



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 2018-19.

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 2016-2017: 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 2017-18 ESEA Report Cards is from the tests given in the spring of 2016-17.

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.

National Assessment of Educational Progress (NAEP): Data from the 2014-15 NAEP administration are displayed on the state report, allowing you to compare the performance of students in Maine to the performance of students across the nation. 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.

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 faint, light-colored signature line.

Dr. Robert G. Hasson, Jr.
Commissioner of Education

2017-2018 ESEA Report Card

State of Maine

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English Language Arts/Literacy Assessment Data														
Group	School Year	Number Required to Test	Number of Tested Students	Percent of Students Tested in State	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	2016-2017	93,812	91,479	97.51			52.56	17.00	35.56	27.94	19.50	90,357	1,122	435
Female	2016-2017	45,371	44,335	97.72			58.81	20.51	38.30	26.21	14.97	43,963	372	
Male	2016-2017	48,441	47,144	97.32			46.68	13.70	32.98	29.56	23.76	46,394	750	
White	2016-2017	84,476	82,442	97.59			53.65	17.50	36.15	27.77	18.58	81,444	998	
Black or African American	2016-2017	3,073	2,927	95.25			27.50	4.75	22.75	30.88	41.61	2,877	50	
Hispanic/Latino	2016-2017	2,039	1,987	97.45			43.18	11.98	31.20	31.05	25.77	1,956	31	
Native Hawaiian or Other Pacific Islander	2016-2017	97	92	94.85			63.04	18.48	44.57	20.65	16.30	*	*	
Asian	2016-2017	1,410	1,389	98.51			60.40	24.12	36.29	24.41	15.19	1,373	16	
American Indian or Alaska Native	2016-2017	575	550	95.65			39.09	9.09	30.00	34.55	26.36	*	*	
Two or More Races	2016-2017	2,142	2,092	97.67			51.48	16.59	34.89	28.54	19.98	2,073	19	
Economically Disadvantaged	2016-2017	40,399	39,312	97.31			37.62	8.56	29.06	33.12	29.26	38,583	729	
Migrant	2016-2017	53	52	98.11			30.77	*	*	32.69	36.54	*	*	
Special Education	2016-2017	17,628	16,714	94.82			15.42	3.52	11.90	28.45	56.13	15,595	1,119	
English Learner	2016-2017	2,544	2,431	95.56			15.84	2.51	13.33	31.63	52.53	2,384	47	

Note: Data from 2015-16 and 2016-17 were not compared to data from previous years due to a change in assessments. Achievement levels are reported for 2016-17 data 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.

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Mathematics Assessment Data													
Group	School Year	Number Required to Test	Number of Tested Students	Percent of Students Tested in State	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	2016-2017	94,244	91,948	97.56			38.54	9.43	29.11	36.98	24.47	90,815	1,133
Female	2016-2017	45,584	44,548	97.73			38.54	8.75	29.79	38.21	23.25	44,175	373
Male	2016-2017	48,660	47,400	97.41			38.55	10.06	28.48	35.83	25.62	46,640	760
White	2016-2017	84,541	82,517	97.61			39.65	9.67	29.98	37.21	23.13	81,511	1,006
Black or African American	2016-2017	3,353	3,227	96.24			14.01	2.01	11.99	33.37	52.62	3,175	52
Hispanic/Latino	2016-2017	2,066	2,018	97.68			28.00	6.14	21.85	38.16	33.85	1,987	31
Native Hawaiian or Other Pacific Islander	2016-2017	99	94	94.95			48.94	13.83	35.11	29.79	21.28	*	*
Asian	2016-2017	1,465	1,444	98.57			51.18	17.38	33.80	30.40	18.42	1,428	16
American Indian or Alaska Native	2016-2017	577	553	95.84			22.42	5.06	17.36	38.88	38.70	*	*
Two or More Races	2016-2017	2,143	2,095	97.76			37.90	9.98	27.92	36.75	25.35	2,076	19
Economically Disadvantaged	2016-2017	40,700	39,635	97.38			24.60	4.04	20.56	39.66	35.74	38,900	735
Migrant	2016-2017	53	52	98.11			19.23	*	*	46.15	34.62	*	*
Special Education	2016-2017	17,633	16,729	94.87			11.30	2.57	8.73	29.06	59.64	15,599	1,130
English Learner	2016-2017	2,979	2,887	96.91			11.98	1.66	10.32	26.67	61.34	2,838	49

