



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 Educational Assessment (MEA) data disaggregated into subgroups, attendance and graduation rates, status of NCLB 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:

MEA Data 2014-2015: Assessment data for English Language Arts/Literacy 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 MEA data is from the tests given in the spring of 2015.

NCLB Accountability: Accountability information is provided for how well districts and schools are progressing toward all students being proficient in English Language Arts/ Literacy and Mathematics. This system has been established to comply with the accountability provisions approved in Maine’s NCLB Accountability Waiver. New school-level performance targets will be established for the 2016-2017 school year.

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.

A handwritten signature in cursive script, reading "William H. Beardsley".

William H. Beardsley
Acting Commissioner of Education

2015-2016 NCLB Report Card

SAU: Hermon Public Schools

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2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: 03

English Language Arts/Literacy 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	2013-2014													
	2014-2015	81	81	>95		67	48	35	32	15	19	79		
Female	2013-2014													
	2014-2015	35	35	>95		89	53	37	51					
Male	2013-2014													
	2014-2015	46	46	>95		50	43	33		22	28			
Caucasian/White	2013-2014													
	2014-2015	75	75	>95		67	49	35	32	15	19			
African American/Black	2013-2014													
	2014-2015	1					25							
Hispanic	2013-2014													
	2014-2015	1					39							
Asian or Pacific Islander	2013-2014													
	2014-2015	1					58							
American Indian or Native Alaskan	2013-2014													
	2014-2015	2					31							
Economically Disadvantaged	2013-2014													
	2014-2015	24	24	>95		58	35							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	22	22	>95			19					59		
Limited English Proficient	2013-2014													
	2014-2015	0					20							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: 04

English Language Arts/Literacy 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	2013-2014													
	2014-2015	67	67	>95		64	47	25	39	18	18	67		
Female	2013-2014													
	2014-2015	25	25	>95		72	52		40					
Male	2013-2014													
	2014-2015	42	42	>95		60	42		38	24				
Caucasian/White	2013-2014													
	2014-2015	64	64	>95		63	48	25	38	19	19			
African American/Black	2013-2014													
	2014-2015	0					25							
Hispanic	2013-2014													
	2014-2015	1					35							
Asian or Pacific Islander	2013-2014													
	2014-2015	0					59							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					27							
Economically Disadvantaged	2013-2014													
	2014-2015	19	19	>95			33							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	16	16	>95			17							
Limited English Proficient	2013-2014													
	2014-2015	0					24							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: 05

English Language Arts/Literacy 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	2013-2014													
	2014-2015	70	70	>95		60	51	23	37	17	23	70		
Female	2013-2014													
	2014-2015	34	34	>95		68	57	29	38					
Male	2013-2014													
	2014-2015	36	36	>95		53	46		36		33			
Caucasian/White	2013-2014													
	2014-2015	64	64	>95		58	52	22	36	19	23			
African American/Black	2013-2014													
	2014-2015	2					27							
Hispanic	2013-2014													
	2014-2015	0					46							
Asian or Pacific Islander	2013-2014													
	2014-2015	2					60							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					29							
Economically Disadvantaged	2013-2014													
	2014-2015	22	22	>95			37				50			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	9					17							
Limited English Proficient	2013-2014													
	2014-2015	0					27							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: 06

English Language Arts/Literacy 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	2013-2014													
	2014-2015	62	61	>95		51	46		43	31	18	59		
Female	2013-2014													
	2014-2015	32	32	>95		53	52		38	38				
Male	2013-2014													
	2014-2015	30	29	>95		48	39		48					
Caucasian/White	2013-2014													
	2014-2015	58	57	>95		53	46		46	30	18			
African American/Black	2013-2014													
	2014-2015	1					26							
Hispanic	2013-2014													
	2014-2015	1					38							
Asian or Pacific Islander	2013-2014													
	2014-2015	1					59							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					22							
Economically Disadvantaged	2013-2014													
	2014-2015	17	17	>95			32							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	14	13	93			12							
Limited English Proficient	2013-2014													
	2014-2015	0					22							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: 07

