



**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: Hermon Middle School

SAU: Hermon School Department

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2011-2012 NCLB Report Card



School: Hermon Middle School
SAU: Hermon School Department
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 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	62	62	100	97	97	72	26	71	2	2	58	4	
	2010-2011	89	89	100	78	78	70	16	62	18	4	89	0	0
Female	2009-2010	29	29	100	100	100	78	24	76	<1	<1			
	2010-2011	43	43	100	81	81	75	21	60	16	2			
Male	2009-2010	33	33	100	94	94	67	27	67	3	3			
	2010-2011	46	46	100	74	74	66	11	63	20	7			
Caucasian/White	2009-2010	59	59	100	97	97	73	27	69	2	2			
	2010-2011	85	85	100	78	78	71	15	62	18	5			
African American/Black	2009-2010	2	2	100			57							
	2010-2011	1	1	100			48							
Hispanic	2009-2010	0	0				70							
	2010-2011	1	1	100			65							
Asian or Pacific Islander	2009-2010	1	1	100			73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	2	2	100			65							
Economically Disadvantaged	2009-2010	20	20	100	95	95	62	15	80	<1	5			
	2010-2011	28	28	100	64	64	60	7	57	25	11			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	8	100			36							
	2010-2011	15	15	100	60	60	34	7	53	20	20			
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0				46							

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

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2011-2012 NCLB Report Card



School: Hermon Middle School
SAU: Hermon School Department
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 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	73	72	99	79	79	68	15	64	19	1	71	1	
	2010-2011	62	62	100	87	87	72	19	68	8	5	59	3	0
Female	2009-2010	34	34	100	79	79	74	26	53	21	<1			
	2010-2011	31	31	100	97	97	76	23	74	3	<1			
Male	2009-2010	39	38	97	79	79	63	5	74	18	3			
	2010-2011	31	31	100	77	77	68	16	61	13	10			
Caucasian/White	2009-2010	71	70	99	79	79	69	16	63	20	1			
	2010-2011	60	60	100	87	87	73	18	68	8	5			
African American/Black	2009-2010	1	1	100			47							
	2010-2011	1	1	100			52							
Hispanic	2009-2010	0	0				62							
	2010-2011	0	0				67							
Asian or Pacific Islander	2009-2010	1	1	100			70							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	1	1	100			65							
Economically Disadvantaged	2009-2010	12	12	100	83	83	56	8	75	17	<1			
	2010-2011	21	21	100	90	90	60	<1	90	5	5			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	5	5	100			29							
	2010-2011	8	8	100			33							
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				46							

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2011-2012 NCLB Report Card



School: Hermon Middle School
 SAU: Hermon School Department
 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 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	59	59	100	83	83	69	8	75	14	3	59	0	
	2010-2011	74	74	100	88	87	66	19	69	8	4	72	2	0
Female	2009-2010	29	29	100	97	97	76	17	79	3	<1			
	2010-2011	36	36	100	89	89	73	28	61	8	3			
Male	2009-2010	30	30	100	70	70	62	<1	70	23	7			
	2010-2011	38	38	100	87	85	59	11	76	8	5			
Caucasian/White	2009-2010	57	57	100	84	84	69	9	75	12	4			
	2010-2011	73	73	100	88	86	67	19	68	8	4			
African American/Black	2009-2010	2	2	100			53							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				60							
	2010-2011	0	0				52							
Asian or Pacific Islander	2009-2010	0	0				77							
	2010-2011	0	0				64							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	1	1	100			61							
Economically Disadvantaged	2009-2010	14	14	100	71	71	57	<1	71	21	7			
	2010-2011	11	11	100	82	75	52	9	73	<1	18			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	7	100			28							
	2010-2011	7	7	100			25							
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				40							

