Maine Department of Education

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.

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/.

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

2017-2018
ESEA
Report Card

School: Lisbon High School
District: Lisbon Public Schools

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Maine Department of Education

English Language Arts/Literacy Assessment Data

| Group | School Year | Number Required to Test | Number of Tested Students | Percent of Students Tested in School | 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	88	75	85.23	40.00	40.86	52.56	*	*	29.33	30.67	*	*	*
Female	2016-2017	36	30	83.33	43.33	46.05	58.81	*	*	23.33	33.33	*	*	
Male	2016-2017	52	45	86.54	37.78	36.39	46.68	*	*	33.33	28.89	*	*	
White	2016-2017	82	70	85.37	40.00	40.46	53.65	*	*	31.43	28.57	*	*	
Black or African American	2016-2017	2	2	100.00	*	*	27.50	*	*	*	*	*	*	
Hispanic/Latino	2016-2017	3	3	100.00	*	*	43.18	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	2016-2017	0	0	0.00	*	*	63.04	*	*	*	*	*	*	
Asian	2016-2017	0	0	0.00	*	*	60.40	*	*	*	*	*	*	
American Indian or Alaska Native	2016-2017	0	0	0.00	*	*	39.09	*	*	*	*	*	*	
Two or More Races	2016-2017	0	0	0.00	*	*	51.48	*	*	*	*	*	*	
Economically Disadvantaged	2016-2017	44	35	79.55	25.71	34.85	37.62	*	*	34.29	40.00	*	*	
Migrant	2016-2017	0	0	0.00	*	*	30.77	*	*	*	*	*	*	
Special Education	2016-2017	17	10	58.82	*	9.89	15.42	*	*	*	*	*	*	
English Learner	2016-2017	0	0	0.00	*	*	15.84	*	*	*	*	*	*	

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.

2017-2018 ESEA Report Card

School: Lisbon High School
District: Lisbon Public Schools
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 School	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	88	75	85.23	28.00	39.37	38.54	*	*	54.67	17.33	*	*
Female	2016-2017	36	30	83.33	30.00	42.61	38.54	*	*	50.00	20.00	*	*
Male	2016-2017	52	45	86.54	26.67	36.58	38.55	*	*	57.78	15.56	*	*
White	2016-2017	82	70	85.37	28.57	38.91	39.65	*	*	54.29	17.14	*	*
Black or African American	2016-2017	2	2	100.00	*	*	14.01	*	*	*	*	*	*
Hispanic/Latino	2016-2017	3	3	100.00	*	*	28.00	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2016-2017	0	0	0.00	*	*	48.94	*	*	*	*	*	*
Asian	2016-2017	0	0	0.00	*	*	51.18	*	*	*	*	*	*
American Indian or Alaska Native	2016-2017	0	0	0.00	*	*	22.42	*	*	*	*	*	*
Two or More Races	2016-2017	0	0	0.00	*	*	37.90	*	*	*	*	*	*
Economically Disadvantaged	2016-2017	44	35	79.55	*	31.42	24.60	*	*	71.43	20.00	*	*
Migrant	2016-2017	0	0	0.00	*	*	19.23	*	*	*	*	*	*
Special Education	2016-2017	17	10	58.82	*	9.78	11.30	*	*	*	*	*	*
English Learner	2016-2017	0	0	0.00	*	*	11.98	*	*	*	*	*	*

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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2017-2018 ESEA Report Card

Science Assessment Data													
					Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level				Number of Tested Students	
Group	School Year	Number Required to Test	Number of Tested Students	Percent of Students Tested in School	School	District	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2016-2017	88	67	76.14	41.79	61.67	61.07	*	*	40.30	17.91	*	*
Female	2016-2017	36	26	72.22	50.00	65.14	62.02	*	*	30.77	19.23	*	*
Male	2016-2017	52	41	78.85	36.59	58.78	60.18	*	*	46.34	17.07	*	*
White	2016-2017	82	61	74.39	42.62	62.22	62.52	*	*	40.98	16.39	*	*
Black or African American	2016-2017	2	2	100.00	*	*	25.73	*	*	*	*	*	*
Hispanic/Latino	2016-2017	3	3	100.00	*	*	52.47	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2016-2017	0	0	0.00	*	*	64.86	*	*	*	*	*	*
Asian	2016-2017	0	0	0.00	*	*	66.09	*	*	*	*	*	*
American Indian or Alaska Native	2016-2017	0	0	0.00	*	*	56.37	*	*	*	*	*	*
Two or More Races	2016-2017	1	1	100.00	*	*	59.57	*	*	*	*	*	*
Economically Disadvantaged	2016-2017	44	28	63.64	25.00	53.45	48.73	*	*	57.14	17.86	*	*
Migrant	2016-2017	0	0	0.00	*	*	40.91	*	*	*	*	*	*
Special Education	2016-2017	17	8	47.06	*	42.86	29.92	*	*	*	*	*	*
English Learner	2016-2017	0	0	0.00	*	*	16.54	*	*	*	*	*	*

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.

	English Language Arts/Literacy Accountability Data					2016-2017 % Graduation Rate Target = 90%
	Participation Target = 95%		2016-2017 Achievement			
Group	Number Required to Test	Percent Participated	Number Tested	Number At/Above State Expectations	% At/Above State Expectations	
All Students	84	85.71	72	30	41.67	--
Female	33	84.85	28	13	46.43	--
Male	51	86.27	44	17	38.64	--
White	78	85.90	67	28	41.79	--
Black or African American	2	100.00	2	*	*	--
Hispanic/Latino	3	100.00	3	*	*	--
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*	--
Asian	0	0.00	0	*	*	--
American Indian or Alaska Native	0	0.00	0	*	*	--
Two or More Races	0	0.00	0	*	*	--
Economically Disadvantaged	44	79.55	35	9	25.71	--
Migrant	0	0.00	0	*	*	--
Special Education	16	62.50	10	*	*	--
English Learner	0	0.00	0	*	*	--

*Data have been suppressed to protect student privacy.
--Data is not available for this report card.
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.

2017-2018 ESEA Report Card

Mathematics Accountability Data

| Group | Participation Target = 95% | | 2016-2017 Achievement | | | 2016-2017 % Graduation Rate Target = 90% |
	Number Required to Test	Percent Participated	Number Tested	Number At/Above State Expectations	% At/Above State Expectations	
All Students	84	85.71	72	21	29.17	--
Female	33	84.85	28	9	32.14	--
Male	51	86.27	44	12	27.27	--
White	78	85.90	67	20	29.85	--
Black or African American	2	100.00	2	*	*	--
Hispanic/Latino	3	100.00	3	*	*	--
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*	--
Asian	0	0.00	0	*	*	--
American Indian or Alaska Native	0	0.00	0	*	*	--
Two or More Races	0	0.00	0	*	*	--
Economically Disadvantaged	44	79.55	35	*	*	--
Migrant	0	0.00	0	*	*	--
Special Education	16	62.50	10	*	*	--
English Learner	0	0.00	0	*	*	--

*Data have been suppressed to protect student privacy.
--Data is not available for this report card.
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

	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]	13	5	7	1	1	0

Part II: Emergency/Conditional Certification

	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	0.00%

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.