



**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 High School

SAU: Hermon School Department

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School: Hermon High School
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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	118	116	98	34	34	47	4	30	43	22	114	2	
	2010-2011	137	135	99	36	36	50	3	33	37	27	134	1	0
Female	2009-2010	53	53	100	34	34	49	4	30	45	21			
	2010-2011	62	61	98	48	48	54	<1	48	36	16			
Male	2009-2010	65	63	97	35	34	46	5	30	41	24			
	2010-2011	75	74	99	27	27	46	5	22	38	35			
Caucasian/White	2009-2010	113	111	98	35	35	48	5	31	43	22			
	2010-2011	130	129	99	35	35	51	3	32	38	27			
African American/Black	2009-2010	1	1	100			28							
	2010-2011	1	1	100			23							
Hispanic	2009-2010	1	1	100			42							
	2010-2011	2	1	50			45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	3	3	100			51							
American Indian or Native Alaskan	2009-2010	3	3	100			27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	32	31	97	29	29	31	<1	29	39	32			
	2010-2011	23	22	96	32	32	34	<1	32	27	41			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	19	18	95	28	26	16	<1	28	33	39			
	2010-2011	21	20	95	5	5	17	<1	5	25	70			
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	1	1	100			9							

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.

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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	118	116	98	48	48	45	2	47	30	22	114	2
	2010-2011	137	135	99	48	48	49	1	47	29	23	134	1
Female	2009-2010	53	53	100	42	42	43	4	38	36	23		
	2010-2011	62	61	98	44	44	47	2	43	39	16		
Male	2009-2010	65	63	97	54	53	47	<1	54	25	21		
	2010-2011	75	74	99	51	51	51	1	50	20	28		
Caucasian/White	2009-2010	113	111	98	48	47	46	2	46	31	22		
	2010-2011	130	129	99	47	47	50	2	46	29	23		
African American/Black	2009-2010	1	1	100			22						
	2010-2011	1	1	100			21						
Hispanic	2009-2010	1	1	100			40						
	2010-2011	2	1	50			36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	3	3	100			62						
American Indian or Native Alaskan	2009-2010	3	3	100			28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	32	31	97	39	39	28	<1	39	32	29		
	2010-2011	23	22	96	36	36	31	<1	36	32	32		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	19	18	95	28	26	14	<1	28	33	39		
	2010-2011	21	20	95	20	19	15	<1	20	20	60		
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	1	1	100			17						

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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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	137	133	97	44	43	44	2	42	27	29	132	1
Female	2010-2011	62	61	98	34	34	40	<1	34	36	30		
Male	2010-2011	75	72	96	51	51	48	3	49	19	29		
Caucasian/White	2010-2011	130	126	97	43	43	45	2	41	27	30		
African American/Black	2010-2011	1	1	100			19						
Hispanic	2010-2011	2	2	100			37						
Asian or Pacific Islander	2010-2011	3	3	100			49						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
Economically Disadvantaged	2010-2011	23	22	96	36	36	29	5	32	18	45		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	21	21	100	14	14	14	<1	14	24	62		
Limited English Proficient	2010-2011	1	1	100			10						

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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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	96	36	36	49	99	99	96	49	49	47	92	92	83
Caucasian/White	99	99	96	35	36	50	99	99	96	48	48	48	91	91	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	100	67
Economically Disadvantaged	*	*	94	30	31	33	*	*	94	36	37	30	87	87	71
Students with Disabilities	*	*	91	16	16	17	*	*	91	24	24	15	82	82	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

*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.

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Maine Teacher Quality Data



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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	14	6	15	2	2	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	7

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	5.05

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.