



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 2013-2014:** 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 2013 (Grade 3-8), spring of 2014 (High School), spring of 2014 (Alternate Assessment-Science), and spring of 2013 (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 2012-2013 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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

# 2014-2015 NCLB Report Card

SAU: RSU 19

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# 2014-2015 NCLB Report Card

SAU: RSU 19  
Grade: 03

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	160	159	>95		60	68	6	54	19	20	159		
	2013-2014	160	158	>95		59	68	6	53	22	18	154		
Female	2012-2013	75	75	>95		64	73		57	17	19			
	2013-2014	80	80	>95		74	72		65	16				
Male	2012-2013	85	84	>95		57	64		51	21	21			
	2013-2014	80	78	>95		45	64		41	28	27			
Caucasian/White	2012-2013	155	154	>95		60	70	6	54	19	21			
	2013-2014	152	151	>95		59	69	7	52	23	19			
African American/Black	2012-2013	1					43							
	2013-2014	1					43							
Hispanic	2012-2013	2					58							
	2013-2014	2					55							
Asian or Pacific Islander	2012-2013	0					67							
	2013-2014	0					69							
American Indian or Native Alaskan	2012-2013	1					61							
	2013-2014	1					48							
Economically Disadvantaged	2012-2013	109	108	>95		56	59		49	19	25			
	2013-2014	106	105	>95		57	57		54	26	17			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	23	23	>95			35				70			
	2013-2014	22	20	91			32				60			
Limited English Proficient	2012-2013	1					43							
	2013-2014	0					38							

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

SAU: RSU 19  
Grade: 04

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	144	143	>95		64	69	9	55	20	16	139		
	2013-2014	154	153	>95		59	66	14	46	23	18	153		
Female	2012-2013	74	74	>95		64	74		51	22	15			
	2013-2014	74	74	>95		66	71		54	19	15			
Male	2012-2013	70	69	>95		65	64		59	17	17			
	2013-2014	80	79	>95		53	60	15	38	27	20			
Caucasian/White	2012-2013	135	134	>95		66	70	10	57	18	16			
	2013-2014	149	148	>95		59	67	14	45	23	18			
African American/Black	2012-2013	3					43							
	2013-2014	1					41							
Hispanic	2012-2013	2					60							
	2013-2014	2					61							
Asian or Pacific Islander	2012-2013	0					77							
	2013-2014	0					72							
American Indian or Native Alaskan	2012-2013	0					61							
	2013-2014	1					55							
Economically Disadvantaged	2012-2013	96	95	>95		58	58		52	24	18			
	2013-2014	98	97	>95		54	54	12	41	24	23			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	33	33	>95		30	31		30		42			
	2013-2014	25	24	>95			30				63			
Limited English Proficient	2012-2013	0					41							
	2013-2014	1					42							

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

**SAU:** RSU 19  
**Grade:** 05

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	151	150	>95		58	72	11	47	30	12	147		
	2013-2014	143	142	>95		55	71	12	43	31	14	140		
Female	2012-2013	79	79	>95		59	75	15	44	28	13			
	2013-2014	73	73	>95		66	78	18	48	29				
Male	2012-2013	72	71	>95		56	68		49	32				
	2013-2014	70	69	>95		43	65		38	33	23			
Caucasian/White	2012-2013	141	140	>95		57	73	11	46	31	12			
	2013-2014	134	133	>95		58	72	13	45	29	14			
African American/Black	2012-2013	0					50							
	2013-2014	3					51							
Hispanic	2012-2013	2					63							
	2013-2014	2					64							
Asian or Pacific Islander	2012-2013	0					82							
	2013-2014	0					83							
American Indian or Native Alaskan	2012-2013	1					51							
	2013-2014	0					53							
Economically Disadvantaged	2012-2013	100	99	>95		51	61		42	34	15			
	2013-2014	88	87	>95		49	60		43	36	15			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	30	29	>95			35			59				
	2013-2014	31	30	>95			32			37	47			
Limited English Proficient	2012-2013	1					47							
	2013-2014	0					48							

