



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 2013-2014: 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 2013 (Grade 3-8), spring of 2014 (High School), spring of 2014 (Alternate Assessment-Science), and spring of 2013 (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 2012-2013 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 or by contacting the NCLB Clearinghouse at 624-6705.

2014-2015 NCLB Report Card

SAU: Gorham Public Schools

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2014-2015 NCLB Report Card

SAU: Gorham Public Schools
Grade: 03

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	2012-2013	225	225	>95		72	68	16	56	19	9	222		
	2013-2014	199	199	>95		71	68	8	63	21	8	197		
Female	2012-2013	108	108	>95		72	73	19	53	20				
	2013-2014	96	96	>95		74	72	10	64	19				
Male	2012-2013	117	117	>95		72	64	13	59	18	10			
	2013-2014	103	103	>95		69	64		63	22				
Caucasian/White	2012-2013	213	213	>95		74	70	17	57	17	8			
	2013-2014	186	186	>95		72	69	8	63	20	8			
African American/Black	2012-2013	1					43							
	2013-2014	4					43							
Hispanic	2012-2013	3					58							
	2013-2014	2					55							
Asian or Pacific Islander	2012-2013	3					67							
	2013-2014	4					69							
American Indian or Native Alaskan	2012-2013	2					61							
	2013-2014	0					48							
Economically Disadvantaged	2012-2013	52	52	>95		50	59		44	33				
	2013-2014	57	57	>95		49	57		49	37				
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	25	25	>95			35							
	2013-2014	13	13	>95			32							
Limited English Proficient	2012-2013	6					43							
	2013-2014	5					38							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	206	206	>95		75	69	20	55	17	9	201		
	2013-2014	234	233	>95		79	66	20	59	13	8	230		
Female	2012-2013	106	106	>95		77	74	23	55	16				
	2013-2014	110	110	>95		80	71	29	51	14				
Male	2012-2013	100	100	>95		72	64	17	55	17	11			
	2013-2014	124	123	>95		78	60	12	66	12	10			
Caucasian/White	2012-2013	193	193	>95		74	70	20	54	17	9			
	2013-2014	224	223	>95		80	67	21	59	13	8			
African American/Black	2012-2013	6					43							
	2013-2014	1					41							
Hispanic	2012-2013	0					60							
	2013-2014	2					61							
Asian or Pacific Islander	2012-2013	5					77							
	2013-2014	3					72							
American Indian or Native Alaskan	2012-2013	0					61							
	2013-2014	1					55							
Economically Disadvantaged	2012-2013	38	38	>95		55	58		50	26				
	2013-2014	51	51	>95		53	54		45	22	25			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	31	31	>95			31			35	35			
	2013-2014	27	27	>95		44	30		41					
Limited English Proficient	2012-2013	3					41							
	2013-2014	6					42							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	222	221	>95		81	72	23	58	16		221		
	2013-2014	214	213	>95		82	71	15	67	11	7	209		
Female	2012-2013	106	106	>95		84	75	31	53	14				
	2013-2014	111	111	>95		87	78	23	65	10				
Male	2012-2013	116	115	>95		78	68	16	63	17				
	2013-2014	103	102	>95		76	65		70	13	11			
Caucasian/White	2012-2013	210	209	>95		82	73	24	58	15				
	2013-2014	200	199	>95		82	72	14	68	11	7			
African American/Black	2012-2013	4					50							
	2013-2014	5					51							
Hispanic	2012-2013	5					63							
	2013-2014	1					64							
Asian or Pacific Islander	2012-2013	1					82							
	2013-2014	5					83							
American Indian or Native Alaskan	2012-2013	1					51							
	2013-2014	0					53							
Economically Disadvantaged	2012-2013	42	42	>95		64	61		52	29				
	2013-2014	52	52	>95		65	60		56	23				
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	25	24	>95			35			58				
	2013-2014	27	27	>95			32				44			
Limited English Proficient	2012-2013	1					47							
	2013-2014	4					48							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Gorham Public Schools
Grade: 06