Note: Data from 2015-16 and 2016-17 were not compared to data from previous years due to a change in assessments.
 Achievement levels are reported for 2016-17 data 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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Science Assessment Data													
Group	School Year	Number Required to Test	Number of Tested Students	Percent of Students Tested in State	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	2016-2017	40,389	38,448	95.19			61.07	10.54	50.53	25.23	13.70	37,957	491
Female	2016-2017	19,560	18,654	95.37			62.02	9.95	52.07	26.01	11.98	18,498	156
Male	2016-2017	20,829	19,794	95.03			60.18	11.09	49.09	24.50	15.32	19,459	335
White	2016-2017	36,479	34,769	95.31			62.52	10.89	51.64	24.93	12.55	34,322	447
Black or African American	2016-2017	1,391	1,271	91.37			25.73	1.89	23.84	31.16	43.12	1,255	16
Hispanic/Latino	2016-2017	826	789	95.52			52.47	6.59	45.88	27.25	20.28	775	14
Native Hawaiian or Other Pacific Islander	2016-2017	38	37	97.37			64.86	21.62	43.24	*	*	*	*
Asian	2016-2017	650	631	97.08			66.09	13.63	52.46	21.71	12.20	*	*
American Indian or Alaska Native	2016-2017	222	204	91.89			56.37	8.33	48.04	*	*	*	*
Two or More Races	2016-2017	783	747	95.40			59.57	10.58	49.00	27.71	12.72	739	8
Economically Disadvantaged	2016-2017	16,381	15,404	94.04			48.73	5.11	43.62	30.88	20.40	15,092	312
Migrant	2016-2017	22	22	100.00			40.91	*	*	*	*	*	*
Special Education	2016-2017	7,383	6,715	90.95			29.92	2.26	27.65	34.55	35.53	6,224	491
English Learner	2016-2017	1,154	1,058	91.68			16.54	0.76	15.78	27.13	56.33	1,043	15

Achievement levels are reported for 2016-17 data 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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2017-2018 ESEA Report Card

Group	English Language Arts/Literacy 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	77,718	98.13	76,262	39,673	52.02
Female	37,545	98.21	36,872	21,542	58.42
Male	40,173	98.05	39,390	18,131	46.03
White	69,989	98.18	68,715	36,471	53.08
Black or African American	2,490	96.02	2,391	655	27.39
Hispanic/Latino	1,710	98.36	1,682	725	43.10
Native Hawaiian or Other Pacific Islander	76	96.05	73	43	58.90
Asian	1,162	98.80	1,148	683	59.49
American Indian or Alaska Native	472	97.67	461	178	38.61
Two or More Races	1,819	98.52	1,792	918	51.23
Economically Disadvantaged	34,221	98.16	33,593	12,552	37.36
Migrant	39	97.44	38	14	36.84
Special Education	14,781	96.19	14,218	2,159	15.18
English Learner	2,144	96.83	2,076	337	16.23

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

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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	77,888	97.95	76,462	30,378	39.82
Female	37,623	98.01	36,952	14,755	40.02
Male	40,265	97.90	39,510	15,623	39.63
White	70,021	98.14	68,755	28,044	40.81
Black or African American	2,582	93.45	2,502	400	16.58
Hispanic/Latino	1,723	97.74	1,697	490	29.10
Native Hawaiian or Other Pacific Islander	77	94.81	74	34	46.58
Asian	1,191	96.31	1,176	604	52.66
American Indian or Alaska Native	474	97.68	464	106	22.89
Two or More Races	1,820	98.52	1,794	700	39.04
Economically Disadvantaged	34,349	97.83	33,730	8,633	25.69
Migrant	39	97.44	38	9	23.68
Special Education	14,784	96.23	14,229	1,664	11.70
English Learner	2,317	90.63	2,268	283	13.48

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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.

2017-2018 ESEA Report Card

Group	English Language Arts/Literacy Accountability Data					2016-2017 % Graduation Rate Target = 90%
	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	13,124	95.40	12,520	7,451	59.51	--
Female	6,348	96.22	6,108	3,963	64.88	--
Male	6,776	94.63	6,412	3,488	54.40	--
White	12,007	95.51	11,468	6,939	60.51	--
Black or African American	410	95.12	390	116	29.74	--
Hispanic/Latino	213	93.90	200	98	49.00	--
Native Hawaiian or Other Pacific Islander	17	94.12	16	13	*	--
Asian	204	98.53	201	140	69.65	--
American Indian or Alaska Native	66	83.33	55	31	*	--
Two or More Races	207	91.79	190	114	60.00	--
Economically Disadvantaged	4,662	92.30	4,303	1,817	42.23	--
Migrant	10	100.00	10	*	*	--
Special Education	2,065	87.55	1,808	356	19.69	--
English Learner	278	93.88	261	40	15.33	--

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 -Students enrolled for less than a full academic year are excluded.
 -Privately funded students are excluded.
 -Bureau of Indian Education students are excluded.

