

Bonny Eagle School District, MSAD 6
Hollis Elementary School
Diane Gagne, Supervising Principal

December, 2009

Dear Hollis Parents/Guardians and Community Members,

For the past several years the state of Maine has been using the Maine Educational Assessment (MEA) in grades K-8 and the SAT Reasoning Test at the high school level to measure student progress in achieving state standards known as *Maine's Learning Results: Parameters for Essential Instruction*. The annual assessment of state standards is a requirement of the federal *No Child Left Behind Act* (NCLB). Under NCLB, schools must show Adequate Yearly Progress (AYP) in the areas of reading and mathematics. Schools and school districts are required to share the results of the state test using a format known as the *School Report Card*. The purpose of this letter is to let you know where you can access our school results and to provide some insight into what the data means.

Our school data can be accessed in one of the following ways:

- on our school's homepage at <http://www.sad6.k12.me.us/hollis/index.html>
- on the district's homepage at <http://www.sad6.k12.me.us>
- at the Maine Department of Education's website at <http://www.maine.gov/education/nclb/reportcard/reportcard09.html>

Additionally, there are copies available in the office at school. Please feel free to call **929-3838** or stop by the office to get a copy. A hard copy of the full district report is available at the Superintendent's Office by calling 929-9101.

Our school's AYP status is Meets. This means that we are making Adequate Yearly Progress as defined by the state/federal standards.

In looking at the 2-year trend of our MEA data, our school has shown significant gains in the number of students meeting and exceeding the standard on the math portion of the MEA. In fact, the number of students meeting standards went from 58% to 71% in this past year alone. The state target is to have 58% meeting, so our students well exceed that target. The implementation of the Everyday Mathematics Program has been a factor in improving our performance. Students as a whole are learning more mathematics at a younger age and are enthusiastic about their learning. We continue to look for a variety of ways to support students who are furthest away from meeting state standards.

In reading, we have also demonstrated significant gains. Over the past year, the number of students meeting the standard has gone from 55% to 70%. The state target is to have 50% of students meeting, so our students well exceed in this area as well! Over the past 5 years, our students and staff have benefitted from our Reading First grant, which infused resources and professional development into our K-3 classrooms, and gave us the additional benefit of a school-based literacy coach and interventionist. In addition, our Literacy support staff has worked diligently with our students, providing support at the earliest sign of need. With the addition of a new comprehensive literacy program district-wide this year, we can only assume that this trend will continue and more students will meet next year.



The mission of the MSAD #6 community is to help all students reach their full potential.

Hollis Elementary School, 554 River Rd. Hollis, ME 04042 Telephone (Area 207) 929-3838

(207) 929-9166 FAX

Under the No Child Left Behind Act, teachers must meet general qualifications as well as the specific requirements of the subject they are teaching. Currently, all staff at Hollis Elementary have the appropriate certification and meet the requirement to be designated as "Highly Qualified."

I am pleased to be sharing this information about the progress our students are making with respect to the learning standards. Please contact me if you have any questions.

Respectfully,



Diane Gagne
Principal

	AYP Status 2008	% Meeting Standard	Ayp Status 2009	% Meeting Standard
Reading	Monitor	55%	Made AYP	70%
Math	Made AYP	58%	Made AYP	71%



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DEPARTMENT OF EDUCATION**

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 state-wide 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 2008–2009: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the spring of 2009.

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 No Child Left Behind, which require, among other things, that each school makes “Adequate Yearly Progress” (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 2006–2007 NAEP results is displayed, 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.



2009–2010 NCLB Report Card

School: Hollis School
SAU: MSAD 06

Contents of the Report

Assessment Data
Accountability Data
Maine Teacher Quality Data

2009–2010 NCLB Report Card



School: Hollis School
SAU: MSAD 06
Grade: 03



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	56	56	0	100	70	58	64	0	70	25	5
	2008-2009	45	45	0	100	64	65	65	0	64	36	0
Female	2007-2008	29	29	0	100	76	58	68	0	76	21	3
	2008-2009	25	25	0	100	68	67	70	0	68	32	0
Male	2007-2008	27	27	0	100	63	59	59	0	63	30	7
	2008-2009	20	20	0	100	60	63	60	0	60	40	0
Caucasian/White	2007-2008	55	55	0	100	69	58	64	0	69	25	5
	2008-2009	45	45	0	100	64	65	66	0	64	36	0
African American/Black	2007-2008	0	0	0				42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	19	19	0	100	63	41	50	0	63	26	11
	2008-2009	17	17	0	100	65	55	53	0	65	35	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	4	4	0	100		25	34				
	2008-2009	3	3	0	100		45	36				
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				40				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

2009–2010 NCLB Report Card



School: Hollis School
SAU: MSAD 06
Grade: 04



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Reading Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	60	60	0	100	45	55	63	0	45	50	5
	2008-2009	58	57	1	100	76	65	71	2	74	21	3
Female	2007-2008	32	32	0	100	53	62	67	0	53	41	6
	2008-2009	32	31	1	100	78	68	75	3	75	19	3
Male	2007-2008	28	28	0	100	36	48	60	0	36	61	4
	2008-2009	26	26	0	100	73	63	67	0	73	23	4
Caucasian/White	2007-2008	60	60	0	100	45	55	64	0	45	50	5
	2008-2009	57	56	1	100	75	65	71	2	74	21	4
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0			100	53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	22	22	0	100	41	39	49	0	41	55	5
	2008-2009	24	23	1	100	79	56	60	4	75	17	4
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	12	12	0	100	8	26	31	0	8	75	17
	2008-2009	5	4	1	100	80	33	43	20	60	20	0
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	0	0	0				47				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

