



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: Hampden Academy

SAU: RSU 22/MSAD 22

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB Report Card



School: Hampden Academy
SAU: RSU 22/MSAD 22
Grade: High School



Reading 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		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	178	175	98	66	66	50	11	54	25	10	173	2	0
	2011-2012	185	176	95	63	63	47	9	54	23	14	176	0	0
Female	2010-2011	82	80	98	63	63	54	18	45	26	11			
	2011-2012	85	80	94	61	61	51	8	54	28	11			
Male	2010-2011	96	95	99	68	68	46	6	62	23	8			
	2011-2012	100	96	96	64	64	43	9	54	20	17			
Caucasian/White	2010-2011	175	172	98	66	66	51	12	55	25	9			
	2011-2012	176	167	95	64	64	48	9	55	23	13			
African American/Black	2010-2011	1	1	100			23							
	2011-2012	2	2	100			28							
Hispanic	2010-2011	1	1	100			45							
	2011-2012	3	3	100			30							
Asian or Pacific Islander	2010-2011	0	0				51							
	2011-2012	1	1	100			48							
American Indian or Native Alaskan	2010-2011	1	1	100			35							
	2011-2012	3	3	100			35							
Economically Disadvantaged	2010-2011	36	33	92	45	45	34	<1	45	33	21			
	2011-2012	41	36	88	39	39	31	6	33	28	33			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	28	27	96	26	26	17	4	22	33	41			
	2011-2012	33	31	94	16	16	16	<1	16	42	42			
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	1	1	100			13							

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: Hampden Academy
SAU: RSU 22/MSAD 22
Grade: High School



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	178	175	98	59	59	49	10	49	29	12	173	2
	2011-2012	185	175	95	62	62	47	5	57	23	15	175	0
Female	2010-2011	82	80	98	54	54	47	8	46	33	14		
	2011-2012	85	79	93	63	63	46	1	62	20	16		
Male	2010-2011	96	95	99	64	64	51	13	52	25	11		
	2011-2012	100	96	96	60	60	47	8	52	25	15		
Caucasian/White	2010-2011	175	172	98	60	60	50	10	50	28	11		
	2011-2012	176	166	94	63	63	48	5	57	24	13		
African American/Black	2010-2011	1	1	100			21						
	2011-2012	2	2	100			21						
Hispanic	2010-2011	1	1	100			36						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	0	0				62						
	2011-2012	1	1	100			55						
American Indian or Native Alaskan	2010-2011	1	1	100			32						
	2011-2012	3	3	100			33						
Economically Disadvantaged	2010-2011	36	33	92	36	36	31	3	33	39	24		
	2011-2012	41	36	88	42	42	30	6	36	28	31		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	28	27	96	19	19	15	<1	19	41	41		
	2011-2012	33	30	91	17	17	15	3	13	37	47		
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	1	1	100			15						

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

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School: Hampden Academy
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 Grade: High School



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	178	174	98	60	60	44	20	40	17	22	172	2
	2011-2012	185	172	93	63	63	44	10	52	20	17	172	0
Female	2010-2011	82	80	98	58	58	40	16	41	23	20		
	2011-2012	85	76	89	62	62	40	8	54	24	14		
Male	2010-2011	96	94	98	63	63	48	23	39	13	24		
	2011-2012	100	96	96	64	64	49	13	51	17	20		
Caucasian/White	2010-2011	175	171	98	61	61	45	20	40	18	22		
	2011-2012	176	163	93	64	64	45	11	53	19	17		
African American/Black	2010-2011	1	1	100			19						
	2011-2012	2	2	100			20						
Hispanic	2010-2011	1	1	100			37						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	0	0				49						
	2011-2012	1	1	100			45						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
	2011-2012	3	3	100			34						
Economically Disadvantaged	2010-2011	36	34	94	21	21	29	3	18	26	53		
	2011-2012	41	36	88	50	50	30	6	44	19	31		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	28	28	100	18	18	14	<1	18	29	54		
	2011-2012	33	27	82	30	30	16	<1	30	22	48		
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	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: Hampden Academy
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 Grade: High School



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	97	97	96	64	64	48	97	97	96	61	61	48	91	91	84
Caucasian/White	97	97	96	65	65	49	97	97	96	62	62	49	91	91	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	100	100	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	0	0	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	*	*	94	43	43	33	*	*	94	40	40	31	79	79	73
Students with Disabilities	*	*	90	21	21	17	*	*	90	18	18	15	64	64	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	0	0	78

*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: Hampden Academy
SAU: RSU 22/MSAD 22



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	23	9	21	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, 2012	2

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.