

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 <u>Maine Comprehensive Assessment System (MeCAS)</u> 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 <u>National Assessment of</u> <u>Educational Progress (NAEP)</u> 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 <u>www.maine.gov/education/nclb/index.html</u> or by contacting the NCLB Clearinghouse at 624-6705.

2014-2015 NCLB Report Card

SAU: Gorham Public Schools

Contents of the Report

Assessment Data Accountability Data Maine Teacher Quality Data NECAP/NAEP Comparison Data



SAU: Gorham Public Schools **Grade:** 03

Image: space							Reading	Assess	sment I	Data					
School Group Number Student Number Student Number Student School Students School Students School Students School Students School Students School Students School Students<					Percent of	Percent of St	tudents at Leve	el 3 or Level 4	Percent of	Students at E	Each Achieve	ement Level*	Number of Te	sted Students	
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Fendel $2013-201$ 96 96 96 96 96 71 72 10 64 19 10 $Male$ $2012-201$ 117 117 955 72 64 13 59 18 10 $2013-201$ 103 213 955 669 64 1 63 22 10 $CaucsianWhie$ $2012-2013$ 213 213 955 74 70 17 57 17 8 $2013-201$ 116 186 950 72 699 8 63 20 8 $Afcan AmericanBlac$ $2012-2013$ 11 1		2013-2014	199	199	>95		71	68	8	63	21	8	197		
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American Indian or Native Alaskan2013-20140Image: constraint of the second se		2013-2014	4					69							
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2013-2014 13 13 >95 32 10 Limited English Proficient 2012-2013 6 43 10 10		2012-2013	25	25	>95			35							
	Students with Disabilities	2013-2014	13	13	>95			32					1		
Limited English Proticient 2013-2014 5 38 38		2012-2013	6					43							
	Limitea English Proficient	2013-2014	5					38]		

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



SAU: Gorham Public Schools **Grade:** 04

						Reading	Assess	sment I	Data					
				Percent of	Percent of St	tudents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students	
Group	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	Not Tested First Year LEP Students
Group	2012 2012	2000	200	> 05		75	60			47	0	201		
All Students	2012-2013	206	206 233	>95		75 79	69	20 20	55 59	17 13	9	201		
	2013-2014	234		>95			66				ð	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.



