



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/essa/>.

Robert G. Hasson, Jr.
Commissioner of Education

2016-2017 ESEA Report Card

District: RSU 45/MSAD 45

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data



2016-2017 ESEA Report Card

District: RSU 45/MSAD 45
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 Levels or Level 3			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	Global Assessment	Alternate Assessment	
All Students	2015-2016	188	188	98.94		38.17	50.58	5.91	32.26	34.95	26.88	181	5	*
Female	2015-2016	101	100	99.01		41.00	56.35	*	*	34.00	25.00	*	*	
Male	2015-2016	87	86	98.85		34.88	45.15	*	*	36.05	29.07	*	*	
White	2015-2016	171	160	98.83		37.28	51.62	5.92	31.38	38.69	26.04	*	*	
Black or African American	2015-2016	2	2	100.00		*	27.26	*	*	*	*	*	*	
Hispanic/Latino	2015-2016	9	9	100.00		*	43.01	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	2015-2016	1	1	100.00		*	49.47	*	*	*	*	*	*	
Asian	2015-2016	1	1	100.00		*	59.80	*	*	*	*	*	*	
American Indian or Alaska Native	2015-2016	4	4	100.00		*	34.42	*	*	*	*	*	*	
Two or More Races	2015-2016	0	0	0.00		*	47.24	*	*	*	*	*	*	
Economically Disadvantaged	2015-2016	106	105	99.06		28.57	36.60	*	*	39.05	32.38	100	5	
Migrant	2015-2016	0	0	0.00		*	27.03	*	*	*	*	*	*	
Special Education	2015-2016	36	35	97.22		14.29	15.52	*	*	20.00	65.71	30	5	
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 45/MSAD 45
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 4 or Level 3			Percent of Students at Each Achievement Level				Number of Tested Students	
					School	District	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alignment Assessment
All Students	2015-2016	188	186	98.94		19.36	38.31	3.76	15.59	38.17	42.47	181	5
Female	2015-2016	101	100	99.01		19.00	38.98	*	*	38.00	45.00	*	*
Male	2015-2016	87	86	98.85		19.77	37.70	*	*	40.70	39.53	*	*
White	2015-2016	171	169	98.83		20.12	38.33	3.55	16.57	37.28	42.60	*	*
Black or African American	2015-2016	2	2	100.00		*	16.63	*	*	*	*	*	*
Hispanic/Latino	2015-2016	9	9	100.00		*	28.11	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2015-2016	1	1	100.00		*	47.37	*	*	*	*	*	*
Asian	2015-2016	1	1	100.00		*	49.72	*	*	*	*	*	*
American Indian or Alaska Native	2015-2016	4	4	100.00		*	23.11	*	*	*	*	*	*
Two or More Races	2015-2016	0	0	0.00		*	35.46	*	*	*	*	*	*
Economically Disadvantaged	2015-2016	106	105	99.06		15.24	25.24	4.76	10.48	37.14	47.62	100	5
Migrant	2015-2016	0	0	0.00		*	19.74	*	*	*	*	*	*
Special Education	2015-2016	36	35	97.22		14.29	11.91	*	*	17.14	68.57	30	5
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 45/MSAD 45
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	Alternative Assessment
All Students	2015-2016	72	69	95.83		53.62	60.97	*	*	31.88	14.49	*	*
Female	2015-2016	38	37	97.37		48.65	60.73	*	*	*	*	*	*
Male	2015-2016	34	32	94.12		59.38	61.20	*	*	*	*	*	*
White	2015-2016	65	62	95.38		53.23	62.29	*	*	35.48	11.29	*	*
Black or African American	2015-2016	0	0	0.00		*	31.40	*	*	*	*	*	*
Hispanic/Latino	2015-2016	4	4	100.00		*	49.93	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2015-2016	1	1	100.00		*	71.79	*	*	*	*	*	*
Asian	2015-2016	0	0	0.00		*	67.01	*	*	*	*	*	*
American Indian or Alaska Native	2015-2016	2	2	100.00		*	47.06	*	*	*	*	*	*
Two or More Races	2015-2016	0	0	0.00		*	58.44	*	*	*	*	*	*
Economically Disadvantaged	2015-2016	33	31	93.94		41.94	49.78	*	*	41.94	16.13	*	*
Migrant	2015-2016	0	0	0.00		*	28.57	*	*	*	*	*	*
Special Education	2016-2016	15	13	86.67		*	29.65	*	*	53.85	38.46	*	*
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
*Data have been suppressed to protect student privacy.