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	2012-2013	193	193	>95		85	71	20	65	13		190		
	2013-2014	219	217	>95		80	70	22	59	17		217		
Female	2012-2013	98	98	>95		92	77	30	62					
	2013-2014	106	105	>95		89	78	28	61					
Male	2012-2013	95	95	>95		78	66		68	20				
	2013-2014	113	112	>95		72	63	16	56	25				
Caucasian/White	2012-2013	179	179	>95		84	73	20	64	13				
	2013-2014	210	208	>95		81	71	23	58	16				
African American/Black	2012-2013	1					42							
	2013-2014	3					51							
Hispanic	2012-2013	1					65							
	2013-2014	4					65							
Asian or Pacific Islander	2012-2013	8					71							
	2013-2014	1					82							
American Indian or Native Alaskan	2012-2013	0					55							
	2013-2014	0					55							
Economically Disadvantaged	2012-2013	37	37	>95		65	60		59	30				
	2013-2014	49	48	>95		67	60		54	25				
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	23	23	>95		65	31		57					
	2013-2014	25	25	>95			32			48				
Limited English Proficient	2012-2013	4					41							
	2013-2014	2					51							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	215	211	>95		82	69	18	64	15		207		
	2013-2014	202	201	>95		79	69	15	64	14	7	199		
Female	2012-2013	107	104	>95		87	77	25	62	10				
	2013-2014	103	102	>95		87	73	25	62					
Male	2012-2013	108	107	>95		77	62	11	65	21				
	2013-2014	99	99	>95		71	65		67	21				
Caucasian/White	2012-2013	201	198	>95		81	70	17	64	16				
	2013-2014	187	187	>95		79	70	15	64	14	7			
African American/Black	2012-2013	4					47							
	2013-2014	2					43							
Hispanic	2012-2013	3					65							
	2013-2014	1					62							
Asian or Pacific Islander	2012-2013	3					80							
	2013-2014	8					75							
American Indian or Native Alaskan	2012-2013	2					61							
	2013-2014	0					58							
Economically Disadvantaged	2012-2013	59	59	>95		73	57		68	20				
	2013-2014	40	39	>95		51	56		49		26			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	25	25	>95		44	28		40					
	2013-2014	24	24	>95			30							
Limited English Proficient	2012-2013	5					46							
	2013-2014	5					46							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Gorham Public Schools
Grade: 08

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	2012-2013	223	223	>95		87	77	21	66	10		221		
	2013-2014	222	218	>95		76	71	22	54	17	7	217		
Female	2012-2013	123	123	>95		89	82	26	63	9				
	2013-2014	109	108	>95		83	79	31	52	12				
Male	2012-2013	100	100	>95		86	72	15	71	12				
	2013-2014	113	110	>95		69	64	13	56	21	10			
Caucasian/White	2012-2013	216	216	>95		87	77	20	67	11				
	2013-2014	209	205	>95		76	72	22	54	17	7			
African American/Black	2012-2013	0					53							
	2013-2014	3					49							
Hispanic	2012-2013	3					73							
	2013-2014	3					69							
Asian or Pacific Islander	2012-2013	2					81							
	2013-2014	3					81							
American Indian or Native Alaskan	2012-2013	1					68							
	2013-2014	2					71							
Economically Disadvantaged	2012-2013	49	49	>95		80	66		73					
	2013-2014	53	52	>95		58	60		48	23	19			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	29	29	>95		41	36		41	45				
	2013-2014	27	27	>95		29					48			
Limited English Proficient	2012-2013	3					53							
	2013-2014	7					51							

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* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
Grade: High School

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	2012-2013	213	205	>95		60	48	12	48	32	8	201		
	2013-2014	194	183	94		54	48	9	45	31	15	180		
Female	2012-2013	105	101	>95		57	51	16	42	35				
	2013-2014	107	102	95		55	50		49	36				
Male	2012-2013	108	104	>95		62	45		54	30				
	2013-2014	87	81	93		53	45	14	40	25	22			
Caucasian/White	2012-2013	207	200	>95		59	49	12	47	33	9			
	2013-2014	181	170	94		55	48	9	46	31	14			
African American/Black	2012-2013	3					23							
	2013-2014	5					25							
Hispanic	2012-2013	0					39							
	2013-2014	4					44							
Asian or Pacific Islander	2012-2013	1					50							
	2013-2014	2					48							
American Indian or Native Alaskan	2012-2013	0					24							
	2013-2014	0					33							
Economically Disadvantaged	2012-2013	34	31	91		45	33		45	39				
	2013-2014	39	34	87			32				47			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	21	19	90			14							
	2013-2014	24	19	79			16				58			
Limited English Proficient	2012-2013	1					10							
	2013-2014	2					10							

