



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 2011-2012:** 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 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (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 2010-2011 NAEP results is displayed on the state report, 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.



# 2012-2013 NCLB Report Card

SAU: Gorham School Department

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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	198	196	99		80	70	11	69	14	6	196	0	0
	2011-2012	213	212	100		75	72	26	48	18	8	207	5	0
Female	2010-2011	97	95	98		85	74	13	73	11	4			
	2011-2012	108	107	99		83	77	32	51	14	3			
Male	2010-2011	101	101	100		75	66	10	65	17	8			
	2011-2012	105	105	100		66	68	21	45	22	12			
Caucasian/White	2010-2011	190	188	99		81	71	12	69	13	6			
	2011-2012	202	202	100		75	73	27	49	17	7			
African American/Black	2010-2011	2	2	100			43							
	2011-2012	6	5	83			47							
Hispanic	2010-2011	3	3	100			60							
	2011-2012	0	0				65							
Asian or Pacific Islander	2010-2011	2	2	100			69							
	2011-2012	5	5	100			77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	30	30	100		50	58	3	47	30	20			
	2011-2012	41	41	100		51	62	15	37	32	17			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	20	20	100		40	34	<1	40	15	45			
	2011-2012	32	32	100		28	36	6	22	44	28			
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	3	3	100			47							

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.

# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 04



Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	189	187	99		74	67	16	58	23	3	183	4	1
	2011-2012	214	213	100		82	71	23	59	12	6	213	0	0
Female	2010-2011	93	93	100		80	72	22	58	19	1			
	2011-2012	104	103	99		91	75	31	60	6	3			
Male	2010-2011	96	94	98		69	63	11	59	27	4			
	2011-2012	110	110	100		73	67	15	57	18	9			
Caucasian/White	2010-2011	175	174	99		74	68	17	57	24	2			
	2011-2012	205	204	100		82	72	24	58	12	6			
African American/Black	2010-2011	3	3	100			40							
	2011-2012	2	2	100			42							
Hispanic	2010-2011	2	2	100			54							
	2011-2012	4	4	100			60							
Asian or Pacific Islander	2010-2011	7	7	100			67							
	2011-2012	2	2	100			76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	39	37	95		59	56	3	57	32	8			
	2011-2012	43	43	100		67	60	7	60	14	19			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	25	25	100		44	29	<1	44	44	12			
	2011-2012	22	22	100		32	35	5	27	27	41			
Limited English Proficient	2010-2011	2	1	50			43							
	2011-2012	0	0				40							

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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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 05



Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	198	194	98		80	70	18	62	13	7	191	3	2
	2011-2012	184	182	99		73	68	12	62	19	8	179	3	0
Female	2010-2011	97	96	99		89	75	22	67	6	5			
	2011-2012	90	89	99		87	74	17	70	9	4			
Male	2010-2011	101	98	97		71	66	14	57	19	9			
	2011-2012	94	93	99		60	63	6	54	29	11			
Caucasian/White	2010-2011	189	186	98		80	71	18	62	12	8			
	2011-2012	170	168	99		74	69	13	61	19	7			
African American/Black	2010-2011	3	3	100			48							
	2011-2012	2	2	100			42							
Hispanic	2010-2011	0	0				65							
	2011-2012	1	1	100			60							
Asian or Pacific Islander	2010-2011	4	3	75			68							
	2011-2012	8	8	100			75							
American Indian or Native Alaskan	2010-2011	2	2	100			65							
	2011-2012	0	0				48							
Economically Disadvantaged	2010-2011	46	45	98		64	60	9	56	22	13			
	2011-2012	33	32	97		44	57	3	41	41	16			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	23	22	96		27	34	5	23	32	41			
	2011-2012	21	19	90		32	30	5	26	32	37			
Limited English Proficient	2010-2011	5	3	60			46							
	2011-2012	3	3	100			44							

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

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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 06



