Student Behavior

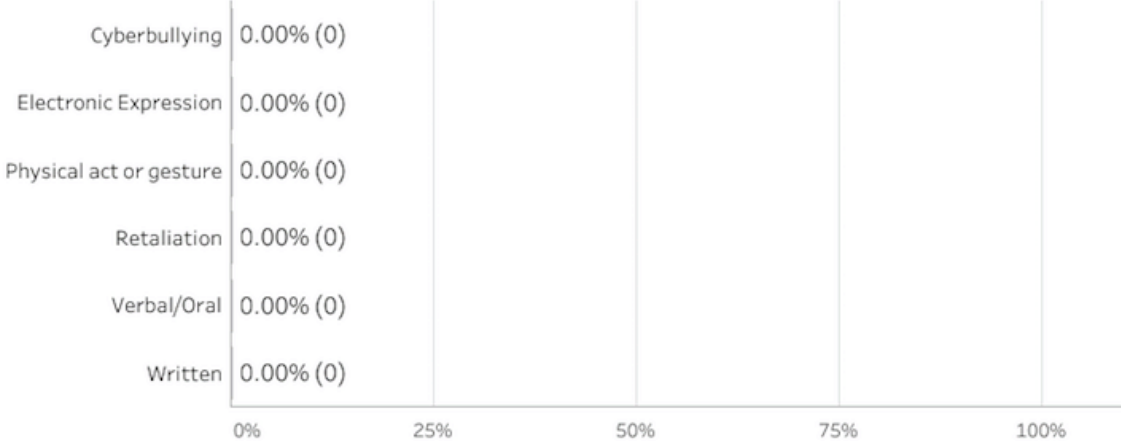
Chronic Absenteeism | **Bullying, Behavior, and Restraint & Seclusion** | Measures of School Quality, Climate, and Safety

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## Bullying and Behavior

Student behavior data is one reflection of a school’s climate and learning environment. Schools, through their discipline policies, design positive and restorative interventions that are instructional and environmentally supportive to teach students prosocial alternatives to problem behaviors with high rates of positive feedback. The data displayed here reflects the efforts the school has made to address violent and harmful behavior through its discipline practices.

Substantiated Incidents of Bullying



Incidents of Behavior

Source: Maine Department of Education.

 View information on Student Behavior: <https://www.maine.gov/doe/schools/safeschools/studentbehavior>  
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## Academic Performance

Assessments	Assessments: Achievement Over Time	Alternate Assessment	High School Graduation Rates	Early College Coursework & Post Secondary Enrollment	National Assessment of Educational Progress	<b>English Learners</b>
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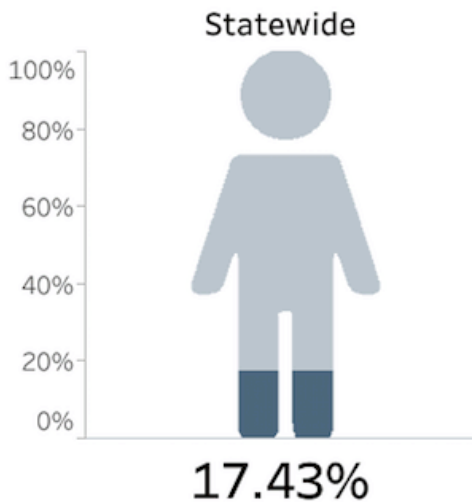
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## English Learners Achieving English Language Proficiency

 English Learners are students with a primary or home language other than English. Schools that serve English Learners offer a variety of supports to ensure that these students can meet the same challenging academic standards as their peers while also acquiring English.



Maine uses the ACCESS for ELLs suite of assessments as a tool to measure English Learners (ELLs) proficiency in the English language. ACCESS for ELLs is given to all ELs during the annual testing window, which typically takes place from early January through early March.

An asterisk (\*) indicates data have been suppressed to protect student privacy.

 Find more information about English Learners: <https://www.maine.gov/doe/learning/englishlearners>

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Snapshot

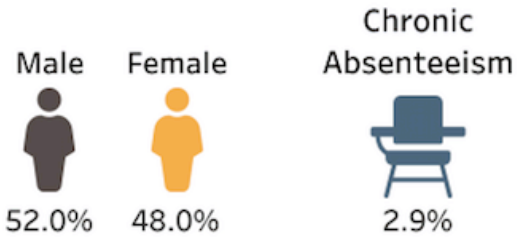
- Contact Information and Performance Indicators
- Quick Facts and School Highlights



