



The Elementary and Secondary Education Act (ESEA) requires all states, school districts, and schools to provide annual report cards to parents and communities. The Elementary and Secondary Education Act as amended and formerly known as the No Child Left Behind (NCLB) Act of 2001 was reauthorized as the Every Student Succeeds Act (ESSA) December 2015. Corresponding changes under ESSA will be reflected in Maine's ESEA Report Cards in 2018-19.

Maine's ESEA Report Cards include Maine Educational Assessment (MEA) data disaggregated into subgroups, additional accountability indicators (e.g., graduation rates), and information about teacher qualifications. 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.

MEA Data 2016-2017: Assessment data for English language arts/literacy and mathematics are provided for students in grades 3-8, and in the 3rd year of high school. Assessment data for science are provided for students in grades 5 and 8, and in the 3rd year of high school. Data are disaggregated to show performance for subgroups of students. The MEA data in the 2017-18 ESEA Report Cards is from the tests given in the spring of 2016-17.

ESEA Accountability: Accountability reports summarize how well districts and schools are enabling their students to progress toward state expectations in English language arts/literacy and mathematics. These reports reflect assessment data calculated differently from that on the Assessment Data pages. For example, schools and districts are accountable for the performance of only the students that have been in their charge for a full academic year. Maine is in the process of developing a new system of accountability to meet the requirements of the Every Student Succeeds Act. Information about that process is available at www.maine.gov/doe/essa.

Qualifications of Teachers: Information about the qualifications of teachers is provided for two areas: 1) the professional qualifications of teachers; and 2) the percentage of teachers with emergency or conditional certificates. This information is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

These ESEA Report Cards detail how Maine districts and schools are meeting the requirements of the federal ESEA legislation. More information about ESEA can be found at <http://www.maine.gov/doe/esea/>.

A handwritten signature in black ink, appearing to read "Robert G. Hasson, Jr.", is written over a light blue horizontal line.

Dr. Robert G. Hasson, Jr.
Commissioner of Education

2017-2018 ESEA Report Card

School: Hermon Middle School
District: Hermon Public Schools

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2017-2018 ESEA Report Card

School: Hermon Middle School
District: Hermon Public Schools
 Grades: 3-8, High School (as applicable)

| English Language Arts/Literacy Assessment Data | | | | | | | | | | | | | | |
|--|-------------|-------------------------|---------------------------|--------------------------------------|---|----------|-------|---|---------|---------|---------|---------------------------|----------------------|--|
| Group | School Year | Number Required to Test | 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 | | Exempt Recently Arrived English Learners |
| | | | | | School | District | State | Level 4 | Level 3 | Level 2 | Level 1 | General Assessment | Alternate Assessment | |
| All Students | 2016-2017 | 276 | 276 | 100.00 | 58.70 | 57.63 | 52.56 | 15.58 | 43.12 | 28.62 | 12.68 | * | * | * |
| Female | 2016-2017 | 120 | 120 | 100.00 | 69.17 | 65.20 | 58.81 | 23.33 | 45.83 | 24.17 | 6.67 | * | * | |
| Male | 2016-2017 | 156 | 156 | 100.00 | 50.64 | 51.29 | 46.68 | 9.62 | 41.03 | 32.05 | 17.31 | * | * | |
| White | 2016-2017 | 257 | 257 | 100.00 | 58.37 | 57.02 | 53.65 | 15.18 | 43.19 | 28.79 | 12.84 | * | * | |
| Black or African American | 2016-2017 | 4 | 4 | 100.00 | * | * | 27.50 | * | * | * | * | * | * | |
| Hispanic/Latino | 2016-2017 | 3 | 3 | 100.00 | * | * | 43.18 | * | * | * | * | * | * | |
| Native Hawaiian or Other Pacific Islander | 2016-2017 | 0 | 0 | 0.00 | * | * | 63.04 | * | * | * | * | * | * | |
| Asian | 2016-2017 | 4 | 4 | 100.00 | * | * | 60.40 | * | * | * | * | * | * | |
| American Indian or Alaska Native | 2016-2017 | 2 | 2 | 100.00 | * | * | 39.09 | * | * | * | * | * | * | |
| Two or More Races | 2016-2017 | 6 | 6 | 100.00 | * | * | 51.48 | * | * | * | * | * | * | |
| Economically Disadvantaged | 2016-2017 | 67 | 67 | 100.00 | 47.76 | 45.76 | 37.62 | 10.45 | 37.31 | 29.85 | 22.39 | * | * | |
| Migrant | 2016-2017 | 0 | 0 | 0.00 | * | * | 30.77 | * | * | * | * | * | * | |
| Special Education | 2016-2017 | 43 | 43 | 100.00 | 16.28 | 17.24 | 15.42 | * | * | 39.53 | 44.19 | * | * | |
| English Learner | 2016-2017 | 0 | 0 | 0.00 | * | * | 15.84 | * | * | * | * | * | * | |

Note: Data from 2015-16 and 2016-17 were not compared to data from previous years due to a change in assessments.
 Achievement levels are reported for 2016-17 data as follows: Level 4 = Above State Expectations, Level 3 = At State Expectations, Level 2 = Below State Expectations, Level 1 = Well Below State Expectations
 *Data have been suppressed to protect student privacy.

