



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 ESEA Accountability, 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 2013-2014: 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 2013 (Grade 3-8), spring of 2014 (High School), spring of 2014 (Alternate Assessment-Science), and spring of 2013 (Alternate Assessment-Reading and Mathematics).

ESEA Accountability: 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

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 2012-2013 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.

2014-2015 NCLB Report Card

SAU: Hermon Public Schools

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2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 03

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	67	67	>95		81	68	21	60	15		67		
	2013-2014	70	70	>95		83	68	17	66			70		
Female	2012-2013	35	35	>95		94	73	29	66					
	2013-2014	28	28	>95		89	72		68					
Male	2012-2013	32	32	>95		66	64		53					
	2013-2014	42	42	>95		79	64		64					
Caucasian/White	2012-2013	64	64	>95		81	70	19	63					
	2013-2014	67	67	>95		82	69	18	64					
African American/Black	2012-2013	1					43							
	2013-2014	1					43							
Hispanic	2012-2013	1					58							
	2013-2014	1					55							
Asian or Pacific Islander	2012-2013	1					67							
	2013-2014	0					69							
American Indian or Native Alaskan	2012-2013	0					61							
	2013-2014	0					48							
Economically Disadvantaged	2012-2013	20	20	>95		60	59		50					
	2013-2014	19	19	>95		68	57		58					
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	7					35							
	2013-2014	9					32							
Limited English Proficient	2012-2013	0					43							
	2013-2014	0					38							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 04

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	54	54	>95		87	69	22	65			52		
	2013-2014	66	66	>95		80	66	21	59			66		
Female	2012-2013	29	29	>95		86	74		59					
	2013-2014	31	31	>95		94	71	32	61					
Male	2012-2013	25	25	>95		88	64		72					
	2013-2014	35	35	>95		69	60		57					
Caucasian/White	2012-2013	52	52	>95		87	70	21	65					
	2013-2014	63	63	>95		81	67	21	60					
African American/Black	2012-2013	0					43							
	2013-2014	1					41							
Hispanic	2012-2013	1					60							
	2013-2014	0					61							
Asian or Pacific Islander	2012-2013	1					77							
	2013-2014	1					72							
American Indian or Native Alaskan	2012-2013	0					61							
	2013-2014	0					55							
Economically Disadvantaged	2012-2013	10	10	>95			58							
	2013-2014	21	21	>95		67	54		57					
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	9					31							
	2013-2014	7					30							
Limited English Proficient	2012-2013	0					41							
	2013-2014	0					42							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 05

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	64	62	>95		89	72		76			62		
	2013-2014	58	58	>95		84	71	19	66			56		
Female	2012-2013	32	32	>95		91	75		75					
	2013-2014	31	31	>95		90	78	35	55					
Male	2012-2013	32	30	94		87	68		77					
	2013-2014	27	27	>95		78	65		78					
Caucasian/White	2012-2013	59	57	>95		89	73		75					
	2013-2014	55	55	>95		84	72	18	65					
African American/Black	2012-2013	1					50							
	2013-2014	1					51							
Hispanic	2012-2013	2					63							
	2013-2014	1					64							
Asian or Pacific Islander	2012-2013	1					82							
	2013-2014	1					83							
American Indian or Native Alaskan	2012-2013	1					51							
	2013-2014	0					53							
Economically Disadvantaged	2012-2013	24	22	92		82	61		82					
	2013-2014	15	15	>95		73	60							
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	12	12	>95			35							
	2013-2014	12	12	>95			32							
Limited English Proficient	2012-2013	0					47							
	2013-2014	0					48							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 06