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School: Hermon Middle School
SAU: Hermon School Department
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 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	68	68	100	74	74	68	12	62	21	6	68	0	
	2010-2011	57	57	100	86	86	72	23	63	12	2	57	0	0
Female	2009-2010	32	32	100	84	84	76	19	66	13	3			
	2010-2011	29	29	100	90	90	78	34	55	10	<1			
Male	2009-2010	36	36	100	64	65	61	6	58	28	8			
	2010-2011	28	28	100	82	82	68	11	71	14	4			
Caucasian/White	2009-2010	65	65	100	74	74	69	12	62	20	6			
	2010-2011	55	55	100	87	87	73	24	64	11	2			
African American/Black	2009-2010	2	2	100			50							
	2010-2011	2	2	100			52							
Hispanic	2009-2010	0	0				57							
	2010-2011	0	0				67							
Asian or Pacific Islander	2009-2010	0	0				76							
	2010-2011	0	0				84							
American Indian or Native Alaskan	2009-2010	1	1	100			50							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	18	18	100	50	50	56	6	44	39	11			
	2010-2011	11	11	100	82	82	61	<1	82	18	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	7	100			26							
	2010-2011	6	6	100			32							
Limited English Proficient	2009-2010	0	0				43							
	2010-2011	0	0				49							

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

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School: Hermon Middle School
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 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 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	62	62	100	85	85	64	32	53	6	8	58	4
	2010-2011	89	89	100	66	66	61	15	52	19	15	89	0
Female	2009-2010	29	29	100	90	90	64	24	66	3	7		
	2010-2011	43	43	100	67	67	61	12	56	19	14		
Male	2009-2010	33	33	100	82	82	64	39	42	9	9		
	2010-2011	46	46	100	65	65	61	17	48	20	15		
Caucasian/White	2009-2010	59	59	100	86	86	65	32	54	5	8		
	2010-2011	85	85	100	68	68	62	15	53	18	14		
African American/Black	2009-2010	2	2	100			37						
	2010-2011	1	1	100			32						
Hispanic	2009-2010	0	0				55						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	1	1	100			67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	2	2	100			60						
Economically Disadvantaged	2009-2010	20	20	100	85	85	51	20	65	10	5		
	2010-2011	28	28	100	50	50	47	11	39	25	25		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	8	100			34						
	2010-2011	15	15	100	40	40	30	<1	40	40	20		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				34						

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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	73	72	99	75	75	63	21	54	18	7	71	1
	2010-2011	62	62	100	81	81	64	32	48	13	6	59	3
Female	2009-2010	34	34	100	76	76	62	24	53	21	3		
	2010-2011	31	31	100	81	81	63	23	58	19	<1		
Male	2009-2010	39	38	97	74	74	63	18	55	16	11		
	2010-2011	31	31	100	81	81	64	42	39	6	13		
Caucasian/White	2009-2010	71	70	99	74	74	64	20	54	19	7		
	2010-2011	60	60	100	80	80	65	33	47	13	7		
African American/Black	2009-2010	1	1	100			40						
	2010-2011	1	1	100			36						
Hispanic	2009-2010	0	0				49						
	2010-2011	0	0				57						
Asian or Pacific Islander	2009-2010	1	1	100			68						
	2010-2011	0	0				66						
American Indian or Native Alaskan	2009-2010	0	0				50						
	2010-2011	1	1	100			60						
Economically Disadvantaged	2009-2010	12	12	100	58	58	49	25	33	42	<1		
	2010-2011	21	21	100	81	81	50	29	52	14	5		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	5	5	100			29						
	2010-2011	8	8	100			28						
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				39						

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2011-2012 NCLB Report Card



School: Hermon Middle School
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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	59	59	100	61	61	60	22	39	19	20	59	0
	2010-2011	74	74	100	62	61	58	11	51	23	15	72	2
Female	2009-2010	29	29	100	59	59	59	17	41	21	21		
	2010-2011	36	36	100	64	64	59	19	44	22	14		
Male	2009-2010	30	30	100	63	63	61	27	37	17	20		
	2010-2011	38	38	100	61	59	58	3	58	24	16		
Caucasian/White	2009-2010	57	57	100	61	61	61	23	39	19	19		
	2010-2011	73	73	100	62	61	60	11	51	23	15		
African American/Black	2009-2010	2	2	100			35						
	2010-2011	0	0				29						
Hispanic	2009-2010	0	0				42						
	2010-2011	0	0				44						
Asian or Pacific Islander	2009-2010	0	0				72						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	1	1	100			52						
Economically Disadvantaged	2009-2010	14	14	100	50	50	46	14	36	29	21		
	2010-2011	11	11	100	36	33	44	<1	36	36	27		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	7	100			25						
	2010-2011	7	7	100			22						
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				33						

