



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 2011-2012: 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 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (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 2010-2011 NAEP results is displayed on the state report, 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.



2012-2013 NCLB Report Card

School: Teresa C Hamlin Elem School

SAU: RSU 11/MSAD 11

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
SAU: RSU 11/MSAD 11
Grade: 03



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	2010-2011	15	15	100	80	74	70	7	73	13	7	15	0	0
	2011-2012	12	12	100	58	70	72	8	50	25	17	12	0	0
Female	2010-2011	11	11	100	82	80	74	9	73	9	9			
	2011-2012	5	5	100		74	77							
Male	2010-2011	4	4	100		69	66							
	2011-2012	7	7	100		66	68							
Caucasian/White	2010-2011	14	14	100	79	75	71	7	71	14	7			
	2011-2012	11	11	100	55	71	73	9	45	27	18			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	1	1	100			60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	7	7	100		67	58							
	2011-2012	5	5	100		64	62							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	2	2	100		58	34							
	2011-2012	2	2	100		42	36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

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.

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
SAU: RSU 11/MSAD 11
Grade: 04



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	2010-2011	18	18	100	83	68	67	28	56	11	6	18	0	0
	2011-2012	16	16	100	81	71	71	31	50	6	13	16	0	0
Female	2010-2011	9	9	100		71	72							
	2011-2012	11	11	100	73	73	75	45	27	9	18			
Male	2010-2011	9	9	100		65	63							
	2011-2012	5	5	100		69	67							
Caucasian/White	2010-2011	16	16	100	81	68	68	25	56	13	6			
	2011-2012	14	14	100	86	72	72	29	57	7	7			
African American/Black	2010-2011	0	0				40							
	2011-2012	1	1	100			42							
Hispanic	2010-2011	1	1	100			54							
	2011-2012	1	1	100			60							
Asian or Pacific Islander	2010-2011	1	1	100			67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	11	11	100	73	66	56	18	55	18	9			
	2011-2012	8	8	100		64	60							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	2	2	100		33	29							
	2011-2012	3	3	100		50	35							
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

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.

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
SAU: RSU 11/MSAD 11
Grade: 05



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	2010-2011	21	21	100	76	66	70	10	67	19	5	20	1	0
	2011-2012	18	18	100	83	70	68	28	56	17	<1	18	0	0
Female	2010-2011	9	9	100		67	75							
	2011-2012	9	9	100		77	74							
Male	2010-2011	12	12	100	92	65	66	<1	92	8	<1			
	2011-2012	9	9	100		63	63							
Caucasian/White	2010-2011	20	20	100	75	65	71	10	65	20	5			
	2011-2012	16	16	100	81	70	69	31	50	19	<1			
African American/Black	2010-2011	0	0				48							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				65							
	2011-2012	1	1	100			60							
Asian or Pacific Islander	2010-2011	1	1	100			68							
	2011-2012	1	1	100			75							
American Indian or Native Alaskan	2010-2011	0	0				65							
	2011-2012	0	0				48							
Economically Disadvantaged	2010-2011	14	14	100	71	60	60	<1	71	21	7			
	2011-2012	9	9	100		61	57							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	6	6	100		44	34							
	2011-2012	3	3	100		37	30							
Limited English Proficient	2010-2011	0	0				46							
	2011-2012	0	0				44							

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.

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
SAU: RSU 11/MSAD 11
Grade: 03



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	2010-2011	15	15	100	53	65	61	7	47	33	13	15	0
	2011-2012	12	12	100	58	68	64	17	42	17	25	12	0
Female	2010-2011	11	11	100	55	66	59	9	45	27	18		
	2011-2012	5	5	100		65	63						
Male	2010-2011	4	4	100		64	64						
	2011-2012	7	7	100		70	65						
Caucasian/White	2010-2011	14	14	100	50	65	63	7	43	36	14		
	2011-2012	11	11	100	64	70	65	18	45	9	27		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	1	1	100			49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	7	7	100		53	49						
	2011-2012	5	5	100		63	52						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	2	2	100		47	35						
	2011-2012	2	2	100		54	35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

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.

