



**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 state-wide 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

School: Carl J Lamb School

SAU: Sanford School Department

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# 2009–2010 NCLB Report Card



**School:** Carl J Lamb School  
**SAU:** Sanford School Department  
**Grade:** 03



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DEPARTMENT OF EDUCATION

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	71	68	3	100	62	63	64	0	62	34	4
	2008-2009	67	62	5	100	73	65	65	3	70	24	3
Female	2007-2008	35	35	0	100	74	71	68	0	74	23	3
	2008-2009	32	30	2	100	84	70	70	3	81	13	3
Male	2007-2008	36	33	3	100	50	56	59	0	50	44	6
	2008-2009	35	32	3	100	63	61	60	3	60	34	3
Caucasian/White	2007-2008	64	61	3	100	63	63	64	0	63	33	5
	2008-2009	64	59	5	100	72	65	66	3	69	25	3
African American/Black	2007-2008	1	1	0	100		50	42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			51				
Asian or Pacific Islander	2007-2008	6	6	0	100	67	77	61	0	67	33	0
	2008-2009	2	2	0	100		67	66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	34	31	3	100	56	56	50	0	56	38	6
	2008-2009	39	34	5	100	72	58	53	3	69	28	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	13	10	3	100	46	25	34	0	46	46	8
	2008-2009	13	8	5	100	54	36	36	8	46	38	8
Limited English Proficient	2007-2008	4	4	0	100		69	39				
	2008-2009	3	3	0	100		83	40				

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

# 2009–2010 NCLB Report Card



**School:** Carl J Lamb School  
**SAU:** Sanford School Department  
**Grade:** 04



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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	63	3	100	71	60	63	5	67	21	8
	2008-2009	90	81	7	98	81	69	71	10	70	18	1
Female	2007-2008	41	41	0	100	78	65	67	2	76	20	2
	2008-2009	38	37	1	100	87	75	75	8	79	13	0
Male	2007-2008	25	22	3	100	60	56	60	8	52	24	16
	2008-2009	52	44	6	96	76	64	67	12	64	22	2
Caucasian/White	2007-2008	64	61	3	100	70	60	64	5	66	22	8
	2008-2009	82	73	7	98	80	67	71	10	70	19	1
African American/Black	2007-2008	0	0	0				38				
	2008-2009	2	2	0	100		60	53				
Hispanic	2007-2008	0	0	0			60	46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	1	1	0	100		75	67				
	2008-2009	6	6	0	100	100	92	71	17	83	0	0
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	28	26	2	100	64	55	49	0	64	21	14
	2008-2009	50	42	7	98	78	61	60	14	63	20	2
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	19	16	3	100	37	41	31	0	37	37	26
	2008-2009	26	17	7	92	83	55	43	25	58	13	4
Limited English Proficient	2007-2008	1	1	0	100		73	36				
	2008-2009	4	4	0	100		92	47				

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

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**School:** Carl J Lamb School  
**SAU:** Sanford School Department  
**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	55	54	1	100	60	57	63	4	56	27	13
	2008-2009	63	59	4	100	68	62	67	10	59	25	6
Female	2007-2008	17	17	0	100	71	61	68	6	65	12	18
	2008-2009	37	36	1	100	81	66	70	8	73	16	3
Male	2007-2008	38	37	1	100	55	53	59	3	53	34	11
	2008-2009	26	23	3	100	50	58	64	12	38	38	12
Caucasian/White	2007-2008	50	49	1	100	58	55	64	4	54	28	14
	2008-2009	60	56	4	100	70	63	67	10	60	23	7
African American/Black	2007-2008	0	0	0				40				
	2008-2009	2	2	0	100		40	46				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	3	3	0	100			69				
	2008-2009	0	0	0			67	68				
American Indian or Native Alaskan	2007-2008	1	1	0	100			44				
	2008-2009	1	1	0	100			48				
Economically Disadvantaged	2007-2008	24	23	1	100	50	42	50	4	46	29	21
	2008-2009	31	28	3	100	61	53	53	3	58	32	6
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	22	21	1	100	32	27	29	5	27	41	27
	2008-2009	20	16	4	100	45	42	31	0	45	40	15
Limited English Proficient	2007-2008	4	4	0	100		100	40				
	2008-2009	0	0	0			78	39				