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

<b>SAU:</b> RSU 19
<b>Grade:</b> 06

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	156	155	>95		54	71		50	28	17	152		
	2013-2014	154	152	>95		53	70	10	43	29	18	150		
Female	2012-2013	78	77	>95		61	77		56	19	19			
	2013-2014	87	86	>95		60	78	15	45	23	16			
Male	2012-2013	78	78	>95		47	66		44	37	15			
	2013-2014	67	66	>95		44	63		41	36	20			
Caucasian/White	2012-2013	152	151	>95		55	73		50	28	17			
	2013-2014	144	142	>95		53	71	10	43	30	17			
African American/Black	2012-2013	1					42							
	2013-2014	0					51							
Hispanic	2012-2013	2					65							
	2013-2014	3					65							
Asian or Pacific Islander	2012-2013	0					71							
	2013-2014	0					82							
American Indian or Native Alaskan	2012-2013	0					55							
	2013-2014	1					55							
Economically Disadvantaged	2012-2013	107	106	>95		49	60		43	28	23			
	2013-2014	96	95	>95		44	60		41	33	23			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	33	32	>95			31			47	38			
	2013-2014	29	29	>95			32			38	52			
Limited English Proficient	2012-2013	1					41							
	2013-2014	1					51							

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

SAU: RSU 19  
Grade: 07

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	176	175	>95		53	69	9	43	29	19	170		
	2013-2014	153	149	>95		47	69	7	40	30	23	147		
Female	2012-2013	79	78	>95		60	77	18	42	22	18			
	2013-2014	70	67	>95		48	73		39	28	24			
Male	2012-2013	97	97	>95		46	62		44	34	20			
	2013-2014	83	82	>95		46	65		40	30	23			
Caucasian/White	2012-2013	168	167	>95		50	70	10	41	30	20			
	2013-2014	148	144	>95		48	70	8	40	28	24			
African American/Black	2012-2013	0					47							
	2013-2014	1					43							
Hispanic	2012-2013	2					65							
	2013-2014	3					62							
Asian or Pacific Islander	2012-2013	0					80							
	2013-2014	0					75							
American Indian or Native Alaskan	2012-2013	1					61							
	2013-2014	0					58							
Economically Disadvantaged	2012-2013	112	111	>95		45	57		41	31	24			
	2013-2014	103	99	>95		38	56		32	33	28			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	37	37	>95		30	28		27	30	41			
	2013-2014	29	26	90			30			42	38			
Limited English Proficient	2012-2013	0					46							
	2013-2014	1					46							

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\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

**SAU:** RSU 19  
**Grade:** 08

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	181	180	>95		78	77	18	59	14	8	177		
	2013-2014	166	163	>95		61	71	13	48	25	13	159		
Female	2012-2013	91	90	>95		78	82	22	56	11	11			
	2013-2014	72	70	>95		67	79	24	43	27				
Male	2012-2013	90	90	>95		78	72	14	63	17				
	2013-2014	94	93	>95		57	64		53	24	19			
Caucasian/White	2012-2013	174	173	>95		78	77	18	60	14	8			
	2013-2014	158	155	>95		61	72	12	48	25	14			
African American/Black	2012-2013	0					53							
	2013-2014	0					49							
Hispanic	2012-2013	3					73							
	2013-2014	2					69							
Asian or Pacific Islander	2012-2013	1					81							
	2013-2014	0					81							
American Indian or Native Alaskan	2012-2013	0					68							
	2013-2014	1					71							
Economically Disadvantaged	2012-2013	112	111	>95		66	66	12	54	22	13			
	2013-2014	102	101	>95		53	60		47	29	18			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	28	27	>95			36							
	2013-2014	30	29	>95			29			34	41			
Limited English Proficient	2012-2013	2					53							
	2013-2014	0					51							

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\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

**SAU:** RSU 19  
**Grade:** High School

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	162	153	94		39	48		39	41	20	149		
	2013-2014	159	154	>95		42	48		40	29	29	151		
Female	2012-2013	81	78	>95		36	51		36	45	19			
	2013-2014	71	69	>95		51	50		46	29	20			
Male	2012-2013	81	75	93		43	45		41	36	21			
	2013-2014	88	85	>95		35	45		34	29	35			
Caucasian/White	2012-2013	162	153	94		39	49		39	41	20			
	2013-2014	150	145	>95		43	48		40	28	29			
African American/Black	2012-2013	0					23							
	2013-2014	0					25							
Hispanic	2012-2013	0					39							
	2013-2014	3					44							
Asian or Pacific Islander	2012-2013	0					50							
	2013-2014	2					48							
American Indian or Native Alaskan	2012-2013	0					24							
	2013-2014	0					33							
Economically Disadvantaged	2012-2013	92	84	91		33	33		33	40	26			
	2013-2014	75	71	95		31	32		31	37	32			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	21	20	95			14				60			
	2013-2014	22	21	95			16				48			
Limited English Proficient	2012-2013	0					10							
	2013-2014	0					10							