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	216	214	99		81	72	14	68	18	1	211	3	1
	2011-2012	201	199	99		81	72	28	53	14	5	196	3	0
Female	2010-2011	119	117	98		84	76	16	68	15	1			
	2011-2012	98	96	98		86	78	30	56	11	2			
Male	2010-2011	97	97	100		78	68	10	68	21	1			
	2011-2012	103	103	100		76	67	25	50	17	8			
Caucasian/White	2010-2011	210	208	99		81	73	14	67	18	1			
	2011-2012	187	185	99		80	73	27	53	15	5			
African American/Black	2010-2011	2	2	100			52							
	2011-2012	3	3	100			48							
Hispanic	2010-2011	1	1	100			67							
	2011-2012	2	2	100			66							
Asian or Pacific Islander	2010-2011	2	2	100			67							
	2011-2012	5	5	100			75							
American Indian or Native Alaskan	2010-2011	1	1	100			65							
	2011-2012	2	2	100			62							
Economically Disadvantaged	2010-2011	45	43	96		58	60	14	44	37	5			
	2011-2012	50	49	98		71	61	14	57	20	8			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	37	36	97		42	33	3	39	53	6			
	2011-2012	23	23	100		30	34	9	22	39	30			
Limited English Proficient	2010-2011	3	2	67			46							
	2011-2012	3	3	100			45							

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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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 07



Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	201	200	100		78	66	14	64	20	3	197	3	0
	2011-2012	221	221	100		77	70	16	62	18	5	219	2	0
Female	2010-2011	93	93	100		84	73	20	63	14	2			
	2011-2012	120	120	100		78	75	22	57	18	3			
Male	2010-2011	108	107	99		72	59	7	64	24	4			
	2011-2012	101	101	100		76	65	9	67	18	6			
Caucasian/White	2010-2011	188	187	99		78	67	14	64	19	3			
	2011-2012	213	213	100		77	71	16	61	19	4			
African American/Black	2010-2011	3	3	100			43							
	2011-2012	1	1	100			52							
Hispanic	2010-2011	1	1	100			52							
	2011-2012	2	2	100			66							
Asian or Pacific Islander	2010-2011	4	4	100			64							
	2011-2012	2	2	100			73							
American Indian or Native Alaskan	2010-2011	1	1	100			61							
	2011-2012	1	1	100			60							
Economically Disadvantaged	2010-2011	47	46	98		61	52	4	57	33	7			
	2011-2012	42	42	100		57	59	2	55	36	7			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	29	29	100		48	25	<1	48	38	14			
	2011-2012	33	33	100		21	30	<1	21	58	21			
Limited English Proficient	2010-2011	0	0				40							
	2011-2012	4	4	100			51							

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

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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 08



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	198	198	100		83	72	26	57	15	3	196	2	0
	2011-2012	203	202	100		87	77	22	65	11	2	199	3	0
Female	2010-2011	106	106	100		91	78	27	63	8	1			
	2011-2012	93	93	100		89	83	28	61	9	2			
Male	2010-2011	92	92	100		74	68	25	49	22	4			
	2011-2012	110	109	99		84	71	17	68	14	2			
Caucasian/White	2010-2011	190	190	100		83	73	27	56	15	3			
	2011-2012	188	187	99		86	78	22	64	12	2			
African American/Black	2010-2011	4	4	100			52							
	2011-2012	3	3	100			54							
Hispanic	2010-2011	2	2	100			67							
	2011-2012	3	3	100			71							
Asian or Pacific Islander	2010-2011	1	1	100			84							
	2011-2012	4	4	100			77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	1	1	100			66							
Economically Disadvantaged	2010-2011	44	44	100		61	61	14	48	34	5			
	2011-2012	45	44	98		68	66	11	57	25	7			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	32	32	100		34	32	3	31	53	13			
	2011-2012	29	29	100		52	38	7	45	34	14			
Limited English Proficient	2010-2011	0	0				49							
	2011-2012	2	2	100			50							

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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	204	200	98		63	50	15	48	25	12	194	6	0
	2011-2012	210	207	99		56	47	12	44	28	16	204	3	0
Female	2010-2011	96	94	98		64	54	15	49	29	7			
	2011-2012	100	100	100		62	51	15	47	24	14			
Male	2010-2011	108	106	98		62	46	15	47	22	16			
	2011-2012	110	107	97		50	43	9	41	31	19			
Caucasian/White	2010-2011	198	194	98		63	51	15	48	25	12			
	2011-2012	199	196	98		57	48	12	44	27	16			
African American/Black	2010-2011	2	2	100			23							
	2011-2012	4	4	100			28							
Hispanic	2010-2011	0	0				45							
	2011-2012	1	1	100			30							
Asian or Pacific Islander	2010-2011	3	3	100			51							
	2011-2012	4	4	100			48							
American Indian or Native Alaskan	2010-2011	1	1	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	35	32	91		38	34	3	34	28	34			
	2011-2012	41	40	98		38	31	3	35	35	28			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	32	30	94		17	17	<1	17	33	50			
	2011-2012	31	29	94		10	16	<1	10	38	52			
Limited English Proficient	2010-2011	3	3	100			9							
	2011-2012	1	1	100			13							