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
 SAU: RSU 11/MSAD 11
 Grade: 04



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	2010-2011	18	18	100	67	61	60	11	56	22	11	18	0
	2011-2012	16	16	100	56	70	66	13	44	25	19	16	0
Female	2010-2011	9	9	100		61	60						
	2011-2012	11	11	100	55	70	65	18	36	18	27		
Male	2010-2011	9	9	100		61	61						
	2011-2012	5	5	100		69	67						
Caucasian/White	2010-2011	16	16	100	63	60	61	6	56	25	13		
	2011-2012	14	14	100	57	70	67	14	43	29	14		
African American/Black	2010-2011	0	0				31						
	2011-2012	1	1	100			31						
Hispanic	2010-2011	1	1	100			48						
	2011-2012	1	1	100			52						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	11	11	100	55	52	48	9	45	27	18		
	2011-2012	8	8	100		62	54						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	2	2	100		38	31						
	2011-2012	3	3	100		44	37						
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

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.

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
 SAU: RSU 11/MSAD 11
 Grade: 05



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	2010-2011	21	21	100	43	54	61	10	33	29	29	20	1
	2011-2012	18	18	100	67	67	64	11	56	22	11	18	0
Female	2010-2011	9	9	100		52	61						
	2011-2012	9	9	100		65	65						
Male	2010-2011	12	12	100	42	57	61	<1	42	33	25		
	2011-2012	9	9	100		69	64						
Caucasian/White	2010-2011	20	20	100	45	53	62	10	35	30	25		
	2011-2012	16	16	100	63	66	65	6	56	25	13		
African American/Black	2010-2011	0	0				32						
	2011-2012	0	0				35						
Hispanic	2010-2011	0	0				48						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	1	1	100			59						
	2011-2012	1	1	100			70						
American Indian or Native Alaskan	2010-2011	0	0				60						
	2011-2012	0	0				55						
Economically Disadvantaged	2010-2011	14	14	100	29	49	47	7	21	43	29		
	2011-2012	9	9	100		66	51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	6	100		31	30						
	2011-2012	3	3	100		58	30						
Limited English Proficient	2010-2011	0	0				34						
	2011-2012	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.

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
 SAU: RSU 11/MSAD 11
 Grade: 05



Science 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	2010-2011	23	23	100	83	65	64	4	78	13	4	22	1
	2011-2012	17	17	100	82	63	62	29	53	12	6	17	0
Female	2010-2011	11	11	100	91	72	64	9	82	<1	9		
	2011-2012	8	8	100		72	61						
Male	2010-2011	12	12	100	75	58	65	<1	75	25	<1		
	2011-2012	9	9	100		54	63						
Caucasian/White	2010-2011	22	22	100	86	66	66	5	82	9	5		
	2011-2012	15	15	100	80	63	64	27	53	13	7		
African American/Black	2010-2011	0	0				32						
	2011-2012	0	0				32						
Hispanic	2010-2011	0	0				50						
	2011-2012	1	1	100			53						
Asian or Pacific Islander	2010-2011	1	1	100			68						
	2011-2012	1	1	100			62						
American Indian or Native Alaskan	2010-2011	0	0				58						
	2011-2012	0	0				49						
Economically Disadvantaged	2010-2011	17	17	100	88	64	53	6	82	6	6		
	2011-2012	9	9	100		57	51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	7	7	100		46	36						
	2011-2012	3	3	100		35	32						
Limited English Proficient	2010-2011	0	0				36						
	2011-2012	0	0				33						

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.

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
 SAU: RSU 11/MSAD 11
 Grade: 3-8



Accountability Data															
Group	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: 99	E: 99 M: 99	76	E: 71 M: 68	E: 70 M: 73	100	E: 100 M: 99	E: 99 M: 99	64	E: 69 M: 56	E: 65 M: 62	95	95	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	76	E: 71 M: 69	E: 71 M: 74	100	E: 100 M: 99	E: 99 M: 99	65	E: 69 M: 57	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	*	E: 100 M: 99	E: 99 M: 99	67	E: 64 M: 59	E: 60 M: 62	*	E: 100 M: 99	E: 99 M: 99	56	E: 64 M: 46	E: 52 M: 48			
Students with Disabilities	*	E: 98 M: 97	E: 98 M: 98	*	E: 46 M: 32	E: 34 M: 34	*	E: 98 M: 97	E: 98 M: 98	*	E: 54 M: 25	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

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.

2012-2013 NCLB Report Card



School: Teresa C Hamlin Elem School
SAU: RSU 11/MSAD 11



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
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	2	1	6	0	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, 2012	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

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.