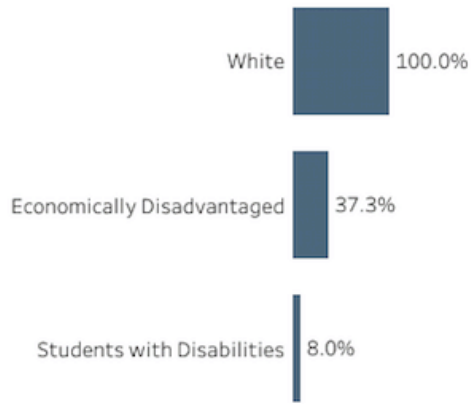
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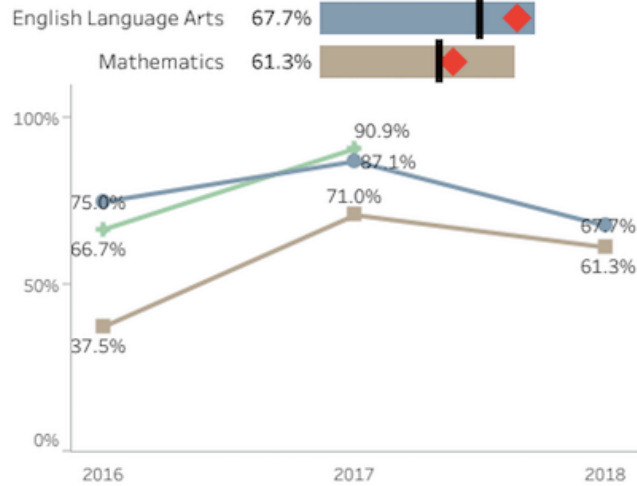


### Student Population



District Average ◆ Statewide Average |

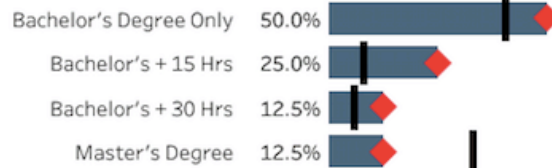
### Academic Performance (% at or above expectations)



### School Highlights



### Professional Qualifications of Teachers



# Student Behavior

Chronic Absenteeism	Bullying, Behavior, and Restraint & Seclusion	Measures of School Quality, Climate, and Safety
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## Measures of School Quality, Climate and Safety

ESSA requires that states include information on the state report card required in the Civil Rights Data Collection (CRDC), including school climate, quality, and safety. The CRDC occurs biennially, and the data is not released until two years after the collection. The data for these graphs are from the *2015-2016 Civil Rights Data Collection*. For more information see: <https://ocrdata.ed.gov/>

### Disciplinary Actions

No Disciplinary Actions Reported to CRDC

### Incidents of Violence

No Incidences of Violence Reported to CRDC

Source: U.S. Department of Education, 2015 Civil Rights Data Collection (CRDC) Survey. <https://ocrdata.ed.gov/>

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## National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest nationally-representative assessment of what students in every state know and can do in specific areas tested. NAEP is given to a representative sample of students across the country.