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

# 2009–2010 NCLB Report Card



**School:** Carl J Lamb School  
**SAU:** Sanford School Department  
**Grade:** 06



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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	77	74	2	99	80	75	70	20	61	13	7
	2008-2009	64	58	5	98	76	66	71	24	52	19	5
Female	2007-2008	39	37	1	97	82	83	75	18	63	11	8
	2008-2009	25	22	2	96	79	71	76	33	46	17	4
Male	2007-2008	38	37	1	100	79	68	65	21	58	16	5
	2008-2009	39	36	3	100	74	61	66	18	56	21	5
Caucasian/White	2007-2008	71	69	2	100	79	75	71	21	58	14	7
	2008-2009	58	53	5	100	76	65	71	26	50	19	5
African American/Black	2007-2008	1	1	0	100			55				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	3	2	0	67			53				
	2008-2009	1	1	0	100			60				
Asian or Pacific Islander	2007-2008	2	2	0	100			76				
	2008-2009	4	3	0	75			74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	1	1	0	100			54				
Economically Disadvantaged	2007-2008	24	22	1	96	78	67	57	9	70	13	9
	2008-2009	31	25	5	97	70	56	58	17	53	20	10
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	14	12	2	100	36	39	34	7	29	29	36
	2008-2009	21	16	5	100	52	29	33	19	33	38	10
Limited English Proficient	2007-2008	4	4	0	100		100	51				
	2008-2009	5	4	0	80		100	45				

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

# 2009–2010 NCLB Report Card



**School:** Carl J Lamb School  
**SAU:** Sanford School Department  
**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	71	67	3	99	67	68	67	11	56	26	7
	2008-2009	67	62	5	100	67	66	70	9	58	28	4
Female	2007-2008	35	35	0	100	69	70	65	3	66	23	9
	2008-2009	32	30	2	100	66	65	68	9	56	28	6
Male	2007-2008	36	32	3	97	66	66	68	20	46	29	6
	2008-2009	35	32	3	100	69	67	71	9	60	29	3
Caucasian/White	2007-2008	64	60	3	98	65	67	68	11	54	27	8
	2008-2009	64	59	5	100	67	65	71	9	58	28	5
African American/Black	2007-2008	1	1	0	100		83	41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	1	1	0	100			50				
Asian or Pacific Islander	2007-2008	6	6	0	100	83	85	66	17	67	17	0
	2008-2009	2	2	0	100		67	70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	34	31	3	100	62	60	55	9	53	32	6
	2008-2009	39	34	5	100	69	59	58	8	62	28	3
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	13	10	3	100	85	38	44	8	77	15	0
	2008-2009	13	8	5	100	46	43	46	8	38	46	8
Limited English Proficient	2007-2008	4	4	0	100		69	39				
	2008-2009	3	3	0	100		83	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	66	63	3	100	67	60	60	6	61	26	8
	2008-2009	90	85	4	99	76	66	66	18	58	19	4
Female	2007-2008	41	41	0	100	71	66	59	5	66	24	5
	2008-2009	38	38	0	100	84	68	66	16	68	13	3
Male	2007-2008	25	22	3	100	60	55	62	8	52	28	12
	2008-2009	52	47	4	98	71	64	67	20	51	24	6
Caucasian/White	2007-2008	64	61	3	100	66	60	61	6	59	27	8
	2008-2009	82	77	4	99	75	64	67	17	58	20	5
African American/Black	2007-2008	0	0	0				30				
	2008-2009	2	2	0	100		60	46				
Hispanic	2007-2008	0	0	0			40	46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	1	1	0	100		88	65				
	2008-2009	6	6	0	100	100	92	68	17	83	0	0
American Indian or Native Alaskan	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	28	26	2	100	57	53	46	0	57	32	11
	2008-2009	50	46	4	100	70	57	54	16	54	22	8
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	19	16	3	100	32	32	36	0	32	47	21
	2008-2009	26	21	4	96	60	39	41	8	52	32	8
Limited English Proficient	2007-2008	1	1	0	100		91	40				
	2008-2009	4	4	0	100		83	43				

