



**MAINE
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 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 2010-2011: 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 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 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.



2011-2012 NCLB Report Card

School: Hollis School

SAU: RSU 06/MSAD 06

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2011-2012 NCLB Report Card



School: Hollis School
SAU: RSU 06/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 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	2009-2010	59	54	92	65	69	73	2	63	30	6	54	0	
	2010-2011	58	57	98	77	69	70	11	67	16	7	57	0	0
Female	2009-2010	26	25	96	64	71	76	<1	64	28	8			
	2010-2011	28	27	96	74	72	74	7	67	15	11			
Male	2009-2010	33	29	88	66	67	69	3	62	31	3			
	2010-2011	30	30	100	80	67	66	13	67	17	3			
Caucasian/White	2009-2010	57	52	91	65	68	74	2	63	29	6			
	2010-2011	57	56	98	79	69	71	11	68	16	5			
African American/Black	2009-2010	1	1	100			46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	1	1	100			66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	25	23	92	65	58	62	4	61	30	4			
	2010-2011	24	24	100	67	61	58	8	58	21	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	7	58		40	38							
	2010-2011	7	7	100		37	34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	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.

2011-2012 NCLB Report Card



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



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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 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	2009-2010	48	48	100	67	64	67	19	48	33	<1	48	0	
	2010-2011	58	58	100	66	66	67	2	64	24	10	58	0	0
Female	2009-2010	26	26	100	69	65	71	19	50	31	<1			
	2010-2011	26	26	100	69	66	72	4	65	19	12			
Male	2009-2010	22	22	100	64	63	63	18	45	36	<1			
	2010-2011	32	32	100	63	66	63	<1	63	28	9			
Caucasian/White	2009-2010	48	48	100	67	64	68	19	48	33	<1			
	2010-2011	56	56	100	64	65	68	<1	64	25	11			
African American/Black	2009-2010	0	0				43							
	2010-2011	1	1	100			40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	1	1	100			62							
Economically Disadvantaged	2009-2010	16	16	100	56	50	56	19	38	44	<1			
	2010-2011	23	23	100	57	57	56	<1	57	35	9			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	5	5	100		21	34							
	2010-2011	7	7	100		33	29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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2011-2012 NCLB Report Card



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



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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 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	2009-2010	59	58	98	91	68	72	17	74	9	<1	57	1	
	2010-2011	49	49	100	71	63	70	14	57	22	6	48	1	0
Female	2009-2010	31	31	100	97	72	78	26	71	3	<1			
	2010-2011	25	25	100	72	68	75	16	56	24	4			
Male	2009-2010	28	27	96	85	65	67	7	78	15	<1			
	2010-2011	24	24	100	71	58	66	13	58	21	8			
Caucasian/White	2009-2010	58	57	98	91	68	73	18	74	9	<1			
	2010-2011	48	48	100	71	62	71	13	58	23	6			
African American/Black	2009-2010	0	0				57							
	2010-2011	0	0				48							
Hispanic	2009-2010	1	1	100			70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	0	0				73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	25	25	100	84	53	62	12	72	16	<1			
	2010-2011	17	17	100	65	52	60	18	47	18	18			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	5	83		23	36							
	2010-2011	7	7	100		35	34							
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0				46							

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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 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	2009-2010	59	54	92	54	62	62	7	46	33	13	54	0
	2010-2011	58	57	98	75	64	61	14	61	21	4	57	0
Female	2009-2010	26	25	96	44	60	61	8	36	44	12		
	2010-2011	28	27	96	85	65	59	11	74	15	<1		
Male	2009-2010	33	29	88	62	65	63	7	55	24	14		
	2010-2011	30	30	100	67	63	64	17	50	27	7		
Caucasian/White	2009-2010	57	52	91	54	63	63	6	48	33	13		
	2010-2011	57	56	98	75	64	63	14	61	21	4		
African American/Black	2009-2010	1	1	100			31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	25	23	92	52	51	50	4	48	35	13		
	2010-2011	24	24	100	75	55	49	17	58	17	8		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	7	58		38	33						
	2010-2011	7	7	100		33	35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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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 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	2009-2010	48	48	100	67	65	62	21	46	25	8	48	0
	2010-2011	58	58	100	47	58	60	3	43	28	26	58	0
Female	2009-2010	26	26	100	65	64	62	8	58	27	8		
	2010-2011	26	26	100	27	55	60	4	23	38	35		
Male	2009-2010	22	22	100	68	65	63	36	32	23	9		
	2010-2011	32	32	100	63	61	61	3	59	19	19		
Caucasian/White	2009-2010	48	48	100	67	65	63	21	46	25	8		
	2010-2011	56	56	100	45	58	61	2	43	29	27		
African American/Black	2009-2010	0	0				36						
	2010-2011	1	1	100			31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	1	1	100			56						
Economically Disadvantaged	2009-2010	16	16	100	50	53	50	6	44	31	19		
	2010-2011	23	23	100	48	49	48	<1	48	26	26		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	5	5	100		28	36						
	2010-2011	7	7	100		30	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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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 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	2009-2010	59	57	97	86	68	64	25	61	9	5	57	0
	2010-2011	49	49	100	65	66	61	18	47	22	12	49	0
Female	2009-2010	31	30	97	83	64	64	20	63	13	3		
	2010-2011	25	25	100	60	63	61	12	48	20	20		
Male	2009-2010	28	27	96	89	71	64	30	59	4	7		
	2010-2011	24	24	100	71	71	61	25	46	25	4		
Caucasian/White	2009-2010	58	56	97	86	67	65	25	61	9	5		
	2010-2011	48	48	100	65	67	62	19	46	23	13		
African American/Black	2009-2010	0	0				37						
	2010-2011	0	0				32						
Hispanic	2009-2010	1	1	100			55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	25	24	96	79	52	51	4	75	8	13		
	2010-2011	17	17	100	53	56	47	18	35	29	18		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	4	67		19	34						
	2010-2011	7	7	100		37	30						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				34						

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2011-2012 NCLB Report Card



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



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	51	51	100	63	59	64	2	61	29	8	51	0
Female	2010-2011	26	26	100	65	58	64	4	62	27	8		
Male	2010-2011	25	25	100	60	60	65	<1	60	32	8		
Caucasian/White	2010-2011	49	49	100	63	59	66	2	61	29	8		
African American/Black	2010-2011	0	0				32						
Hispanic	2010-2011	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				68						
American Indian or Native Alaskan	2010-2011	0	0				58						
Economically Disadvantaged	2010-2011	24	24	100	63	50	53	4	58	25	13		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	7	7	100		30	36						
Limited English Proficient	2010-2011	0	0				36						

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

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2011-2012 NCLB Report Card



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



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 99	E: 99 M: 99	77	E: 66 M: 70	E: 69 M: 70	100	E: 100 M: 99	E: 99 M: 99	70	E: 65 M: 62	E: 61 M: 61	96	95	95
Caucasian/White	100	E: 100 M: 99	E: 99 M: 99	77	E: 66 M: 70	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	69	E: 65 M: 62	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 99 M: 99	E: 99 M: 99	71	E: 58 M: 62	E: 58 M: 58	100	E: 99 M: 99	E: 99 M: 99	66	E: 57 M: 52	E: 48 M: 47			
Students with Disabilities	*	E: 98 M: 99	E: 98 M: 98	54	E: 34 M: 31	E: 33 M: 30	*	E: 99 M: 99	E: 98 M: 98	42	E: 36 M: 20	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

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.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Hollis School
SAU: RSU 06/MSAD 06



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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
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	5	6	1	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.