SAU: Gorham Public Schools **Grade:** 05

School Year Number Students Number of Tested in SAU School SAU State Level 4 Level 3 Level 2 Level 1 General Assessment Assessment Assessment Assessment	Students
	Iternate sessment Not Tested First Year LEP Students
All Students2013-2014214213>9582711567117209 $Female$ 2012-2013106106>958475315314 $2013-2014$ 111111>958778236510 $Male$ 2012-2013116115>957868166317 $2012-2013$ 116115>957865701311 $Caucasian/White$ 2012-2013210209>958273245815 $2013-2014$ 200199>9582721468117 $African American/Black$ 2012-2013450 </th <th>Chudonito</th>	Chudonito
$ \frac{2013-2014}{214} \frac{214}{213} \frac{95}{95} \frac{82}{71} \frac{71}{15} \frac{67}{67} \frac{11}{7} \frac{7}{209} $	
Female2013-2014111111>95 87 78 23 65 10Male2012-2013116115>95 78 68 16 63 17Male2013-2014103102>95 76 65 70 1311Caucasian/White2012-2013210209>95 82 73 24 58 15African American/Black2012-20134 $ 50$ $ -$ Hispanic2012-20135 $ 63$ $ -$	
$\frac{2013-2014}{111}$ $\frac{111}{111}$ $\frac{111}{111}$ $\frac{95}{95}$ $\frac{87}{78}$ $\frac{78}{23}$ $\frac{23}{65}$ $\frac{10}{10}$ $\frac{201}{30}$ $\frac{2012-2013}{116}$ $\frac{115}{103}$ $\frac{95}{95}$ $\frac{78}{78}$ $\frac{68}{68}$ $\frac{16}{63}$ $\frac{63}{17}$ $\frac{11}{10}$ $\frac{11}{103}$	
Male2013-2014103102>957665701311 $Caucasian/White$ 2012-2013210209>958273245815 $2013-2014$ 200199>9582721468117 $African American/Black$ 2012-2013450 $Piscoanic2012-2013550Hispanic2012-2013563$	
$\frac{2013-2014}{103}$ $\frac{102}{102}$ $\frac{95}{95}$ $\frac{76}{65}$ $\frac{70}{13}$ $\frac{11}{10}$ $\frac{2012-2013}{210}$ $\frac{210}{209}$ $\frac{209}{95}$ $\frac{82}{73}$ $\frac{73}{24}$ $\frac{24}{58}$ $\frac{15}{15}$ $\frac{2012-2013}{200}$ $\frac{4}{100}$ $\frac{199}{95}$ $\frac{82}{72}$ $\frac{72}{14}$ $\frac{68}{68}$ $\frac{11}{7}$ $\frac{70}{13}$ $\frac{11}{7}$ $\frac{2012-2013}{5}$ $\frac{4}{100}$ $\frac{1}{100}$ $\frac{1}{1$	
Caucasian/White 2013-2014 200 199 >95 82 72 14 68 11 7 African American/Black 2012-2013 4 6 11 7 14 68 11 7 African American/Black 2013-2014 5 6 50 6 1 7 Hispanic 2012-2013 5 6 63 1 7	
2013-2014 200 199 >95 82 72 14 68 11 7 African American/Black 2012-2013 4 6 50 6 6 6 10 7 African American/Black 2013-2014 5 6 50 6 <td></td>	
African American/Black 2013-2014 5 51 63 Hispanic 2012-2013 5 63 63 63	
2013-2014 5 51 63 Hispanic 2012-2013 5 63 63 63	
Hispanic	
Asian or Pacific Islander	
Asian of Pacific Islander 2013-2014 5 83 6	
2012-2013 1 51	
American Indian or Native Alaskan 2013-2014 0 53	
2012-2013 42 42 >95 64 61 52 29	
Economically Disadvantaged 2013-2014 52 52 >95 65 60 56 23	
2012-2013 0 C	
Migrant 2013-2014 0 Image: Constraint of the second se	
2012-2013 25 24 >95 35 58	
Students with Disabilities 2013-2014 27 27 >95 32 44	
2012-2013 1 47 47	
Limited English Proficient 2013-2014 4 Image: Control of the second	

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



SAU: Gorham Public Schools **Grade:** 06

						Reading	Assess	sment I	Data					
				Percent of	Percent of St	udents at Leve	el 3 or Level 4	Percent of	Students at E	Each Achieve	ment Level*	Number of Te	sted Students	
•	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	Not Tested First Year LEP Students
Group														
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				
Caucasian/White	2013-2014	210	208	>95		81	71	23	58	16				
African American/Black	2012-2013	1					42							
	2013-2014	3					51							
Hispania	2012-2013	1					65							
Hispanic	2013-2014	4					65							
Asian or Pacific Islander	2012-2013	8					71							
	2013-2014	1					82							
American Indian ar Nation Alashan	2012-2013	0					55							
American Indian or Native Alaskan	2013-2014	0					55							
E	2012-2013	37	37	>95		65	60		59	30				
Economically Disadvantaged	2013-2014	49	48	>95		67	60		54	25				
Marcal	2012-2013	0												
Migrant	2013-2014	0												
Objects with Direct With a	2012-2013	23	23	>95		65	31		57]		
Students with Disabilities	2013-2014	25	25	>95			32			48		1		
	2012-2013	4					41]		
Limited English Proficient	2013-2014	2					51					1		