English Language Arts/Literacy 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	2013-2014													
	2014-2015	60	60	>95		58	48		53	25	17	60		
Female	2013-2014													
	2014-2015	28	28	>95		79	55		71					
Male	2013-2014													
	2014-2015	32	32	>95		41	41		38	34				
Caucasian/White	2013-2014													
	2014-2015	57	57	>95		58	49		53	25	18			
African American/Black	2013-2014													
	2014-2015	1					23							
Hispanic	2013-2014													
	2014-2015	1					42							
Asian or Pacific Islander	2013-2014													
	2014-2015	0					62							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					33							
Economically Disadvantaged	2013-2014													
	2014-2015	23	23	>95		43	33		43					
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	8					14							
Limited English Proficient	2013-2014													
	2014-2015	0					19							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: 08

English Language Arts/Literacy 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	2013-2014													
	2014-2015	74	74	>95		59	48		50	23	18	73		
Female	2013-2014													
	2014-2015	33	33	>95		67	56		52					
Male	2013-2014													
	2014-2015	41	41	>95		54	41		49	27				
Caucasian/White	2013-2014													
	2014-2015	72	72	>95		58	49		49	24	18			
African American/Black	2013-2014													
	2014-2015	0					23							
Hispanic	2013-2014													
	2014-2015	1					43							
Asian or Pacific Islander	2013-2014													
	2014-2015	0					57							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					34							
Economically Disadvantaged	2013-2014													
	2014-2015	21	21	>95			34							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	10	10	>95			15							
Limited English Proficient	2013-2014													
	2014-2015	0					19							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: High School