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2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	225	225	>95		65	62	16	49	23	12	222	
	2013-2014	199	199	>95		61	60	13	48	26	13	197	
Female	2012-2013	108	108	>95		59	60	14	45	25	16		
	2013-2014	96	96	>95		57	59		48	31	11		
Male	2012-2013	117	117	>95		70	63	17	53	21	9		
	2013-2014	103	103	>95		64	61	17	48	21	15		
Caucasian/White	2012-2013	213	213	>95		67	63	16	51	21	12		
	2013-2014	186	186	>95		61	61	13	48	26	13		
African American/Black	2012-2013	1					30						
	2013-2014	4					34						
Hispanic	2012-2013	3					48						
	2013-2014	2					46						
Asian or Pacific Islander	2012-2013	3					63						
	2013-2014	4					64						
American Indian or Native Alaskan	2012-2013	2					49						
	2013-2014	0					38						
Economically Disadvantaged	2012-2013	52	52	>95		37	50		33	35	29		
	2013-2014	57	57	>95		42	48		39	33	25		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	25	25	>95			36				40		
	2013-2014	13	13	>95			32						
Limited English Proficient	2012-2013	6					31						
	2013-2014	5					30						

NOTE: Data have been suppressed where the number of students is less than 10.

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2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	206	206	>95		70	65	24	46	20	9	201	
	2013-2014	234	233	>95		72	63	26	45	17	11	230	
Female	2012-2013	106	106	>95		70	65	23	47	22			
	2013-2014	110	110	>95		66	63	25	42	20	14		
Male	2012-2013	100	100	>95		71	65	26	45	19	10		
	2013-2014	124	123	>95		76	62	28	49	15	9		
Caucasian/White	2012-2013	193	193	>95		70	66	25	46	22	8		
	2013-2014	224	223	>95		74	64	27	46	16	11		
African American/Black	2012-2013	6					39						
	2013-2014	1					34						
Hispanic	2012-2013	0					53						
	2013-2014	2					52						
Asian or Pacific Islander	2012-2013	5					73						
	2013-2014	3					65						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	1					55						
Economically Disadvantaged	2012-2013	38	38	>95		53	53		50	29			
	2013-2014	51	51	>95		39	51		27	35	25		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	31	31	>95		32	31			32	35		
	2013-2014	27	27	>95		41	32				37		
Limited English Proficient	2012-2013	3					39						
	2013-2014	6					36						

NOTE: Data have been suppressed where the number of students is less than 10.

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2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	222	221	>95		75	62	24	51	15	10	221	
	2013-2014	214	213	>95		76	63	21	55	16	8	209	
Female	2012-2013	106	106	>95		78	62	27	51	13			
	2013-2014	111	111	>95		75	63	18	57	18			
Male	2012-2013	116	115	>95		72	62	21	51	17	11		
	2013-2014	103	102	>95		77	63	24	54	15			
Caucasian/White	2012-2013	210	209	>95		76	64	25	51	16	9		
	2013-2014	200	199	>95		77	64	21	56	16	8		
African American/Black	2012-2013	4					30						
	2013-2014	5					37						
Hispanic	2012-2013	5					46						
	2013-2014	1					49						
Asian or Pacific Islander	2012-2013	1					71						
	2013-2014	5					75						
American Indian or Native Alaskan	2012-2013	1					45						
	2013-2014	0					56						
Economically Disadvantaged	2012-2013	42	42	>95		57	50		40		24		
	2013-2014	52	52	>95		67	50		62	23			
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	25	24	>95			30				50		
	2013-2014	27	27	>95		44	29		37				
Limited English Proficient	2012-2013	1					31						
	2013-2014	4					39						

NOTE: Data have been suppressed where the number of students is less than 10.

