



**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 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**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 NCLB, which require, among other things, that each school makes 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 2008-2009 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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Se Do Mo Cha Elementary School

SAU: RSU 68/MSAD 68

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# 2011-2012 NCLB Report Card



**School:** Se Do Mo Cha Elementary School  
**SAU:** RSU 68/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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	61	58	95	78	78	73	22	55	17	5	58	0	
	2010-2011	69	69	100	72	72	70	6	67	20	7	69	0	0
Female	2009-2010	32	32	100	75	75	76	22	53	22	3			
	2010-2011	42	42	100	81	81	74	5	76	12	7			
Male	2009-2010	29	26	90	81	81	69	23	58	12	8			
	2010-2011	27	27	100	59	59	66	7	52	33	7			
Caucasian/White	2009-2010	60	57	95	77	77	74	23	54	18	5			
	2010-2011	66	66	100	73	73	71	5	68	20	8			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	3	3	100			60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	1	1	100			66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	32	30	94	73	73	62	17	57	17	10			
	2010-2011	30	30	100	73	73	58	7	67	20	7			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	6	75			38							
	2010-2011	9	9	100			34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2011-2012 NCLB Report Card



School: Se Do Mo Cha Elementary School  
SAU: RSU 68/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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	62	60	97	72	72	67	12	60	22	7	59	1	
	2010-2011	65	64	98	66	66	67	19	47	22	13	64	0	0
Female	2009-2010	29	28	97	71	71	71	25	46	25	4			
	2010-2011	35	35	100	66	66	72	14	51	26	9			
Male	2009-2010	33	32	97	72	72	63	<1	72	19	9			
	2010-2011	30	29	97	66	66	63	24	41	17	17			
Caucasian/White	2009-2010	62	60	97	72	72	68	12	60	22	7			
	2010-2011	61	60	98	65	65	68	20	45	22	13			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	1	1	100			62							
Economically Disadvantaged	2009-2010	30	28	93	68	68	56	4	64	18	14			
	2010-2011	36	35	97	60	60	56	9	51	23	17			
Migrant	2009-2010	0	0											
	2010-2011	1	1	100										
Students with Disabilities	2009-2010	7	6	86			34							
	2010-2011	10	9	90			29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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# 2011-2012 NCLB Report Card



School: Se Do Mo Cha Elementary School  
SAU: RSU 68/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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	61	58	95	64	64	62	22	41	24	12	58	0
	2010-2011	69	69	100	64	64	61	12	52	17	19	69	0
Female	2009-2010	32	32	100	59	59	61	25	34	31	9		
	2010-2011	42	42	100	67	67	59	14	52	14	19		
Male	2009-2010	29	26	90	69	69	63	19	50	15	15		
	2010-2011	27	27	100	59	59	64	7	52	22	19		
Caucasian/White	2009-2010	60	57	95	63	63	63	23	40	25	12		
	2010-2011	66	66	100	64	64	63	12	52	18	18		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	3	3	100			49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	32	30	94	57	57	50	13	43	23	20		
	2010-2011	30	30	100	63	63	49	10	53	13	23		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	6	75			33						
	2010-2011	9	9	100			35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2011-2012 NCLB Report Card



School: Se Do Mo Cha Elementary School  
 SAU: RSU 68/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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	62	60	97	62	62	62	10	52	28	10	59	1
	2010-2011	65	64	98	56	56	60	13	44	30	14	64	0
Female	2009-2010	29	28	97	57	57	62	18	39	32	11		
	2010-2011	35	35	100	49	49	60	6	43	43	9		
Male	2009-2010	33	32	97	66	66	63	3	63	25	9		
	2010-2011	30	29	97	66	66	61	21	45	14	21		
Caucasian/White	2009-2010	62	60	97	62	62	63	10	52	28	10		
	2010-2011	61	60	98	58	58	61	13	45	28	13		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	1	1	100			56						
Economically Disadvantaged	2009-2010	30	28	93	50	50	50	4	46	36	14		
	2010-2011	36	35	97	46	46	48	6	40	34	20		
Migrant	2009-2010	0	0										
	2010-2011	1	1	100									
Students with Disabilities	2009-2010	7	6	86			36						
	2010-2011	10	9	90			31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2011-2012 NCLB Report Card



School: Se Do Mo Cha Elementary School  
 SAU: RSU 68/MSAD 68  
 Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 98	E: 99 M: 99	73	E: 73 M: 62	E: 69 M: 70	100	E: 100 M: 98	E: 99 M: 99	63	E: 63 M: 51	E: 61 M: 61	93	93	95
Caucasian/White	100	E: 100 M: 99	E: 99 M: 99	73	E: 73 M: 61	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	63	E: 63 M: 49	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 100 M: 98	E: 99 M: 99	70	E: 70 M: 51	E: 58 M: 58	100	E: 100 M: 98	E: 99 M: 99	56	E: 56 M: 42	E: 48 M: 47			
Students with Disabilities	*	E: * M: 93	E: 98 M: 98	18	E: 18 M: 30	E: 33 M: 30	*	E: * M: 93	E: 98 M: 98	14	E: 14 M: 21	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

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.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



School: Se Do Mo Cha Elementary School  
SAU: RSU 68/MSAD 68



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	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 <sup>1</sup>	8	7	6	2	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	4

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

<sup>1</sup>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.