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2011-2012 NCLB Report Card



School: Hermon Middle School
SAU: Hermon School Department
Grade: 08



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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	68	68	100	65	65	60	13	51	19	16	68	0
	2010-2011	57	57	100	67	67	59	18	49	19	14	57	0
Female	2009-2010	32	32	100	72	72	60	13	59	16	13		
	2010-2011	29	29	100	66	66	58	17	48	21	14		
Male	2009-2010	36	36	100	58	59	59	14	44	22	19		
	2010-2011	28	28	100	68	68	60	18	50	18	14		
Caucasian/White	2009-2010	65	65	100	65	65	60	14	51	18	17		
	2010-2011	55	55	100	69	69	60	18	51	20	11		
African American/Black	2009-2010	2	2	100			34						
	2010-2011	2	2	100			32						
Hispanic	2009-2010	0	0				48						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	0	0				71						
American Indian or Native Alaskan	2009-2010	1	1	100			46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	18	18	100	39	39	45	<1	39	33	28		
	2010-2011	11	11	100	55	55	44	9	45	18	27		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	7	100			21						
	2010-2011	6	6	100			22						
Limited English Proficient	2009-2010	0	0				29						
	2010-2011	0	0				32						

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2011-2012 NCLB Report Card



School: Hermon Middle School
 SAU: Hermon School Department
 Grade: 05



MAINE
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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	89	89	100	65	65	64	7	58	29	6	88	1
Female	2010-2011	41	41	100	66	66	64	2	63	32	2		
Male	2010-2011	48	48	100	65	65	65	10	54	27	8		
Caucasian/White	2010-2011	85	85	100	66	66	66	7	59	28	6		
African American/Black	2010-2011	1	1	100			32						
Hispanic	2010-2011	1	1	100			50						
Asian or Pacific Islander	2010-2011	0	0				68						
American Indian or Native Alaskan	2010-2011	2	2	100			58						
Economically Disadvantaged	2010-2011	25	25	100	56	56	53	4	52	32	12		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	15	15	100	47	47	36	13	33	40	13		
Limited English Proficient	2010-2011	0	0				36						

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School: Hermon Middle School
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 Grade: 08



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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	59	59	100	81	81	71	31	51	19	<1	59	0
Female	2010-2011	30	30	100	80	80	69	20	60	20	<1		
Male	2010-2011	29	29	100	83	83	73	41	41	17	<1		
Caucasian/White	2010-2011	57	57	100	81	81	72	32	49	19	<1		
African American/Black	2010-2011	2	2	100			46						
Hispanic	2010-2011	0	0				59						
Asian or Pacific Islander	2010-2011	0	0				73						
American Indian or Native Alaskan	2010-2011	0	0				61						
Economically Disadvantaged	2010-2011	11	11	100	64	64	60	36	27	36	<1		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	5	5	100			41						
Limited English Proficient	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

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2011-2012 NCLB Report Card



School: Hermon Middle 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	100	E: 100 M: 100	E: 99 M: 99	90	E: 77 M: 90	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	71	E: 70 M: 71	E: 61 M: 61	92	93	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	90	E: 77 M: 90	E: 70 M: 71	100	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	91	E: 67 M: 91	E: 58 M: 58	100	E: 100 M: 100	E: 99 M: 99	63	E: 57 M: 63	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: 49 M: *	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	*	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

Maine Teacher Quality Data



School: Hermon Middle School
SAU: Hermon School Department



MAINE
DEPARTMENT OF EDUCATION

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	5	7	1	0	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	4

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	5.41

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.