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# 2009–2010 NCLB Report Card



**School:** Carl J Lamb School  
**SAU:** Sanford School Department  
**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	55	54	1	100	65	66	64	16	49	24	11
	2008-2009	63	59	4	100	78	72	66	21	57	11	11
Female	2007-2008	17	17	0	100	71	65	63	18	53	12	18
	2008-2009	37	36	1	100	92	81	65	24	68	3	5
Male	2007-2008	38	37	1	100	63	67	64	16	47	29	8
	2008-2009	26	23	3	100	58	64	66	15	42	23	19
Caucasian/White	2007-2008	50	49	1	100	64	65	65	14	50	24	12
	2008-2009	60	56	4	100	78	73	67	22	57	10	12
African American/Black	2007-2008	0	0	0				38				
	2008-2009	2	2	0	100		80	43				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	3	3	0	100			74				
	2008-2009	0	0	0			67	69				
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	1	1	0	100			46				
Economically Disadvantaged	2007-2008	24	23	1	100	54	55	51	17	38	25	21
	2008-2009	31	28	3	100	71	64	53	3	68	19	10
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	22	21	1	100	36	27	33	9	27	36	27
	2008-2009	20	16	4	100	40	42	38	0	40	30	30
Limited English Proficient	2007-2008	4	4	0	100		100	44				
	2008-2009	0	0	0			78	40				

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

# 2009–2010 NCLB Report Card



**School:** Carl J Lamb School  
**SAU:** Sanford School Department  
**Grade:** 06



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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	77	74	2	99	74	70	53	21	53	16	11
	2008-2009	64	59	5	100	61	55	54	20	41	27	13
Female	2007-2008	39	37	1	97	68	70	53	21	47	21	11
	2008-2009	25	23	2	100	60	50	52	12	48	20	20
Male	2007-2008	38	37	1	100	79	71	53	21	58	11	11
	2008-2009	39	36	3	100	62	60	56	26	36	31	8
Caucasian/White	2007-2008	71	69	2	100	73	70	54	21	52	15	11
	2008-2009	58	53	5	100	62	55	55	21	41	26	12
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	3	2	0	67			41				
	2008-2009	1	1	0	100			37				
Asian or Pacific Islander	2007-2008	2	2	0	100			63				
	2008-2009	4	4	0	100		80	66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	1	1	0	100			34				
Economically Disadvantaged	2007-2008	24	22	1	96	70	65	39	9	61	17	13
	2008-2009	31	26	5	100	48	44	40	23	26	29	23
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	14	12	2	100	21	34	23	7	14	36	43
	2008-2009	21	16	5	100	43	25	26	19	24	38	19
Limited English Proficient	2007-2008	4	4	0	100		91	30				
	2008-2009	5	5	0	100	60	71	30	20	40	20	20

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

# 2009–2010 NCLB Report Card



**School:** Carl J Lamb School  
**SAU:** Sanford School Department  
**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	99	E: 99 M: 99	E: 100 M: 99	75	E: 66 M: 72	E: 68 M: 73	100	E: 99 M: 100	E: 100 M: 99	71	E: 69 M: 59	E: 67 M: 55	96	95	95
Caucasian/White	99	E: 99 M: 100	E: 100 M: 99	75	E: 66 M: 72	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	71	E: 69 M: 60	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: 79 M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: 79 M: 75	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: 99	E: 100 M: 99	71	E: 59 M: 61	E: 55 M: 60	100	E: 100 M: 100	E: 100 M: 99	66	E: 61 M: 50	E: 55 M: 40			
Students with Disabilities	98	E: 99 M: 99	E: 100 M: 99	59	E: 48 M: 27	E: 37 M: 34	99	E: 99 M: 99	E: 100 M: 99	47	E: 44 M: 25	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: 85 M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: 81 M: 70	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 <sup>1</sup>	21	10	8	3	2	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	2.68

<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.