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	78	77	>95		81	71	13	68	17		76		
	2013-2014	60	60	>95		73	70	18	55	18		60		
Female	2012-2013	33	33	>95		82	77		64					
	2013-2014	29	29	>95		79	78		48					
Male	2012-2013	45	44	>95		80	66		70					
	2013-2014	31	31	>95		68	63		61					
Caucasian/White	2012-2013	74	73	>95		81	73		68	18				
	2013-2014	56	56	>95		75	71	20	55	18				
African American/Black	2012-2013	1					42							
	2013-2014	3					51							
Hispanic	2012-2013	1					65							
	2013-2014	1					65							
Asian or Pacific Islander	2012-2013	0					71							
	2013-2014	0					82							
American Indian or Native Alaskan	2012-2013	0					55							
	2013-2014	0					55							
Economically Disadvantaged	2012-2013	27	27	>95		70	60		63					
	2013-2014	21	21	>95		48	60							
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	9					31							
	2013-2014	10	10	>95			32							
Limited English Proficient	2012-2013	0					41							
	2013-2014	0					51							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 07

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	87	85	>95		82	69	25	58	14		84		
	2013-2014	78	77	>95		73	69		62	21		76		
Female	2012-2013	41	40	>95		95	77	38	58					
	2013-2014	34	34	>95		76	73		65					
Male	2012-2013	46	45	>95		71	62		58	22				
	2013-2014	44	43	>95		70	65		60	23				
Caucasian/White	2012-2013	83	81	>95		83	70	23	59	14				
	2013-2014	73	73	>95		73	70		63	22				
African American/Black	2012-2013	0					47							
	2013-2014	1					43							
Hispanic	2012-2013	1					65							
	2013-2014	1					62							
Asian or Pacific Islander	2012-2013	2					80							
	2013-2014	0					75							
American Indian or Native Alaskan	2012-2013	0					61							
	2013-2014	0					58							
Economically Disadvantaged	2012-2013	26	25	>95		72	57		52					
	2013-2014	18	17	94			56							
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	14	13	93			28							
	2013-2014	11	10	91			30							
Limited English Proficient	2012-2013	0					46							
	2013-2014	0					46							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 08

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	63	60	95		88	77	28	60			58		
	2013-2014	80	79	>95		78	71	23	56	14		78		
Female	2012-2013	32	32	>95		>95	82		72					
	2013-2014	38	37	>95		92	79	35	57					
Male	2012-2013	31	28	90		75	72		46					
	2013-2014	42	42	>95		67	64		55					
Caucasian/White	2012-2013	60	57	95		89	77	28	61					
	2013-2014	77	76	>95		78	72	24	54	14				
African American/Black	2012-2013	1					53							
	2013-2014	0					49							
Hispanic	2012-2013	1					73							
	2013-2014	1					69							
Asian or Pacific Islander	2012-2013	1					81							
	2013-2014	1					81							
American Indian or Native Alaskan	2012-2013	0					68							
	2013-2014	0					71							
Economically Disadvantaged	2012-2013	16	14	88		86	66							
	2013-2014	22	22	>95		77	60		59					
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	8					36							
	2013-2014	12	12	>95			29							
Limited English Proficient	2012-2013	0					53							
	2013-2014	0					51							

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2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: High School

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	123	119	>95		39	48		37	31	29	116		
	2013-2014	124	116	94		47	48		41	37	16	116		
Female	2012-2013	56	54	>95		48	51		44	30	22			
	2013-2014	62	58	94		50	50		45	38				
Male	2012-2013	67	65	>95		32	45		31	32	35			
	2013-2014	62	58	94		43	45		38	36	21			
Caucasian/White	2012-2013	120	116	>95		39	49		36	31	30			
	2013-2014	115	108	94		47	48		42	37	16			
African American/Black	2012-2013	2					23							
	2013-2014	5					25							
Hispanic	2012-2013	0					39							
	2013-2014	0					44							
Asian or Pacific Islander	2012-2013	1					50							
	2013-2014	1					48							
American Indian or Native Alaskan	2012-2013	0					24							
	2013-2014	2					33							
Economically Disadvantaged	2012-2013	30	28	93			33				46			
	2013-2014	30	26	87			32			42				
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	18	17	94			14				71			
	2013-2014	12	12	>95			16							
Limited English Proficient	2012-2013	0					10							
	2013-2014	0					10							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 03

