



MAINE
DEPARTMENT OF EDUCATION

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of adequate yearly progress (AYP), and information on “highly qualified” teachers. 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, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2008–2009: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the spring of 2009.

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of No Child Left Behind, which require, among other things, that each school makes “Adequate Yearly Progress” (AYP) toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data 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 2006–2007 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. 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.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2009–2010 NCLB Report Card

School: Medomak Middle School
SAU: MSAD 40

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2009–2010 NCLB Report Card



School: Medomak Middle School
SAU: MSAD 40
Grade: 07



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008						70	73				
	2008-2009	144	138	4	99	75	75	78	8	66	16	9
Female	2007-2008						82	79				
	2008-2009	64	64	0	100	84	84	84	11	73	9	6
Male	2007-2008						59	68				
	2008-2009	80	74	4	98	67	67	73	6	60	22	12
Caucasian/White	2007-2008						72	74				
	2008-2009	142	136	4	99	76	76	79	9	67	16	9
African American/Black	2007-2008							59				
	2008-2009	0	0	0				60				
Hispanic	2007-2008							67				
	2008-2009	0	0	0				69				
Asian or Pacific Islander	2007-2008							74				
	2008-2009	1	1	0	100			83				
American Indian or Native Alaskan	2007-2008							59				
	2008-2009	1	1	0	100			64				
Economically Disadvantaged	2007-2008						61	61				
	2008-2009	80	75	3	98	64	64	67	8	56	24	12
Migrant	2007-2008											
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008						31	34				
	2008-2009	29	25	4	100	45	45	39	3	41	34	21
Limited English Proficient	2007-2008							55				
	2008-2009	0	0	0				47				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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School: Medomak Middle School
SAU: MSAD 40
Grade: 08



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Reading Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008						66	71				
	2008-2009	143	140	3	100	69	69	71	23	46	20	11
Female	2007-2008						82	77				
	2008-2009	71	71	0	100	82	82	77	32	49	13	6
Male	2007-2008						51	65				
	2008-2009	72	69	3	100	57	57	66	14	43	26	17
Caucasian/White	2007-2008						66	72				
	2008-2009	138	135	3	100	69	69	72	22	46	20	12
African American/Black	2007-2008							49				
	2008-2009	2	2	0	100			51				
Hispanic	2007-2008							55				
	2008-2009	1	1	0	100			66				
Asian or Pacific Islander	2007-2008							71				
	2008-2009	2	2	0	100			71				
American Indian or Native Alaskan	2007-2008							52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008						51	56				
	2008-2009	71	69	2	100	65	65	56	17	48	23	13
Migrant	2007-2008							86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008						26	29				
	2008-2009	25	22	3	100	36	36	29	4	32	24	40
Limited English Proficient	2007-2008							41				
	2008-2009	0	0	0				41				

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Grade: 07



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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008						56	53				
	2008-2009	144	139	3	99	47	47	57	14	33	32	21
Female	2007-2008						66	54				
	2008-2009	64	64	0	100	48	48	59	20	28	36	16
Male	2007-2008						46	53				
	2008-2009	80	75	3	98	46	46	56	9	37	28	26
Caucasian/White	2007-2008						57	54				
	2008-2009	142	137	3	99	48	48	58	14	34	32	20
African American/Black	2007-2008							30				
	2008-2009	0	0	0				32				
Hispanic	2007-2008							42				
	2008-2009	0	0	0				47				
Asian or Pacific Islander	2007-2008							59				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008							36				
	2008-2009	1	1	0	100			39				
Economically Disadvantaged	2007-2008						38	37				
	2008-2009	80	76	2	98	40	40	42	8	32	36	24
Migrant	2007-2008											
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008						12	22				
	2008-2009	29	26	3	100	21	21	23	0	21	34	45
Limited English Proficient	2007-2008							32				
	2008-2009	0	0	0				27				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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Grade: 08



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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008						48	51				
	2008-2009	143	140	3	100	56	56	52	18	38	21	23
Female	2007-2008						61	51				
	2008-2009	71	71	0	100	61	61	54	23	38	23	17
Male	2007-2008						36	51				
	2008-2009	72	69	3	100	51	51	51	14	38	19	29
Caucasian/White	2007-2008						48	52				
	2008-2009	138	135	3	100	57	57	53	19	38	21	22
African American/Black	2007-2008							27				
	2008-2009	2	2	0	100			31				
Hispanic	2007-2008							42				
	2008-2009	1	1	0	100			40				
Asian or Pacific Islander	2007-2008							66				
	2008-2009	2	2	0	100			60				
American Indian or Native Alaskan	2007-2008							27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008						35	35				
	2008-2009	71	69	2	100	49	49	36	11	38	25	25
Migrant	2007-2008							43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008						21	19				
	2008-2009	25	22	3	100	16	16	18	8	8	28	56
Limited English Proficient	2007-2008							33				
	2008-2009	0	0	0				26				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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School: Medomak Middle School
SAU: MSAD 40
Grade: 3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 100	E: 100 M: 99	72	E: 59 M: 69	E: 68 M: 73	100	E: 100 M: 100	E: 100 M: 99	52	E: 62 M: 50	E: 67 M: 55	94	94	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	73	E: 59 M: 69	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	53	E: 62 M: 51	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	99	E: 100 M: 100	E: 100 M: 99	65	E: 51 M: 59	E: 55 M: 60	99	E: 100 M: 100	E: 100 M: 99	45	E: 55 M: 44	E: 55 M: 40			
Students with Disabilities	100	E: 100 M: 100	E: 100 M: 99	42	E: 26 M: 37	E: 37 M: 34	100	E: 100 M: 100	E: 100 M: 99	19	E: 38 M: 20	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

E = Elementary Grades 3–5

M = Middle Grades 6–8

* Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	5	6	1	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification (as of March 28, 2009)	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.18

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.