English Language Arts/Literacy 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	2013-2014													
	2014-2015	132	123	93		62	48	12	50	25	13	120		
Female	2013-2014													
	2014-2015	66	61	92		74	57	20	54	20				
Male	2013-2014													
	2014-2015	66	62	94		50	39		45	31	19			
Caucasian/White	2013-2014													
	2014-2015	127	118	93		63	49	13	50	24	14			
African American/Black	2013-2014													
	2014-2015	1					21							
Hispanic	2013-2014													
	2014-2015	0					42							
Asian or Pacific Islander	2013-2014													
	2014-2015	1					50							
American Indian or Native Alaskan	2013-2014													
	2014-2015	1					24							
Economically Disadvantaged	2013-2014													
	2014-2015	36	32	89		66	35		50					
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	16	15	94			18							
Limited English Proficient	2013-2014													
	2014-2015	0					19							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 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	2013-2014												
	2014-2015	81	81	>95		49	46	19	31	27	23	79	
Female	2013-2014												
	2014-2015	35	35	>95		54	44		40	31			
Male	2013-2014												
	2014-2015	46	46	>95		46	47	22	24	24	30		
Caucasian/White	2013-2014												
	2014-2015	75	75	>95		49	47	16	33	27	24		
African American/Black	2013-2014												
	2014-2015	1					18						
Hispanic	2013-2014												
	2014-2015	1					34						
Asian or Pacific Islander	2013-2014												
	2014-2015	1					53						
American Indian or Native Alaskan	2013-2014												
	2014-2015	2					29						
Economically Disadvantaged	2013-2014												
	2014-2015	24	24	>95		42	33						
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	22	22	>95			19					50	
Limited English Proficient	2013-2014												
	2014-2015	0					19						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 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	2013-2014												
	2014-2015	67	67	>95		40	40		34	45	15	67	
Female	2013-2014												
	2014-2015	25	25	>95			38			52			
Male	2013-2014												
	2014-2015	42	42	>95		48	42		43	40			
Caucasian/White	2013-2014												
	2014-2015	64	64	>95		39	41		33	45	16		
African American/Black	2013-2014												
	2014-2015	0					18						
Hispanic	2013-2014												
	2014-2015	1					32						
Asian or Pacific Islander	2013-2014												
	2014-2015	0					50						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					29						
Economically Disadvantaged	2013-2014												
	2014-2015	19	19	>95			27			68			
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	16	16	>95			14						
Limited English Proficient	2013-2014												
	2014-2015	0					18						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 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	2013-2014												
	2014-2015	70	70	>95		23	35		16	39	39	70	
Female	2013-2014												
	2014-2015	34	34	>95			33			41	35		
Male	2013-2014												
	2014-2015	36	36	>95			37			36	42		
Caucasian/White	2013-2014												
	2014-2015	64	64	>95		19	36			41	41		
African American/Black	2013-2014												
	2014-2015	2					11						
Hispanic	2013-2014												
	2014-2015	0					33						
Asian or Pacific Islander	2013-2014												
	2014-2015	2					47						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					16						
Economically Disadvantaged	2013-2014												
	2014-2015	22	22	>95			21				73		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	9					12						
Limited English Proficient	2013-2014												
	2014-2015	0					17						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 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	2013-2014												
	2014-2015	62	61	>95		30	35		20	36	34	59	
Female	2013-2014												
	2014-2015	32	32	>95		41	36			31			
Male	2013-2014												
	2014-2015	30	29	>95			34			41	41		
Caucasian/White	2013-2014												
	2014-2015	58	57	>95		30	35		21	37	33		
African American/Black	2013-2014												
	2014-2015	1					16						
Hispanic	2013-2014												
	2014-2015	1					23						
Asian or Pacific Islander	2013-2014												
	2014-2015	1					48						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					18						
Economically Disadvantaged	2013-2014												
	2014-2015	17	17	>95			22						
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	14	13	93			10				85		
Limited English Proficient	2013-2014												
	2014-2015	0					13						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 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	2013-2014												
	2014-2015	60	60	>95		33	36		28	42	25	60	
Female	2013-2014												
	2014-2015	28	28	>95		39	36		36	36			
Male	2013-2014												
	2014-2015	32	32	>95			37			47			
Caucasian/White	2013-2014												
	2014-2015	57	57	>95		32	37		28	42	26		
African American/Black	2013-2014												
	2014-2015	1					14						
Hispanic	2013-2014												
	2014-2015	1					30						
Asian or Pacific Islander	2013-2014												
	2014-2015	0					61						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					20						
Economically Disadvantaged	2013-2014												
	2014-2015	23	23	>95			22			52			
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	8					10						
Limited English Proficient	2013-2014												
	2014-2015	0					13						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 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	2013-2014												
	2014-2015	74	74	>95		43	33		35	23	34	73	
Female	2013-2014												
	2014-2015	33	33	>95		42	34		33		30		
Male	2013-2014												
	2014-2015	41	41	>95		44	32		37		37		
Caucasian/White	2013-2014												
	2014-2015	72	72	>95		43	34		35	24	33		
African American/Black	2013-2014												
	2014-2015	0					12						
Hispanic	2013-2014												
	2014-2015	1					28						
Asian or Pacific Islander	2013-2014												
	2014-2015	0					45						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					25						
Economically Disadvantaged	2013-2014												
	2014-2015	21	21	>95			19				62		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	10	10	>95			10						
Limited English Proficient	2013-2014												
	2014-2015	0					13						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 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	2013-2014												
	2014-2015	132	124	94		18	26		14	25	57	121	
Female	2013-2014												
	2014-2015	66	62	94		24	27		19	23	53		
Male	2013-2014												
	2014-2015	66	62	94			24			27	61		
Caucasian/White	2013-2014												
	2014-2015	127	119	94		18	26		14	24	57		
African American/Black	2013-2014												
	2014-2015	1					12						
Hispanic	2013-2014												
	2014-2015	0					20						
Asian or Pacific Islander	2013-2014												
	2014-2015	1					34						
American Indian or Native Alaskan	2013-2014												
	2014-2015	1											
Economically Disadvantaged	2013-2014												
	2014-2015	36	32	89			14				59		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	16	15	94			9				80		
Limited English Proficient	2013-2014												
	2014-2015	0					11						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 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	2013-2014	61	61	>95		77	63		70	21		59	
	2014-2015	70	70	>95		83	65	17	66			70	
Female	2013-2014	32	32	>95		78	63		69				
	2014-2015	34	34	>95		82	64		68				
Male	2013-2014	29	29	>95		76	62		72				
	2014-2015	36	36	>95		83	66		64				
Caucasian/White	2013-2014	58	58	>95		79	64		72	19			
	2014-2015	64	64	>95		81	66	16	66				
African American/Black	2013-2014	1					33						
	2014-2015	2					32						
Hispanic	2013-2014	1					55						
	2014-2015	0					55						
Asian or Pacific Islander	2013-2014	1					72						
	2014-2015	2					66						
American Indian or Native Alaskan	2013-2014	0					46						
	2014-2015	0					56						
Economically Disadvantaged	2013-2014	13	13	>95			51						
	2014-2015	22	22	>95		64	53		55				
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	13	13	>95			33						
	2014-2015	8					35						
Limited English Proficient	2013-2014	0					32						
	2014-2015	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