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	67	67	>95		73	62	19	54	19		67	
	2013-2014	70	70	>95		70	60	17	53	23		70	
Female	2012-2013	35	35	>95		77	60		54				
	2013-2014	28	28	>95		68	59		54				
Male	2012-2013	32	32	>95		69	63		53				
	2013-2014	42	42	>95		71	61		52	26			
Caucasian/White	2012-2013	64	64	>95		72	63	19	53	20			
	2013-2014	67	67	>95		69	61	18	51	24			
African American/Black	2012-2013	1					30						
	2013-2014	1					34						
Hispanic	2012-2013	1					48						
	2013-2014	1					46						
Asian or Pacific Islander	2012-2013	1					63						
	2013-2014	0					64						
American Indian or Native Alaskan	2012-2013	0					49						
	2013-2014	0					38						
Economically Disadvantaged	2012-2013	20	20	>95		50	50		50				
	2013-2014	19	19	>95		63	48		63				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	7					36						
	2013-2014	9					32						
Limited English Proficient	2012-2013	0					31						
	2013-2014	0					30						

NOTE: Data have been suppressed where the number of students is less than 10.

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2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 04

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	54	54	>95		70	65		56			52	
	2013-2014	66	66	>95		77	63	20	58			66	
Female	2012-2013	29	29	>95		83	65		66				
	2013-2014	31	31	>95		84	63		61				
Male	2012-2013	25	25	>95		56	65		44				
	2013-2014	35	35	>95		71	62		54				
Caucasian/White	2012-2013	52	52	>95		69	66		56				
	2013-2014	63	63	>95		76	64	19	57				
African American/Black	2012-2013	0					39						
	2013-2014	1					34						
Hispanic	2012-2013	1					53						
	2013-2014	0					52						
Asian or Pacific Islander	2012-2013	1					73						
	2013-2014	1					65						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	0					55						
Economically Disadvantaged	2012-2013	10	10	>95			53						
	2013-2014	21	21	>95		67	51		57				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	9					31						
	2013-2014	7					32						
Limited English Proficient	2012-2013	0					39						
	2013-2014	0					36						

NOTE: Data have been suppressed where the number of students is less than 10.

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2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 05

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	64	62	>95		63	62		50	26		62	
	2013-2014	58	58	>95		71	63		57	19		56	
Female	2012-2013	32	32	>95		66	62		59				
	2013-2014	31	31	>95		74	63		58				
Male	2012-2013	32	30	94		60	62		40	33			
	2013-2014	27	27	>95		67	63		56				
Caucasian/White	2012-2013	59	57	>95		65	64		53	26			
	2013-2014	55	55	>95		73	64		60	18			
African American/Black	2012-2013	1					30						
	2013-2014	1					37						
Hispanic	2012-2013	2					46						
	2013-2014	1					49						
Asian or Pacific Islander	2012-2013	1					71						
	2013-2014	1					75						
American Indian or Native Alaskan	2012-2013	1					45						
	2013-2014	0					56						
Economically Disadvantaged	2012-2013	24	22	92		59	50		59				
	2013-2014	15	15	>95			50						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	12	12	>95			30						
	2013-2014	12	12	>95			29						
Limited English Proficient	2012-2013	0					31						
	2013-2014	0					39						

NOTE: Data have been suppressed where the number of students is less than 10.

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2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 06

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	78	77	>95		65	64	14	51	17	18	76	
	2013-2014	60	60	>95		58	61		48	18	23	60	
Female	2012-2013	33	33	>95		64	65		52				
	2013-2014	29	29	>95		55	61		48				
Male	2012-2013	45	44	>95		66	63		50				
	2013-2014	31	31	>95		61	61		48				
Caucasian/White	2012-2013	74	73	>95		64	65	14	51	18	18		
	2013-2014	56	56	>95		59	62		50	18	23		
African American/Black	2012-2013	1					30						
	2013-2014	3					32						
Hispanic	2012-2013	1					52						
	2013-2014	1					46						
Asian or Pacific Islander	2012-2013	0					68						
	2013-2014	0					71						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	0					44						
Economically Disadvantaged	2012-2013	27	27	>95		48	51		44				
	2013-2014	21	21	>95			48						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	9					24						
	2013-2014	10	10	>95			24						
Limited English Proficient	2012-2013	0					36						
	2013-2014	0					34						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 07