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



SAU: Gorham Public Schools **Grade:** 07

Arrow Number of Tests Number of Tests Percent of Students Students <th< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th>Reading</th><th>Assess</th><th>sment I</th><th>Data</th><th></th><th></th><th></th><th></th><th></th></th<>							Reading	Assess	sment I	Data					
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Parale2013-2014202201 >95 79691564147199Parale2012-2013107104 >95 8777256210104Male2013-2014103102 >95 7762116521105Male2013-20149999 >95 7762116521105Caucasian/Whie2013-20149999 >95 71651064147Caucasian/Whie2013-2014187187 >95 79701564147African American/Back2013-2014187187 >95 79701564147African American/Back2013-201412187 >95 79701564147African American/Back2013-2014211	All Students		215		>95		82		18	64	15				
Fende2013-2014103102>958773256210Male2012-2013108107>957762116521Cacasian/White2013-20149999>9571662116521Cacasian/White2012-2013201198>958170176416Cacasian/White2012-2013417187>95797015641470African American/Black2012-2013417187>96797015641470African American/Black2012-20134118796704131001470African American/Black2012-20133100100100433100100100African American/Black2012-20133100100100655100100100African American/Black2012-20133100100656100100100Again or Pacific Islander2012-20133100100658100100100American Indian or Native Alskas2012-2013595955156649100100American Indian or Native Alskas2012-20135959551566499100100American Indian or Native Alskas2012-2013595955156649100100 </td <td></td> <td>2013-2014</td> <td>202</td> <td>201</td> <td>>95</td> <td></td> <td>79</td> <td>69</td> <td>15</td> <td>64</td> <td>14</td> <td>7</td> <td>199</td> <td></td> <td></td>		2013-2014	202	201	>95		79	69	15	64	14	7	199		
2013-2014103102>9587732562 \sim Male2012-2013108107>957762116521Caucasian/White2013-20149999>957162116416Caucasian/White2012-20132011108>958170176416Caucasian/White2012-2013201108>9579701564147African American/Black2012-20134447107African American/Black2012-2013365 </td <td>Female</td> <td>2012-2013</td> <td>107</td> <td>104</td> <td>>95</td> <td></td> <td>87</td> <td>77</td> <td>25</td> <td>62</td> <td>10</td> <td></td> <td></td> <td></td> <td></td>	Female	2012-2013	107	104	>95		87	77	25	62	10				
Male 2013-2014 99 99 >95 71 65 67 21 $CaucasianWhite$ 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 4 65 $Hispanic$ 2012-2013 3 665 $Hispanic$ 2012-2013 3 665 $Asia or Pacific Islander 2012-2013 3 $		2013-2014	103	102	>95		87	73	25	62					
2012-20149999>9571656721Caucasian/White2012-2013201198>9581701764162013-2014187187>9579701564147African American/Black2012-201344 \sim \sim \sim 47 \sim \sim \sim African American/Black2012-20133 \sim \sim \sim 43 \sim \sim \sim Hispanic2012-20133 \sim \sim \sim 65 \sim \sim \sim Asian or Pacific Islander2012-20133 \sim \sim \sim 662 \sim \sim \sim 2012-20133 \sim \sim \sim \sim 662 \sim \sim \sim \sim Asian or Pacific Islander2012-20133 \sim \sim \sim 800 \sim \sim \sim \sim 2013-20148 \sim \sim \sim 616 \sim \sim \sim \sim American Indian or Native Alasha2012-20132 \sim \sim \sim 58 \sim \sim \sim \sim Economically Disadvantaged2012-20130 \sim \sim \sim \sim \sim \sim \sim \sim Migrant2012-20130 \sim \sim \sim \sim \sim \sim \sim \sim \sim Migrant2012-20130 \sim \sim \sim \sim \sim <t< td=""><td>Male</td><td>2012-2013</td><td>108</td><td>107</td><td>>95</td><td></td><td>77</td><td>62</td><td>11</td><td>65</td><td>21</td><td></td><td></td><td></td><td></td></t<>	Male	2012-2013	108	107	>95		77	62	11	65	21				
Caucasian/While2013-2014187187>9579701564147 $Arican American/Black$ 2012-2013447 </td <td></td> <td>2013-2014</td> <td>99</td> <td>99</td> <td>>95</td> <td></td> <td>71</td> <td>65</td> <td></td> <td>67</td> <td>21</td> <td></td> <td></td> <td></td> <td></td>		2013-2014	99	99	>95		71	65		67	21				