2017-2018 ESEA Report Card

School: Hermon Middle School
District: Hermon Public Schools
 Grades: 3-8, High School (as applicable)

| Mathematics Assessment Data | | | | | | | | | | | | | |
|---|-------------|-------------------------|---------------------------|--------------------------------------|---|----------|-------|---|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number Required to Test | 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 | District | State | Level 4 | Level 3 | Level 2 | Level 1 | General Assessment | Alternate Assessment |
| | | | | | | | | | | | | | |
| All Students | 2016-2017 | 276 | 276 | 100.00 | 36.59 | 42.77 | 38.54 | 6.52 | 30.07 | 44.57 | 18.84 | * | * |
| Female | 2016-2017 | 120 | 120 | 100.00 | 38.33 | 44.49 | 38.54 | 10.83 | 27.50 | 44.17 | 17.50 | * | * |
| Male | 2016-2017 | 156 | 156 | 100.00 | 35.26 | 41.33 | 38.55 | 3.21 | 32.05 | 44.87 | 19.87 | * | * |
| White | 2016-2017 | 257 | 257 | 100.00 | 36.19 | 42.77 | 39.65 | 5.84 | 30.35 | 45.14 | 18.68 | * | * |
| Black or African American | 2016-2017 | 4 | 4 | 100.00 | * | * | 14.01 | * | * | * | * | * | * |
| Hispanic/Latino | 2016-2017 | 3 | 3 | 100.00 | * | * | 28.00 | * | * | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | 2016-2017 | 0 | 0 | 0.00 | * | * | 48.94 | * | * | * | * | * | * |
| Asian | 2016-2017 | 4 | 4 | 100.00 | * | * | 51.18 | * | * | * | * | * | * |
| American Indian or Alaska Native | 2016-2017 | 2 | 2 | 100.00 | * | * | 22.42 | * | * | * | * | * | * |
| Two or More Races | 2016-2017 | 6 | 6 | 100.00 | * | * | 37.90 | * | * | * | * | * | * |
| Economically Disadvantaged | 2016-2017 | 67 | 67 | 100.00 | 16.42 | 25.42 | 24.60 | * | * | 55.22 | 28.36 | * | * |
| Migrant | 2016-2017 | 0 | 0 | 0.00 | * | * | 19.23 | * | * | * | * | * | * |
| Special Education | 2016-2017 | 43 | 43 | 100.00 | 18.60 | 18.39 | 11.30 | * | * | 34.88 | 46.51 | * | * |
| English Learner | 2016-2017 | 0 | 0 | 0.00 | * | * | 11.98 | * | * | * | * | * | * |

Note: Data from 2015-16 and 2016-17 were not compared to data from previous years due to a change in assessments.
 Achievement levels are reported for 2016-17 data as follows: Level 4 = Above State Expectations, Level 3 = At State Expectations, Level 2 = Below State Expectations, Level 1 = Well Below State Expectations
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2017-2018 ESEA Report Card

School: Hermon Middle School
District: Hermon Public Schools
 Grades: 5, 8, High School (as applicable)

| Science Assessment Data | | | | | | | | | | | | | |
|---|-------------|-------------------------|---------------------------|--------------------------------------|---|----------|-------|---|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number Required to Test | 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 | District | State | Level 4 | Level 3 | Level 2 | Level 1 | General Assessment | Alternate Assessment |
| | | | | | | | | | | | | | |
| All Students | 2016-2017 | 139 | 139 | 100.00 | 73.38 | 65.74 | 61.07 | 11.51 | 61.87 | * | * | * | * |
| Female | 2016-2017 | 60 | 60 | 100.00 | 80.00 | 70.53 | 62.02 | 11.67 | 68.33 | * | * | * | * |
| Male | 2016-2017 | 79 | 79 | 100.00 | 68.35 | 61.98 | 60.18 | 11.39 | 56.96 | * | * | * | * |
| White | 2016-2017 | 129 | 129 | 100.00 | 73.64 | 66.01 | 62.52 | 10.85 | 62.79 | * | * | * | * |
| Black or African American | 2016-2017 | 2 | 2 | 100.00 | * | * | 25.73 | * | * | * | * | * | * |
| Hispanic/Latino | 2016-2017 | 2 | 2 | 100.00 | * | * | 52.47 | * | * | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | 2016-2017 | 0 | 0 | 0.00 | * | * | 64.86 | * | * | * | * | * | * |
| Asian | 2016-2017 | 3 | 3 | 100.00 | * | * | 66.09 | * | * | * | * | * | * |
| American Indian or Alaska Native | 2016-2017 | 1 | 1 | 100.00 | * | * | 56.37 | * | * | * | * | * | * |
| Two or More Races | 2016-2017 | 2 | 2 | 100.00 | * | * | 59.57 | * | * | * | * | * | * |
| Economically Disadvantaged | 2016-2017 | 36 | 36 | 100.00 | 61.11 | 48.08 | 48.73 | * | * | * | * | * | * |
| Migrant | 2016-2017 | 0 | 0 | 0.00 | * | * | 40.91 | * | * | * | * | * | * |
| Special Education | 2016-2017 | 27 | 27 | 100.00 | 37.04 | 34.21 | 29.92 | * | * | * | * | * | * |
| English Learner | 2016-2017 | 0 | 0 | 0.00 | * | * | 16.54 | * | * | * | * | * | * |

