



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: Hall-Dale Elementary School

SAU: RSU 02

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2013-2014 NCLB Report Card

School: Hall-Dale Elementary School
SAU: RSU 02
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	55	55	100	78	73	72	16	62	15	7	52	3	0
	2012-2013	60	60	100	70	65	68	15	55	10	20	58	2	0
Female	2011-2012	22	22	100	95	77	77	9	86	<1	5			
	2012-2013	32	32	100	75	73	73	22	53	9	16			
Male	2011-2012	33	33	100	67	70	68	21	45	24	9			
	2012-2013	28	28	100	64	55	64	7	57	11	25			
Caucasian/White	2011-2012	52	52	100	79	73	73	17	62	13	8			
	2012-2013	55	55	100	71	65	70	16	55	9	20			
African American/Black	2011-2012	2	2	100			47							
	2012-2013	3	3	100			43							
Hispanic	2011-2012	0	0				65							
	2012-2013	1	1	100			58							
Asian or Pacific Islander	2011-2012	1	1	100			77							
	2012-2013	1	1	100			67							
American Indian or Native Alaskan	2011-2012	0	0				65							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	19	19	100	74	72	62	16	58	11	16			
	2012-2013	27	27	100	52	50	59	19	33	11	37			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	6	6	100		38	36							
	2012-2013	10	10	100	10	35	35	<1	10	30	60			
Limited English Proficient	2011-2012	1	1	100			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

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2013-2014 NCLB Report Card

School: Hall-Dale Elementary School
SAU: RSU 02
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	55	55	100	76	69	71	27	49	22	2	54	1	0
	2012-2013	53	53	100	72	73	69	23	49	23	6	51	2	0
Female	2011-2012	25	25	100	88	78	75	32	56	12	<1			
	2012-2013	19	19	100	84	79	74	26	58	16	<1			
Male	2011-2012	30	30	100	67	62	67	23	43	30	3			
	2012-2013	34	34	100	65	67	64	21	44	26	9			
Caucasian/White	2011-2012	53	53	100	75	70	72	26	49	23	2			
	2012-2013	50	50	100	72	73	70	22	50	22	6			
African American/Black	2011-2012	0	0				42							
	2012-2013	2	2	100			43							
Hispanic	2011-2012	0	0				60							
	2012-2013	0	0				60							
Asian or Pacific Islander	2011-2012	2	2	100			76							
	2012-2013	1	1	100			77							
American Indian or Native Alaskan	2011-2012	0	0				57							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	26	26	100	77	68	60	15	62	23	<1			
	2012-2013	18	18	100	61	69	58	6	56	33	6			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	8	8	100		32	35							
	2012-2013	8	8	100		35	31							
Limited English Proficient	2011-2012	1	1	100			40							
	2012-2013	1	1	100			41							

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2013-2014 NCLB Report Card

School: Hall-Dale Elementary School
SAU: RSU 02
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	62	62	100	66	67	68	13	53	31	3	61	1	0
	2012-2013	52	52	100	81	73	72	17	63	12	8	51	1	0
Female	2011-2012	27	27	100	74	74	74	7	67	22	4			
	2012-2013	22	22	100	91	79	75	27	64	9	<1			
Male	2011-2012	35	35	100	60	62	63	17	43	37	3			
	2012-2013	30	30	100	73	67	68	10	63	13	13			
Caucasian/White	2011-2012	55	55	100	67	67	69	13	55	29	4			
	2012-2013	49	49	100	80	72	73	12	67	12	8			
African American/Black	2011-2012	1	1	100			42							
	2012-2013	1	1	100			50							
Hispanic	2011-2012	2	2	100			60							
	2012-2013	0	0				63							
Asian or Pacific Islander	2011-2012	3	3	100			75							
	2012-2013	2	2	100			82							
American Indian or Native Alaskan	2011-2012	0	0				48							
	2012-2013	0	0				51							
Economically Disadvantaged	2011-2012	22	22	100	64	63	57	14	50	32	5			
	2012-2013	27	27	100	70	65	61	26	44	19	11			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	6	6	100		22	30							
	2012-2013	8	8	100		32	35							
Limited English Proficient	2011-2012	3	3	100			44							
	2012-2013	1	1	100			47							

