



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 2012-2013: 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 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (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 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.

2013-2014 NCLB Report Card

School: Hollis School

SAU: RSU 06/MSAD 06

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data



2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 03

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	60	60	100	67	69	72	20	47	25	8	57	3	0
	2012-2013	66	66	100	52	62	68	5	47	30	18	66	0	0
Female	2011-2012	27	27	100	63	68	77	19	44	30	7			
	2012-2013	32	32	100	69	71	73	6	63	25	6			
Male	2011-2012	33	33	100	70	69	68	21	48	21	9			
	2012-2013	34	34	100	35	53	64	3	32	35	29			
Caucasian/White	2011-2012	57	57	100	67	69	73	19	47	25	9			
	2012-2013	64	64	100	50	61	70	5	45	31	19			
African American/Black	2011-2012	0	0				47							
	2012-2013	1	1	100			43							
Hispanic	2011-2012	0	0				65							
	2012-2013	0	0				58							
Asian or Pacific Islander	2011-2012	1	1	100			77							
	2012-2013	0	0				67							
American Indian or Native Alaskan	2011-2012	1	1	100			65							
	2012-2013	1	1	100			61							
Economically Disadvantaged	2011-2012	21	21	100	67	63	62	14	52	24	10			
	2012-2013	28	28	100	46	48	59	7	39	21	32			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	15	15	100	47	37	36	20	27	33	20			
	2012-2013	8	8	100		20	35							
Limited English Proficient	2011-2012	0	0				47							
	2012-2013	0	0				43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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

<1 is printed when the percentage rounds to 0.



2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 04

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	59	58	98	81	70	71	24	57	16	3	56	2	0
	2012-2013	60	60	100	50	56	69	8	42	33	17	59	1	0
Female	2011-2012	27	26	96	85	72	75	31	54	15	<1			
	2012-2013	28	28	100	54	63	74	11	43	25	21			
Male	2011-2012	32	32	100	78	68	67	19	59	16	6			
	2012-2013	32	32	100	47	50	64	6	41	41	13			
Caucasian/White	2011-2012	58	57	98	81	70	72	25	56	16	4			
	2012-2013	56	56	100	50	55	70	9	41	32	18			
African American/Black	2011-2012	0	0				42							
	2012-2013	0	0				43							
Hispanic	2011-2012	0	0				60							
	2012-2013	1	1	100			60							
Asian or Pacific Islander	2011-2012	0	0				76							
	2012-2013	1	1	100			77							
American Indian or Native Alaskan	2011-2012	0	0				57							
	2012-2013	1	1	100			61							
Economically Disadvantaged	2011-2012	27	27	100	78	64	60	19	59	15	7			
	2012-2013	21	21	100	48	44	58	<1	48	38	14			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	9	8	89		44	35							
	2012-2013	15	15	100	27	16	31	<1	27	33	40			
Limited English Proficient	2011-2012	0	0				40							
	2012-2013	0	0				41							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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

<1 is printed when the percentage rounds to 0.

2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 05

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	58	58	100	57	67	68	2	55	34	9	57	1	0
	2012-2013	64	64	100	73	66	72	8	66	25	2	64	0	0
Female	2011-2012	28	28	100	64	71	74	4	61	32	4			
	2012-2013	28	28	100	71	75	75	11	61	29	<1			
Male	2011-2012	30	30	100	50	63	63	<1	50	37	13			
	2012-2013	36	36	100	75	60	68	6	69	22	3			
Caucasian/White	2011-2012	55	55	100	55	66	69	<1	55	36	9			
	2012-2013	63	63	100	73	65	73	8	65	25	2			
African American/Black	2011-2012	1	1	100			42							
	2012-2013	0	0				50							
Hispanic	2011-2012	1	1	100			60							
	2012-2013	1	1	100			63							
Asian or Pacific Islander	2011-2012	0	0				75							
	2012-2013	0	0				82							
American Indian or Native Alaskan	2011-2012	1	1	100			48							
	2012-2013	0	0				51							
Economically Disadvantaged	2011-2012	23	23	100	43	58	57	<1	43	48	9			
	2012-2013	31	31	100	74	57	61	3	71	23	3			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	9	9	100		37	30							
	2012-2013	8	8	100		20	35							
Limited English Proficient	2011-2012	1	1	100			44							
	2012-2013	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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

<1 is printed when the percentage rounds to 0.

