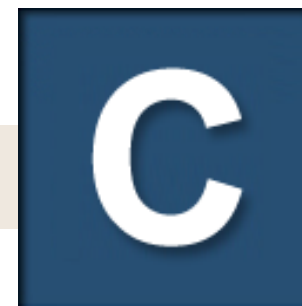


School Report Card 2014

Lillian Parks Hussey School

This School's Grade



Previous Grade: A

Principal (207) 626-2461

Superintendent James Anastasio (207) 626-2468

School Website www.augustaschools.org/schools/hussey_elementary_school/index.php

Grades 3-5

Measures

Proficiency

Math **63.8%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Reading **72.3%**

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Growth

Math - All Students **51.0**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they look the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Reading - All Students **65.7**

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they look the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

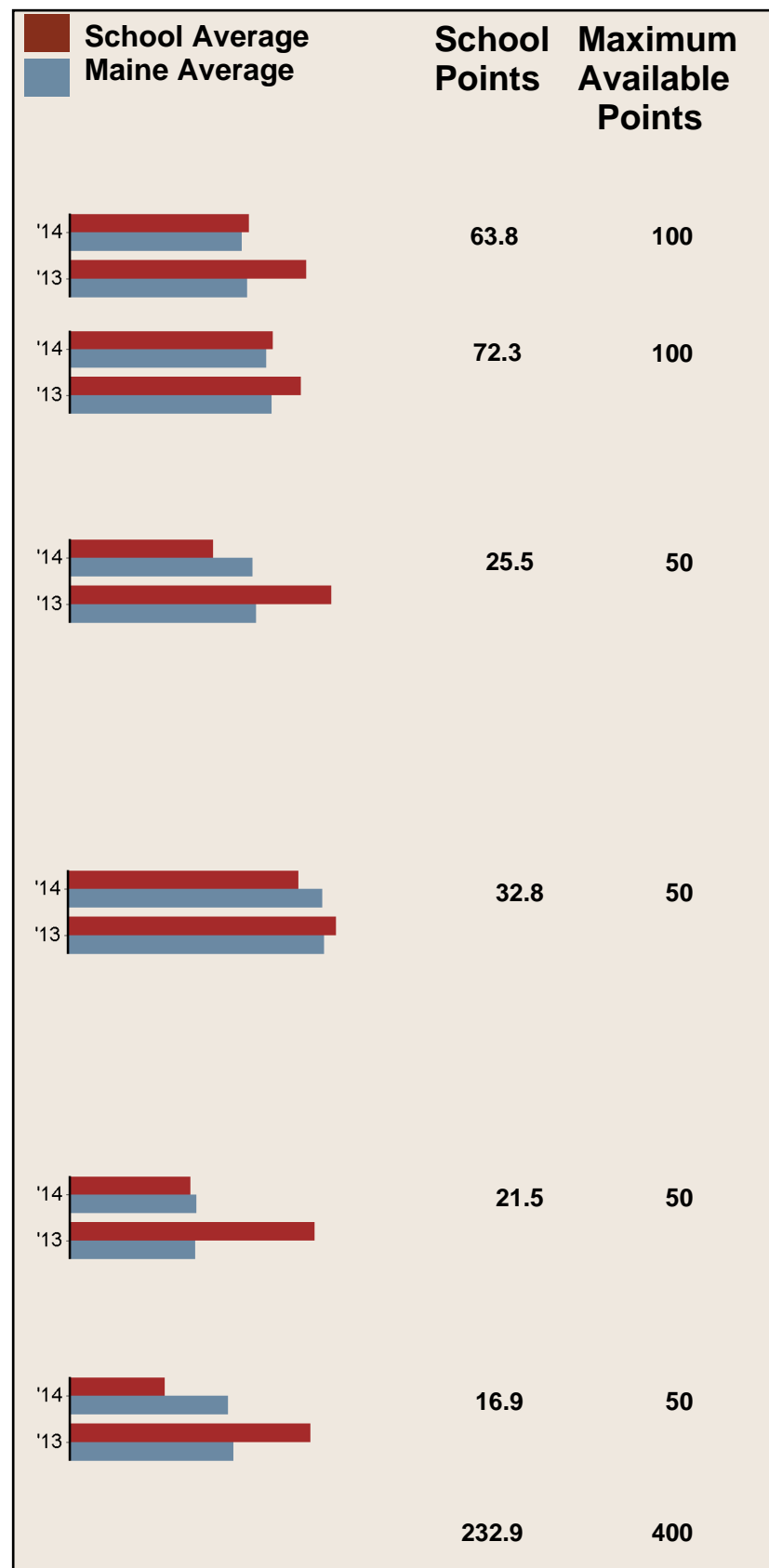
Bottom 25% - Math **42.9**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Bottom 25% - Reading **33.8**