Achievement levels are reported for 2016-17 data as follows: Level 4 = Above State Expectations, Level 3 = At State Expectations, Level 2 = Below State Expectations, Level 1 = Well Below State Expectations
 *Data have been suppressed to protect student privacy.

2017-2018 ESEA Report Card

School: Hermon Middle School
District: Hermon Public Schools
 Grades: 3-8 (as applicable)

| Group | English Language Arts/Literacy Accountability Data | | | | |
|---|--|----------------------|-----------------------|------------------------------------|-------------------------------|
| | Participation Target = 95% | | 2016-2017 Achievement | | |
| | Number Required to Test | Percent Participated | Number Tested | Number At/Above State Expectations | % At/Above State Expectations |
| All Students | 273 | 100.00 | 273 | 162 | 59.34 |
| Female | 120 | 100.00 | 120 | 83 | 69.17 |
| Male | 153 | 100.00 | 153 | 79 | 51.63 |
| White | 254 | 100.00 | 254 | 150 | 59.06 |
| Black or African American | 4 | 100.00 | 4 | * | * |
| Hispanic/Latino | 3 | 100.00 | 3 | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | 0.00 | 0 | * | * |
| Asian | 4 | 100.00 | 4 | * | * |
| American Indian or Alaska Native | 2 | 100.00 | 2 | * | * |
| Two or More Races | 6 | 100.00 | 6 | * | * |
| Economically Disadvantaged | 65 | 100.00 | 65 | 32 | 49.23 |
| Migrant | 0 | 0.00 | 0 | * | * |
| Special Education | 40 | 100.00 | 40 | 7 | 17.50 |
| English Learner | 0 | 0.00 | 0 | * | * |

*Data have been suppressed to protect student privacy.
 Accountability data differ from Assessment data in the following ways:
 -Students enrolled for less than a full academic year are excluded.
 -Privately funded students are excluded.
 -Bureau of Indian Education students are excluded.

2017-2018 ESEA Report Card

School: Hermon Middle School
District: Hermon Public Schools
 Grades: 3-8 (as applicable)

| Group | Mathematics Accountability Data | | | | |
|---|---------------------------------|----------------------|-----------------------|------------------------------------|-------------------------------|
| | Participation Target = 95% | | 2016-2017 Achievement | | |
| | Number Required to Test | Percent Participated | Number Tested | Number At/Above State Expectations | % At/Above State Expectations |
| All Students | 273 | 100.00 | 273 | 101 | 37.00 |
| Female | 120 | 100.00 | 120 | 46 | 38.33 |
| Male | 153 | 100.00 | 153 | 55 | 35.95 |
| White | 254 | 100.00 | 254 | 93 | 36.61 |
| Black or African American | 4 | 100.00 | 4 | * | * |
| Hispanic/Latino | 3 | 100.00 | 3 | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | 0.00 | 0 | * | * |
| Asian | 4 | 100.00 | 4 | * | * |
| American Indian or Alaska Native | 2 | 100.00 | 2 | * | * |
| Two or More Races | 6 | 100.00 | 6 | * | * |
| Economically Disadvantaged | 65 | 100.00 | 65 | 11 | 16.92 |
| Migrant | 0 | 0.00 | 0 | * | * |
| Special Education | 40 | 100.00 | 40 | 8 | 20.00 |
| English Learner | 0 | 0.00 | 0 | * | * |

*Data have been suppressed to protect student privacy.
 Accountability data differ from Assessment data in the following ways:
 -Students enrolled for less than a full academic year are excluded.
 -Privately funded students are excluded.
 -Bureau of Indian Education students are excluded.
 -Mathematics achievement results for recently arrived English learners are excluded.

2017-2018 ESEA Report Card

School: Hermon Middle School
District: Hermon Public Schools

Maine Teacher Quality Data

| Part I: Professional Qualifications | | | | | | |
|--|------|------------------------|------|------------------------|------------------------|-------|
| | B.A. | B.A. + 15 credit hours | M.A. | M.A. + 15 credit hours | M.A. + 30 credit hours | Ph. D |
| Number of Professional Qualifications of all Public Elementary and Secondary School Teachers in the State ¹ | 10 | 4 | 6 | 1 | 1 | 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, 2017 | 0.00% |

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 Bachelor's Degrees or Master's Degrees) or the percentage of fully certified teachers.