



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 Middle School

SAU: Gorham School Department

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# 2013-2014 NCLB Report Card

<b>School:</b> Gorham Middle School
<b>SAU:</b> Gorham School Department
<b>Grade:</b> 06

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	201	199	99	81	81	72	28	53	14	5	196	3	0
	2012-2013	193	193	100	85	85	71	20	65	13	2	190	3	0
Female	2011-2012	98	96	98	86	86	78	30	56	11	2			
	2012-2013	98	98	100	92	92	77	30	62	6	2			
Male	2011-2012	103	103	100	76	76	67	25	50	17	8			
	2012-2013	95	95	100	78	78	66	9	68	20	2			
Caucasian/White	2011-2012	187	185	99	80	80	73	27	53	15	5			
	2012-2013	179	179	100	84	84	73	20	64	13	2			
African American/Black	2011-2012	3	3	100			48							
	2012-2013	1	1	100			42							
Hispanic	2011-2012	2	2	100			66							
	2012-2013	1	1	100			65							
Asian or Pacific Islander	2011-2012	5	5	100			75							
	2012-2013	8	8	100			71							
American Indian or Native Alaskan	2011-2012	2	2	100			62							
	2012-2013	0	0				55							
Economically Disadvantaged	2011-2012	50	49	98	71	71	61	14	57	20	8			
	2012-2013	37	37	100	65	65	60	5	59	30	5			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	23	23	100	30	30	34	9	22	39	30			
	2012-2013	23	23	100	65	65	31	9	57	17	17			
Limited English Proficient	2011-2012	3	3	100			45							
	2012-2013	4	4	100			41							

**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 Middle School  
**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 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	221	221	100	77	77	70	16	62	18	5	219	2	0
	2012-2013	215	211	98	82	82	69	18	64	15	3	207	4	0
Female	2011-2012	120	120	100	78	78	75	22	57	18	3			
	2012-2013	107	104	97	87	87	77	25	62	10	4			
Male	2011-2012	101	101	100	76	76	65	9	67	18	6			
	2012-2013	108	107	99	77	77	62	11	65	21	3			
Caucasian/White	2011-2012	213	213	100	77	77	71	16	61	19	4			
	2012-2013	201	198	99	81	81	70	17	64	16	4			
African American/Black	2011-2012	1	1	100			52							
	2012-2013	4	4	100			47							
Hispanic	2011-2012	2	2	100			66							
	2012-2013	3	2	67			65							
Asian or Pacific Islander	2011-2012	2	2	100			73							
	2012-2013	3	3	100			80							
American Indian or Native Alaskan	2011-2012	1	1	100			60							
	2012-2013	2	2	100			61							
Economically Disadvantaged	2011-2012	42	42	100	57	57	59	2	55	36	7			
	2012-2013	59	59	100	73	73	57	5	68	20	7			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	33	33	100	21	21	30	<1	21	58	21			
	2012-2013	25	25	100	44	44	28	4	40	36	20			
Limited English Proficient	2011-2012	4	4	100			51							
	2012-2013	5	4	80			46							

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# 2013-2014 NCLB Report Card

<b>School:</b> Gorham Middle School
<b>SAU:</b> Gorham School Department
<b>Grade:</b> 08

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	203	202	100	87	87	77	22	65	11	2	199	3	0
	2012-2013	223	223	100	87	87	77	21	66	10	2	221	2	0
Female	2011-2012	93	93	100	89	89	83	28	61	9	2			
	2012-2013	123	123	100	89	89	82	26	63	9	2			
Male	2011-2012	110	109	99	84	84	71	17	68	14	2			
	2012-2013	100	100	100	86	86	72	15	71	12	2			
Caucasian/White	2011-2012	188	187	99	86	86	78	22	64	12	2			
	2012-2013	216	216	100	87	87	77	20	67	11	2			
African American/Black	2011-2012	3	3	100			54							
	2012-2013	0	0				53							
Hispanic	2011-2012	3	3	100			71							
	2012-2013	3	3	100			73							
Asian or Pacific Islander	2011-2012	4	4	100			77							
	2012-2013	2	2	100			81							
American Indian or Native Alaskan	2011-2012	1	1	100			66							
	2012-2013	1	1	100			68							
Economically Disadvantaged	2011-2012	45	44	98	68	68	66	11	57	25	7			
	2012-2013	49	49	100	80	80	66	6	73	16	4			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	29	29	100	52	52	38	7	45	34	14			
	2012-2013	29	29	100	41	41	36	<1	41	45	14			
Limited English Proficient	2011-2012	2	2	100			50							
	2012-2013	3	3	100			53							

