



**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: Se Do Mo Cha Elementary School

SAU: MSAD 68

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2009–2010 NCLB Report Card



School: Se Do Mo Cha Elementary School
SAU: MSAD 68
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	78	77	1	100	71	71	64	0	71	24	5
	2008-2009	57	53	1	95	63	65	65	0	63	35	2
Female	2007-2008	43	43	0	100	72	73	68	0	72	28	0
	2008-2009	28	26	0	93	69	69	70	0	69	27	4
Male	2007-2008	35	34	1	100	69	69	59	0	69	20	11
	2008-2009	29	27	1	97	57	61	60	0	57	43	0
Caucasian/White	2007-2008	76	75	1	100	70	71	64	0	70	25	5
	2008-2009	57	53	1	95	63	65	66	0	63	35	2
African American/Black	2007-2008	2	2	0	100			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	33	32	1	100	61	63	50	0	61	27	12
	2008-2009	26	23	0	88	52	50	53	0	52	48	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	10	9	1	100	0	9	34	0	0	60	40
	2008-2009	6	4	1	83	20		36	0	20	80	0
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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School: Se Do Mo Cha Elementary School
SAU: MSAD 68
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	68	67	1	100	65	64	63	1	63	21	15
	2008-2009	77	77	0	100	74	74	71	3	71	22	4
Female	2007-2008	37	37	0	100	62	59	67	3	59	24	14
	2008-2009	39	39	0	100	74	75	75	3	72	26	0
Male	2007-2008	31	30	1	100	68	69	60	0	68	16	16
	2008-2009	38	38	0	100	74	74	67	3	71	18	8
Caucasian/White	2007-2008	66	65	1	100	64	63	64	2	62	21	15
	2008-2009	75	75	0	100	73	74	71	3	71	23	4
African American/Black	2007-2008	0	0	0				38				
	2008-2009	2	2	0	100			53				
Hispanic	2007-2008	2	2	0	100			46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	37	36	1	100	51	51	49	0	51	24	24
	2008-2009	34	34	0	100	62	63	60	3	59	32	6
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	11	10	1	100	9	9	31	0	9	36	55
	2008-2009	7	7	0	100	14	14	43	0	14	43	43
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	0	0	0				47				

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School: Se Do Mo Cha Elementary School
SAU: MSAD 68
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	78	76	1	99	69	70	67	26	43	25	6
	2008-2009	57	53	1	95	67	70	70	19	48	24	9
Female	2007-2008	43	42	0	98	69	70	65	29	40	26	5
	2008-2009	28	26	0	93	62	69	68	23	38	23	15
Male	2007-2008	35	34	1	100	69	69	68	23	46	23	9
	2008-2009	29	27	1	97	71	71	71	14	57	25	4
Caucasian/White	2007-2008	76	74	1	99	68	69	68	25	43	25	7
	2008-2009	57	53	1	95	67	70	71	19	48	24	9
African American/Black	2007-2008	2	2	0	100			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	33	31	1	97	53	56	55	19	34	34	13
	2008-2009	26	23	0	88	61	64	58	17	43	22	17
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	10	9	1	100	10	18	44	0	10	50	40
	2008-2009	6	4	1	83	40		46	0	40	40	20
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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School: Se Do Mo Cha Elementary School
SAU: MSAD 68
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	68	67	1	100	63	59	60	7	56	21	16
	2008-2009	77	77	0	100	71	71	66	18	53	23	5
Female	2007-2008	37	37	0	100	51	49	59	8	43	22	27
	2008-2009	39	39	0	100	72	70	66	13	59	26	3
Male	2007-2008	31	30	1	100	77	71	62	6	71	19	3
	2008-2009	38	38	0	100	71	71	67	24	47	21	8
Caucasian/White	2007-2008	66	65	1	100	62	58	61	8	55	21	17
	2008-2009	75	75	0	100	71	70	67	17	53	24	5
African American/Black	2007-2008	0	0	0				30				
	2008-2009	2	2	0	100			46				
Hispanic	2007-2008	2	2	0	100			46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	37	36	1	100	46	42	46	0	46	24	30
	2008-2009	34	34	0	100	62	60	54	12	50	29	9
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	11	10	1	100	18	18	36	9	9	18	64
	2008-2009	7	7	0	100	14	14	41	0	14	29	57
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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

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School: Se Do Mo Cha Elementary School
SAU: MSAD 68
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	98	E: 99 M: 100	E: 100 M: 99	69	E: 62 M: 64	E: 68 M: 73	98	E: 99 M: 100	E: 100 M: 99	68	E: 63 M: 44	E: 67 M: 55	95	94	95
Caucasian/White	98	E: 99 M: 100	E: 100 M: 99	68	E: 62 M: 65	E: 68 M: 74	98	E: 99 M: 100	E: 100 M: 99	67	E: 62 M: 45	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	97	E: 97 M: 100	E: 100 M: 99	55	E: 46 M: 52	E: 55 M: 60	97	E: 97 M: 100	E: 100 M: 99	57	E: 51 M: 33	E: 55 M: 40			
Students with Disabilities	*	E: * M: 100	E: 100 M: 99	*	E: 20 M: 23	E: 37 M: 34	*	E: * M: 100	E: 100 M: 99	*	E: 25 M: 12	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	15	8	5	0	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	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.