2015-2016 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	2013-2014	79	79	>95		89	73	25	63			78	
	2014-2015	74	74	>95		70	71	15	55	27		73	
Female	2013-2014	38	38	>95		89	73	26	63				
	2014-2015	33	33	>95		70	71		58				
Male	2013-2014	41	41	>95		88	73	24	63				
	2014-2015	41	41	>95		71	71		54	27			
Caucasian/White	2013-2014	76	76	>95		88	74	25	63				
	2014-2015	72	72	>95		69	72	15	54	28			
African American/Black	2013-2014	0					42						
	2014-2015	0					42						
Hispanic	2013-2014	1					62						
	2014-2015	1					66						
Asian or Pacific Islander	2013-2014	1					79						
	2014-2015	0					78						
American Indian or Native Alaskan	2013-2014	0					69						
	2014-2015	0					55						
Economically Disadvantaged	2013-2014	21	21	>95		81	61		57				
	2014-2015	21	21	>95			58			57			
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	13	13	>95			37						
	2014-2015	10	10	>95			37						
Limited English Proficient	2013-2014	0					42						
	2014-2015	0					39						

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



2015-2016 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	2013-2014	124	119	>95		43	44		41	31	26	119	
	2014-2015	130	123	95		37	43		37	47	15	120	
Female	2013-2014	62	59	95		34	41		34	44	22		
	2014-2015	65	62	95		37	42		37	50			
Male	2013-2014	62	60	>95		52	46		48	18	30		
	2014-2015	65	61	94		38	44		36	44	18		
Caucasian/White	2013-2014	115	111	>95		44	45		42	31	25		
	2014-2015	125	118	94		37	44		36	47	16		
African American/Black	2013-2014	5					17						
	2014-2015	1					17						
Hispanic	2013-2014	0					36						
	2014-2015	0					41						
Asian or Pacific Islander	2013-2014	1					54						
	2014-2015	1					44						
American Indian or Native Alaskan	2013-2014	2					28						
	2014-2015	1					27						
Economically Disadvantaged	2013-2014	30	28	93			29			36	36		
	2014-2015	32	28	88		39	28		36	43			
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	12	12	>95			15						
	2014-2015	15	15	>95			14				67		
Limited English Proficient	2013-2014	0					10						
	2014-2015	0					11						

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



2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: 03-08

GROUP	English Language Arts/Literacy Accountability Data								
	Participation Target = 95%			Achievement					
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole SAU	413	>95				402	246	61	
Female	187	>95				183	132	72	
Male	226	>95				219	114	52	
Caucasian/White	389	>95				378	229	61	
African American/Black	5	*					*	*	
Hispanic	5	*					*	*	
Asian or Pacific Islander	4	*					*	*	
American Indian or Native Alaskan	2	*					*	*	
Economically Disadvantaged	126	>95				120	49	41	
Migrant	0	*					*	*	
Students with Disabilities	78	>95				75	17	23	
Limited English Proficient	0	*					*	*	
Super Subgroup	168	>95				160	67	42	