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

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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 03



Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	198	196	99		73	61	15	58	20	7	196	0
	2011-2012	213	212	100		69	64	18	51	20	11	207	5
Female	2010-2011	97	95	98		76	59	19	57	18	6		
	2011-2012	108	107	99		68	63	18	50	21	11		
Male	2010-2011	101	101	100		71	64	12	59	22	7		
	2011-2012	105	105	100		70	65	18	51	19	11		
Caucasian/White	2010-2011	190	188	99		74	63	16	59	19	7		
	2011-2012	202	202	100		69	65	18	51	19	11		
African American/Black	2010-2011	2	2	100			30						
	2011-2012	6	5	83			38						
Hispanic	2010-2011	3	3	100			49						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	2	2	100			64						
	2011-2012	5	5	100			70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	30	30	100		43	49	<1	43	40	17		
	2011-2012	41	41	100		44	52	2	41	32	24		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	20	20	100		15	35	<1	15	45	40		
	2011-2012	32	32	100		41	35	9	31	25	34		
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	3	3	100			36						

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

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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 04



Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	189	188	99		66	60	18	48	25	9	185	3
	2011-2012	214	213	100		71	66	23	49	18	10	213	0
Female	2010-2011	93	93	100		63	60	19	44	28	9		
	2011-2012	104	103	99		73	65	26	47	21	6		
Male	2010-2011	96	95	99		68	61	16	53	22	9		
	2011-2012	110	110	100		70	67	19	51	15	15		
Caucasian/White	2010-2011	175	175	100		66	61	18	48	26	9		
	2011-2012	205	204	100		72	67	24	49	18	10		
African American/Black	2010-2011	3	3	100			31						
	2011-2012	2	2	100			31						
Hispanic	2010-2011	2	2	100			48						
	2011-2012	4	4	100			52						
Asian or Pacific Islander	2010-2011	7	7	100			64						
	2011-2012	2	2	100			71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	39	38	97		47	48	5	42	24	29		
	2011-2012	43	43	100		49	54	5	44	23	28		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	25	25	100		36	31	<1	36	48	16		
	2011-2012	22	22	100		32	37	<1	32	14	55		
Limited English Proficient	2010-2011	2	2	100			35						
	2011-2012	0	0				33						

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

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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 05



Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	198	196	99		80	61	23	56	13	7	193	3
	2011-2012	184	182	99		79	64	19	60	11	10	179	3
Female	2010-2011	97	96	99		82	61	22	60	13	5		
	2011-2012	90	89	99		82	65	21	61	7	11		
Male	2010-2011	101	100	99		77	61	25	52	14	9		
	2011-2012	94	93	99		75	64	16	59	15	10		
Caucasian/White	2010-2011	189	187	99		79	62	24	55	14	7		
	2011-2012	170	168	99		80	65	19	61	10	10		
African American/Black	2010-2011	3	3	100			32						
	2011-2012	2	2	100			35						
Hispanic	2010-2011	0	0				48						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	4	4	100			59						
	2011-2012	8	8	100			70						
American Indian or Native Alaskan	2010-2011	2	2	100			60						
	2011-2012	0	0				55						
Economically Disadvantaged	2010-2011	46	46	100		70	47	15	54	17	13		
	2011-2012	33	32	97		56	51	3	53	22	22		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	23	22	96		41	30	9	32	23	36		
	2011-2012	21	19	90		37	30	<1	37	32	32		
Limited English Proficient	2010-2011	5	5	100			34						
	2011-2012	3	3	100			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.

# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 06



Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	216	215	100		78	64	33	45	13	10	212	3
	2011-2012	201	199	99		79	64	37	43	11	10	196	3
Female	2010-2011	119	118	99		78	63	30	48	8	14		
	2011-2012	98	96	98		79	64	36	43	13	8		
Male	2010-2011	97	97	100		77	64	36	41	18	5		
	2011-2012	103	103	100		80	64	37	43	9	12		
Caucasian/White	2010-2011	210	209	100		78	65	33	45	12	10		
	2011-2012	187	185	99		79	66	36	43	10	10		
African American/Black	2010-2011	2	2	100			36						
	2011-2012	3	3	100			35						
Hispanic	2010-2011	1	1	100			57						
	2011-2012	2	2	100			51						
Asian or Pacific Islander	2010-2011	2	2	100			66						
	2011-2012	5	5	100			74						
American Indian or Native Alaskan	2010-2011	1	1	100			60						
	2011-2012	2	2	100			52						
Economically Disadvantaged	2010-2011	45	44	98		57	50	18	39	18	25		
	2011-2012	50	49	98		59	51	18	41	24	16		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	37	36	97		36	28	14	22	19	44		
	2011-2012	23	23	100		30	29	17	13	<1	70		
Limited English Proficient	2010-2011	3	3	100			39						
	2011-2012	3	3	100			37						

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.

# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 07



Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	201	200	100		70	58	22	48	18	13	197	3
	2011-2012	221	221	100		76	61	29	46	16	9	219	2
Female	2010-2011	93	93	100		68	59	17	51	22	11		
	2011-2012	120	120	100		73	60	25	48	16	11		
Male	2010-2011	108	107	99		72	58	26	46	14	14		
	2011-2012	101	101	100		78	61	35	44	16	6		
Caucasian/White	2010-2011	188	187	99		71	60	22	49	16	13		
	2011-2012	213	213	100		75	62	29	46	16	8		
African American/Black	2010-2011	3	3	100			29						
	2011-2012	1	1	100			34						
Hispanic	2010-2011	1	1	100			44						
	2011-2012	2	2	100			52						
Asian or Pacific Islander	2010-2011	4	4	100			62						
	2011-2012	2	2	100			65						
American Indian or Native Alaskan	2010-2011	1	1	100			52						
	2011-2012	1	1	100			47						
Economically Disadvantaged	2010-2011	47	46	98		54	44	7	48	20	26		
	2011-2012	42	42	100		60	47	10	50	24	17		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	29	29	100		38	22	3	34	24	38		
	2011-2012	33	33	100		36	25	<1	36	24	39		
Limited English Proficient	2010-2011	0	0				33						
	2011-2012	4	4	100			37						

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.

# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 08



Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	198	198	100		66	59	18	48	19	15	196	2
	2011-2012	203	201	99		66	60	20	46	23	11	198	3
Female	2010-2011	106	106	100		66	58	8	58	22	12		
	2011-2012	93	92	99		62	62	11	51	28	10		
Male	2010-2011	92	92	100		66	60	29	37	16	17		
	2011-2012	110	109	99		69	58	28	41	18	13		
Caucasian/White	2010-2011	190	190	100		66	60	19	47	19	15		
	2011-2012	188	186	99		66	61	20	45	23	11		
African American/Black	2010-2011	4	4	100			32						
	2011-2012	3	3	100			32						
Hispanic	2010-2011	2	2	100			49						
	2011-2012	3	3	100			48						
Asian or Pacific Islander	2010-2011	1	1	100			71						
	2011-2012	4	4	100			67						
American Indian or Native Alaskan	2010-2011	0	0				52						
	2011-2012	1	1	100			42						
Economically Disadvantaged	2010-2011	44	44	100		48	44	7	41	25	27		
	2011-2012	45	44	98		34	45	9	25	30	36		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	32	32	100		16	22	3	13	22	63		
	2011-2012	29	29	100		21	21	10	10	24	55		
Limited English Proficient	2010-2011	0	0				32						
	2011-2012	2	2	100			31						

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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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: High School



Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	204	200	98		63	49	11	52	24	14	194	6
	2011-2012	210	206	98		55	47	6	49	30	16	203	3
Female	2010-2011	96	94	98		64	47	7	56	23	13		
	2011-2012	100	100	100		55	46	2	53	32	13		
Male	2010-2011	108	106	98		61	51	13	48	25	14		
	2011-2012	110	106	96		55	47	9	45	27	18		
Caucasian/White	2010-2011	198	194	98		63	50	11	52	24	13		
	2011-2012	199	195	98		56	48	6	50	29	15		
African American/Black	2010-2011	2	2	100			21						
	2011-2012	4	4	100			21						
Hispanic	2010-2011	0	0				36						
	2011-2012	1	1	100			32						
Asian or Pacific Islander	2010-2011	3	3	100			62						
	2011-2012	4	4	100			55						
American Indian or Native Alaskan	2010-2011	1	1	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	35	32	91		38	31	6	31	31	31		
	2011-2012	41	40	98		33	30	<1	33	43	25		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	32	30	94		20	15	10	10	23	57		
	2011-2012	31	28	90		14	15	<1	14	25	61		
Limited English Proficient	2010-2011	3	3	100			17						
	2011-2012	1	1	100			15						

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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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 05



Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	200	199	100		77	64	12	65	23	1	196	3
	2011-2012	184	184	100		79	62	22	57	20	2	181	3
Female	2010-2011	98	97	99		77	64	8	69	23	<1		
	2011-2012	91	91	100		81	61	22	59	16	2		
Male	2010-2011	102	102	100		76	65	15	62	23	1		
	2011-2012	93	93	100		76	63	23	54	23	1		
Caucasian/White	2010-2011	190	189	99		77	66	12	65	23	1		
	2011-2012	170	170	100		80	64	24	56	18	2		
African American/Black	2010-2011	4	4	100			32						
	2011-2012	2	2	100			32						
Hispanic	2010-2011	0	0				50						
	2011-2012	1	1	100			53						
Asian or Pacific Islander	2010-2011	4	4	100			68						
	2011-2012	8	8	100			62						
American Indian or Native Alaskan	2010-2011	2	2	100			58						
	2011-2012	0	0				49						
Economically Disadvantaged	2010-2011	50	50	100		64	53	2	62	34	2		
	2011-2012	33	33	100		61	51	9	52	33	6		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	21	21	100		48	36	<1	48	52	<1		
	2011-2012	23	23	100		43	32	9	35	52	4		
Limited English Proficient	2010-2011	3	3	100			36						
	2011-2012	3	3	100			33						

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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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: 08



Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	198	198	100		72	71	23	49	22	6	196	2
	2011-2012	208	205	99		77	72	30	46	21	2	202	3
Female	2010-2011	105	105	100		70	69	19	51	26	4		
	2011-2012	97	96	99		71	70	21	50	25	4		
Male	2010-2011	93	93	100		74	73	28	46	17	9		
	2011-2012	111	109	98		82	74	39	43	17	1		
Caucasian/White	2010-2011	188	188	100		72	72	24	48	22	6		
	2011-2012	193	190	98		77	73	31	47	20	3		
African American/Black	2010-2011	4	4	100			46						
	2011-2012	3	3	100			42						
Hispanic	2010-2011	2	2	100			59						
	2011-2012	3	3	100			62						
Asian or Pacific Islander	2010-2011	2	2	100			73						
	2011-2012	4	4	100			69						
American Indian or Native Alaskan	2010-2011	0	0				61						
	2011-2012	1	1	100			60						
Economically Disadvantaged	2010-2011	44	44	100		55	60	9	45	30	16		
	2011-2012	44	43	98		51	60	14	37	37	12		
Migrant	2010-2011	0	0										
	2011-2012	0	0				40						
Students with Disabilities	2010-2011	29	29	100		31	41	14	17	52	17		
	2011-2012	31	31	100		45	41	16	29	45	10		
Limited English Proficient	2010-2011	1	1	100			39						
	2011-2012	2	2	100			37						

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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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: High School



Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	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	2010-2011	204	196	96		50	44	9	41	30	20	190	6
	2011-2012	210	206	98		52	44	5	47	25	23	203	3
Female	2010-2011	96	92	96		43	40	7	37	33	24		
	2011-2012	100	100	100		49	40	3	46	29	22		
Male	2010-2011	108	104	96		56	48	11	45	28	16		
	2011-2012	110	106	96		56	49	8	48	21	24		
Caucasian/White	2010-2011	198	190	96		51	45	9	42	29	20		
	2011-2012	199	195	98		52	45	6	46	25	23		
African American/Black	2010-2011	2	2	100			19						
	2011-2012	4	4	100			20						
Hispanic	2010-2011	0	0				37						
	2011-2012	1	1	100			32						
Asian or Pacific Islander	2010-2011	3	3	100			49						
	2011-2012	4	4	100			45						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	35	30	86		23	29	<1	23	23	53		
	2011-2012	41	39	95		41	30	3	38	26	33		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	32	28	88		14	14	4	11	25	61		
	2011-2012	31	28	90		18	16	<1	18	21	61		
Limited English Proficient	2010-2011	3	3	100			10						
	2011-2012	1	1	100			10						

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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# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: Elementary



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		99	99		77	70		99	99		73	65		96	95
Caucasian/White		99	100		77	71		99	99		73	66			
African American/Black		*	99		*	44		*	99		*	35			
Hispanic		*	98		*	61		*	99		*	52			
Asian or Pacific Islander		*	99		*	76		*	100		*	70			
American Indian or Native Alaskan		*	99		*	58		*	99		*	59			
Economically Disadvantaged		99	99		57	60		99	99		48	52			
Students with Disabilities		97	98		35	34		97	98		39	34			
Limited English Proficient		*	98		*	44		*	100		*	37			

\*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.

# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: Middle



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	99		82	73		100	99		75	62		96	95
Caucasian/White		100	99		81	74		100	99		74	63			
African American/Black		*	98		*	51		*	99		*	34			
Hispanic		*	99		*	68		*	99		*	51			
Asian or Pacific Islander		*	99		*	76		*	99		*	70			
American Indian or Native Alaskan		*	99		*	65		*	98		*	50			
Economically Disadvantaged		99	99		68	62		99	99		54	48			
Students with Disabilities		100	98		36	34		100	98		32	26			
Limited English Proficient		*	98		*	49		*	99		*	36			

\*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.

# 2012-2013 NCLB Report Card



SAU: Gorham School Department  
Grade: High School



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students		99	96		60	48		98	96		59	48		88	84
Caucasian/White		98	96		61	49		98	96		60	49		89	84
African American/Black		*	94		*	26		*	93		*	21		50	77
Hispanic		*	95		*	37		*	96		*	34		100	87
Asian or Pacific Islander		*	94		*	50		*	94		*	58		0	91
American Indian or Native Alaskan		*	94		*	35		*	94		*	32		0	82
Economically Disadvantaged		98	94		39	33		98	94		37	31		77	73
Students with Disabilities		*	90		14	17		*	90		18	15		67	78
Limited English Proficient		*	92		*	11		*	93		*	15		50	78

\*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.

# 2012-2013 NCLB Report Card



SAU: Gorham School Department



## Maine Teacher Quality Data

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
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the SAU <sup>1</sup>	29	55	70	1	47	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the SAU with Emergency/Conditional Certification as of April 30, 2012	0

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	1.63		1.63

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

# 2012-2013 NCLB Report Card



SAU: Gorham School Department



## Reading



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2011-2012	NAEP* 2010-2011	NECAP 2011-2012	NAEP* 2010-2011
All Students	100	94	98	92
Students with Disabilities	100	16	90	17
Limited English Proficient		3	100	2

### Grade 4: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2011-2012	23	59	12	6	2010-2011	6	26	37	30

### Grade 8: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2011-2012	21	66	11	2	2010-2011	4	34	42	20

\*The 2010-2011 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 schools and students.

Note: Achievement levels were reported in 2011-2012 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

†Reporting Standards Not Met

# 2012-2013 NCLB Report Card



SAU: Gorham School Department



## Mathematics



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2011-2012	NAEP* 2010-2011	NECAP 2011-2012	NAEP* 2010-2011
All Students	100	94	98	94
Students with Disabilities	100	16	90	17
Limited English Proficient		3	100	3

### Grade 4: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2011-2012	23	49	18	10	2010-2011	7	38	42	13

### Grade 8: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2011-2012	19	46	23	11	2010-2011	10	29	40	22

\*The 2010-2011 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 schools and students.

Note: Achievement levels were reported in 2011-2012 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

†Reporting Standards Not Met