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Totals

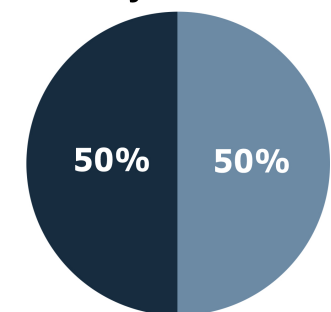


How the points translate to a letter grade

- A = 300 plus
- B = 280
- C = 225
- D = 200
- F = less than 200

Calculating the Score

Proficiency Growth



Assessment participation: State assessments provide important information that informs classroom instruction and school improvement. The participation of all students ensures the progress of all learners is valued and reflected, and provides the most accurate picture of school strengths and challenges. Additionally, schools are required by State and federal law to meet at least a 95 percent participation rate. Participation of less than 90 percent results in an automatic "F" and participation between 90 and 95 percent results in a one letter grade reduction.

This school's participation rate is 100%

Reduction for inadequate participation: None

Note: Schools/districts have had an opportunity to verify all data utilized in their report card.



www.maine.gov/doe

Statewide Data Highlights

(For informational purposes only)



If all Maine elementary schools were a single school, that school would receive a letter grade of C. This is not an average of all school grades.

Breakdown of Grades Elementary School

Grade	Number of Schools
A	40
B	53
C	211
D	62
F	51

	Lillian Parks Hussey School	Augusta Public Schools Average	State Average
Average Years of Experience of Teachers	9.6	17.00	16.70
Percent of Teachers with Master's Degree or Higher	46.7	49.40	43.30
Percent of Students Eligible for Free/Reduced-Priced Lunch	38.9	45.30	44.80
Per Student Amount Spent on Regular Instruction (District-Level only Available)	-	\$3,323	\$4,713
Overall Student Attendance Rate	95.1	92.90	94.40

Overview

All parents and community members deserve to understand how well their children's schools are performing and what is being done to improve them. The Maine School Performance Grading System uses a familiar A-F scale to provide a starting point, presenting existing data in an easy-to-understand format to bring transparency and accountability to school performance across the state.

No one score or grade tells the whole story of a school. That's why the grading system is based on several factors, including student achievement in reading and math, growth/progress in achievement, and, in particular, the growth of the bottom 25 percent of students (for elementary schools) and the graduation rate (for high schools). Additionally, the report cards contain constructive, contextual information on the school variables that most impact Maine student achievement including student poverty, teacher tenure and education levels, and funding. We encourage parents and the public to even dig deeper by visiting our Education Data Warehouse, which contains multi-year, detailed information about every Maine school and provides the ability to compare a school to others throughout the state using a wide range of measures.

Learn more about Maine's School Performance Grading System and read answers to frequently asked questions at www.maine.gov/doe/schoolreportcards.

Visit the Data Warehouse at <http://dw.education.maine.gov/education/>.

Use the data to support Maine schools

No matter a school's grade, parents and the public play an important part in improving Maine schools. Here's how you can help:

- Are you satisfied with your school's grade? Does it seem reflective of what you know about your child's school and the instruction support your child is receiving?
- Dig deeper! Go to the Data Warehouse and research your school. Compare it to similar schools and look at the details.
- Ask your principal, superintendent or school board about their plans for improvement. Be specific: How will your school's plans lead to improved student achievement? How can you help support your school's improvement efforts?

Learn more about how you can use data to support Maine schools at www.maine.gov/doe/schoolreportcards.

Methodology

For the elementary school grades, calculations are based on grade 3-8 students who participated in the New England Common Assessment Program (NECAP) in fall 2013 or were assessed using the Personalized Alternate Assessment Portfolio (PAAP) in spring 2013, and who were continuously enrolled at the school for a full academic year. It takes two years of assessment data for a student to be included in the calculations – for this reason, a K-3 school cannot be graded.

For high schools, calculations are based on the 2012-13 Maine High School Assessment (MHSA) and the 2012-13 PAAP, as well as the most recent four- and five-year graduation rates.

The methodology is partially described on the first page of this report and fully described in the methodology document found at www.maine.gov/doe/schoolreportcards.

Stay informed

Informed and engaged parents and community members are a vital part of the success of any school community. Stay up-to-date on what's happening in education at the state level by reading and subscribing to the Maine DOE's regular communications at <http://mainedoeneews.net/>.