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2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	193	193	>95		79	64	25	54	10	11	190	
	2013-2014	219	217	>95		74	61	26	48	15	11	217	
Female	2012-2013	98	98	>95		82	65	26	56				
	2013-2014	106	105	>95		74	61	23	51	17			
Male	2012-2013	95	95	>95		77	63	25	52	11	13		
	2013-2014	113	112	>95		74	61	29	45	13	13		
Caucasian/White	2012-2013	179	179	>95		80	65	26	54	9	11		
	2013-2014	210	208	>95		75	62	27	47	15	10		
African American/Black	2012-2013	1					30						
	2013-2014	3					32						
Hispanic	2012-2013	1					52						
	2013-2014	4					46						
Asian or Pacific Islander	2012-2013	8					68						
	2013-2014	1					71						
American Indian or Native Alaskan	2012-2013	0					52						
	2013-2014	0					44						
Economically Disadvantaged	2012-2013	37	37	>95		54	51		46				
	2013-2014	49	48	>95		54	48		35	21	25		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	23	23	>95			24				57		
	2013-2014	25	25	>95			24				60		
Limited English Proficient	2012-2013	4					36						
	2013-2014	2					34						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	215	212	>95		72	59	26	46	19	8	208	
	2013-2014	202	202	>95		67	59	21	47	17	15	200	
Female	2012-2013	107	105	>95		72	59	28	45	19			
	2013-2014	103	103	>95		73	60	23	50	16	12		
Male	2012-2013	108	107	>95		72	59	24	48	20			
	2013-2014	99	99	>95		62	58	18	43	19	19		
Caucasian/White	2012-2013	201	198	>95		72	60	25	46	20	9		
	2013-2014	187	187	>95		68	60	20	48	17	16		
African American/Black	2012-2013	4					30						
	2013-2014	2					30						
Hispanic	2012-2013	3					46						
	2013-2014	1					49						
Asian or Pacific Islander	2012-2013	3					70						
	2013-2014	8					71						
American Indian or Native Alaskan	2012-2013	2					48						
	2013-2014	0					48						
Economically Disadvantaged	2012-2013	59	59	>95		56	45	22	34	31			
	2013-2014	40	40	>95		35	45		28	33	33		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	25	25	>95			22				52		
	2013-2014	24	24	>95			21				75		
Limited English Proficient	2012-2013	5					35						
	2013-2014	5					35						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	223	222	>95		72	61	18	54	15	13	220	
	2013-2014	222	218	>95		69	56	17	52	18	13	217	
Female	2012-2013	123	122	>95		73	62	15	58	14	13		
	2013-2014	109	108	>95		71	59	21	50	18	11		
Male	2012-2013	100	100	>95		71	60	22	49	16	13		
	2013-2014	113	110	>95		66	54	13	54	18	15		
Caucasian/White	2012-2013	216	215	>95		71	62	18	53	15	13		
	2013-2014	209	205	>95		68	57	17	51	19	13		
African American/Black	2012-2013	0					33						
	2013-2014	3					28						
Hispanic	2012-2013	3					59						
	2013-2014	3					41						
Asian or Pacific Islander	2012-2013	2					71						
	2013-2014	3					72						
American Indian or Native Alaskan	2012-2013	1					49						
	2013-2014	2					49						
Economically Disadvantaged	2012-2013	49	49	>95		61	47		57	20			
	2013-2014	53	52	>95		48	40		38	29	23		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	29	29	>95			22					62	
	2013-2014	27	27	>95			18					67	
Limited English Proficient	2012-2013	3					35						
	2013-2014	7					30						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	213	207	>95		61	48	10	51	27	12	203	
	2013-2014	194	182	94		57	49	8	48	29	15	180	
Female	2012-2013	105	102	>95		62	47	12	50	26	12		
	2013-2014	107	102	95		52	47		51	32	16		
Male	2012-2013	108	105	>95		60	49		52	28	12		
	2013-2014	87	80	92		63	50	18	45	24	14		
Caucasian/White	2012-2013	207	201	>95		61	49	9	51	27	12		
	2013-2014	181	169	93		57	50	9	48	29	14		
African American/Black	2012-2013	3					18						
	2013-2014	5					23						
Hispanic	2012-2013	0					36						
	2013-2014	4					41						
Asian or Pacific Islander	2012-2013	1					61						
	2013-2014	2					64						
American Indian or Native Alaskan	2012-2013	0					29						
	2013-2014	0					30						
Economically Disadvantaged	2012-2013	34	32	94		47	31		47	34			
	2013-2014	39	33	85			32			30	42		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	21	19	90			14				53		
	2013-2014	24	18	75			16				72		
Limited English Proficient	2012-2013	1					15						
	2013-2014	2					19						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	218	216	>95		87	69	14	73	11		216	
	2013-2014	219	217	>95		82	63	21	61	16		213	
Female	2012-2013	106	105	>95		88	69	12	75	10			
	2013-2014	116	115	>95		83	63	23	61	14			
Male	2012-2013	112	111	>95		86	70	15	70	12			
	2013-2014	103	102	>95		79	62	19	61	19			
Caucasian/White	2012-2013	206	205	>95		88	71	15	73	10			
	2013-2014	205	203	>95		82	64	21	61	15			
African American/Black	2012-2013	4					34						
	2013-2014	4					33						
Hispanic	2012-2013	5					58						
	2013-2014	2					55						
Asian or Pacific Islander	2012-2013	1					72						
	2013-2014	5					72						
American Indian or Native Alaskan	2012-2013	1					52						
	2013-2014	0					46						
Economically Disadvantaged	2012-2013	48	47	>95		70	58		64	23			
	2013-2014	54	54	>95		69	51		59	28			
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	25	25	>95		52	41		52				
	2013-2014	26	26	>95		42	33			46			
Limited English Proficient	2012-2013	1					35						
	2013-2014	4					32						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	219	219	>95		78	70	30	48	16	6	219	
	2013-2014	217	213	>95		87	73	36	51	10		212	
Female	2012-2013	118	118	>95		76	69	29	47	16			
	2013-2014	104	101	>95		88	73	35	53	10			
Male	2012-2013	101	101	>95		79	71	31	49	16			
	2013-2014	113	112	>95		86	73	38	48	10			
Caucasian/White	2012-2013	212	212	>95		77	71	30	48	16	7		
	2013-2014	204	200	>95		86	74	36	51	11			
African American/Black	2012-2013	1					39						
	2013-2014	3					42						
Hispanic	2012-2013	2					60						
	2013-2014	3					62						
Asian or Pacific Islander	2012-2013	2					70						
	2013-2014	3					79						
American Indian or Native Alaskan	2012-2013	1					56						
	2013-2014	2					69						
Economically Disadvantaged	2012-2013	44	44	>95		48	59		39	27	25		
	2013-2014	54	52	>95		77	61	23	54				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	28	28	>95			37				43		
	2013-2014	27	25	93		40	37			40			
Limited English Proficient	2012-2013	3					33						
	2013-2014	5					42						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient



2014-2015 NCLB Report Card

SAU: Gorham Public Schools
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	2012-2013	213	206	>95		51	41	7	44	28	20	202	
	2013-2014	194	183	94		55	44		52	22	22	181	
Female	2012-2013	105	102	>95		43	37		38	31	25		
	2013-2014	107	104	>95		50	41		48	25	25		
Male	2012-2013	108	104	>95		60	44	10	50	25	15		
	2013-2014	87	79	91		62	46		57	19	19		
Caucasian/White	2012-2013	207	200	>95		51	42	7	44	29	20		
	2013-2014	181	171	94		55	45		51	23	22		
African American/Black	2012-2013	3					17						
	2013-2014	5					17						
Hispanic	2012-2013	0					30						
	2013-2014	4					36						
Asian or Pacific Islander	2012-2013	1					45						
	2013-2014	2					54						
American Indian or Native Alaskan	2012-2013	0					22						
	2013-2014	0					28						
Economically Disadvantaged	2012-2013	34	31	91		32	27			32	35		
	2013-2014	39	34	87			29				53		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	21	19	90			12				53		
	2013-2014	24	17	71			15						
Limited English Proficient	2012-2013	1					10						
	2013-2014	2					10						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
Grade: 03-08

GROUP	Reading Accountability Data								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole SAU	1,285	>95		80	83	1,210	954	79	90
Female	634	>95		83	88	603	507	84	93
Male	651	>95		77	78	607	447	74	87
Caucasian/White	1,211	>95		80	83	1,140	901	79	90
African American/Black	18	*		65	89	16			94
Hispanic	13	*			86	12			92
Asian or Pacific Islander	24	*		91	86	24	20	83	92
American Indian or Native Alaskan	3	*		*			*	*	
Economically Disadvantaged	300	>95		63	69	270	161	60	82
Migrant	0	*		*			*	*	
Students with Disabilities	143	>95		37	46	135	46	34	68
Limited English Proficient	28	*		63	63	22	14	64	78
Super Subgroup	398	>95		59	65	364	207	57	79

2012-13 % Attendance Rate Target = 93%
96

*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 did not meet minimum requirements.
The source of information for this report is the Maine Department of Education.

