



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: Andover Public Schools

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2016-2017 ESEA Report Card

District: Andover Public Schools
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	41	41	100.00		51.22	50.58	12.20	39.02	29.27	19.51	*	*	*
Female	2015-2016	22	22	100.00		63.64	56.35	*	*	*	*	*	*	
Male	2015-2016	19	19	100.00		36.84	45.15	*	*	*	*	*	*	
White	2015-2016	38	38	100.00		52.63	51.62	*	*	26.32	21.05	*	*	
Black or African American	2015-2016	1	1	100.00		*	27.26	*	*	*	*	*	*	
Hispanic/Latino	2015-2016	1	1	100.00		*	43.01	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	2015-2016	0	0	0.00		*	49.47	*	*	*	*	*	*	
Asian	2015-2016	1	1	100.00		*	59.60	*	*	*	*	*	*	
American Indian or Alaska Native	2015-2016	0	0	0.00		*	34.42	*	*	*	*	*	*	
Two or More Races	2015-2016	0	0	0.00		*	47.24	*	*	*	*	*	*	
Economically Disadvantaged	2015-2016	26	26	100.00		42.31	36.60	*	*	30.77	26.92	*	*	
Migrant	2015-2016	0	0	0.00		*	27.03	*	*	*	*	*	*	
Special Education	2015-2016	11	11	100.00		*	15.52	*	*	*	*	*	*	
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: Andover 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 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	41	41	100.00		26.83	38.31	12.20	14.63	43.90	29.27	*	*
Female	2015-2016	22	22	100.00		27.27	38.96	*	*	50.00	22.73	*	*
Male	2015-2016	19	19	100.00		26.32	37.70	*	*	36.84	36.84	*	*
White	2015-2016	38	38	100.00		23.68	39.33	*	*	47.37	28.95	*	*
Black or African American	2015-2016	1	1	100.00		*	16.63	*	*	*	*	*	*
Hispanic/Latino	2015-2016	1	1	100.00		*	28.11	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2015-2016	0	0	0.00		*	47.37	*	*	*	*	*	*
Asian	2015-2016	1	1	100.00		*	49.72	*	*	*	*	*	*
American Indian or Alaska Native	2015-2016	0	0	0.00		*	23.11	*	*	*	*	*	*
Two or More Races	2015-2016	0	0	0.00		*	35.46	*	*	*	*	*	*
Economically Disadvantaged	2015-2016	26	26	100.00		*	25.24	*	*	50.00	34.62	*	*
Migrant	2015-2016	0	0	0.00		*	19.74	*	*	*	*	*	*
Special Education	2015-2016	11	11	100.00		*	11.91	*	*	*	*	*	*
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
*Data have been suppressed to protect student privacy.

2016-2017 ESEA Report Card

District: Andover Public Schools
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	16	16	100.00		50.00	60.97	*	*	*	*	*	*
Female	2015-2016	9	9	100.00		*	60.73	*	*	*	*	*	*
Male	2015-2016	7	7	100.00		*	61.20	*	*	*	*	*	*
White	2015-2016	14	14	100.00		42.86	62.29	*	*	*	*	*	*
Black or African American	2015-2016	0	0	0.00		*	31.40	*	*	*	*	*	*
Hispanic/Latino	2015-2016	1	1	100.00		*	49.93	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2015-2016	0	0	0.00		*	71.79	*	*	*	*	*	*
Asian	2015-2016	1	1	100.00		*	67.01	*	*	*	*	*	*
American Indian or Alaska Native	2015-2016	0	0	0.00		*	47.06	*	*	*	*	*	*
Two or More Races	2015-2016	0	0	0.00		*	58.44	*	*	*	*	*	*
Economically Disadvantaged	2015-2016	9	9	100.00		*	49.78	*	*	*	*	*	*
Migrant	2015-2016	0	0	0.00		*	28.57	*	*	*	*	*	*
Special Education	2015-2016	5	5	100.00		*	29.55	*	*	*	*	*	*
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: Andover Public Schools
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	35	100.00	35	20	57.14
White	32	100.00	32	19	59.38
Black or African American	1	100.00	1	*	*
Hispanic/Latino	1	100.00	1	*	*
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*
Asian	1	100.00	1	*	*
American Indian or Alaska Native	0	0.00	0	*	*
Two or More Races	0	0.00	0	*	*
Economically Disadvantaged	24	100.00	24	11	45.83
Special Education	7	100.00	7	*	*
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: Andover Public Schools
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	35	100.00	35	11	31.43
White	32	100.00	32	9	28.13
Black or African American	1	100.00	1	*	*
Hispanic/Latino	1	100.00	1	*	*
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*
Asian	1	100.00	1	*	*
American Indian or Alaska Native	0	0.00	0	*	*
Two or More Races	0	0.00	0	*	*
Economically Disadvantaged	24	100.00	24	*	*
Special Education	7	100.00	7	*	*
English Learner	0	0.00	0	*	*

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 Accountability data differ from Assessment data in several ways:
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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: Andover Public Schools

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	5	100.00	5	*	*	
White	5	100.00	5	*	*	0
Black or African American	0	0.00	0	*	*	0
Hispanic/Latino	0	0.00	0	*	*	0
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*	0
Asian	0	0.00	0	*	*	0
American Indian or Alaska Native	0	0.00	0	*	*	0
Two or More Races	0	0.00	0	*	*	0
Economically Disadvantaged	*	*	*	*	*	0
Special Education	*	*	*	*	*	0
English Learner	0	0.00	0	*	*	0

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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.

2016-2017 ESEA Report Card

District: Andover Public Schools
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	5	100.00	5	*	*	0
White	5	100.00	5	*	*	0
Black or African American	0	0.00	0	*	*	0
Hispanic/Latino	0	0.00	0	*	*	0
Native Hawaiian or Other Pacific Islander	0	0.00	0	*	*	0
Asian	0	0.00	0	*	*	0
American Indian or Alaska Native	0	0.00	0	*	*	0
Two or More Races	0	0.00	0	*	*	0
Economically Disadvantaged	*	*	*	*	*	0
Special Education	*	*	*	*	*	0
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: Andover Public Schools

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	4	2	0	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	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 Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.