



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 79/MSAD 01

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2016-2017 ESEA Report Card

District: RSU 79/MSAD 01
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	854	845	98.95		41.18	50.58	9.94	31.24	35.27	23.55	834	11	*
Female	2015-2016	439	433	98.63		46.19	56.35	13.63	32.56	34.87	18.94	427	6	
Male	2015-2016	415	412	99.28		35.92	45.15	6.07	29.85	35.68	28.40	407	5	
White	2015-2016	783	775	98.98		41.55	51.62	10.06	31.48	35.48	22.97	765	10	
Black or African American	2015-2016	8	8	100.00		*	27.26	*	*	*	*	*	*	
Hispanic/Latino	2015-2016	7	7	100.00		*	43.01	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	2015-2016	2	2	100.00		*	49.47	*	*	*	*	*	*	
Asian	2015-2016	12	12	100.00		*	59.60	*	*	*	*	*	*	
American Indian or Alaska Native	2015-2016	38	37	97.37		32.43	34.42	*	*	40.54	27.03	*	*	
Two or More Races	2015-2016	4	4	100.00		*	47.24	*	*	*	*	*	*	
Economically Disadvantaged	2015-2016	437	432	98.86		27.78	36.60	3.70	24.07	38.43	33.80	424	8	
Migrant	2015-2016	*	*	*		*	27.03	*	*	*	*	*	*	
Special Education	2015-2016	176	172	97.73		14.53	15.52	3.49	11.05	21.51	63.95	161	11	
English Learner	2015-2016	0	0	0.00		*	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 79/MSAD 01
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	854	846	99.06		32.98	38.31	6.62	26.36	38.89	28.13	835	11
Female	2015-2016	439	434	98.86		33.18	38.96	7.83	25.35	39.17	27.65	428	6
Male	2015-2016	415	412	99.28		32.77	37.70	5.34	27.43	38.59	28.64	407	5
White	2015-2016	783	776	99.11		32.99	39.33	6.44	26.55	39.05	27.96	766	10
Black or African American	2015-2016	8	8	100.00		*	16.63	*	*	*	*	*	*
Hispanic/Latino	2015-2016	7	7	100.00		*	28.11	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2015-2016	2	2	100.00		*	47.37	*	*	*	*	*	*
Asian	2015-2016	12	12	100.00		*	49.72	41.67	41.67	*	*	*	*
American Indian or Alaska Native	2015-2016	38	37	97.37		27.03	23.11	*	*	45.95	27.03	*	*
Two or More Races	2015-2016	4	4	100.00		*	35.46	*	*	*	*	*	*
Economically Disadvantaged	2015-2016	437	433	99.08		20.79	25.24	1.62	19.17	40.88	38.34	425	8
Migrant	2015-2016	*	*	*		*	19.74	*	*	*	*	*	*
Special Education	2015-2016	176	172	97.73		10.47	11.91	3.49	6.98	24.42	65.12	161	11
English Learner	2015-2016	0	0	0.00		*	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 79/MSAD 01
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	383	380	99.22		66.32	60.97	11.58	54.74	23.68	10.00	*	*
Female	2015-2016	207	204	98.55		63.24	60.73	11.27	51.96	26.47	10.29	*	*
Male	2015-2016	176	176	100.00		69.89	61.20	11.93	57.95	20.45	9.66	*	*
White	2015-2016	350	348	99.43		66.67	62.29	11.78	54.89	22.70	10.63	*	*
Black or African American	2015-2016	6	6	100.00		*	31.40	*	*	*	*	*	*
Hispanic/Latino	2015-2016	5	5	100.00		*	49.93	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2015-2016	2	2	100.00		*	71.79	*	*	*	*	*	*
Asian	2015-2016	3	3	100.00		*	67.01	*	*	*	*	*	*
American Indian or Alaska Native	2015-2016	15	14	93.33		*	47.06	*	*	*	*	*	*
Two or More Races	2015-2016	2	2	100.00		*	58.44	*	*	*	*	*	*
Economically Disadvantaged	2015-2016	194	192	98.97		52.60	49.78	6.25	46.35	31.77	15.63	*	*
Migrant	2015-2016	*	*	*		*	28.57	*	*	*	*	*	*
Special Education	2015-2016	76	75	98.68		33.33	29.55	*	*	34.67	32.00	*	*
English Learner	2015-2016	0	0	0.00		*	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 79/MSAD 01
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	702	99.00	695	273	39.28
White	646	98.92	639	252	39.44
Black or African American	3	100.00	3	*	*
Hispanic/Latino	5	100.00	5	*	*
Native Hawaiian or Other Pacific Islander	1	100.00	1	*	*
Asian	11	100.00	11	9	*
American Indian or Alaska Native	33	100.00	33	9	27.27
Two or More Races	3	100.00	3	*	*
Economically Disadvantaged	370	98.92	366	97	26.50
Special Education	141	97.16	137	21	15.33
English Learner	0	0.00	0	*	*

*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 79/MSAD 01

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	702	99.15	696	228	32.76
White	646	99.07	640	210	32.81
Black or African American	3	100.00	3	*	*
Hispanic/Latino	5	100.00	5	*	*
Native Hawaiian or Other Pacific Islander	1	100.00	1	*	*
Asian	11	100.00	11	10	*
American Indian or Alaska Native	33	100.00	33	7	21.21
Two or More Races	3	100.00	3	*	*
Economically Disadvantaged	370	99.19	367	79	21.53
Special Education	141	97.16	137	16	11.68
English Learner	0	0.00	0	*	*

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

2016-2017 ESEA Report Card

District: RSU 79/MSAD 01
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	126	99.21	125	66	52.80	86
White	116	99.14	115	62	53.91	84
Black or African American	4	100.00	4	*	*	NA
Hispanic/Latino	2	100.00	2	*	*	0
Native Hawaiian or Other Pacific Islander	1	100.00	1	*	*	NA
Asian	0	0.00	0	*	*	0
American Indian or Alaska Native	2	100.00	2	*	*	100
Two or More Races	1	100.00	1	*	*	100
Economically Disadvantaged	61	98.36	60	22	36.67	77
Special Education	30	100.00	30	*	*	68
English Learner	0	0.00	0	*	*	0

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 -Bureau of Indian Education students are excluded.

2016-2017 ESEA Report Card

District: RSU 79/MSAD 01

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	126	99.21	125	47	37.60	86
White	116	99.14	115	43	37.39	84
Black or African American	4	100.00	4	*	*	NA
Hispanic/Latino	2	100.00	2	*	*	0
Native Hawaiian or Other Pacific Islander	1	100.00	1	*	*	NA
Asian	0	0.00	0	*	*	0
American Indian or Alaska Native	2	100.00	2	*	*	100
Two or More Races	1	100.00	1	*	*	100
Economically Disadvantaged	61	98.36	60	11	18.33	77
Special Education	30	100.00	30	*	*	68
English Learner	0	0.00	0	*	*	0

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2016-2017 ESEA Report Card

District: RSU 79/MSAD 01

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	93	12	28	0	1	3

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	4.69%

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.