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	87	85	>95		64	59	18	46	19	18	84	
	2013-2014	78	77	>95		58	59		47	21	21	76	
Female	2012-2013	41	40	>95		65	59		50				
	2013-2014	34	34	>95		56	60		50				
Male	2012-2013	46	45	>95		62	59		42	22			
	2013-2014	44	43	>95		60	58		44		23		
Caucasian/White	2012-2013	83	81	>95		64	60	19	46	17	19		
	2013-2014	73	73	>95		59	60		48	21	21		
African American/Black	2012-2013	0					30						
	2013-2014	1					30						
Hispanic	2012-2013	1					46						
	2013-2014	1					49						
Asian or Pacific Islander	2012-2013	2					70						
	2013-2014	0					71						
American Indian or Native Alaskan	2012-2013	0					48						
	2013-2014	0					48						
Economically Disadvantaged	2012-2013	26	25	>95		52	45		44				
	2013-2014	18	17	94			45						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	14	13	93			22						
	2013-2014	11	10	91			21						
Limited English Proficient	2012-2013	0					35						
	2013-2014	0					35						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 08

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	63	61	>95		75	61	23	52			58	
	2013-2014	80	79	>95		66	56	18	48	20	14	78	
Female	2012-2013	32	32	>95		78	62		63				
	2013-2014	38	37	>95		76	59		57				
Male	2012-2013	31	29	94		72	60		41				
	2013-2014	42	42	>95		57	54		40		24		
Caucasian/White	2012-2013	60	58	>95		76	62	22	53				
	2013-2014	77	76	>95		66	57	18	47	20	14		
African American/Black	2012-2013	1					33						
	2013-2014	0					28						
Hispanic	2012-2013	1					59						
	2013-2014	1					41						
Asian or Pacific Islander	2012-2013	1					71						
	2013-2014	1					72						
American Indian or Native Alaskan	2012-2013	0					49						
	2013-2014	0					49						
Economically Disadvantaged	2012-2013	16	15	94		73	47						
	2013-2014	22	22	>95		68	40		59				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	8					22						
	2013-2014	12	12	>95			18						
Limited English Proficient	2012-2013	0					35						
	2013-2014	0					30						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: High School

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	123	119	>95		40	48		39	37	23	116	
	2013-2014	124	116	94		50	49		48	34	16	116	
Female	2012-2013	56	54	>95		50	47		50	33			
	2013-2014	62	58	94		50	47		48	38			
Male	2012-2013	67	65	>95		32	49		29	40	28		
	2013-2014	62	58	94		50	50		48	31	19		
Caucasian/White	2012-2013	120	116	>95		41	49		39	36	23		
	2013-2014	115	108	94		53	50		51	31	16		
African American/Black	2012-2013	2					18						
	2013-2014	5					23						
Hispanic	2012-2013	0					36						
	2013-2014	0					41						
Asian or Pacific Islander	2012-2013	1					61						
	2013-2014	1					64						
American Indian or Native Alaskan	2012-2013	0					29						
	2013-2014	2					30						
Economically Disadvantaged	2012-2013	30	28	93			31				39		
	2013-2014	30	26	87			32			46			
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	18	17	94			14				59		
	2013-2014	12	12	>95			16				92		
Limited English Proficient	2012-2013	0					15						
	2013-2014	0					19						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 05

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	61	60	>95		77	69		65	17		60	
	2013-2014	61	61	>95		77	63		70	21		59	
Female	2012-2013	29	29	>95		83	69		79				
	2013-2014	32	32	>95		78	63		69				
Male	2012-2013	32	31	>95		71	70		52				
	2013-2014	29	29	>95		76	62		72				
Caucasian/White	2012-2013	57	56	>95		77	71		64	18			
	2013-2014	58	58	>95		79	64		72	19			
African American/Black	2012-2013	1					34						
	2013-2014	1					33						
Hispanic	2012-2013	1					58						
	2013-2014	1					55						
Asian or Pacific Islander	2012-2013	1					72						
	2013-2014	1					72						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	0					46						
Economically Disadvantaged	2012-2013	19	19	>95		68	58		68				
	2013-2014	13	13	>95			51						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	11	11	>95			41						
	2013-2014	13	13	>95			33						
Limited English Proficient	2012-2013	0					35						
	2013-2014	0					32						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 08