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\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

SAU: RSU 19
Grade: 03

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	160	159	>95		48	62	10	38	29	23	159	
	2013-2014	160	158	>95		47	60	9	37	27	27	154	
Female	2012-2013	75	75	>95		44	60		35	35	21		
	2013-2014	80	80	>95		51	59		43	25	24		
Male	2012-2013	85	84	>95		51	63		40	24	25		
	2013-2014	80	78	>95		42	61		32	28	29		
Caucasian/White	2012-2013	155	154	>95		48	63	10	38	28	24		
	2013-2014	152	151	>95		47	61	10	37	26	27		
African American/Black	2012-2013	1					30						
	2013-2014	1					34						
Hispanic	2012-2013	2					48						
	2013-2014	2					46						
Asian or Pacific Islander	2012-2013	0					63						
	2013-2014	0					64						
American Indian or Native Alaskan	2012-2013	1					49						
	2013-2014	1					38						
Economically Disadvantaged	2012-2013	109	108	>95		43	50	9	33	28	30		
	2013-2014	106	105	>95		40	48		31	30	30		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	23	23	>95			36				65		
	2013-2014	22	20	91			32				55		
Limited English Proficient	2012-2013	1					31						
	2013-2014	0					30						

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# 2014-2015 NCLB Report Card

SAU: RSU 19
Grade: 04

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	144	142	>95		63	65	16	46	13	25	138	
	2013-2014	154	153	>95		56	63	13	42	24	21	153	
Female	2012-2013	74	73	>95		56	65	18	38	15	29		
	2013-2014	74	74	>95		53	63		43	27	20		
Male	2012-2013	70	69	>95		70	65	14	55		20		
	2013-2014	80	79	>95		58	62	16	42	20	22		
Caucasian/White	2012-2013	135	134	>95		63	66	16	47	13	23		
	2013-2014	149	148	>95		55	64	14	41	24	22		
African American/Black	2012-2013	3					39						
	2013-2014	1					34						
Hispanic	2012-2013	2					53						
	2013-2014	2					52						
Asian or Pacific Islander	2012-2013	0					73						
	2013-2014	0					65						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	1					55						
Economically Disadvantaged	2012-2013	96	94	>95		54	53	11	44	18	28		
	2013-2014	98	97	>95		52	51		42	22	27		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	33	33	>95		36	31				55		
	2013-2014	25	24	>95			32				63		
Limited English Proficient	2012-2013	0					39						
	2013-2014	1					36						

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

SAU: RSU 19  
Grade: 05

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	151	151	>95		52	62	9	44	19	29	148	
	2013-2014	143	142	>95		58	63	11	48	13	29	140	
Female	2012-2013	79	79	>95		54	62		44	19	27		
	2013-2014	73	73	>95		60	63		48		30		
Male	2012-2013	72	72	>95		50	62		43	18	32		
	2013-2014	70	69	>95		57	63		48	16	28		
Caucasian/White	2012-2013	141	141	>95		51	64	9	43	19	30		
	2013-2014	134	133	>95		62	64	11	50	13	26		
African American/Black	2012-2013	0					30						
	2013-2014	3					37						
Hispanic	2012-2013	2					46						
	2013-2014	2					49						
Asian or Pacific Islander	2012-2013	0					71						
	2013-2014	0					75						
American Indian or Native Alaskan	2012-2013	1					45						
	2013-2014	0					56						
Economically Disadvantaged	2012-2013	100	100	>95		42	50		36	19	39		
	2013-2014	88	87	>95		49	50		45	20	31		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	30	30	>95			30				63		
	2013-2014	31	30	>95			29				67		
Limited English Proficient	2012-2013	1					31						
	2013-2014	0					39						

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

SAU: RSU 19
Grade: 06

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	156	154	>95		46	64	8	38	21	32	151	
	2013-2014	154	153	>95		46	61	10	35	24	31	151	
Female	2012-2013	78	76	>95		39	65		32	29	32		
	2013-2014	87	87	>95		48	61		38	20	32		
Male	2012-2013	78	78	>95		53	63		45	14	33		
	2013-2014	67	66	>95		42	61		32	29	29		
Caucasian/White	2012-2013	152	150	>95		47	65	8	39	22	31		
	2013-2014	144	143	>95		45	62	10	35	24	31		
African American/Black	2012-2013	1					30						
	2013-2014	0					32						
Hispanic	2012-2013	2					52						
	2013-2014	3					46						
Asian or Pacific Islander	2012-2013	0					68						
	2013-2014	0					71						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	1					44						
Economically Disadvantaged	2012-2013	107	105	>95		38	51		32	23	39		
	2013-2014	96	96	>95		34	48		28	23	43		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	33	32	>95			24				72		
	2013-2014	29	29	>95			24				69		
Limited English Proficient	2012-2013	1					36						
	2013-2014	1					34						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