2016-2017 ESEA Report Card

District: RSU 45/MSAD 45
Grades: 3-8 (as applicable)

Group	Participation Target = 95%		2016-2017 Achievement		
	Number Required (A/F/Les)	Percent Participated	Number Tested	Number At/Above State Expectations	% At/Above State Expectations
	All Students	155	100.00	155	56
White	140	100.00	140	48	34.29
Black or African American	2	100.00	2	*	*
Hispanic/Latino	9	100.00	9	5	*
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*
Asian	1	100.00	1	*	*
American Indian or Alaska Native	3	100.00	3	*	*
Two or More Races	0	0.00	0	*	*
Economically Disadvantaged	90	100.00	90	25	27.78
Special Education	28	100.00	28	*	*
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 45/MSAD 45
Grades: 3-8 (as applicable)

Group	Mathematics Accountability Data				
	Participation Target = 95%		2016-2017 Achievement		
	Number Required to Test	Percent Participated	Number Tested	Number At/Above State Expectations	% At/Above State Expectations
All Students	155	100.00	155	29	18.71
White	140	100.00	140	27	19.29
Black or African American	2	100.00	2	*	*
Hispanic/Latino	9	100.00	9	*	*
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*
Asian	1	100.00	1	*	*
American Indian or Alaska Native	3	100.00	3	*	*
Two or More Races	0	0.00	0	*	*
Economically Disadvantaged	90	100.00	90	13	14.44
Special Education	28	100.00	28	*	*
English Learner	0	0.00	0	*	*

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 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.
 -Mathematics achievement results for recently arrived English learners are excluded.



2016-2017 ESEA Report Card

District: RSU 45/MSAD 45
Grades: High School

Group	Participation Target = 95%		2015-2016 Achievement			2015-2016 % Graduation Rate Target = 90%
	Number Required to Test	Percent Participated	Number Tested	Number A/Above State Expectations	% A/Above State Expectations	
All Students	24	91.67	22	11	50.00	89
White	22	90.91	20	11	55.00	89
Black or African American	0	0.00	0	*	*	0
Hispanic/Latino	0	0.00	0	*	*	0
Native Hawaiian or Other Pacific Islander	1	100.00	1	*	*	NA
Asian	0	0.00	0	*	*	0
American Indian or Alaska Native	1	100.00	1	*	*	NA
Two or More Races	0	0.00	0	*	*	0
Economically Disadvantaged	9	88.89	8	*	*	82
Special Education	5	*	*	*	*	63
English Learner	0	0.00	0	*	*	0

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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.
-Borough of Indian Education students are excluded.



2016-2017 ESEA Report Card

District: RSU 45/MSAD 45
Grades: High School

Group	Mathematics Accountability Data					2015-2016 % Graduation Rate Target = 90%
	Participation Target = 95%		2015-2016 Achievement			
	Number Required (n=105)	Percent Participated	Number Tested	Number A/Above- State Expectations	% A/Above State Expectations	
All Students	24	91.67	22	5	22.73	89
White	22	90.91	20	5	25.00	89
Black or African American	0	0.00	0	*	*	0
Hispanic/Latino	0	0.00	0	*	*	0
Native Hawaiian or Other Pacific Islander	1	100.00	1	*	*	NA
Asian	0	0.00	0	*	*	0
American Indian or Alaska Native	1	100.00	1	*	*	NA
Two or More Races	0	0.00	0	*	*	0
Economically Disadvantaged	9	88.89	8	*	*	82
Special Education	5	*	*	*	*	63
English Learner	0	0.00	0	*	*	0

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 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.
 -Mathematics achievement results for recently arrived English learners are excluded.



2016-2017 ESEA Report Card

District: RSU 45/MSAD 45

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 State ¹	21	4	1	0	0	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	7.69%

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