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	60	60	>95		82	70	35	47			57	
	2013-2014	79	79	>95		89	73	25	63			78	
Female	2012-2013	31	31	>95		87	69		61				
	2013-2014	38	38	>95		89	73	26	63				
Male	2012-2013	29	29	>95		76	71	45					
	2013-2014	41	41	>95		88	73	24	63				
Caucasian/White	2012-2013	57	57	>95		82	71	37	46				
	2013-2014	76	76	>95		88	74	25	63				
African American/Black	2012-2013	1					39						
	2013-2014	0					42						
Hispanic	2012-2013	1					60						
	2013-2014	1					62						
Asian or Pacific Islander	2012-2013	1					70						
	2013-2014	1					79						
American Indian or Native Alaskan	2012-2013	0					56						
	2013-2014	0					69						
Economically Disadvantaged	2012-2013	14	14	>95		71	59						
	2013-2014	21	21	>95		81	61		57				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	6					37						
	2013-2014	13	13	>95			37						
Limited English Proficient	2012-2013	0					33						
	2013-2014	0					42						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: High School

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	123	119	>95		34	41		34	32	34	116	
	2013-2014	124	119	>95		43	44		41	31	26	119	
Female	2012-2013	56	54	>95		37	37		37	35	28		
	2013-2014	62	59	95		34	41		34	44	22		
Male	2012-2013	67	65	>95		31	44		31	29	40		
	2013-2014	62	60	>95		52	46		48	18	30		
Caucasian/White	2012-2013	120	116	>95		33	42		33	32	35		
	2013-2014	115	111	>95		44	45		42	31	25		
African American/Black	2012-2013	2					17						
	2013-2014	5					17						
Hispanic	2012-2013	0					30						
	2013-2014	0					36						
Asian or Pacific Islander	2012-2013	1					45						
	2013-2014	1					54						
American Indian or Native Alaskan	2012-2013	0					22						
	2013-2014	2					28						
Economically Disadvantaged	2012-2013	30	28	93			27				43		
	2013-2014	30	28	93			29			36	36		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	18	17	94			12				82		
	2013-2014	12	12	>95			15						
Limited English Proficient	2012-2013	0					10						
	2013-2014	0					10						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 03-08

Reading Accountability Data

GROUP	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole SAU	411	>95		83	85	395	322	82	91
Female	191	>95		91	91	188	167	89	95
Male	220	>95		75	79	207	155	75	88
Caucasian/White	391	>95		84	84	379	307	81	91
African American/Black	6	*		*			*	*	
Hispanic	5	*		*			*	*	
Asian or Pacific Islander	3	*		*			*	*	
American Indian or Native Alaskan	0	*		*			*	*	
Economically Disadvantaged	115	>95		72	77	95	67	71	86
Migrant	0	*		*			*	*	
Students with Disabilities	60	>95		46	59	53	24	45	76
Limited English Proficient	0	*		*			*	*	
Super Subgroup	148	>95		68	74	128	84	66	85

**2012-13
% Attendance Rate
Target = 93%**

92

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
A blank cell indicates data did not meet minimum requirements.
The source of information for this report is the Maine Department of Education.



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: 03-08

GROUP	Mathematics Accountability Data								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole SAU	411	>95		67	73	395	267	68	84
Female	191	>95		70	73	188	130	69	84
Male	220	>95		65	74	207	137	66	85
Caucasian/White	391	>95		68	73	379	255	67	84
African American/Black	6	*		*			*	*	
Hispanic	5	*		*			*	*	
Asian or Pacific Islander	3	*		*			*	*	
American Indian or Native Alaskan	0	*		*			*	*	
Economically Disadvantaged	115	>95		52	66	95	54	57	80
Migrant	0	*		*			*	*	
Students with Disabilities	60	>95		42	49	53	20	38	70
Limited English Proficient	0	*		*			*	*	
Super Subgroup	148	>95		53	62	128	70	55	77

**2012-13
% Attendance Rate
Target = 93%**

92

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
A blank cell indicates data did not meet minimum requirements.
The source of information for this report is the Maine Department of Education.



