



**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: Hall-Dale High School

SAU: RSU 02

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# 2011-2012 NCLB Report Card



School: Hall-Dale High School  
 SAU: RSU 02  
 Grade: 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	83	81	98	51	46	47	10	41	30	20	80	1	
	2010-2011	76	76	100	49	50	50	8	41	29	22	73	3	0
Female	2009-2010	48	48	100	58	51	49	10	48	29	13			
	2010-2011	33	33	100	52	53	54	6	45	21	27			
Male	2009-2010	35	33	94	39	40	46	9	30	30	30			
	2010-2011	43	43	100	47	48	46	9	37	35	19			
Caucasian/White	2009-2010	78	76	97	53	47	48	11	42	30	17			
	2010-2011	70	70	100	49	50	51	7	41	29	23			
African American/Black	2009-2010	4	4	100			28							
	2010-2011	4	4	100			23							
Hispanic	2009-2010	0	0				42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	1	1	100			41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	30	28	93	39	40	31	14	25	32	29			
	2010-2011	37	37	100	38	39	34	5	32	35	27			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	13	11	85	9	25	16	<1	9	18	73			
	2010-2011	22	22	100	32	26	17	9	23	18	50			
Limited English Proficient	2009-2010	0	0				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.

# 2011-2012 NCLB Report Card



School: Hall-Dale High School  
 SAU: RSU 02  
 Grade: High School



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Group	Mathematics 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	2009-2010	83	81	98	38	37	45	7	31	37	25	80	1
	2010-2011	76	76	100	41	43	49	1	39	29	30	73	3
Female	2009-2010	48	48	100	46	40	43	8	38	40	15		
	2010-2011	33	33	100	39	43	47	<1	39	24	36		
Male	2009-2010	35	33	94	27	33	47	6	21	33	39		
	2010-2011	43	43	100	42	43	51	2	40	33	26		
Caucasian/White	2009-2010	78	76	97	41	38	46	8	33	36	24		
	2010-2011	70	70	100	41	43	50	1	40	31	27		
African American/Black	2009-2010	4	4	100			22						
	2010-2011	4	4	100			21						
Hispanic	2009-2010	0	0				40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	1	1	100			51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	30	28	93	32	32	28	7	25	39	29		
	2010-2011	37	37	100	35	34	31	<1	35	32	32		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	13	11	85	9	34	14	9	<1	<1	91		
	2010-2011	22	22	100	23	19	15	<1	23	14	64		
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	1	1	100			17						

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: Hall-Dale High School  
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Grade: High School



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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	76	75	99	35	39	44	1	33	32	33	72	3
Female	2010-2011	33	33	100	33	34	40	<1	33	27	39		
Male	2010-2011	43	42	98	36	44	48	2	33	36	29		
Caucasian/White	2010-2011	70	70	100	37	41	45	1	36	29	34		
African American/Black	2010-2011	4	3	75			19						
Hispanic	2010-2011	0	0				37						
Asian or Pacific Islander	2010-2011	0	0				49						
American Indian or Native Alaskan	2010-2011	0	0				26						
Economically Disadvantaged	2010-2011	37	36	97	28	28	29	<1	28	36	36		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	22	21	95	10	14	14	<1	10	29	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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School: Hall-Dale High School  
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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	100	98	96	50	48	49	100	98	96	40	40	47	79	85	83
Caucasian/White	100	98	96	51	49	50	100	98	96	42	40	48	78	85	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	67	67	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	98	94	40	39	33	*	98	94	35	32	30	66	74	71
Students with Disabilities	*	*	91	25	25	17	*	*	91	19	26	15	61	70	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	50	50	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.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



School: Hall-Dale High School  
SAU: RSU 02



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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 <sup>1</sup>	15	2	7	5	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	3

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.