2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 03

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	60	60	100	67	63	64	22	45	17	17	57	3
	2012-2013	66	66	100	45	59	62	8	38	36	18	66	0
Female	2011-2012	27	27	100	63	62	63	15	48	15	22		
	2012-2013	32	32	100	56	63	60	9	47	31	13		
Male	2011-2012	33	33	100	70	64	65	27	42	18	12		
	2012-2013	34	34	100	35	55	63	6	29	41	24		
Caucasian/White	2011-2012	57	57	100	67	63	65	21	46	16	18		
	2012-2013	64	64	100	45	60	63	8	38	36	19		
African American/Black	2011-2012	0	0				38						
	2012-2013	1	1	100			30						
Hispanic	2011-2012	0	0				50						
	2012-2013	0	0				48						
Asian or Pacific Islander	2011-2012	1	1	100			70						
	2012-2013	0	0				63						
American Indian or Native Alaskan	2011-2012	1	1	100			54						
	2012-2013	1	1	100			49						
Economically Disadvantaged	2011-2012	21	21	100	67	55	52	14	52	14	19		
	2012-2013	28	28	100	50	49	50	4	46	21	29		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	15	15	100	47	31	35	20	27	20	33		
	2012-2013	8	8	100		29	36						
Limited English Proficient	2011-2012	0	0				36						
	2012-2013	0	0				31						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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

<1 is printed when the percentage rounds to 0.



2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 04

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	59	58	98	69	64	66	16	53	22	9	58	0
	2012-2013	60	60	100	48	60	65	12	37	32	20	59	1
Female	2011-2012	27	26	96	69	61	65	15	54	23	8		
	2012-2013	28	28	100	39	59	65	7	32	39	21		
Male	2011-2012	32	32	100	69	66	67	16	53	22	9		
	2012-2013	32	32	100	56	60	65	16	41	25	19		
Caucasian/White	2011-2012	58	57	98	68	64	67	16	53	23	9		
	2012-2013	56	56	100	52	60	66	13	39	29	20		
African American/Black	2011-2012	0	0				31						
	2012-2013	0	0				39						
Hispanic	2011-2012	0	0				52						
	2012-2013	1	1	100			53						
Asian or Pacific Islander	2011-2012	0	0				71						
	2012-2013	1	1	100			73						
American Indian or Native Alaskan	2011-2012	0	0				57						
	2012-2013	1	1	100			52						
Economically Disadvantaged	2011-2012	27	27	100	67	55	54	19	48	22	11		
	2012-2013	21	21	100	43	49	53	<1	43	29	29		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	9	8	89		37	37						
	2012-2013	15	15	100	20	23	31	<1	20	20	60		
Limited English Proficient	2011-2012	0	0				33						
	2012-2013	0	0				39						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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

<1 is printed when the percentage rounds to 0.



2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 05

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	58	58	100	48	69	64	5	43	22	29	57	1
	2012-2013	64	64	100	70	68	62	16	55	19	11	64	0
Female	2011-2012	28	28	100	39	66	65	4	36	32	29		
	2012-2013	28	28	100	79	71	62	18	61	14	7		
Male	2011-2012	30	30	100	57	72	64	7	50	13	30		
	2012-2013	36	36	100	64	65	62	14	50	22	14		
Caucasian/White	2011-2012	55	55	100	49	69	65	5	44	22	29		
	2012-2013	63	63	100	70	68	64	16	54	19	11		
African American/Black	2011-2012	1	1	100			35						
	2012-2013	0	0				30						
Hispanic	2011-2012	1	1	100			50						
	2012-2013	1	1	100			46						
Asian or Pacific Islander	2011-2012	0	0				70						
	2012-2013	0	0				71						
American Indian or Native Alaskan	2011-2012	1	1	100			55						
	2012-2013	0	0				45						
Economically Disadvantaged	2011-2012	23	23	100	48	63	51	4	43	17	35		
	2012-2013	31	31	100	65	55	50	10	55	23	13		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	9	9	100		53	30						
	2012-2013	8	8	100		37	30						
Limited English Proficient	2011-2012	1	1	100			39						
	2012-2013	0	0				31						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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

<1 is printed when the percentage rounds to 0.