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: High School

GROUP	Reading Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole SAU	124	94	>95	39	53	115	53	46	72	88
Female	62	94	>95	48	63	57	28	49	78	91
Male	62	94	>95	32	43	58	25	43	66	86
Caucasian/White	115	94	>95	39	53	108	51	47	72	90
African American/Black	5	*		*			*	*		100
Hispanic	0	*		*			*	*		50
Asian or Pacific Islander	1	*		*			*	*		100
American Indian or Native Alaskan	2	*		*			*	*		67
Economically Disadvantaged	30	*			35	26			61	84
Migrant	0	*		*			*	*		0
Students with Disabilities	12	*			17	12			50	79
Limited English Proficient	0	*		*			*	*		0
Super Subgroup	42	90	95		33	38	10	26	60	

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
A blank cell indicates data did not meet minimum requirements.
The source of information for this report is the Maine Department of Education.



2014-2015 NCLB Report Card

SAU: Hermon Public Schools
Grade: High School

GROUP	Mathematics Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole SAU	124	94	>95	41	63	115	57	50	78	88
Female	62	94	>95	50	64	57	28	49	79	91
Male	62	94	>95	33	61	58	29	50	77	86
Caucasian/White	115	94	>95	41	63	108	57	53	78	90
African American/Black	5	*		*			*	*		100
Hispanic	0	*		*			*	*		50
Asian or Pacific Islander	1	*		*			*	*		100
American Indian or Native Alaskan	2	*		*			*	*		67
Economically Disadvantaged	30	*			45	26			67	84
Migrant	0	*		*			*	*		0
Students with Disabilities	12	*			22	12			53	79
Limited English Proficient	0	*		*			*	*		0
Super Subgroup	42	90	95		44	38			67	

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
A blank cell indicates data did not meet minimum requirements.
The source of information for this report is the Maine Department of Education.

2014-2015 NCLB Report Card

SAU: Hermon Public Schools

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 SAU ¹	40	15	29	5	5	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the State with Emergency/Conditional Certification as of June 30, 2014	0

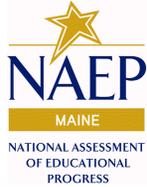
Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers			
	SAU Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.89		0

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.

2014-2015 NCLB Report Card

SAU: Hermon Public Schools

Reading



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2013-2014	NAEP* 2012-2013	NECAP 2013-2014	NAEP* 2012-2013
All Students	>95	100	>95	100
Students with Disabilities	‡	18	92	17
Limited English Proficient	‡	2	‡	2

Grade 4: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2013-2014	21	59	‡	‡	2012-2013	9	28	35	29

Grade 8: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2013-2014	22	56	14	‡	2012-2013	4	34	41	21

* The 2012-2013 NAEP data is the most current and is state level data. 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 schools and students.

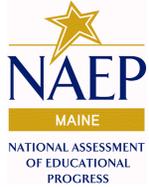
Note: Achievement level were reported in 2013-2014 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

‡ Reporting Standards Not Met

2014-2015 NCLB Report Card

SAU: Hermon Public Schools

Mathematics



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2013-2014	NAEP* 2012-2013	NECAP 2013-2014	NAEP* 2012-2013
All Students	>95	100	>95	100
Students with Disabilities	‡	18	92	17
Limited English Proficient	‡	2	‡	2

Grade 4: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2013-2014	20	58	‡	‡	2012-2013	8	39	40	12

Grade 8: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2013-2014	17	49	21	14	2012-2013	10	30	39	22

* The 2012-2013 NAEP data is the most current and is state level data. 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 schools and students.

Note: Achievement level were reported in 2013-2014 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

‡ Reporting Standards Not Met