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2013-2014 NCLB Report Card

School: Hall-Dale Elementary School
SAU: RSU 02
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	55	55	100	78	65	64	36	42	13	9	52	3
	2012-2013	60	60	100	58	44	62	25	33	18	23	58	2
Female	2011-2012	22	22	100	82	64	63	41	41	14	5		
	2012-2013	32	32	100	63	44	60	25	38	16	22		
Male	2011-2012	33	33	100	76	66	65	33	42	12	12		
	2012-2013	28	28	100	54	43	63	25	29	21	25		
Caucasian/White	2011-2012	52	52	100	79	65	65	37	42	13	8		
	2012-2013	55	55	100	60	44	63	24	36	18	22		
African American/Black	2011-2012	2	2	100			38						
	2012-2013	3	3	100			30						
Hispanic	2011-2012	0	0				50						
	2012-2013	1	1	100			48						
Asian or Pacific Islander	2011-2012	1	1	100			70						
	2012-2013	1	1	100			63						
American Indian or Native Alaskan	2011-2012	0	0				54						
	2012-2013	0	0				49						
Economically Disadvantaged	2011-2012	19	19	100	68	66	52	21	47	21	11		
	2012-2013	27	27	100	41	34	50	22	19	22	37		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	6	6	100		33	35						
	2012-2013	10	10	100	<1	9	36	<1	<1	40	60		
Limited English Proficient	2011-2012	1	1	100			36						
	2012-2013	0	0				31						

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

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2013-2014 NCLB Report Card

School: Hall-Dale Elementary School
SAU: RSU 02
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	55	55	100	82	71	66	27	55	13	5	54	1
	2012-2013	53	53	100	74	65	65	30	43	15	11	51	2
Female	2011-2012	25	25	100	80	65	65	20	60	20	<1		
	2012-2013	19	19	100	89	67	65	21	68	11	<1		
Male	2011-2012	30	30	100	83	75	67	33	50	7	10		
	2012-2013	34	34	100	65	64	65	35	29	18	18		
Caucasian/White	2011-2012	53	53	100	81	71	67	26	55	13	6		
	2012-2013	50	50	100	74	65	66	30	44	16	10		
African American/Black	2011-2012	0	0				31						
	2012-2013	2	2	100			39						
Hispanic	2011-2012	0	0				52						
	2012-2013	0	0				53						
Asian or Pacific Islander	2011-2012	2	2	100			71						
	2012-2013	1	1	100			73						
American Indian or Native Alaskan	2011-2012	0	0				57						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	26	26	100	77	66	54	15	62	19	4		
	2012-2013	18	18	100	67	57	53	17	50	22	11		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	8	8	100		50	37						
	2012-2013	8	8	100		29	31						
Limited English Proficient	2011-2012	1	1	100			33						
	2012-2013	1	1	100			39						

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2013-2014 NCLB Report Card

School: Hall-Dale Elementary School
SAU: RSU 02
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	62	62	100	76	63	64	24	52	16	8	61	1
	2012-2013	52	52	100	81	62	62	21	60	10	10	51	1
Female	2011-2012	27	27	100	67	56	65	11	56	26	7		
	2012-2013	22	22	100	86	60	62	27	59	9	5		
Male	2011-2012	35	35	100	83	69	64	34	49	9	9		
	2012-2013	30	30	100	77	64	62	17	60	10	13		
Caucasian/White	2011-2012	55	55	100	78	64	65	25	53	15	7		
	2012-2013	49	49	100	80	63	64	20	59	10	10		
African American/Black	2011-2012	1	1	100			35						
	2012-2013	1	1	100			30						
Hispanic	2011-2012	2	2	100			50						
	2012-2013	0	0				46						
Asian or Pacific Islander	2011-2012	3	3	100			70						
	2012-2013	2	2	100			71						
American Indian or Native Alaskan	2011-2012	0	0				55						
	2012-2013	0	0				45						
Economically Disadvantaged	2011-2012	22	22	100	64	51	51	14	50	18	18		
	2012-2013	27	27	100	74	52	50	11	63	11	15		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	6	6	100		39	30						
	2012-2013	8	8	100		41	30						
Limited English Proficient	2011-2012	3	3	100			39						
	2012-2013	1	1	100			31						