SAU: RSU 19
Grade: 07

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	176	174	>95		46	59	13	33	22	32	169	
	2013-2014	153	149	>95		42	59	9	33	21	38	147	
Female	2012-2013	79	78	>95		47	59	17	31	21	32		
	2013-2014	70	67	>95		42	60		37	22	36		
Male	2012-2013	97	96	>95		45	59	10	34	23	32		
	2013-2014	83	82	>95		41	58	12	29	20	39		
Caucasian/White	2012-2013	168	166	>95		44	60	13	31	22	34		
	2013-2014	148	144	>95		43	60	9	34	22	35		
African American/Black	2012-2013	0					30						
	2013-2014	1					30						
Hispanic	2012-2013	2					46						
	2013-2014	3					49						
Asian or Pacific Islander	2012-2013	0					70						
	2013-2014	0					71						
American Indian or Native Alaskan	2012-2013	1					48						
	2013-2014	0					48						
Economically Disadvantaged	2012-2013	112	110	>95		37	45		31	23	40		
	2013-2014	103	99	>95		33	45		26	21	45		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	37	37	>95			22				65		
	2013-2014	29	26	90			21				73		
Limited English Proficient	2012-2013	0					35						
	2013-2014	1					35						

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

SAU: RSU 19
Grade: 08

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	181	180	>95		53	61	9	43	22	26	177	
	2013-2014	166	163	>95		40	56	10	30	26	33	159	
Female	2012-2013	91	90	>95		46	62		37	20	34		
	2013-2014	72	70	>95		43	59	19	24	27	30		
Male	2012-2013	90	90	>95		60	60		50	23	17		
	2013-2014	94	93	>95		39	54		34	26	35		
Caucasian/White	2012-2013	174	173	>95		53	62	9	44	22	25		
	2013-2014	158	155	>95		39	57	11	28	26	35		
African American/Black	2012-2013	0					33						
	2013-2014	0					28						
Hispanic	2012-2013	3					59						
	2013-2014	2					41						
Asian or Pacific Islander	2012-2013	1					71						
	2013-2014	0					72						
American Indian or Native Alaskan	2012-2013	0					49						
	2013-2014	1					49						
Economically Disadvantaged	2012-2013	112	111	>95		41	47		34	23	35		
	2013-2014	102	101	>95		33	40		28	27	41		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	28	27	>95			22				67		
	2013-2014	30	29	>95			18				55		
Limited English Proficient	2012-2013	2					35						
	2013-2014	0					30						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

<b>SAU:</b> RSU 19 <b>Grade:</b> High School
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Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	162	153	94		48	48		47	30	22	149	
	2013-2014	159	154	>95		42	49		41	32	26	151	
Female	2012-2013	81	78	>95		41	47		41	36	23		
	2013-2014	71	69	>95		45	47		45	32	23		
Male	2012-2013	81	75	93		55	49		53	24	21		
	2013-2014	88	85	>95		39	50		38	33	28		
Caucasian/White	2012-2013	162	153	94		48	49		47	30	22		
	2013-2014	150	145	>95		42	50		41	32	26		
African American/Black	2012-2013	0					18						
	2013-2014	0					23						
Hispanic	2012-2013	0					36						
	2013-2014	3					41						
Asian or Pacific Islander	2012-2013	0					61						
	2013-2014	2					64						
American Indian or Native Alaskan	2012-2013	0					29						
	2013-2014	0					30						
Economically Disadvantaged	2012-2013	92	84	91		40	31		40	25	35		
	2013-2014	75	71	95		32	32		32	35	32		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	21	20	95			14				80		
	2013-2014	22	21	95			16				48		
Limited English Proficient	2012-2013	0					15						
	2013-2014	0					19						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



