



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 ESEA Accountability, 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 2012-2013:** 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 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

**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.

# 2013-2014 NCLB Report Card

School: Gorham High School

SAU: Gorham School Department

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# 2013-2014 NCLB Report Card

<b>School:</b> Gorham High School
<b>SAU:</b> Gorham School Department
<b>Grade:</b> High School

Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	209	206	99	56	56	47	12	44	28	16	203	3	0
	2012-2013	212	204	96	59	60	48	12	48	32	8	200	4	0
Female	2011-2012	100	100	100	62	62	51	15	47	24	14			
	2012-2013	105	101	96	57	57	51	16	42	35	8			
Male	2011-2012	109	106	97	51	50	43	9	42	31	18			
	2012-2013	107	103	96	61	62	45	8	53	30	9			
Caucasian/White	2011-2012	198	195	98	57	57	48	12	45	27	16			
	2012-2013	206	199	97	59	59	49	12	47	33	9			
African American/Black	2011-2012	4	4	100			28							
	2012-2013	3	2	67			23							
Hispanic	2011-2012	1	1	100			30							
	2012-2013	0	0				39							
Asian or Pacific Islander	2011-2012	4	4	100			48							
	2012-2013	1	1	100			50							
American Indian or Native Alaskan	2011-2012	0	0				35							
	2012-2013	0	0				24							
Economically Disadvantaged	2011-2012	41	40	98	38	38	31	3	35	35	28			
	2012-2013	34	31	91	45	45	33	<1	45	39	16			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	30	28	93	11	10	16	<1	11	39	50			
	2012-2013	20	18	90	33	37	14	<1	33	33	33			
Limited English Proficient	2011-2012	1	1	100			13							
	2012-2013	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

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Gorham High School  
**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 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	2011-2012	209	205	98	55	55	47	6	49	30	15	202	3
	2012-2013	212	206	97	61	61	48	9	51	27	12	202	4
Female	2011-2012	100	100	100	55	55	46	2	53	32	13		
	2012-2013	105	102	97	62	62	47	12	50	26	12		
Male	2011-2012	109	105	96	55	55	47	10	46	28	17		
	2012-2013	107	104	97	60	60	49	7	53	28	13		
Caucasian/White	2011-2012	198	194	98	57	56	48	6	51	29	14		
	2012-2013	206	200	97	61	61	49	9	52	27	13		
African American/Black	2011-2012	4	4	100			21						
	2012-2013	3	3	100			18						
Hispanic	2011-2012	1	1	100			32						
	2012-2013	0	0				36						
Asian or Pacific Islander	2011-2012	4	4	100			55						
	2012-2013	1	1	100			61						
American Indian or Native Alaskan	2011-2012	0	0				33						
	2012-2013	0	0				29						
Economically Disadvantaged	2011-2012	41	40	98	33	33	30	<1	33	43	25		
	2012-2013	34	32	94	47	47	31	<1	47	34	19		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	30	27	90	15	14	15	<1	15	26	59		
	2012-2013	20	18	90	17	21	14	6	11	28	56		
Limited English Proficient	2011-2012	1	1	100			15						
	2012-2013	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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# 2013-2014 NCLB Report Card

<b>School:</b> Gorham High School
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<b>Grade:</b> High School

Science 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	2011-2012	209	205	98	53	52	44	5	47	25	22	202	3
	2012-2013	212	205	97	51	51	41	7	44	28	20	201	4
Female	2011-2012	100	100	100	49	49	40	3	46	29	22		
	2012-2013	105	102	97	43	43	37	5	38	31	25		
Male	2011-2012	109	105	96	56	56	49	8	49	21	23		
	2012-2013	107	103	96	59	60	44	10	50	25	16		
Caucasian/White	2011-2012	198	194	98	52	52	45	6	46	25	23		
	2012-2013	206	199	97	51	51	42	7	44	29	20		
African American/Black	2011-2012	4	4	100			20						
	2012-2013	3	3	100			17						
Hispanic	2011-2012	1	1	100			32						
	2012-2013	0	0				30						
Asian or Pacific Islander	2011-2012	4	4	100			45						
	2012-2013	1	1	100			45						
American Indian or Native Alaskan	2011-2012	0	0				34						
	2012-2013	0	0				22						
Economically Disadvantaged	2011-2012	41	39	95	41	41	30	3	38	26	33		
	2012-2013	34	31	91	32	32	27	3	29	32	35		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	30	27	90	19	18	16	<1	19	22	59		
	2012-2013	20	18	90	17	21	12	6	11	28	56		
Limited English Proficient	2011-2012	1	1	100			10						
	2012-2013	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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**Grade:** High School

GROUP	Reading									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	211	97		57	61	202	121	60	79	91
Female	105	96		62	65	101	58	57	81	92
Male	106	97		52	56	101	63	62	76	89
Caucasian/White	205	97		57	61	197	117	59	79	90
African American/Black	3	*		*		2	*	*		100
Hispanic	0	*		*		0	*	*		0
Asian or Pacific Islander	1	*		*		1	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		100
Economically Disadvantaged	34	*		37	42	31	14	45	69	76
Not Economically Disadvantaged	177	98		61	64	171	107	63	81	96
Migrant	0	*		*		0	*	*		0
Not Migrant	211	97		57	61	202	121	60	79	91
Students with Disabilities	20	*		12	19	18	6	33	56	83
Students without Disabilities	191	97		63	66	184	115	63	82	92
Limited English Proficient	1	*		*		1	*	*		0
Not Limited English Proficient	210	97		57	61	201	120	60	79	91
Super Subgroup	47	91		28	34	43	19	44	64	
Non-Super Subgroup	164	98		68	71	159	102	64	84	

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data are not available.  
 The source of information for this report is the Maine Department of Education.



# 2013-2014 NCLB Report Card

**School:** Gorham High School  
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**Grade:** High School

GROUP	Mathematics									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	211	98		56	60	203	125	62	78	91
Female	105	97		56	60	101	63	62	78	92
Male	106	98		56	60	102	62	61	78	89
Caucasian/White	205	98		58	62	198	121	61	79	90
African American/Black	3	*		*		2	*	*		100
Hispanic	0	*		*		0	*	*		0
Asian or Pacific Islander	1	*		*		1	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		100
Economically Disadvantaged	34	*		34	40	32	15	47	67	76
Not Economically Disadvantaged	177	98		61	64	171	110	64	81	96
Migrant	0	*		*		0	*	*		0
Not Migrant	211	98		56	60	203	125	62	78	91
Students with Disabilities	20	*		16	23	18	3	17	58	83
Students without Disabilities	191	98		62	65	185	122	66	81	92
Limited English Proficient	1	*		*		1	*	*		0
Not Limited English Proficient	210	98		56	60	202	124	61	78	91
Super Subgroup	47	96		29	35	44	17	39	65	
Non-Super Subgroup	164	98		66	69	159	108	68	83	

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
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## 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 School <sup>1</sup>	5	12	21	0	19	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2013	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	1.97

<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.