### State and Nation - 4th Grade Mathematics

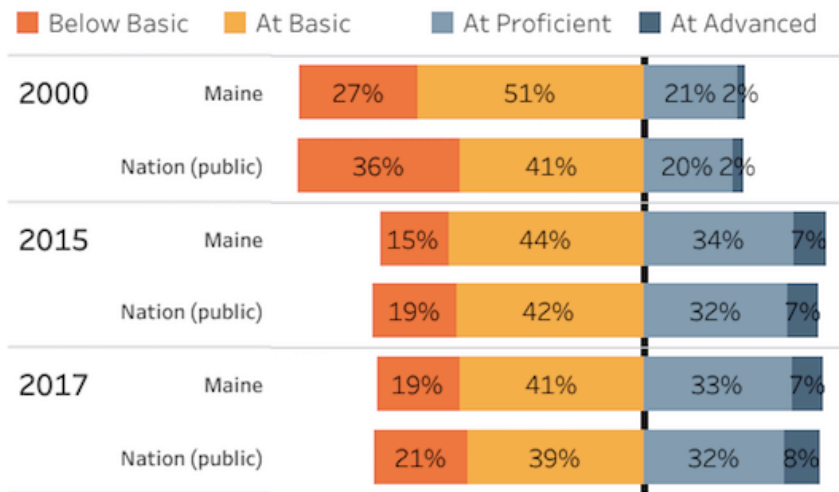
**Subject**

- Mathematics
- Reading

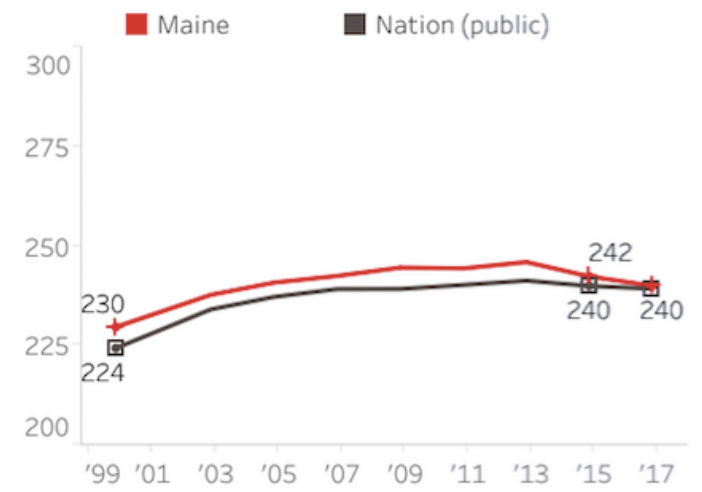
**Grade**

- 4
- 8

Percentage of Students at Each Achievement Level



Average Scores



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

<https://www.nationsreportcard.gov/>

Note: Some apparent differences between estimates may not be statistically significant. Blank years indicate data not available.

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### State and Nation - 4th Grade Reading

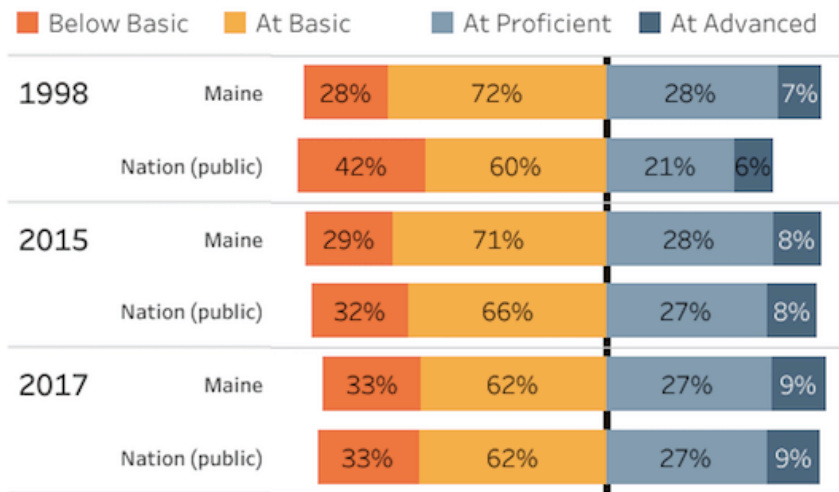
**Subject**

- Mathematics
- Reading

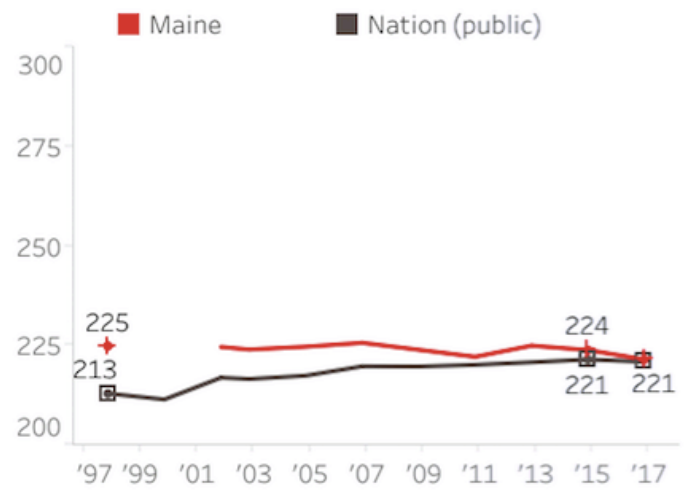
**Grade**

- 4
- 8

#### Percentage of Students at Each Achievement Level



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Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

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## Per Pupil Spending

Actual school spending reveals how much is being spent on a student at each school. Schools have higher spending for different reasons. Reasons can include more experienced teachers, smaller class sizes, or other additional resources for their students. The spending can help to inform questions about school financial equity.

### Total Students

74

### Total School Spending

\$1,078,773.48

### Per Pupil Spending

\$14,578.02

District Average: \$14,578    Statewide Average: \$14,192

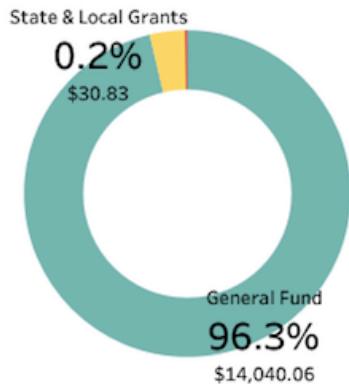
## Funding Source

### School Level:

The spending that typically occurs directly at the school. This includes spending on teachers, educational technicians, principals and supports at the school.

### School District Level:

The spending that does not typically occur at the school, but is necessary for the school to operate. This includes spending on the superintendent, business office staff, and transportation costs.