2013.2014 187 187 187 >95 79 70 15 64 14 7 $African American/Black$ 2012.2013 4 2 2 2 4 47 2 2 2 $Hispanic$ 2012.2013 3 2 2 43 2 2 2 2 $Hispanic$ 2012.2013 3 2 2 65 2 2 2 $Asian or Pacific Islander2012.2013322662222Anerican Indian or Native Alaskan222222222012.2013222222222American Indian or Native Alaskan222222222012.2013222222222American Indian or Native Alaskan2222222222012.20132555754222American Indian or Native Alaskan222222222012.2013555754422422222222$	Caucacian/Mhito	2012-2013	201	198	>95		81	70	17	64	16				
African American Black2013-20142Image: constraint of the system of the		2013-2014	187	187	>95		79	70	15	64	14	7			
2013-20142 $<$ 43 $<$ $<$ $<$ Hispanic2012-20133 $<$ $<$ 65 $<$ $<$ $<$ Asian or Pacific Islander2012-20133 $<$ $<$ $<$ 62 $<$ $<$ $<$ Asian or Pacific Islander2012-20133 $<$ $<$ $<$ 80 $<$ $<$ $<$ American Indian or Native Alaskan2012-20132 $<$ $<$ $<$ 61 $<$ $<$ $<$ American Indian or Native Alaskan2012-20132 $<$ $<$ $<$ 61 $<$ $<$ $<$ Beconomically Disadvantaged2012-20135959 >95 73 57 68 20 $<$ Higrant2012-20130 $<$ $<$ $<$ $<$ $<$ $<$ $<$ Students with Disabilities2012-201325 25 >95 444 28 400 $<$ $<$ Initiat Enclish Proficient2012-20135 $<$ $<$ $<$ $<$ $<$ $<$ Initiat Enclish Proficient2012-2013 5 $<$ >95 $<$ 30 $<$ $<$ $<$ Initiat Enclish Proficient2012-2013 5 $<$ $<$ $<$ $<$ $<$ $<$ $<$ Initiat Enclish Proficient2012-2013 5 $<$ $<$ $<$ $<$ $<$ $<$ $<$ Initiat Enclish Proficient2012-2013 $<$ $<$ $<$	African Amorican/Plack	2012-2013	4					47							
Hispanic2013-20141III <td></td> <td>2013-2014</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>43</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>		2013-2014	2					43							
2013.20141 1 6 62 61 <th< td=""><td>Hisponia</td><td>2012-2013</td><td>3</td><td></td><td></td><td></td><td></td><td>65</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	Hisponia	2012-2013	3					65							
Asian or Pacific Islander 2013-2014 8 \sim \sim 75 \sim \sim \sim American Indian or Native Alaskan 2012-2013 2 \sim \sim 61 \sim		2013-2014	1					62							
2013-20148 6 75 6 6 6 American Indian or Native Alaska $2012-2013$ 2 2 61 61 1 1 $2013-2014$ 0 0 58 1 1 1 $Economically Disadvantaged$ $2012-2013$ 59 59 >95 73 57 68 20 $1000000000000000000000000000000000000$	Asian ar Dasifia Islandar	2012-2013	3					80							
American Indian or Native Alaskan2013-20140 \sim \sim 58 \sim \sim \sim $E_{conomically Disadvantaged}2012-20135959>95735768202013-20144039>9551564926Migrant2012-20130\sim\sim\sim\sim\sim\simStudents with Disabilities2012-20132525>95442840\simLimited English Proficient2012-20135\sim\sim30\sim\sim\sim$		2013-2014	8					75							
2013-20140 1 1 1 58 1 1 1 $Economically Disadvantaged$ $2012-2013$ 59 59 >95 73 57 68 20 $2013-2014$ 40 39 >95 51 56 49 26 $Migrant$ $2012-2013$ 0 1 1 1 1 1 $2013-2014$ 0 1 1 1 1 1 1 $Students with Disabilities$ $2012-2013$ 25 25 >95 444 28 40 1 $Iumited English Proficient$ $2012-2013$ 5 1 1 1 46 1 1	American Indian or Native Alector	2012-2013	2					61							
Economically Disadvantaged2013-20144039>9551564926 $Migrant$ 2012-2013026 $Migrant$ 2013-20140 </td <td>American indian of Native Alaskan</td> <td>2013-2014</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td>58</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	American indian of Native Alaskan	2013-2014	0					58							
2013-2014 40 39 >95 51 56 49 26 Migrant $2012-2013$ 0 0 1 1 1 1 1 1 $2013-2014$ 0 0 1 1 1 1 1 1 Students with Disabilities $2012-2013$ 25 25 >95 44 28 40 1 $2013-2014$ 24 24 >95 30 1 1 1 Limited English Proficient $2012-2013$ 5 1 1 46 1 1	Feenemically Disadventered	2012-2013	59	59	>95		73	57		68	20				
Migrant 2013-2014 0 Image: Constraint of the state of the sta	Economically Disadvantaged	2013-2014	40	39	>95		51	56		49		26			
2013-2014 0 Image: Constraint of the second se	Migront	2012-2013	0												
Students with Disabilities 2013-2014 24 24 >95 30 0 0 Limited English Proficient 2012-2013 5 0 46 0 0	Migrant	2013-2014	0												
2013-2014 24 24 >95 30 Image: Constraint of the second		2012-2013	25	25	>95		44	28		40]		
Limited English Proficient	Students with DISADIlities	2013-2014	24	24	>95			30]		
Limited English Prolicient 2013-2014 5 46 46	Limited Earlich Destiniant	2012-2013	5					46							
	Limitea English Proficient	2013-2014	5					46					1		