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

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2013-2014 NCLB Report Card

School: Hall-Dale Elementary School
SAU: RSU 02
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	62	62	100	53	54	62	5	48	39	8	61	1
	2012-2013	51	51	100	71	67	69	6	65	27	2	50	1
Female	2011-2012	26	26	100	46	48	61	4	42	50	4		
	2012-2013	22	22	100	68	60	69	9	59	32	<1		
Male	2011-2012	36	36	100	58	59	63	6	53	31	11		
	2012-2013	29	29	100	72	72	70	3	69	24	3		
Caucasian/White	2011-2012	56	56	100	57	54	64	5	52	34	9		
	2012-2013	48	48	100	69	67	71	4	65	29	2		
African American/Black	2011-2012	1	1	100			32						
	2012-2013	1	1	100			34						
Hispanic	2011-2012	1	1	100			53						
	2012-2013	0	0				58						
Asian or Pacific Islander	2011-2012	3	3	100			62						
	2012-2013	2	2	100			72						
American Indian or Native Alaskan	2011-2012	0	0				49						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	24	24	100	46	45	51	<1	46	42	13		
	2012-2013	26	26	100	54	56	58	8	46	46	<1		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	5	5	100		42	32						
	2012-2013	8	8	100		52	41						
Limited English Proficient	2011-2012	3	3	100			33						
	2012-2013	1	1	100			35						

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

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2013-2014 NCLB Report Card

School: Hall-Dale Elementary School
SAU: RSU 02
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	167	100		76	78	220	162	74	88
Female	74	100		86	87	100	81	81	93
Male	93	100		68	71	120	81	68	84
Caucasian/White	156	100		76	78	206	153	74	88
African American/Black	6	*		*		5	*	*	
Hispanic	1	*		*		1	*	*	
Asian or Pacific Islander	4	*		*		7	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	74	100		72	74	89	53	60	86
Not Economically Disadvantaged	93	100		78	80	131	109	83	89
Migrant	0	*		*		0	*	*	
Not Migrant	167	100		76	78	220	162	74	88
Students with Disabilities	28	*		38	43	32	12	38	69
Students without Disabilities	139	100		80	82	188	150	80	90
Limited English Proficient	2	*		*		5	*	*	
Not Limited English Proficient	165	100		75	77	215	157	73	88
Super Subgroup	86	100		67	70	108	62	57	84
Non-Super Subgroup	81	100		83	84	112	100	89	92

2011-12
% Attendance Rate
Target = 93%

93

*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: Hall-Dale Elementary School
SAU: RSU 02
Grade: 03-08

GROUP	Mathematics								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
				2011-12 % Proficient	2012-13			2017-18 Performance Targets	
	Number Enrolled	Percent Participated	Average Percent		Targets	Number Tested	Number Proficient		% Proficient
Whole School	167	100		78	80	220	158	72	89
Female	74	100		76	78	100	74	74	88
Male	93	100		80	82	120	84	70	90
Caucasian/White	156	100		80	82	206	150	73	90
African American/Black	6	*		*		5	*	*	
Hispanic	1	*		*		1	*	*	
Asian or Pacific Islander	4	*		*		7	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	74	100		71	73	89	54	61	86
Not Economically Disadvantaged	93	100		83	84	131	104	79	92
Migrant	0	*		*		0	*	*	
Not Migrant	167	100		78	80	220	158	72	89
Students with Disabilities	28	*		54	58	32	12	38	77
Students without Disabilities	139	100		81	83	188	146	78	91
Limited English Proficient	2	*		*		5	*	*	
Not Limited English Proficient	165	100		78	80	215	153	71	89
Super Subgroup	86	100		67	70	108	63	58	84
Non-Super Subgroup	81	100		88	89	112	95	85	94

2011-12 % Attendance Rate Target = 93%
93

*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: Hall-Dale Elementary School
SAU: RSU 02

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	13	0	15	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 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	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.