General Fund	School Level	\$12,965.49
	School District Level	\$1,074.57
Federal Grants	School Level	\$0.00
	School District Level	\$507.13
State & Local Grants	School Level	\$30.83
	School District Level	\$0.00

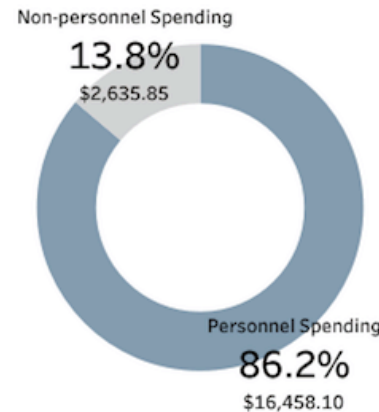
## Personnel and Nonpersonnel Spending

### Personnel Spending:

Spending includes salary and benefit costs for employees of the school.

### Nonpersonnel Spending:

Spending includes costs associated with contracts and the purchase of equipment or supplies.



Salaries	School Level	\$7,663.55
	School District Level	\$972.36
Benefits	School Level	\$7,663.55
	School District Level	\$158.64
Non-personnel Spending	School Level	\$2,185.15
	School District Level	\$450.70

Source: Maine Department of Education

Find more information about School Funding and Finance: <https://www.maine.gov/doe/funding>

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Snapshot

Contact Information and Performance Indicators

Quick Facts and School Highlights

**Maine DOE** **Fayette Public Schools: Fayette Central School** 2017-2018 Report Card 

District ID: 180 | School ID: 181 | Grades: PR-05 | Superintendent: Joseph Mattos | Principal: Tara Blue




**Address and Contact Information**


2023 Main Street  
Fayette, ME 04349  
(207) 685-4770

NCESID: 230000800455


**Total Students**

 **75**


**Schools in District**

 **1**


**Total Teachers**

 **4.9**





**Per Pupil Spending**

 **\$14,578**

Statewide Average: \$14,192  
District Average: \$14,578

**Performance Indicators** 

Maine's accountability system provides a broad picture of public education throughout Maine and highlights those schools that need additional support. Maine has selected five measures of school accountability, called indicators. These indicators include: Chronic Absenteeism, Academic Progress, Progress in English Language Proficiency for English Learners, Academic Achievement, and Graduation Rate. The Progress for each indicator is reported on the following four levels: Emerging, Developing, Meeting, and Excelling.

 Emerging  Developing  Meeting  Excelling

Indicator	Level	Indicator	Level	Indicator	Level
Chronic Absenteeism	Schoolwide Excelling	Academic Progress English Language Arts	3-8 Meeting	Academic Progress Mathematics	3-8 Emerging
		Academic Achievement English Language Arts	3-8 Emerging	Academic Achievement Mathematics	3-8 Excelling



# Staff

Teacher Workforce Certification and Qualifications Support Staff



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### Teacher Workforce

District Average ◆ Statewide Average |

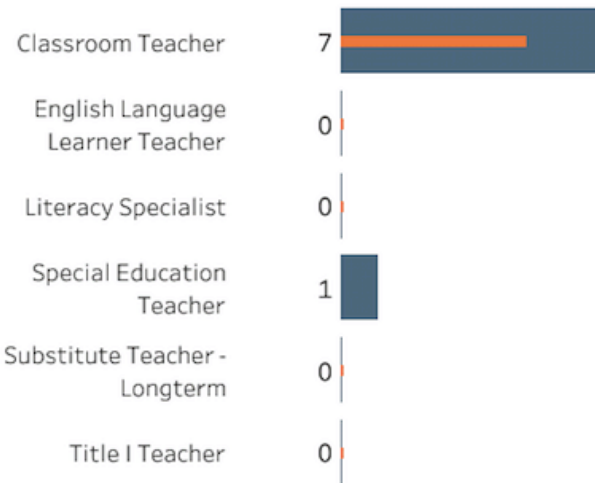
Number of Teachers  
(Full-Time Equivalency)



