



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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2012-2013 NCLB Report Card

School: South Hiram Elementary School

SAU: RSU 55/MSAD 55

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# 2012-2013 NCLB Report Card



School: South Hiram Elementary School  
SAU: RSU 55/MSAD 55  
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	43	43	100	47	46	70	9	37	35	19	43	0	0
	2011-2012	42	42	100	81	78	72	26	55	10	10	40	2	0
Female	2010-2011	18	18	100	61	49	74	11	50	22	17			
	2011-2012	23	23	100	87	82	77	30	57	4	9			
Male	2010-2011	25	25	100	36	43	66	8	28	44	20			
	2011-2012	19	19	100	74	73	68	21	53	16	11			
Caucasian/White	2010-2011	43	43	100	47	46	71	9	37	35	19			
	2011-2012	39	39	100	82	81	73	28	54	10	8			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	0	0				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	24	24	100	25	29	58	8	17	46	29			
	2011-2012	32	32	100	78	71	62	22	56	13	9			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	3	3	100			34							
	2011-2012	8	8	100			36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	1	1	100			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: South Hiram Elementary School  
SAU: RSU 55/MSAD 55  
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	49	48	98	58	57	67	6	52	25	17	48	0	0
	2011-2012	43	43	100	58	55	71	12	47	37	5	43	0	0
Female	2010-2011	20	20	100	65	55	72	5	60	20	15			
	2011-2012	19	19	100	68	59	75	16	53	32	<1			
Male	2010-2011	29	28	97	54	60	63	7	46	29	18			
	2011-2012	24	24	100	50	52	67	8	42	42	8			
Caucasian/White	2010-2011	47	46	98	59	58	68	7	52	24	17			
	2011-2012	43	43	100	58	55	72	12	47	37	5			
African American/Black	2010-2011	0	0				40							
	2011-2012	0	0				42							
Hispanic	2010-2011	1	1	100			54							
	2011-2012	0	0				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	33	32	97	50	52	56	9	41	28	22			
	2011-2012	23	23	100	39	38	60	9	30	57	4			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	6	5	83		10	29							
	2011-2012	3	3	100			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.

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# 2012-2013 NCLB Report Card



School: South Hiram Elementary School  
 SAU: RSU 55/MSAD 55  
 Grade: 03



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	2010-2011	43	42	98	48	49	61	7	40	38	14	42	0
	2011-2012	42	42	100	83	78	64	26	57	10	7	40	2
Female	2010-2011	18	18	100	50	46	59	6	44	50	<1		
	2011-2012	23	23	100	83	79	63	22	61	9	9		
Male	2010-2011	25	24	96	46	51	64	8	38	29	25		
	2011-2012	19	19	100	84	76	65	32	53	11	5		
Caucasian/White	2010-2011	43	42	98	48	49	63	7	40	38	14		
	2011-2012	39	39	100	90	84	65	28	62	8	3		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				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	24	23	96	35	39	49	4	30	48	17		
	2011-2012	32	32	100	81	76	52	28	53	9	9		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	3	3	100			35						
	2011-2012	8	8	100			35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	1	1	100			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

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# 2012-2013 NCLB Report Card



School: South Hiram Elementary School  
SAU: RSU 55/MSAD 55  
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	49	47	96	45	48	60	9	36	36	19	47	0
	2011-2012	43	43	100	56	55	66	9	47	23	21	43	0
Female	2010-2011	20	20	100	30	40	60	<1	30	45	25		
	2011-2012	19	19	100	58	53	65	<1	58	26	16		
Male	2010-2011	29	27	93	56	55	61	15	41	30	15		
	2011-2012	24	24	100	54	57	67	17	38	21	25		
Caucasian/White	2010-2011	47	45	96	44	48	61	9	36	38	18		
	2011-2012	43	43	100	56	55	67	9	47	23	21		
African American/Black	2010-2011	0	0				31						
	2011-2012	0	0				31						
Hispanic	2010-2011	1	1	100			48						
	2011-2012	0	0				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	33	31	94	39	43	48	3	35	45	16		
	2011-2012	23	23	100	43	46	54	<1	43	26	30		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	5	83		30	31						
	2011-2012	3	3	100			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

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# 2012-2013 NCLB Report Card



School: South Hiram Elementary School  
 SAU: RSU 55/MSAD 55  
 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: 100	E: 99 M: 99	65	E: 61 M: 57	E: 70 M: 73	100	E: 100 M: 100	E: 99 M: 99	62	E: 61 M: 42	E: 65 M: 62	95	96	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	65	E: 61 M: 57	E: 71 M: 74	100	E: 100 M: 100	E: 99 M: 99	63	E: 62 M: 42	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	100	E: 99 M: 99	E: 99 M: 99	55	E: 50 M: 49	E: 60 M: 62	100	E: 99 M: 99	E: 99 M: 99	54	E: 56 M: 31	E: 52 M: 48			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: 24 M: 25	E: 34 M: 34	*	E: * M: *	E: 98 M: 98	*	E: 24 M: 9	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: South Hiram Elementary School  
SAU: RSU 55/MSAD 55



## 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 <sup>1</sup>	9	2	7	1	1	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	5

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	6.25

<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.