



**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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Hermon Elementary School

SAU: Hermon School Department

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# 2011-2012 NCLB Report Card



School: Hermon Elementary School  
SAU: Hermon School Department  
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 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	69	66	96	76	76	73	17	59	14	11	66	0	
	2010-2011	65	64	98	70	70	70	14	56	25	5	61	3	0
Female	2009-2010	32	32	100	78	78	76	6	72	9	13			
	2010-2011	27	26	96	77	77	74	23	54	23	<1			
Male	2009-2010	37	34	92	74	74	69	26	47	18	9			
	2010-2011	38	38	100	66	66	66	8	58	26	8			
Caucasian/White	2009-2010	69	66	96	76	76	74	17	59	14	11			
	2010-2011	61	60	98	68	68	71	15	53	27	5			
African American/Black	2009-2010	0	0				46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	0	0				58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	1	1	100			67							
Economically Disadvantaged	2009-2010	23	20	87	55	55	62	10	45	15	30			
	2010-2011	25	25	100	68	68	58	4	64	32	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	11	8	73			38							
	2010-2011	14	14	100	50	50	34	<1	50	43	7			
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:** Hermon Elementary School  
**SAU:** Hermon School Department  
**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	81	81	100	74	74	67	20	54	17	9	81	0	
	2010-2011	70	70	100	71	71	67	24	47	23	6	69	1	0
Female	2009-2010	38	38	100	79	79	71	26	53	13	8			
	2010-2011	34	34	100	74	74	72	26	47	24	3			
Male	2009-2010	43	43	100	70	70	63	14	56	21	9			
	2010-2011	36	36	100	69	69	63	22	47	22	8			
Caucasian/White	2009-2010	78	78	100	73	73	68	19	54	18	9			
	2010-2011	68	68	100	72	72	68	25	47	22	6			
African American/Black	2009-2010	2	2	100			43							
	2010-2011	0	0				40							
Hispanic	2009-2010	1	1	100			59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	24	24	100	63	63	56	13	50	17	21			
	2010-2011	23	23	100	52	52	56	13	39	35	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	15	15	100	33	33	34	<1	33	40	27			
	2010-2011	10	10	100	40	40	29	30	10	40	20			
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: Hermon Elementary School  
SAU: Hermon School Department  
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 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	69	66	96	68	68	62	23	45	15	17	66	0
	2010-2011	65	64	98	70	70	61	13	58	20	9	61	3
Female	2009-2010	32	32	100	66	66	61	25	41	16	19		
	2010-2011	27	26	96	69	69	59	12	58	23	8		
Male	2009-2010	37	34	92	71	71	63	21	50	15	15		
	2010-2011	38	38	100	71	71	64	13	58	18	11		
Caucasian/White	2009-2010	69	66	96	68	68	63	23	45	15	17		
	2010-2011	61	60	98	70	70	63	12	58	20	10		
African American/Black	2009-2010	0	0				31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	0	0				52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	1	1	100			59						
Economically Disadvantaged	2009-2010	23	20	87	50	50	50	15	35	20	30		
	2010-2011	25	25	100	68	68	49	4	64	24	8		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	11	8	73			33						
	2010-2011	14	14	100	57	57	35	<1	57	21	21		
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: Hermon Elementary School  
 SAU: Hermon School Department  
 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 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	81	81	100	73	73	62	20	53	20	7	81	0
	2010-2011	70	70	100	69	69	60	21	47	20	11	69	1
Female	2009-2010	38	38	100	74	74	62	21	53	21	5		
	2010-2011	34	34	100	71	71	60	18	53	15	15		
Male	2009-2010	43	43	100	72	72	63	19	53	19	9		
	2010-2011	36	36	100	67	67	61	25	42	25	8		
Caucasian/White	2009-2010	78	78	100	72	72	63	19	53	21	8		
	2010-2011	68	68	100	69	69	61	22	47	21	10		
African American/Black	2009-2010	2	2	100			36						
	2010-2011	0	0				31						
Hispanic	2009-2010	1	1	100			45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	24	24	100	54	54	50	13	42	29	17		
	2010-2011	23	23	100	52	52	48	9	43	26	22		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	15	15	100	33	33	36	<1	33	33	33		
	2010-2011	10	10	100	40	40	31	30	10	30	30		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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: Hermon Elementary School  
SAU: Hermon School Department  
Grade: 3-8



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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	99	E: 100 M: 100	E: 99 M: 99	77	E: 77 M: 90	E: 69 M: 70	99	E: 100 M: 100	E: 99 M: 99	70	E: 70 M: 71	E: 61 M: 61	94	93	95
Caucasian/White	99	E: 100 M: 100	E: 99 M: 99	77	E: 77 M: 90	E: 70 M: 71	99	E: 100 M: 100	E: 99 M: 99	71	E: 71 M: 71	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	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: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * 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	100	E: 100 M: 100	E: 99 M: 99	67	E: 67 M: 91	E: 58 M: 58	100	E: 100 M: 100	E: 99 M: 99	57	E: 57 M: 63	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	49	E: 49 M: *	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	44	E: 44 M: *	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: Hermon Elementary School  
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## 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 <sup>1</sup>	12	5	8	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

<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.