



**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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2009–2010 NCLB Report Card

SAU: Lakeville School Department

## Contents of the Report

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# 2009–2010 NCLB Report Card



**SAU:** Lakeville School Department  
**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 SAU	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	1	1	0	100			71				
	2008-2009	1	1	0	100			71				
Female	2007-2008	0	0	0				77				
	2008-2009	1	1	0	100			77				
Male	2007-2008	1	1	0	100			65				
	2008-2009	0	0	0				66				
Caucasian/White	2007-2008	1	1	0	100			72				
	2008-2009	1	1	0	100			72				
African American/Black	2007-2008	0	0	0				49				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	0	0	0				55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				71				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	1	1	0	100			56				
	2008-2009	0	0	0				56				
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	0	0	0				29				
	2008-2009	0	0	0				29				
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	0	0	0				41				

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

# 2009–2010 NCLB Report Card



**SAU:** Lakeville School Department  
**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 SAU	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	1	1	0	100			51				
	2008-2009	1	1	0	100			52				
Female	2007-2008	0	0	0				51				
	2008-2009	1	1	0	100			54				
Male	2007-2008	1	1	0	100			51				
	2008-2009	0	0	0				51				
Caucasian/White	2007-2008	1	1	0	100			52				
	2008-2009	1	1	0	100			53				
African American/Black	2007-2008	0	0	0				27				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				60				
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	1	1	0	100			35				
	2008-2009	0	0	0				36				
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	0	0	0				19				
	2008-2009	0	0	0				18				
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	0	0	0				26				

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

# 2009–2010 NCLB Report Card



**SAU:** Lakeville School Department  
**Grade:** Middle



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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			99			73			99			55			95
Caucasian/White			99			74			99			55			
African American/Black			97			54			98			31			
Hispanic			99			65			99			41			
Asian or Pacific Islander			98			77			99			65			
American Indian or Native Alaskan			99			61			99			39			
Economically Disadvantaged			99			60			99			40			
Students with Disabilities			99			34			99			22			
Limited English Proficient			96			45			99			28			

\* 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 SAU <sup>1</sup>	*	*	*	*	*	*

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

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers			
	SAU Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	*	*	*

<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.

\* Data Not Provided

See MDOE NCLB- State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>

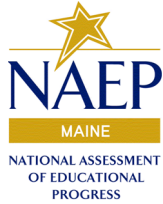
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## Reading

Group	Percent of Students Tested			
	Grade 4		Grade 8	
	MEA 2008–2009	NAEP* 2006–2007	MEA 2008–2009	NAEP* 2006–2007
All Students		93.1	100	93.8
Students with Disabilities		68.8		65.8
Limited English Proficient		69.8		55.2

### Grade 4: All Students

Testing Year	MEA				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Exceeds	Meets	Partially Meets	Does Not Meet		Advanced	Proficient	Basic	Below Basic
2008-2009					2006-2007	7	28	37	27

### Grade 8: All Students

Testing Year	MEA				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Exceeds	Meets	Partially Meets	Does Not Meet		Advanced	Proficient	Basic	Below Basic
2008-2009					2006-2007	3	34	46	17

\*The 2006–2007 NAEP data is the most current and is state level data. 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.

‡ Reporting Standards Not Met

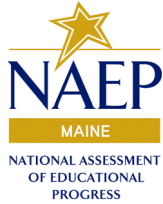
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## Mathematics

Group	Percent of Students Tested			
	Grade 4		Grade 8	
	MEA 2008–2009	NAEP* 2006–2007	MEA 2008–2009	NAEP* 2006–2007
All Students		96.7	100	94.3
Students with Disabilities		83.5		71.4
Limited English Proficient		90.5		79.8

### Grade 4: All Students

Testing Year	MEA				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Exceeds	Meets	Partially Meets	Does Not Meet		Advanced	Proficient	Basic	Below Basic
2008-2009					2006-2007	6	36	44	15

### Grade 8: All Students

Testing Year	MEA				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Exceeds	Meets	Partially Meets	Does Not Meet		Advanced	Proficient	Basic	Below Basic
2008-2009					2006-2007	7	27	44	22

\*The 2006–2007 NAEP data is the most current and is state level data. 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.

‡ Reporting Standards Not Met