



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: Sebago Elementary School

SAU: MSAD 61

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2009–2010 NCLB Report Card



School: Sebago Elementary School
SAU: MSAD 61
Grade: 03



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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	16	16	0	100	63	55	64	0	63	31	6
	2008-2009	18	18	0	100	56	65	65	0	56	44	0
Female	2007-2008	8	8	0	100	63	59	68	0	63	25	13
	2008-2009	10	10	0	100	60	67	70	0	60	40	0
Male	2007-2008	8	8	0	100	63	51	59	0	63	38	0
	2008-2009	8	8	0	100	50	64	60	0	50	50	0
Caucasian/White	2007-2008	16	16	0	100	63	55	64	0	63	31	6
	2008-2009	18	18	0	100	56	65	66	0	56	44	0
African American/Black	2007-2008	0	0	0				42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	8	8	0	100	63	53	50	0	63	38	0
	2008-2009	5	5	0	100	40	58	53	0	40	60	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		38	34				
	2008-2009	3	3	0	100		44	36				
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				40				

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

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Grade: 04



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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	21	21	0	100	67	55	63	0	67	24	10
	2008-2009	16	16	0	100	94	66	71	6	88	6	0
Female	2007-2008	9	9	0	100	89	54	67	0	89	11	0
	2008-2009	8	8	0	100	88	77	75	0	88	13	0
Male	2007-2008	12	12	0	100	50	55	60	0	50	33	17
	2008-2009	8	8	0	100	100	53	67	13	88	0	0
Caucasian/White	2007-2008	20	20	0	100	65	54	64	0	65	25	10
	2008-2009	16	16	0	100	94	66	71	6	88	6	0
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	0	0	0				53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	0	0	0			60	71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	4	4	0	100		49	49				
	2008-2009	8	8	0	100	88	58	60	0	88	13	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100		33	31				
	2008-2009	2	2	0	100		21	43				
Limited English Proficient	2007-2008	0	0	0				36				
	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: Sebago Elementary School
SAU: MSAD 61
Grade: 05



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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	16	15	0	94	60	59	63	0	60	20	20
	2008-2009	23	23	0	100	61	54	67	4	57	30	9
Female	2007-2008	7	6	0	86	67	65	68	0	67	33	0
	2008-2009	11	11	0	100	64	58	70	0	64	27	9
Male	2007-2008	9	9	0	100	56	55	59	0	56	11	33
	2008-2009	12	12	0	100	58	51	64	8	50	33	8
Caucasian/White	2007-2008	15	14	0	93	64	60	64	0	64	14	21
	2008-2009	22	22	0	100	59	53	67	5	55	32	9
African American/Black	2007-2008	1	1	0	100			40				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	6	5	0	83	60	51	50	0	60	20	20
	2008-2009	6	6	0	100	67	49	53	0	67	17	17
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	4	4	0	100		35	29				
	2008-2009	3	3	0	100		35	31				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

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

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School: Sebago Elementary School
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Grade: 03



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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	16	16	0	100	94	74	67	19	75	6	0
	2008-2009	18	18	0	100	78	76	70	17	61	22	0
Female	2007-2008	8	8	0	100	88	70	65	25	63	13	0
	2008-2009	10	10	0	100	70	71	68	20	50	30	0
Male	2007-2008	8	8	0	100	100	77	68	13	88	0	0
	2008-2009	8	8	0	100	88	81	71	13	75	13	0
Caucasian/White	2007-2008	16	16	0	100	94	76	68	19	75	6	0
	2008-2009	18	18	0	100	78	77	71	17	61	22	0
African American/Black	2007-2008	0	0	0				41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	8	8	0	100	100	73	55	13	88	0	0
	2008-2009	5	5	0	100	40	64	58	0	40	60	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		66	44				
	2008-2009	3	3	0	100		67	46				
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				46				

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

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Grade: 04



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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	21	21	0	100	71	46	60	10	62	29	0
	2008-2009	16	16	0	100	94	67	66	31	63	6	0
Female	2007-2008	9	9	0	100	78	42	59	11	67	22	0
	2008-2009	8	8	0	100	88	67	66	25	63	13	0
Male	2007-2008	12	12	0	100	67	49	62	8	58	33	0
	2008-2009	8	8	0	100	100	67	67	38	63	0	0
Caucasian/White	2007-2008	20	20	0	100	75	47	61	10	65	25	0
	2008-2009	16	16	0	100	94	68	67	31	63	6	0
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	0	0	0			60	68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	4	4	0	100		36	46				
	2008-2009	8	8	0	100	88	60	54	25	63	13	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	3	3	0	100		33	36				
	2008-2009	2	2	0	100		36	41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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Grade: 05



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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	16	15	0	94	67	58	64	13	53	13	20
	2008-2009	23	23	0	100	70	56	66	4	65	22	9
Female	2007-2008	7	6	0	86	50	62	63	17	33	33	17
	2008-2009	11	11	0	100	55	55	65	0	55	36	9
Male	2007-2008	9	9	0	100	78	55	64	11	67	0	22
	2008-2009	12	12	0	100	83	56	66	8	75	8	8
Caucasian/White	2007-2008	15	14	0	93	71	59	65	14	57	7	21
	2008-2009	22	22	0	100	68	56	67	5	64	23	9
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	1	1	0	100			43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	6	5	0	83	60	45	51	40	20	20	20
	2008-2009	6	6	0	100	67	47	53	0	67	17	17
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	4	4	0	100		32	33				
	2008-2009	3	3	0	100		29	38				
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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School: Sebago Elementary School
SAU: MSAD 61
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	67	E: 61 M: 71	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	78	E: 66 M: 52	E: 67 M: 55	96	95	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	66	E: 62 M: 71	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	77	E: 66 M: 52	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	*	E: 100 M: 100	E: 100 M: 99	*	E: 55 M: 62	E: 55 M: 60	*	E: 100 M: 99	E: 100 M: 99	*	E: 56 M: 40	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 99	E: 100 M: 99	*	E: 34 M: 34	E: 37 M: 34	*	E: 100 M: 99	E: 100 M: 99	*	E: 43 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	2	4	4	1	3	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)	7

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	0

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.