# 2014-2015 NCLB Report Card

SAU: RSU 19
Grade: 05

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	151	148	>95		54	69	7	47	25	21	146	
	2013-2014	144	142	>95		51	63		47	33	16	141	
Female	2012-2013	82	81	>95		48	69		42	26	26		
	2013-2014	77	76	>95		57	63		51	32			
Male	2012-2013	69	67	>95		61	70		54	24	15		
	2013-2014	67	66	>95		44	62		42	35	21		
Caucasian/White	2012-2013	141	138	>95		54	71	7	46	25	21		
	2013-2014	135	134	>95		53	64		49	32	15		
African American/Black	2012-2013	0					34						
	2013-2014	3					33						
Hispanic	2012-2013	2					58						
	2013-2014	2					55						
Asian or Pacific Islander	2012-2013	0					72						
	2013-2014	0					72						
American Indian or Native Alaskan	2012-2013	1					52						
	2013-2014	0					46						
Economically Disadvantaged	2012-2013	100	97	>95		44	58		41	32	24		
	2013-2014	88	86	>95		47	51		45	37	16		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	32	29	91			41				48		
	2013-2014	34	33	>95			33			42	45		
Limited English Proficient	2012-2013	1					35						
	2013-2014	0					32						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient





# 2014-2015 NCLB Report Card

SAU: RSU 19  
Grade: 08

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	174	174	>95		57	70	11	47	29	14	171	
	2013-2014	166	160	>95		59	73	17	43	29	12	157	
Female	2012-2013	86	86	>95		51	69		45	30	19		
	2013-2014	74	71	>95		55	73	14	41	34			
Male	2012-2013	88	88	>95		64	71	16	48	27			
	2013-2014	92	89	>95		63	73	19	44	25	12		
Caucasian/White	2012-2013	165	165	>95		59	71	12	47	27	14		
	2013-2014	158	153	>95		58	74	16	42	29	12		
African American/Black	2012-2013	1					39						
	2013-2014	1					42						
Hispanic	2012-2013	4					60						
	2013-2014	1					62						
Asian or Pacific Islander	2012-2013	1					70						
	2013-2014	0					79						
American Indian or Native Alaskan	2012-2013	0					56						
	2013-2014	1					69						
Economically Disadvantaged	2012-2013	105	105	>95		45	59		36	37	18		
	2013-2014	98	95	>95		52	61	11	41	33	16		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	28	28	>95			37				50		
	2013-2014	29	27	93			37			37			
Limited English Proficient	2012-2013	3					33						
	2013-2014	1					42						

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

<b>SAU:</b> RSU 19
<b>Grade:</b> High School

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2012-2013	162	159	>95		35	41		35	33	33	155	
	2013-2014	159	155	>95		45	44		43	26	30	152	
Female	2012-2013	81	81	>95		25	37		25	41	35		
	2013-2014	71	68	>95		50	41		50	25	25		
Male	2012-2013	81	78	>95		45	44		45	24	31		
	2013-2014	88	87	>95		40	46		38	26	33		
Caucasian/White	2012-2013	162	159	>95		35	42		35	33	33		
	2013-2014	150	146	>95		45	45		43	25	30		
African American/Black	2012-2013	0					17						
	2013-2014	0					17						
Hispanic	2012-2013	0					30						
	2013-2014	3					36						
Asian or Pacific Islander	2012-2013	0					45						
	2013-2014	2					54						
American Indian or Native Alaskan	2012-2013	0					22						
	2013-2014	0					28						
Economically Disadvantaged	2012-2013	92	89	>95		25	27		25	37	38		
	2013-2014	75	72	>95		39	29		38	26	35		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	21	21	>95			12				67		
	2013-2014	22	21	95			15				52		
Limited English Proficient	2012-2013	0					10						
	2013-2014	0					10						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

# 2014-2015 NCLB Report Card

**SAU:** RSU 19  
**Grade:** 03-08

GROUP	Reading Accountability Data								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole SAU	926	>95		61	70	885	499	56	82
Female	455	>95		64	73	438	276	63	84
Male	471	>95		57	68	447	223	50	81
Caucasian/White	882	>95		61	70	843	478	57	82
African American/Black	6	*		*			*	*	
Hispanic	14	*			63	12			78
Asian or Pacific Islander	0	*		*			*	*	
American Indian or Native Alaskan	3	*		*			*	*	
Economically Disadvantaged	590	>95		53	65	567	280	49	79
Migrant	0	*		*			*	*	
Students with Disabilities	162	>95		23	41	156	27	17	65
Limited English Proficient	3	*		*			*	*	
Super Subgroup	635	>95		52	64	606	290	48	79

<b>2012-13 % Attendance Rate Target = 93%</b>
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 did not meet minimum requirements.  
The source of information for this report is the Maine Department of Education.