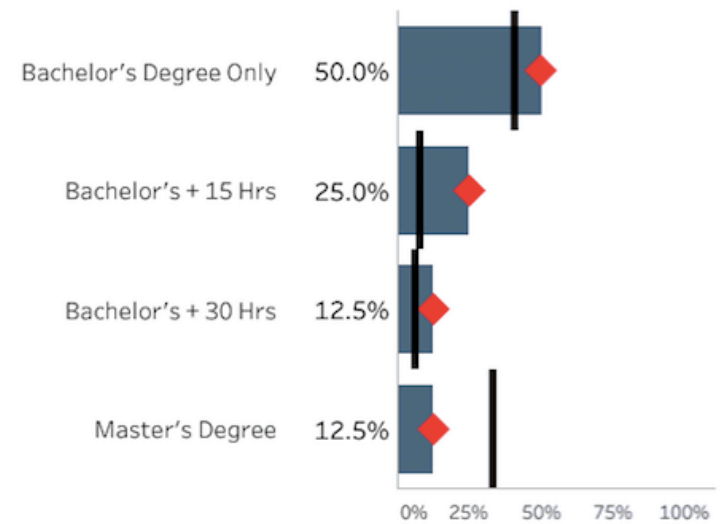
4.9

#### Teachers by Position Type

Headcount FTE



#### Professional Qualifications of Teachers



Source: Maine Department of Education

National Board for Professional Teaching Standards (NBCT) data is not included in this graph. To view a list of individuals with NBCT certification, see <https://www.nbpts.org/nbct-search/>

Find more information about Teachers: <https://www.maine.gov/doe/teachers>

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# Student Behavior

Chronic Absenteeism | Bullying, Behavior, and Restraint & Seclusion | Measures of School Quality, Climate, and Safety



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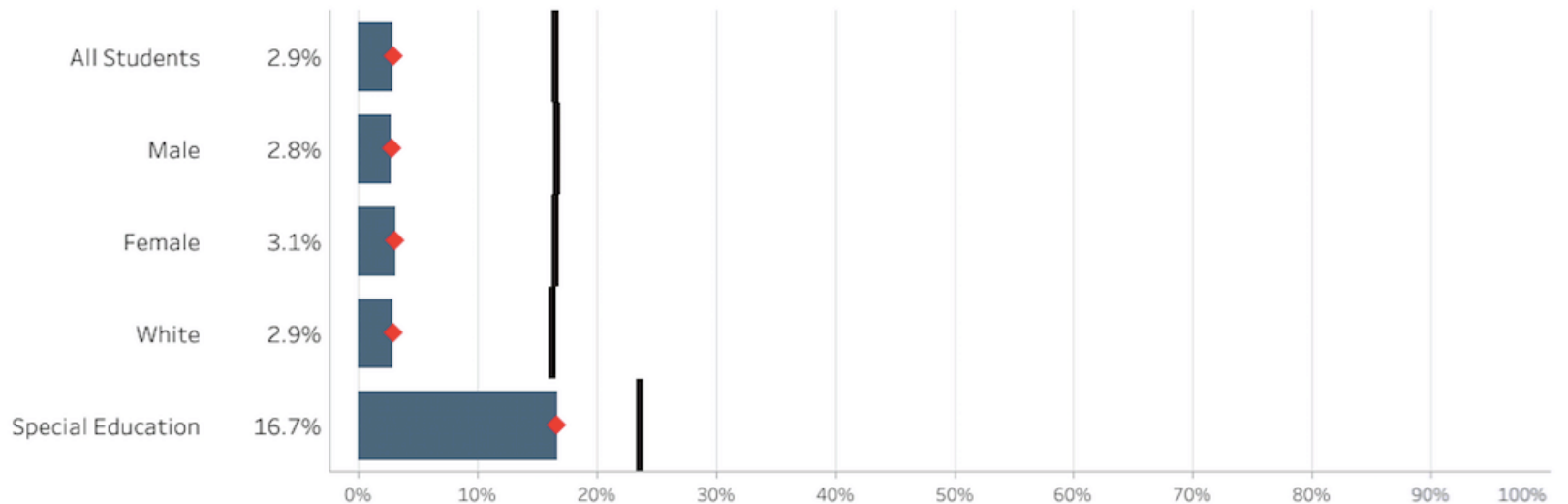
### Chronic Absenteeism

District Average ◆ Statewide Average ■



There is a direct correlation between school absence and school achievement. Chronic absenteeism is defined as the percent of students that are chronically absent that have been enrolled in a school for at least 10 days and are missing 10% or more of those days. The total number of days absent includes both excused and unexcused absences.

An asterisk (\*) or empty student population indicates data have been suppressed to protect student privacy.



Source: Maine Department of Education.



View information on Chronic Absenteeism: <https://www.maine.gov/doe/data-reporting/reporting/warehouse/chronic-absenteeism>



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### Student Improvement over Time on the State Assessments