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



SAU: Gorham Public Schools **Grade:** 08

						Reading	Assess	sment I	Data					
				Percent of	Percent of S	tudents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students	Not Tootod
	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	Not Tested First Year LEP Students
Group														Students
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												
Migrant	2013-2014	0												
Students with Disabilities	2012-2013	29	29	>95		41	36		41	45				
	2013-2014	27	27	>95			29				48			
Limited English Drafisiont	2012-2013	3					53]		
Limited English Proficient	2013-2014	7					51							

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



SAU: Gorham Public Schools **Grade:** High School

						Reading	Assess	sment I	Data					
				Percent of	Percent of St	tudents at Leve	el 3 or Level 4	Percent of	Students at E	Each Achieve	ment Level*	Number of Te	sted Students	N - 4 T 4 4
•	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	Not Tested First Year LEP Students
Group														otadonto
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							
Llienonia	2012-2013	0					39							
Hispanic	2013-2014	4					44							
Asian an Dasifa Islandan	2012-2013	1					50							
Asian or Pacific Islander	2013-2014	2					48							
American Indian an Native Alextern	2012-2013	0					24							
American Indian or Native Alaskan	2013-2014	0					33							
Freedorie Directories	2012-2013	34	31	91		45	33		45	39				
Economically Disadvantaged	2013-2014	39	34	87			32				47			
Marcal	2012-2013	0												
Migrant	2013-2014	0												
	2012-2013	21	19	90			14							
Students with Disabilities	2013-2014	24	19	79			16				58			
	2012-2013	1					10							
Limited English Proficient	2013-2014	2					10							

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



SAU: Gorham Public Schools **Grade:** 03

					Ма	themati	cs Asse	ssmen	t Data				
				Percent of	Percent of St	udents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
Group													
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.



SAU: Gorham Public Schools **Grade:** 04

					Ма	themati	cs Asse	ssmen	t Data				
				Percent of	Percent of St	udents at Leve	l 3 or Level 4	Percent of S	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
Group	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
<u></u>	2012-2013	206	206	>95		70	65	24	46	20	9	201	
All Students	2012-2013	200	200	>95		70	63	24	40	17	9 11	230	
	2012-2013	106	106	>95		72	65	20	43	22		230	
Female	2012-2013	110	110	>95		66	63	25	47	20	14		
	2012-2013	100	100	>95		71	65	25	45	19	14		
Male	2012-2013	124	123	>95		76	62	20	49	15	9		
	2012-2013	124	123	>95		70	66	25	49	22	8		
Caucasian/White	2012-2013	224	223	>95		70	64	23	46	16	11		
	2013-2014	6	223	~90		/4	39	21	40	10			
African American/Black	2012-2013	1					34						
	2012-2013	0					53						
Hispanic	2012-2013	2					52						
	2012-2013	5					73						
Asian or Pacific Islander	2012-2013	3					65						
	2012-2013	0					52						
American Indian or Native Alaskan	2012-2013	1					55						
	2012-2013	38	38	>95		53	53		50	29			
Economically Disadvantaged	2012-2010	51	51	>95		39	51		27	35	25		
	2012-2013	0									20		
Migrant	2013-2014	0											
	2012-2013	31	31	>95		32	31			32	35		
Students with Disabilities	2013-2014	27	27	>95		41	32			-	37		
	2012-2013	3					39						
Limited English Proficient	2013-2014	6					36						
NOTE: Data have been suppressed i	whore the number	r of students is k	and then 10										

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



SAU: Gorham Public Schools **Grade:** 05

					Ma	themati	cs Asse	ssmen	t Data				
				Percent of	Percent of St	tudents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
Group													
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.



