



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: Hartland Consolidated School

SAU: RSU 19

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2012-2013 NCLB Report Card



School: Hartland Consolidated School
SAU: RSU 19
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	27	26	96	58	70	70	4	54	23	19	26	0	0
	2011-2012	19	19	100	53	75	72	5	47	32	16	19	0	0
Female	2010-2011	12	11	92	64	75	74	9	55	9	27			
	2011-2012	9	9	100		76	77							
Male	2010-2011	15	15	100	53	66	66	<1	53	33	13			
	2011-2012	10	10	100	50	74	68	10	40	40	10			
Caucasian/White	2010-2011	25	24	96	58	71	71	4	54	25	17			
	2011-2012	17	17	100	59	76	73	6	53	29	12			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	2	2	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	17	16	94	50	62	58	6	44	19	31			
	2011-2012	18	18	100	56	70	62	6	50	28	17			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	7	7	100		43	34							
	2011-2012	2	2	100		54	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: Hartland Consolidated School
SAU: RSU 19
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	28	28	100	54	62	67	7	46	11	36	28	0	0
	2011-2012	25	25	100	40	64	71	12	28	52	8	25	0	0
Female	2010-2011	16	16	100	69	68	72	6	63	6	25			
	2011-2012	11	11	100	45	69	75	18	27	55	<1			
Male	2010-2011	12	12	100	33	56	63	8	25	17	50			
	2011-2012	14	14	100	36	59	67	7	29	50	14			
Caucasian/White	2010-2011	28	28	100	54	62	68	7	46	11	36			
	2011-2012	23	23	100	43	65	72	13	30	48	9			
African American/Black	2010-2011	0	0				40							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				54							
	2011-2012	2	2	100			60							
Asian or Pacific Islander	2010-2011	0	0				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	24	24	100	50	57	56	8	42	13	38			
	2011-2012	18	18	100	39	58	60	11	28	50	11			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	8	8	100		25	29							
	2011-2012	7	7	100		19	35							
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	1	1	100			40							

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2012-2013 NCLB Report Card



School: Hartland Consolidated School
 SAU: RSU 19
 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	27	25	93	68	66	61	16	52	20	12	25	0
	2011-2012	19	19	100	68	67	64	11	58	11	21	19	0
Female	2010-2011	12	10	83	60	65	59	20	40	30	10		
	2011-2012	9	9	100		61	63						
Male	2010-2011	15	15	100	73	66	64	13	60	13	13		
	2011-2012	10	10	100	100	74	65	20	80	<1	<1		
Caucasian/White	2010-2011	25	23	92	70	67	63	17	52	17	13		
	2011-2012	17	17	100	71	68	65	12	59	12	18		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	2	2	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	17	16	94	63	59	49	13	50	19	19		
	2011-2012	18	18	100	67	61	52	11	56	11	22		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	7	7	100		54	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.

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2012-2013 NCLB Report Card



School: Hartland Consolidated School
 SAU: RSU 19
 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	28	28	100	43	59	60	14	29	18	39	28	0
	2011-2012	25	25	100	68	62	66	12	56	16	16	25	0
Female	2010-2011	16	16	100	44	56	60	6	38	25	31		
	2011-2012	11	11	100	64	62	65	18	45	27	9		
Male	2010-2011	12	12	100	42	62	61	25	17	8	50		
	2011-2012	14	14	100	71	62	67	7	64	7	21		
Caucasian/White	2010-2011	28	28	100	43	60	61	14	29	18	39		
	2011-2012	23	23	100	65	62	67	13	52	17	17		
African American/Black	2010-2011	0	0				31						
	2011-2012	0	0				31						
Hispanic	2010-2011	0	0				48						
	2011-2012	2	2	100			52						
Asian or Pacific Islander	2010-2011	0	0				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	24	24	100	42	52	48	13	29	21	38		
	2011-2012	18	18	100	61	51	54	11	50	17	22		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	8	8	100		37	31						
	2011-2012	7	7	100		37	37						
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	1	1	100			33						

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: Hartland Consolidated School
 SAU: RSU 19
 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	38	E: 65 M: 63	E: 70 M: 73	100	E: 100 M: 99	E: 99 M: 99	55	E: 62 M: 55	E: 65 M: 62	94	95	95
Caucasian/White	*	E: 100 M: 99	E: 100 M: 99	40	E: 66 M: 62	E: 71 M: 74	*	E: 100 M: 99	E: 99 M: 99	54	E: 62 M: 55	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	39	E: 60 M: 56	E: 60 M: 62	*	E: 100 M: 99	E: 99 M: 99	49	E: 52 M: 45	E: 52 M: 48			
Students with Disabilities	*	E: 99 M: 99	E: 98 M: 98	*	E: 29 M: 29	E: 34 M: 34	*	E: 99 M: 100	E: 98 M: 98	*	E: 37 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: Hartland Consolidated School
SAU: RSU 19



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	12	1	1	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.