



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 2017-18.

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 2015-2016: 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 2016-17 ESEA Report Cards is from the tests given in the spring of 2015-16.

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.

Robert G. Hasson, Jr.
Commissioner of Education

2016-2017 ESEA Report Card

District: RSU 19

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2016-2017 ESEA Report Card

District: RSU 19
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 District	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	2015-2016	1,041	1,025	98.46		40.49	50.58	10.54	29.95	35.12	24.39	1,014	11	*
Female	2015-2016	522	513	98.28		43.86	56.35	13.65	30.21	36.06	20.08	*	*	
Male	2015-2016	519	512	98.65		37.11	45.15	7.42	29.69	34.18	28.71	*	*	
White	2015-2016	986	971	98.48		41.09	51.62	10.92	30.18	34.81	24.10	960	11	
Black or African American	2015-2016	6	6	100.00		*	27.26	*	*	*	*	*	*	
Hispanic/Latino	2015-2016	16	16	100.00		50.00	43.01	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	2015-2016	0	0	0.00		*	49.47	*	*	*	*	*	*	
Asian	2015-2016	3	3	100.00		*	59.60	*	*	*	*	*	*	
American Indian or Alaska Native	2015-2016	2	2	100.00		*	34.42	*	*	*	*	*	*	
Two or More Races	2015-2016	28	27	96.43		18.52	47.24	*	*	51.85	29.63	*	*	
Economically Disadvantaged	2015-2016	638	625	97.96		32.96	36.60	7.68	25.28	36.00	31.04	617	8	
Migrant	2015-2016	*	*	*		*	27.03	*	*	*	*	*	*	
Special Education	2015-2016	171	167	97.66		7.78	15.52	*	*	22.16	70.06	156	11	
English Learner	2015-2016	5	5	100.00		*	15.86	*	*	*	*	*	*	

Note: Data from 2015-16 could not be compared to previous years due to a change in assessments.
Achievement levels were reported in 2015-16 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.

2016-2017 ESEA Report Card

District: RSU 19
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 District	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	2015-2016	1,042	1,027	98.56		27.56	38.31	5.65	21.91	40.02	32.42	1,016	11
Female	2015-2016	523	514	98.28		29.38	38.96	5.45	23.93	38.13	32.49	*	*
Male	2015-2016	519	513	98.84		25.73	37.70	5.85	19.88	41.91	32.36	*	*
White	2015-2016	986	972	98.58		27.98	39.33	5.76	22.22	39.92	32.10	961	11
Black or African American	2015-2016	6	6	100.00		*	16.63	*	*	*	*	*	*
Hispanic/Latino	2015-2016	16	16	100.00		*	28.11	*	*	31.25	50.00	*	*
Native Hawaiian or Other Pacific Islander	2015-2016	0	0	0.00		*	47.37	*	*	*	*	*	*
Asian	2015-2016	3	3	100.00		*	49.72	*	*	*	*	*	*
American Indian or Alaska Native	2015-2016	2	2	100.00		*	23.11	*	*	*	*	*	*
Two or More Races	2015-2016	29	28	96.55		21.43	35.46	*	*	46.43	32.14	*	*
Economically Disadvantaged	2015-2016	638	626	98.12		20.13	25.24	2.72	17.41	41.21	38.66	618	8
Migrant	2015-2016	*	*	*		*	19.74	*	*	*	*	*	*
Special Education	2015-2016	171	167	97.66		5.39	11.91	*	*	17.96	76.65	156	11
English Learner	2015-2016	6	6	100.00		*	12.67	*	*	*	*	*	*

Note: Data from 2015-16 could not be compared to previous years due to a change in assessments.
 Achievement levels were reported in 2015-16 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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2016-2017 ESEA Report Card

District: RSU 19
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 District	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	2015-2016	474	463	97.68		49.24	60.97	6.70	42.55	34.34	16.41	456	7
Female	2015-2016	242	236	97.52		48.31	60.73	5.93	42.37	36.44	15.25	*	*
Male	2015-2016	232	227	97.84		50.22	61.20	7.49	42.73	32.16	17.62	*	*
White	2015-2016	452	445	98.45		49.21	62.29	6.97	42.25	34.38	16.40	438	7
Black or African American	2015-2016	1	1	100.00		*	31.40	*	*	*	*	*	*
Hispanic/Latino	2015-2016	8	8	100.00		*	49.93	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2015-2016	0	0	0.00		*	71.79	*	*	*	*	*	*
Asian	2015-2016	1	1	100.00		*	67.01	*	*	*	*	*	*
American Indian or Alaska Native	2015-2016	0	0	0.00		*	47.06	*	*	*	*	*	*
Two or More Races	2015-2016	11	8	72.73		*	58.44	*	*	*	*	*	*
Economically Disadvantaged	2015-2016	286	279	97.55		37.99	49.78	3.58	34.41	40.14	21.86	274	5
Migrant	2015-2016	0	0	0.00		*	28.57	*	*	*	*	*	*
Special Education	2015-2016	74	70	94.59		15.71	29.55	*	*	34.29	50.00	63	7
English Learner	2015-2016	*	*	*		*	19.90	*	*	*	*	*	*