# 2014-2015 NCLB Report Card

SAU: RSU 19  
Grade: 03-08

GROUP	Mathematics Accountability Data								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole SAU	926	>95		51	65	885	428	48	79
Female	455	>95		48	64	438	214	49	79
Male	471	>95		54	67	447	214	48	80
Caucasian/White	882	>95		51	65	843	411	49	79
African American/Black	6	*		*			*	*	
Hispanic	14	*			63	12			78
Asian or Pacific Islander	0	*		*			*	*	
American Indian or Native Alaskan	3	*		*			*	*	
Economically Disadvantaged	590	>95		42	57	567	226	40	74
Migrant	0	*		*			*	*	
Students with Disabilities	162	>95		23	43	156	26	17	66
Limited English Proficient	3	*		*			*	*	
Super Subgroup	635	>95		42	57	606	235	39	74

2012-13  
% 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 did not meet minimum requirements.  
The source of information for this report is the Maine Department of Education.



# 2014-2015 NCLB Report Card

**SAU:** RSU 19  
**Grade:** High School

GROUP	Reading Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole SAU	157	>95		39	41	149	63	42	65	88
Female	71	>95		36	42	67	34	51	65	87
Male	86	>95		42	41	82	29	35	65	89
Caucasian/White	148	>95		39	40	140	60	43	64	89
African American/Black	0	*		*			*	*		100
Hispanic	3	*		*			*	*		0
Asian or Pacific Islander	2	*		*			*	*		0
American Indian or Native Alaskan	0	*		*			*	*		0
Economically Disadvantaged	73	>95		33	36	69	22	32	62	83
Migrant	0	*		*			*	*		0
Students with Disabilities	21	*			23	20			54	81
Limited English Proficient	0	*		*			*	*		100
Super Subgroup	77	>95		34	35	73	24	33	61	

\*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 did not meet minimum requirements.  
The source of information for this report is the Maine Department of Education.

# 2014-2015 NCLB Report Card

**SAU:** RSU 19  
**Grade:** High School

GROUP	Mathematics Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole SAU	157	>95		47	45	149	62	42	67	88
Female	71	>95		39	44	67	29	43	67	87
Male	86	>95		54	45	82	33	40	67	89
Caucasian/White	148	>95		47	43	140	59	42	66	89
African American/Black	0	*		*			*	*		100
Hispanic	3	*		*			*	*		0
Asian or Pacific Islander	2	*		*			*	*		0
American Indian or Native Alaskan	0	*		*			*	*		0
Economically Disadvantaged	73	>95		39	44	69	22	32	67	83
Migrant	0	*		*			*	*		0
Students with Disabilities	21	*			20	20			52	81
Limited English Proficient	0	*		*			*	*		100
Super Subgroup	77	>95		38	42	73	24	33	65	

\*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 did not meet minimum requirements.  
The source of information for this report is the Maine Department of Education.

# 2014-2015 NCLB Report Card

SAU: RSU 19

## 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 SAU <sup>1</sup>	112	21	47	3	1	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the State with Emergency/Conditional Certification as of June 30, 2014	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers			
	SAU Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.25	2.23	0

<sup>1</sup>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.

# 2014-2015 NCLB Report Card

SAU: RSU 19

## Reading



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2013-2014	NAEP* 2012-2013	NECAP 2013-2014	NAEP* 2012-2013
All Students	>95	100	>95	100
Students with Disabilities	>95	18	83	17
Limited English Proficient	‡	2	‡	2

Grade 4: All Students									
Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2013-2014	14	46	23	18	2012-2013	9	28	35	29

Grade 8: All Students									
Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2013-2014	12	49	25	14	2012-2013	4	34	41	21

\* The 2012-2013 NAEP data is the most current and is state level data. 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 schools and students.

**Note:** Achievement level were reported in 2013-2014 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

‡ Reporting Standards Not Met



# 2014-2015 NCLB Report Card

SAU: RSU 19

## Mathematics



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2013-2014	NAEP* 2012-2013	NECAP 2013-2014	NAEP* 2012-2013
All Students	>95	100	>95	100
Students with Disabilities	>95	18	83	17
Limited English Proficient	‡	2	‡	2

Grade 4: All Students									
Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2013-2014	13	42	24	21	2012-2013	8	39	40	12

Grade 8: All Students									
Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2013-2014	11	30	26	34	2012-2013	10	30	39	22

\* The 2012-2013 NAEP data is the most current and is state level data. 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 schools and students.

**Note:** Achievement level were reported in 2013-2014 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

‡ Reporting Standards Not Met