**2013-14
% Attendance Rate
Target = 93%**

95

*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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: 03-08

GROUP	Mathematics Accountability Data								
	Participation Target = 95%			Achievement					
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole SAU	413	>95				402	151	38	
Female	187	>95				183	72	39	
Male	226	>95				219	79	36	
Caucasian/White	389	>95				378	138	37	
African American/Black	5	*					*	*	
Hispanic	5	*					*	*	
Asian or Pacific Islander	4	*					*	*	
American Indian or Native Alaskan	2	*					*	*	
Economically Disadvantaged	126	>95				120	26	22	
Migrant	0	*					*	*	
Students with Disabilities	78	>95				75	13	17	
Limited English Proficient	0	*					*	*	
Super Subgroup	168	>95				160	39	24	

**2013-14
% Attendance Rate
Target = 93%**

95

*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. Data are suppressed for any cell representing fewer than 10 students.

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.



2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: High School

GROUP	English Language Arts/Literacy Accountability Data									2013-14 % Graduation Rate Target = 90%
	Participation Target = 95%			Achievement						
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole SAU	132	93				121	75	62		85
Female	66	92				60	44	73		91
Male	66	94				61	31	51		80
Caucasian/White	127	93				116	73	63		86
African American/Black	1	*					*	*		100
Hispanic	0	*					*	*		0
Asian or Pacific Islander	1	*					*	*		100
American Indian or Native Alaskan	1	*					*	*		0
Economically Disadvantaged	36	*				30	20	67		75
Migrant	0	*					*	*		0
Students with Disabilities	16	*				14				57
Limited English Proficient	0	*					*	*		0
Super Subgroup	44	91				38	20	53		

*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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 NCLB Report Card

SAU: Hermon Public Schools
Grade: High School

GROUP	Mathematics Accountability Data									2013-14 % Graduation Rate Target = 90%
	Participation Target = 95%			Achievement						
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole SAU	132	94				122	22	18		85
Female	66	94				61	15	25		91
Male	66	94				61				80
Caucasian/White	127	94				117	22	19		86
African American/Black	1	*					*	*		100
Hispanic	0	*					*	*		0
Asian or Pacific Islander	1	*					*	*		100
American Indian or Native Alaskan	1	*					*	*		0
Economically Disadvantaged	36	*				30				75
Migrant	0	*					*	*		0
Students with Disabilities	16	*				14				57
Limited English Proficient	0	*					*	*		0
Super Subgroup	44	91				38				

*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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 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	33	13	25	7	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, 2015	1

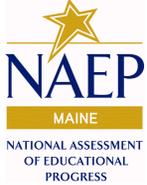
Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers			
	SAU Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.55		2.55

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.

2015-2016 NCLB Report Card

SAU: Hermon Public Schools

English Language Arts/Literacy



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	MEA 2014-2015	NAEP 2012-2013	MEA 2014-2015	NAEP 2012-2013
All Students	>95	100	>95	100
Students with Disabilities	>95	18	‡	17
Limited English Proficient	‡	2	‡	2

Grade 4: All Students

Testing Year	MEA				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
2014-2015	25	39	18	18	2012-2013	9	28	35	29

Grade 8: All Students

Testing Year	MEA				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
2014-2015	‡	49	23	18	2012-2013	4	34	41	21

Note: Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

‡ Reporting Standards Not Met

2015-2016 NCLB Report Card

SAU: Hermon Public Schools

Mathematics



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	MEA 2014-2015	NAEP 2012-2013	MEA 2014-2015	NAEP 2012-2013
All Students	>95	100	>95	100
Students with Disabilities	>95	18	‡	17
Limited English Proficient	‡	2	‡	2

Grade 4: All Students									
Testing Year	MEA				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
2014-2015	‡	34	45	15	2012-2013	8	39	40	12

Grade 8: All Students									
Testing Year	MEA				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
2014-2015	‡	34	23	34	2012-2013	10	30	39	22

Note: Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

‡ Reporting Standards Not Met