Achievement levels were reported in 2015-16 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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2016-2017 ESEA Report Card

District: RSU 19
Grades: 3-8 (as applicable)

Group	English Language Arts/Literacy Accountability Data				
	Participation Target = 95%		2015-2016 Achievement		
	Number Required to Test	Percent Participated	Number Tested	Number At/Above State Expectations	% At/Above State Expectations
All Students	845	99.29	839	314	37.43
White	799	99.37	794	300	37.78
Black or African American	6	100.00	6	*	*
Hispanic/Latino	12	100.00	12	6	50.00
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*
Asian	2	100.00	2	*	*
American Indian or Alaska Native	2	100.00	2	*	*
Two or More Races	24	95.83	23	5	21.74
Economically Disadvantaged	529	99.24	525	160	30.48
Special Education	142	99.30	141	7	4.96
English Learner	*	*	*	*	*

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

2016-2017 ESEA Report Card

District: RSU 19
Grades: 3-8 (as applicable)

Group	Mathematics Accountability Data				
	Participation Target = 95%		2015-2016 Achievement		
	Number Required to Test	Percent Participated	Number Tested	Number At/Above State Expectations	% At/Above State Expectations
All Students	846	99.17	840	230	27.41
White	799	99.37	794	220	27.71
Black or African American	6	100.00	6	*	*
Hispanic/Latino	12	100.00	12	*	*
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*
Asian	2	100.00	2	*	*
American Indian or Alaska Native	2	100.00	2	*	*
Two or More Races	25	92.00	24	6	26.09
Economically Disadvantaged	529	99.24	525	106	20.19
Special Education	142	98.59	140	*	*
English Learner	*	*	*	*	*

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 -Bureau of Indian Education students are excluded.
 -Mathematics achievement results for recently arrived English learners are excluded.

2016-2017 ESEA Report Card

District: RSU 19
Grades: High School

Group	English Language Arts/Literacy Accountability Data					2015-2016 % Graduation Rate Target = 90%
	Participation Target = 95%		2015-2016 Achievement			
	Number Required to Test	Percent Participated	Number Tested	Number At/Above State Expectations	% At/Above State Expectations	
All Students	165	95.15	157	87	55.41	86
White	158	94.94	150	85	56.67	86
Black or African American	0	0.00	0	*	*	0
Hispanic/Latino	4	100.00	4	*	*	NA
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*	0
Asian	0	0.00	0	*	*	0
American Indian or Alaska Native	0	0.00	0	*	*	0
Two or More Races	3	100.00	3	*	*	100
Economically Disadvantaged	93	92.47	86	41	47.67	80
Special Education	21	90.48	19	*	*	64
English Learner	*	*	*	*	*	NA

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 -Bureau of Indian Education students are excluded.

2016-2017 ESEA Report Card

District: RSU 19
Grades: High School

Group	Mathematics Accountability Data					2015-2016 % Graduation Rate Target = 90%
	Participation Target = 95%		2015-2016 Achievement			
	Number Required to Test	Percent Participated	Number Tested	Number At/Above State Expectations	% At/Above State Expectations	
All Students	165	95.15	157	45	28.66	86
White	158	94.94	150	44	29.33	86
Black or African American	0	0.00	0	*	*	0
Hispanic/Latino	4	100.00	4	*	*	NA
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*	0
Asian	0	0.00	0	*	*	0
American Indian or Alaska Native	0	0.00	0	*	*	0
Two or More Races	3	100.00	3	*	*	100
Economically Disadvantaged	93	92.47	86	18	20.93	80
Special Education	21	90.48	19	*	*	64
English Learner	*	*	*	*	*	NA

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 -Students enrolled for less than a full academic year are excluded.
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2016-2017 ESEA Report Card

District: RSU 19

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 State¹	81	17	33	3	3	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, 2016	3.88%

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 Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.