#### Assessment

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- Mathematics
- Science

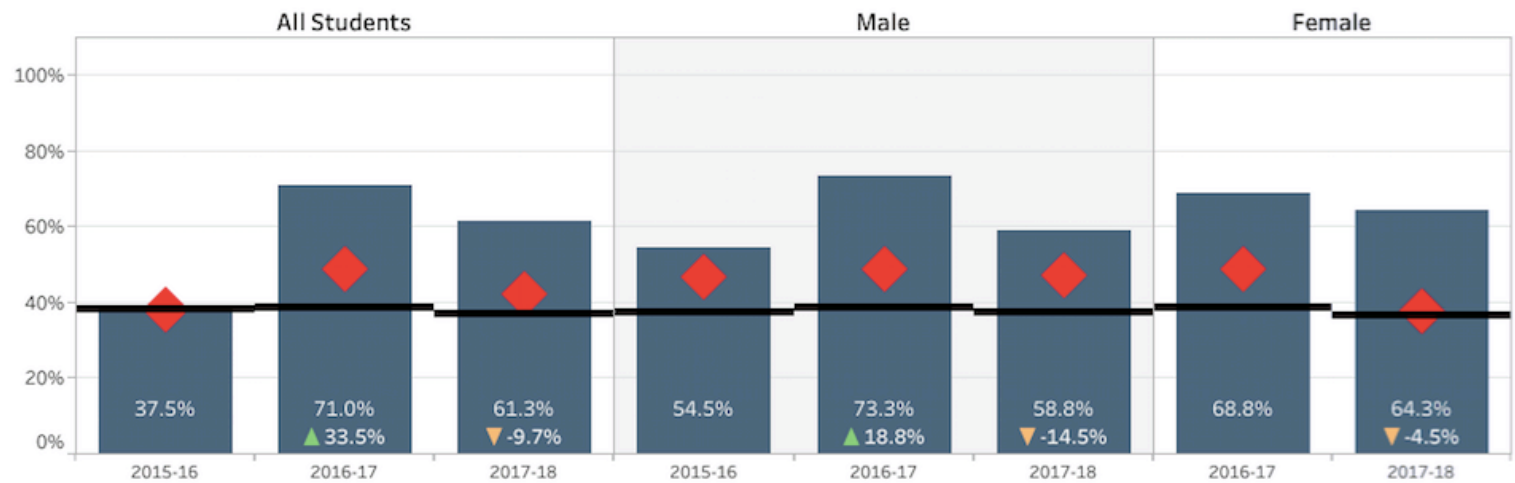
#### Student Population

Multiple values

### Mathematics

#### Students At or Above State Expectations by Student Population

District Average ◆ Statewide Average ■



Source: Maine Department of Education



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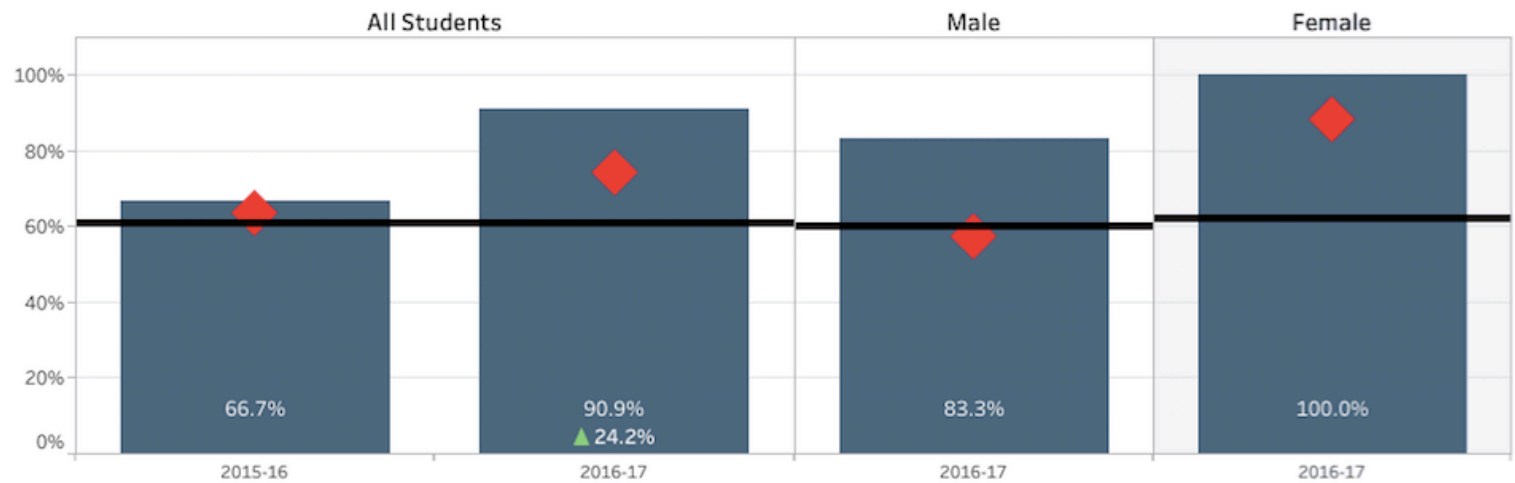
#### Student Population