2009–2010 NCLB Report Card



School: Hollis School
SAU: MSAD 06
Grade: 05



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Reading Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	46	45	1	100	52	57	63	0	52	41	7
	2008-2009	63	61	2	100	70	65	67	3	67	29	2
Female	2007-2008	26	26	0	100	42	61	68	0	42	50	8
	2008-2009	35	34	1	100	74	71	70	6	69	26	0
Male	2007-2008	20	19	1	100	65	53	59	0	65	30	5
	2008-2009	28	27	1	100	64	60	64	0	64	32	4
Caucasian/White	2007-2008	46	45	1	100	52	56	64	0	52	41	7
	2008-2009	63	61	2	100	70	65	67	3	67	29	2
African American/Black	2007-2008	0	0	0				40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	21	20	1	100	52	44	50	0	52	48	0
	2008-2009	26	25	1	100	73	66	53	0	73	23	4
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	7	6	1	100	14	25	29	0	14	86	0
	2008-2009	9	7	2	100	67	35	31	0	67	33	0
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

2009–2010 NCLB Report Card



School: Hollis School
SAU: MSAD 06
Grade: 03



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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	56	56	0	100	70	62	67	16	54	25	5
	2008-2009	45	45	0	100	71	72	70	11	60	27	2
Female	2007-2008	29	29	0	100	66	57	65	10	55	31	3
	2008-2009	25	25	0	100	80	70	68	0	80	16	4
Male	2007-2008	27	27	0	100	74	67	68	22	52	19	7
	2008-2009	20	20	0	100	60	75	71	25	35	40	0
Caucasian/White	2007-2008	55	55	0	100	69	62	68	16	53	25	5
	2008-2009	45	45	0	100	71	72	71	11	60	27	2
African American/Black	2007-2008	0	0	0				41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	1	1	0	100			57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	19	19	0	100	58	49	55	16	42	32	11
	2008-2009	17	17	0	100	65	68	58	0	65	29	6
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	4	4	0	100		44	44				
	2008-2009	3	3	0	100		48	46				
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				46				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

2009–2010 NCLB Report Card



School: Hollis School
SAU: MSAD 06
Grade: 04



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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	60	60	0	100	52	59	60	7	45	30	18
	2008-2009	58	58	0	100	83	75	66	19	64	10	7
Female	2007-2008	32	32	0	100	56	56	59	6	50	28	16
	2008-2009	32	32	0	100	81	75	66	16	66	9	9
Male	2007-2008	28	28	0	100	46	60	62	7	39	32	21
	2008-2009	26	26	0	100	85	76	67	23	62	12	4
Caucasian/White	2007-2008	60	60	0	100	52	59	61	7	45	30	18
	2008-2009	57	57	0	100	82	75	67	19	63	11	7
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0			100	46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	22	22	0	100	50	50	46	5	45	36	14
	2008-2009	24	24	0	100	71	64	54	8	63	17	13
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	12	12	0	100	25	34	36	8	17	25	50
	2008-2009	5	5	0	100	60	48	41	0	60	0	40
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

2009–2010 NCLB Report Card



School: Hollis School
SAU: MSAD 06
Grade: 05



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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	46	45	1	100	54	54	64	9	46	33	13
	2008-2009	63	62	1	100	57	68	66	14	43	29	14
Female	2007-2008	26	26	0	100	42	50	63	8	35	35	23
	2008-2009	35	35	0	100	54	66	65	6	49	23	23
Male	2007-2008	20	19	1	100	70	59	64	10	60	30	0
	2008-2009	28	27	1	100	61	69	66	25	36	36	4
Caucasian/White	2007-2008	46	45	1	100	54	54	65	9	46	33	13
	2008-2009	63	62	1	100	57	68	67	14	43	29	14
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	21	20	1	100	57	47	51	5	52	29	14
	2008-2009	26	25	1	100	58	66	53	12	46	27	15
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	7	6	1	100	14	25	33	0	14	57	29
	2008-2009	9	8	1	100	22	33	38	11	11	56	22
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

2009–2010 NCLB Report Card



School: Hollis School
SAU: MSAD 06
Grade: 3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 99	E: 100 M: 99	70	E: 66 M: 67	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	71	E: 72 M: 50	E: 67 M: 55	96	96	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	70	E: 66 M: 67	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	70	E: 72 M: 50	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	100	E: 100 M: 99	E: 100 M: 99	72	E: 59 M: 58	E: 55 M: 60	100	E: 99 M: 98	E: 100 M: 99	66	E: 66 M: 39	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 97	E: 100 M: 99	*	E: 38 M: 25	E: 37 M: 34	*	E: 99 M: 96	E: 100 M: 99	*	E: 43 M: 14	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

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.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	6	8	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 March 28, 2009)	3
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Part III: Classes NOT Taught by Highly Qualified Teachers

School Aggregate

Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0
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¹ Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.