2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 05

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	60	58	97	28	52	62	2	26	59	14	58	0
	2012-2013	64	64	100	66	61	69	5	61	23	11	64	0
Female	2011-2012	28	27	96	26	47	61	4	22	59	15		
	2012-2013	27	27	100	63	61	69	7	56	26	11		
Male	2011-2012	32	31	97	29	57	63	<1	29	58	13		
	2012-2013	37	37	100	68	60	70	3	65	22	11		
Caucasian/White	2011-2012	57	55	96	25	52	64	<1	25	60	15		
	2012-2013	64	64	100	66	60	71	5	61	23	11		
African American/Black	2011-2012	1	1	100			32						
	2012-2013	0	0				34						
Hispanic	2011-2012	1	1	100			53						
	2012-2013	0	0				58						
Asian or Pacific Islander	2011-2012	0	0				62						
	2012-2013	0	0				72						
American Indian or Native Alaskan	2011-2012	1	1	100			49						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	28	27	96	19	41	51	<1	19	59	22		
	2012-2013	24	24	100	63	49	58	<1	63	17	21		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	14	12	86	<1	26	32	<1	<1	67	33		
	2012-2013	9	9	100		33	41						
Limited English Proficient	2011-2012	1	1	100			33						
	2012-2013	0	0				35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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

<1 is printed when the percentage rounds to 0.



2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 03-08

GROUP	Reading								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	190	100		69	72	231	130	56	85
Female	88	100		72	74	107	69	64	86
Male	102	100		66	69	124	61	49	83
Caucasian/White	183	100		68	71	223	126	57	84
African American/Black	1	*		*		2	*	*	
Hispanic	2	*		*		1	*	*	
Asian or Pacific Islander	1	*		*		1	*	*	
American Indian or Native Alaskan	2	*		*		3	*	*	
Economically Disadvantaged	80	100		65	68	94	48	51	83
Not Economically Disadvantaged	110	100		72	74	137	82	60	86
Migrant	0	*		*		0	*	*	
Not Migrant	190	100		69	72	231	130	56	85
Students with Disabilities	31	*		51	55	44	10	23	76
Students without Disabilities	159	100		73	75	187	120	64	87
Limited English Proficient	0	*		*		1	*	*	
Not Limited English Proficient	190	100		69	72	230	130	57	85
Super Subgroup	99	100		63	66	121	58	48	82
Non-Super Subgroup	91	100		75	77	110	72	65	88

2011-12
% Attendance Rate
Target = 93%

96

*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 are not available.
 The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06
Grade: 03-08

GROUP	Mathematics								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	190	100		66	69	231	128	55	83
Female	88	100		65	68	107	60	56	83
Male	102	100		68	71	124	68	55	84
Caucasian/White	183	100		66	69	223	124	56	83
African American/Black	1	*		*		2	*	*	
Hispanic	2	*		*		1	*	*	
Asian or Pacific Islander	1	*		*		1	*	*	
American Indian or Native Alaskan	2	*		*		3	*	*	
Economically Disadvantaged	80	100		65	68	94	52	55	83
Not Economically Disadvantaged	110	100		67	70	137	76	55	84
Migrant	0	*		*		0	*	*	
Not Migrant	190	100		66	69	231	128	55	83
Students with Disabilities	31	*		44	49	44	12	27	72
Students without Disabilities	159	100		71	73	187	116	62	86
Limited English Proficient	0	*		*		1	*	*	
Not Limited English Proficient	190	100		66	69	230	127	55	83
Super Subgroup	99	100		62	65	121	61	50	81
Non-Super Subgroup	91	100		71	73	110	67	61	86

2011-12
% Attendance Rate
Target = 93%

96

*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 are not available.
 The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: Hollis School
SAU: RSU 06/MSAD 06

Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	14	6	8	1	1	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2013	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.37

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.