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## Students



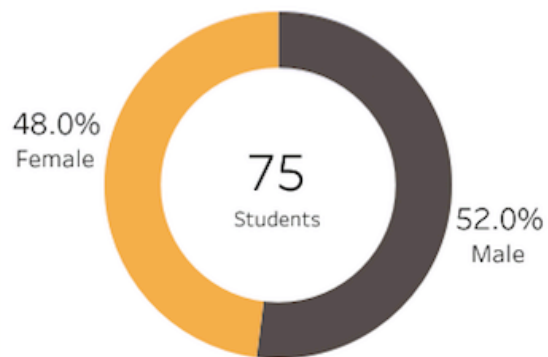
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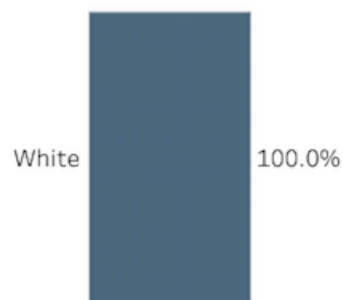
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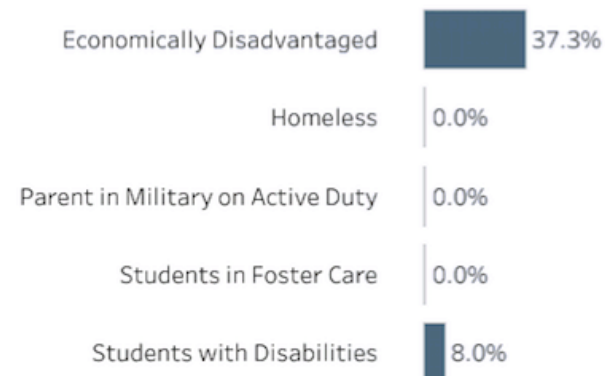
### Total Enrollment



### Racial/Ethnic Student Group

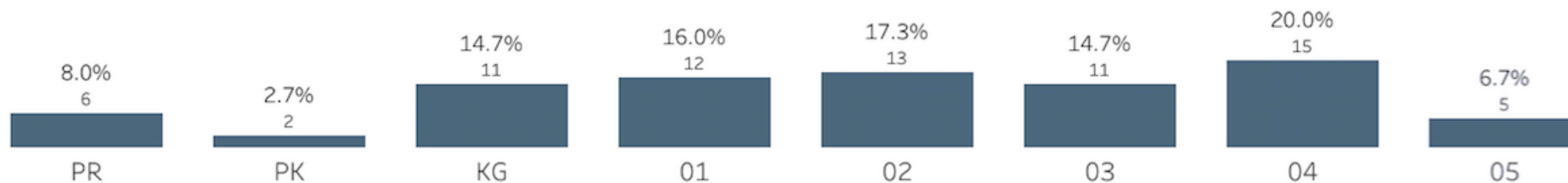


### Additional Student Groups



Note: Student counts are attending counts at the school level and responsible counts at the district level. An asterisk (\*) indicates data have been suppressed to protect student privacy.

### Students by Grade Level



Source: Maine Department of Education

Find more information about student data: <https://www.maine.gov/doe/schools/schoolops>

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## Students



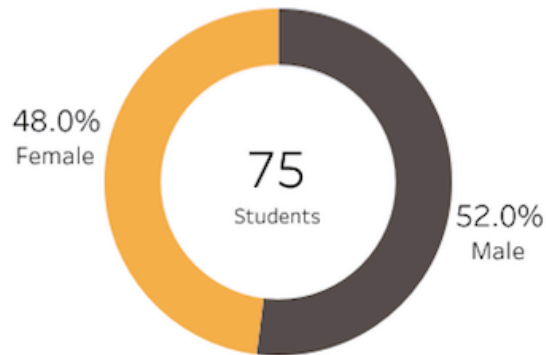
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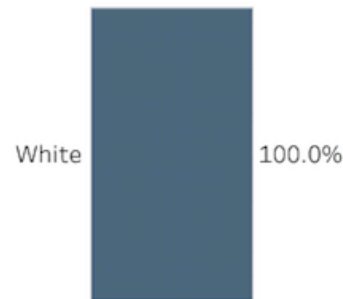
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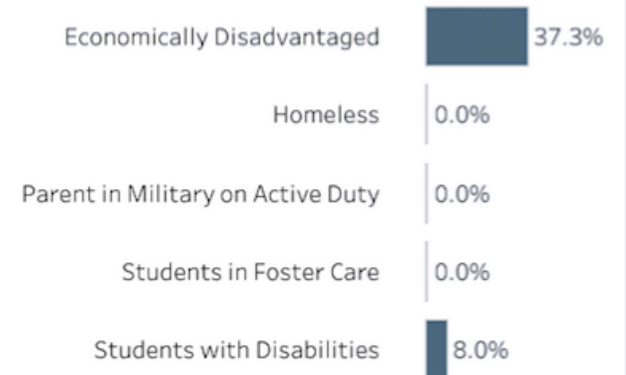
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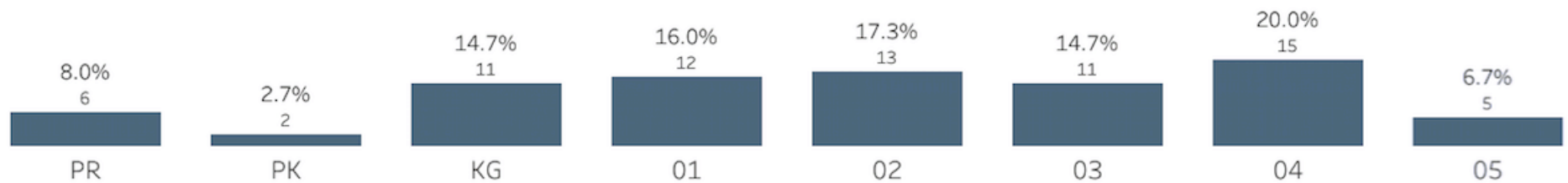