2017-2018 ESEA Report Card

Group	Mathematics Accountability Data					2016-2017 % Graduation Rate Target = 90%
	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	13,164	95.12	12,557	4,435	35.42	--
Female	6,372	95.86	6,129	2,119	34.69	--
Male	6,792	94.42	6,428	2,316	36.11	--
White	12,019	95.42	11,478	4,158	36.25	--
Black or African American	431	90.49	410	33	8.46	--
Hispanic/Latino	215	93.02	202	47	23.50	--
Native Hawaiian or Other Pacific Islander	18	88.89	17	9	56.25	--
Asian	208	96.63	205	109	54.23	--
American Indian or Alaska Native	66	83.33	55	15	27.27	--
Two or More Races	207	91.79	190	64	33.68	--
Economically Disadvantaged	4,688	91.81	4,329	861	20.00	--
Migrant	10	100.00	10	*	*	--
Special Education	2,065	87.60	1,809	177	9.78	--
English Learner	318	82.08	297	25	9.58	--

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 Accountability data differ from Assessment data in the following 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.

2017-2018 ESEA Report Card

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	6,125	2,277	5,313	570	1,180	83

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the State with Emergency/ Conditional Certification as of June 30, 2017	3.16%

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 Bachelor's Degrees or Master's Degrees) or the percentage of fully certified teachers.

2017-2018 ESEA Report Card

English Language Arts/Literacy

Grade 4									
	Participation Rate %	Maine Percent of Students at each NAEP Achievement Level 2014-2015				National Percent of Students at each NAEP Achievement Level 2014-2015			
		Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic
All Students	93	8	28	36	29	8	27	33	32
White		8	28	36	28	11	34	33	21
Black or African American		2	12	30	56	2	16	33	49
Hispanic		‡	‡	‡	‡	3	17	33	46
Asian		‡	‡	‡	‡	21	35	28	17
American Indian or Alaska Native		‡	‡	‡	‡	4	17	31	47
Native Hawaiian or Other Pacific Islander		‡	‡	‡	‡	5	21	32	42
Eligible for National School Lunch		4	20	38	39	3	18	34	44
Students with Disabilities	94	1	6	23	70	2	9	20	70
English Language Learners	96	#	6	27	67	1	7	24	68

Grade 8									
	Participation Rate %	Maine Percent of Students at each NAEP Achievement Level 2014-2015				National Percent of Students at each NAEP Achievement Level 2014-2015			
		Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic
All Students	92	2	33	46	19	3	29	42	25
White		2	34	46	18	4	38	42	16
Black or African American		1	15	38	46	1	14	43	42
Hispanic		‡	‡	‡	‡	1	19	45	35
Asian		‡	‡	‡	‡	10	42	34	14
American Indian or Alaska Native		‡	‡	‡	‡	2	21	42	36
Native Hawaiian or Other Pacific Islander		‡	‡	‡	‡	2	21	42	35
Eligible for National School Lunch		1	23	49	27	1	19	44	36
Students with Disabilities	89	#	6	34	60	#	6	26	68
English Language Learners	94	#	11	34	55	#	3	25	72

Rounds to zero.
 ‡ Sample sizes are too small to permit accurate reporting for one or more categories of these variables.
 * Subgroup names conform with NAEP Categories.

2017-2018 ESEA Report Card

Mathematics

Grade 4									
Participation Rate %	Maine Percent of Students at each NAEP Achievement Level 2014-2015				National Percent of Students at each NAEP Achievement Level 2014-2015				
	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic	
All Students	93	7	34	44	15	7	32	42	19
White		8	35	43	14	10	41	39	10
Black or African American		3	15	45	36	1	17	46	35
Hispanic		‡	‡	‡	‡	3	23	47	27
Asian		‡	‡	‡	‡	23	41	28	8
American Indian or Alaska Native		‡	‡	‡	‡	2	21	47	30
Native Hawaiian or Other Pacific Islander		‡	‡	‡	‡	3	21	40	35
Eligible for National School Lunch		4	20	38	39	2	22	48	28
Students with Disabilities	94	1	6	23	70	2	12	37	49
English Language Learners	96	#	6	27	67	1	13	43	43

Grade 8									
Participation Rate %	Maine Percent of Students at each NAEP Achievement Level 2014-2015				National Percent of Students at each NAEP Achievement Level 2014-2015				
	Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic	
All Students	92	8	27	40	24	8	24	38	30
White		8	28	41	23	10	32	39	19
Black or African American		‡	‡	‡	‡	1	11	35	53
Hispanic		‡	‡	‡	‡	3	16	41	40
Asian		‡	‡	‡	‡	26	34	27	12
American Indian or Alaska Native		‡	‡	‡	‡	3	16	38	43
Native Hawaiian or Other Pacific Islander		‡	‡	‡	‡	6	24	35	35
Eligible for National School Lunch		3	19	41	37	2	15	40	42
Students with Disabilities	93	#	4	24	72	1	5	22	72
English Language Learners	‡	‡	‡	‡	‡	1	5	26	69

Rounds to zero.
‡ Sample sizes are too small to permit accurate reporting for one or more categories of these variables.
* Subgroup names conform with NAEP Categories.