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# 2013-2014 NCLB Report Card

**School:** Gorham Middle School  
**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 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	201	199	99	79	79	64	37	43	11	10	196	3
	2012-2013	193	193	100	79	79	64	25	54	10	11	190	3
Female	2011-2012	98	96	98	79	79	64	36	43	13	8		
	2012-2013	98	98	100	82	82	65	26	56	9	9		
Male	2011-2012	103	103	100	80	80	64	37	43	9	12		
	2012-2013	95	95	100	77	77	63	25	52	11	13		
Caucasian/White	2011-2012	187	185	99	79	79	66	36	43	10	10		
	2012-2013	179	179	100	80	80	65	26	54	9	11		
African American/Black	2011-2012	3	3	100			35						
	2012-2013	1	1	100			30						
Hispanic	2011-2012	2	2	100			51						
	2012-2013	1	1	100			52						
Asian or Pacific Islander	2011-2012	5	5	100			74						
	2012-2013	8	8	100			68						
American Indian or Native Alaskan	2011-2012	2	2	100			52						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	50	49	98	59	59	51	18	41	24	16		
	2012-2013	37	37	100	54	54	51	8	46	22	24		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	23	23	100	30	30	29	17	13	<1	70		
	2012-2013	23	23	100	26	26	24	4	22	17	57		
Limited English Proficient	2011-2012	3	3	100			37						
	2012-2013	4	4	100			36						

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# 2013-2014 NCLB Report Card

**School:** Gorham Middle School  
**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 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	221	221	100	76	76	61	29	46	16	9	219	2
	2012-2013	215	212	99	72	72	59	26	46	19	8	208	4
Female	2011-2012	120	120	100	73	73	60	25	48	16	11		
	2012-2013	107	105	98	72	72	59	28	45	19	9		
Male	2011-2012	101	101	100	78	78	61	35	44	16	6		
	2012-2013	108	107	99	72	72	59	24	48	20	8		
Caucasian/White	2011-2012	213	213	100	75	75	62	29	46	16	8		
	2012-2013	201	198	99	72	72	60	25	46	20	9		
African American/Black	2011-2012	1	1	100			34						
	2012-2013	4	4	100			30						
Hispanic	2011-2012	2	2	100			52						
	2012-2013	3	3	100			46						
Asian or Pacific Islander	2011-2012	2	2	100			65						
	2012-2013	3	3	100			70						
American Indian or Native Alaskan	2011-2012	1	1	100			47						
	2012-2013	2	2	100			48						
Economically Disadvantaged	2011-2012	42	42	100	60	60	47	10	50	24	17		
	2012-2013	59	59	100	56	56	45	22	34	31	14		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	33	33	100	36	36	25	<1	36	24	39		
	2012-2013	25	25	100	36	36	22	8	28	12	52		
Limited English Proficient	2011-2012	4	4	100			37						
	2012-2013	5	5	100			35						

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# 2013-2014 NCLB Report Card

<b>School:</b> Gorham Middle School
<b>SAU:</b> Gorham School Department
<b>Grade:</b> 08

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	203	201	99	66	66	60	20	46	23	11	198	3
	2012-2013	223	222	100	72	72	61	18	54	15	13	220	2
Female	2011-2012	93	92	99	62	62	62	11	51	28	10		
	2012-2013	123	122	99	73	73	62	15	58	14	13		
Male	2011-2012	110	109	99	69	69	58	28	41	18	13		
	2012-2013	100	100	100	71	71	60	22	49	16	13		
Caucasian/White	2011-2012	188	186	99	66	66	61	20	45	23	11		
	2012-2013	216	215	100	71	71	62	18	53	15	13		
African American/Black	2011-2012	3	3	100			32						
	2012-2013	0	0				33						
Hispanic	2011-2012	3	3	100			48						
	2012-2013	3	3	100			59						
Asian or Pacific Islander	2011-2012	4	4	100			67						
	2012-2013	2	2	100			71						
American Indian or Native Alaskan	2011-2012	1	1	100			42						
	2012-2013	1	1	100			49						
Economically Disadvantaged	2011-2012	45	44	98	34	34	45	9	25	30	36		
	2012-2013	49	49	100	61	61	47	4	57	20	18		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	29	29	100	21	21	21	10	10	24	55		
	2012-2013	29	29	100	28	28	22	<1	28	10	62		
Limited English Proficient	2011-2012	2	2	100			31						
	2012-2013	3	3	100			35						