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# Staff

- Teacher Workforce
- Certification and Qualifications
- Support Staff**



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District ID: 180 | School ID: 181 | Grades: PR-05 | Superintendent: Joseph Mattos | Principal: Tara Blue



### Support Staff

School support staff play an important role in ensuring students are learning in a safe and supportive environment. They can foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education. Because students connect with school support staff on many occasions throughout the school day, support staff can model positive behavior and send positive messages to students.

Total Support Staff  
(headcount)

20

Academic Support

Administrative

Health Services

Student Support

All Other



8



4



1



2



5

Source: Maine Department of Education

Find more information about Support Staff: <https://neo.maine.gov/doe/neo/SuperSearch/Home/Index>

To get a deeper understanding of the data presented here, contact Fayette Public Schools, Fayette Central School: [tara\\_blue@maranacook.org](mailto:tara_blue@maranacook.org) or (207) 685-4770

# Staff

Teacher Workforce   Certification and Qualifications   Support Staff



## Fayette Public Schools: Fayette Central School 2017-2018 Report Card

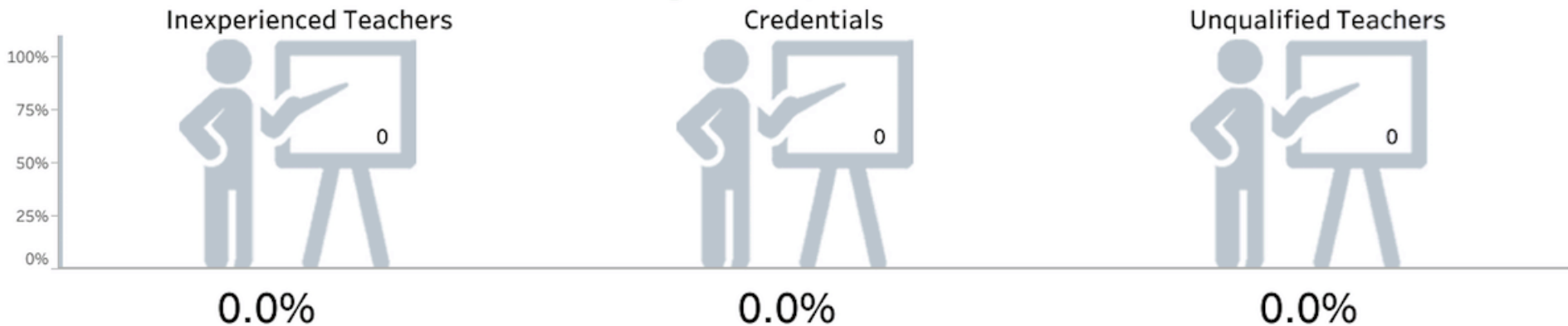
District ID: 180 | School ID: 181 | Grades: PR-05 | Superintendent: Joseph Mattos | Principal: Tara Blue



### Professional Qualifications

Poverty: **32.0%** Low

#### Teachers Teaching with Emergency, Targeted Need, or Transitional Credentials



A teacher with less than three years of teaching experience in public and private schools in or out of the State of Maine.

Credentials issued to persons employed in or under contract with public and approved private schools. The rules establish requirements for entry level and renewal preparation and requirements for the certification of administrators, educational specialists, and teachers; the authorization for educational technicians; and the approval of criminal history record checks for all persons. Any person not required to have a certification or an authorization must have an approval.

A teacher without proper credentials and is teaching in violation of law. Chapter 115 Part I <http://www.maine.gov/sos/cec/rules/05/chaps05.htm>

Source: Maine Department of Education

Find more information about Teachers: <https://www.maine.gov/doe/teachers>

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