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
Grade: 03-08

GROUP	Mathematics Accountability Data								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole SAU	1,285	>95		72	78	1,210	853	70	87
Female	634	>95		72	78	603	422	70	87
Male	651	>95		71	78	607	431	71	87
Caucasian/White	1,211	>95		72	78	1,140	811	71	87
African American/Black	18	*		59	78	16			87
Hispanic	13	*			65	12			79
Asian or Pacific Islander	24	*		82	86	24	18	75	92
American Indian or Native Alaskan	3	*		*			*	*	
Economically Disadvantaged	300	>95		51	59	270	128	47	76
Migrant	0	*		*			*	*	
Students with Disabilities	143	>95		25	46	135	34	25	68
Limited English Proficient	28	*			69	22	10	45	82
Super Subgroup	398	>95		45	58	364	162	45	75

2012-13 % Attendance Rate Target = 93%
96

*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 did not meet minimum requirements.
The source of information for this report is the Maine Department of Education.



2014-2015 NCLB Report Card

SAU: Gorham Public Schools
Grade: High School

GROUP	Reading Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole SAU	194	94	>95	60	63	182	99	54	78	93
Female	107	95		57	68	101	56	55	81	98
Male	87	93	95	63	59	81	43	53	76	89
Caucasian/White	181	94	>95	60	64	169	94	56	79	93
African American/Black	5	*		*			*	*		100
Hispanic	4	*		*			*	*		50
Asian or Pacific Islander	2	*		*			*	*		100
American Indian or Native Alaskan	0	*		*			*	*		0
Economically Disadvantaged	39	*		45	48	33			69	82
Migrant	0	*		*			*	*		0
Students with Disabilities	24	*			26	19			56	85
Limited English Proficient	2	*		*			*	*		50
Super Subgroup	55	87		45	40	47	14	30	64	

*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 did not meet minimum requirements.
The source of information for this report is the Maine Department of Education.

2014-2015 NCLB Report Card

SAU: Gorham Public Schools
Grade: High School

GROUP	Mathematics Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole SAU	194	94	>95	62	63	181	103	57	78	93
Female	107	95		62	63	101	53	52	78	98
Male	87	92	95	61	63	80	50	63	78	89
Caucasian/White	181	93	>95	61	64	168	96	57	79	93
African American/Black	5	*		*			*	*		100
Hispanic	4	*		*			*	*		50
Asian or Pacific Islander	2	*		*			*	*		100
American Indian or Native Alaskan	0	*		*			*	*		0
Economically Disadvantaged	39	*		47	45	32			67	82
Migrant	0	*		*			*	*		0
Students with Disabilities	24	*			29	18			58	85
Limited English Proficient	2	*		*			*	*		50
Super Subgroup	55	85		40	40	46	14	30	64	

*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 did not meet minimum requirements.
The source of information for this report is the Maine Department of Education.

2014-2015 NCLB Report Card

SAU: Gorham Public Schools

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 ¹	27	49	72	2	49	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the State with Emergency/Conditional Certification as of June 30, 2014	2

	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	1.27		0.74

¹Professional 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.

2014-2015 NCLB Report Card

SAU: Gorham Public Schools

Reading



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2013-2014	NAEP* 2012-2013	NECAP 2013-2014	NAEP* 2012-2013
All Students	>95	100	>95	100
Students with Disabilities	89	18	>95	17
Limited English Proficient	‡	2	‡	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
2013-2014	20	59	13	8	2012-2013	9	28	35	29

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
2013-2014	22	54	17	7	2012-2013	4	34	41	21

* The 2012-2013 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 level were reported in 2013-2014 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

‡ Reporting Standards Not Met

2014-2015 NCLB Report Card

SAU: Gorham Public Schools

Mathematics



Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2013-2014	NAEP* 2012-2013	NECAP 2013-2014	NAEP* 2012-2013
All Students	>95	100	>95	100
Students with Disabilities	89	18	>95	17
Limited English Proficient	‡	2	‡	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
2013-2014	27	45	17	11	2012-2013	8	39	40	12

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
2013-2014	17	52	18	13	2012-2013	10	30	39	22

* The 2012-2013 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 level were reported in 2013-2014 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

‡ Reporting Standards Not Met