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

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# 2013-2014 NCLB Report Card

<b>School:</b> Gorham Middle School
<b>SAU:</b> Gorham School Department
<b>Grade:</b> 08

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	208	205	99	77	77	72	30	46	21	2	202	3
	2012-2013	219	219	100	78	78	70	30	48	16	6	219	0
Female	2011-2012	97	96	99	71	71	70	21	50	25	4		
	2012-2013	118	118	100	76	76	69	29	47	16	8		
Male	2011-2012	111	109	98	82	82	74	39	43	17	1		
	2012-2013	101	101	100	79	79	71	31	49	16	5		
Caucasian/White	2011-2012	193	190	98	77	77	73	31	47	20	3		
	2012-2013	212	212	100	77	77	71	30	48	16	7		
African American/Black	2011-2012	3	3	100			42						
	2012-2013	1	1	100			39						
Hispanic	2011-2012	3	3	100			62						
	2012-2013	2	2	100			60						
Asian or Pacific Islander	2011-2012	4	4	100			69						
	2012-2013	2	2	100			70						
American Indian or Native Alaskan	2011-2012	1	1	100			60						
	2012-2013	1	1	100			56						
Economically Disadvantaged	2011-2012	44	43	98	51	51	60	14	37	37	12		
	2012-2013	44	44	100	48	48	59	9	39	27	25		
Migrant	2011-2012	0	0				40						
	2012-2013	0	0										
Students with Disabilities	2011-2012	31	31	100	45	45	41	16	29	45	10		
	2012-2013	28	28	100	32	32	37	7	25	25	43		
Limited English Proficient	2011-2012	2	2	100			37						
	2012-2013	3	3	100			33						

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

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# 2013-2014 NCLB Report Card

<b>School:</b> Gorham Middle School
<b>SAU:</b> Gorham School Department
<b>Grade:</b> 03-08

Reading									
GROUP	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
<b>Whole School</b>	625	100		82	84	415	353	85	91
Female	326	99		84	85	213	187	88	92
Male	299	100		81	83	202	166	82	91
<b>Caucasian/White</b>	590	100		81	83	396	335	85	91
<b>African American/Black</b>	5	*		*		5	*	*	
<b>Hispanic</b>	7	*		*		4	*	*	
<b>Asian or Pacific Islander</b>	13	*		*		5	*	*	
<b>American Indian or Native Alaskan</b>	3	*		*		3	*	*	
<b>Economically Disadvantaged</b>	143	100		65	68	97	74	76	83
Not Economically Disadvantaged	482	100		87	88	318	279	88	94
<b>Migrant</b>	0	*		*		0	*	*	
Not Migrant	625	100		82	84	415	353	85	91
<b>Students with Disabilities</b>	73	100		36	41	50	22	44	68
Students without Disabilities	552	100		90	91	365	331	91	95
<b>Limited English Proficient</b>	12	*		*		6	*	*	
Not Limited English Proficient	613	100		83	84	409	348	85	92
<b>Super Subgroup</b>	200	100		60	63	137	96	70	80
Non-Super Subgroup	425	100		92	93	278	257	92	96

<b>2011-12 % Attendance Rate Target = 93%</b>
94

\*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 Middle School  
**SAU:** Gorham School Department  
**Grade:** 03-08

GROUP	Mathematics								
	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	625	100		72	74	414	298	72	86
Female	326	99		70	73	212	154	73	85
Male	299	100		75	77	202	144	71	88
Caucasian/White	590	100		72	74	395	281	71	86
African American/Black	5	*		*		5	*	*	
Hispanic	7	*		*		4	*	*	
Asian or Pacific Islander	13	*		*		5	*	*	
American Indian or Native Alaskan	3	*		*		3	*	*	
Economically Disadvantaged	143	100		49	53	97	54	56	75
Not Economically Disadvantaged	482	100		78	80	317	244	77	89
Migrant	0	*		*		0	*	*	
Not Migrant	625	100		72	74	414	298	72	86
Students with Disabilities	73	100		32	38	50	16	32	66
Students without Disabilities	552	100		79	81	364	282	77	90
Limited English Proficient	12	*		*		6	*	*	
Not Limited English Proficient	613	100		73	75	408	294	72	87
Super Subgroup	200	100		48	52	137	71	52	74
Non-Super Subgroup	425	100		83	84	277	227	82	92

2011-12  
% Attendance Rate  
Target = 93%

94

\*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 Middle School  
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 School <sup>1</sup>	9	15	17	0	6	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	1.42

<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.