SAU: Gorham Public Schools **Grade:** 06

					Ма	themati	cs Asse	ssmen	t Data				
				Percent of	Percent of S	tudents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
Crown	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
Group													
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											
Imgrant	2013-2014	0											
Students with Disabilities	2012-2013	23	23	>95			24				57		
	2013-2014	25	25	>95			24				60		
Limited English Drafisiont	2012-2013	4					36						
Limited English Proficient	2013-2014	2					34						
NOTE: Data have been suppressed	where the number		then 10										

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



SAU: Gorham Public Schools **Grade:** 07

					Ма	themati	cs Asse	ssmen	t Data				
				Percent of	Percent of S	tudents at Leve	l 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
0	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
Group													
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						
піярапіс	2013-2014	1					49						
Asian or Pacific Islander	2012-2013	3					70						
Asian of Pachic Islander	2013-2014	8					71						
A	2012-2013	2					48						
American Indian or Native Alaskan	2013-2014	0					48						
	2012-2013	59	59	>95		56	45	22	34	31			
Economically Disadvantaged	2013-2014	40	40	>95		35	45		28	33	33		
	2012-2013	0											
Migrant	2013-2014	0											
	2012-2013	25	25	>95			22				52		
Students with Disabilities	2013-2014	24	24	>95			21				75		
	2012-2013	5					35						
Limited English Proficient	2013-2014	5					35						
NOTE: Data have been suppressed	whore the number	r of otudonto io l	and then 10										

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



SAU: Gorham Public Schools **Grade:** 08

	Mathematics Assessment Data												
				Percent of	Percent of St	tudents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
0	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
Group													
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						
Allicall Alliencall/Diack	2013-2014	3					28						
llinnerie	2012-2013	3					59						
Hispanic	2013-2014	3					41						
Asian an DaviGa Islandar	2012-2013	2					71						
Asian or Pacific Islander	2013-2014	3					72						
	2012-2013	1					49						
American Indian or Native Alaskan	2013-2014	2					49						
	2012-2013	49	49	>95		61	47		57	20			
Economically Disadvantaged	2013-2014	53	52	>95		48	40		38	29	23		
•••	2012-2013	0											
Migrant	2013-2014	0											
	2012-2013	29	29	>95			22				62		
Students with Disabilities	2013-2014	27	27	>95			18				67		
	2012-2013	3					35						
Limited English Proficient	2013-2014	7					30						
NOTE: Data have been suppressed	where the number	r of otudonto io l											

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



SAU: Gorham Public Schools **Grade:** High School

Group All Students Female School Year 2012-20	Enrolled Students 13 213 14 194 13 105	of Tested Students 207 182	Percent of Students Tested in SAU >95	Percent of St School	tudents at Leve SAU	el 3 or Level 4 State	Percent of S	Students at E		ment Level*	Number of Te	sted Students
Group 2012-20 All Students 2013-20 Female 2012-20	Enrolled Students 13 213 14 194 13 105	of Tested Students 207 182	Students Tested in SAU >95	School	SAU	State	Level 4					
All Students 2012-20 2013-20 Eemale 2012-20	14 194 13 105	182						Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students 2013-20 2012-20 Female	14 194 13 105	182										
2013-20 2012-20 Female	13 105				61	48	10	51	27	12	203	
Female		400	94		57	49	8	48	29	15	180	
		102	>95		62	47	12	50	26	12		
2013-20	14 107	102	95		52	47		51	32	16		
Male 2012-20	13 108	105	>95		60	49		52	28	12		
2013-20	14 87	80	92		63	50	18	45	24	14		
Caucasian/White	13 207	201	>95		61	49	9	51	27	12		
2013-20	14 181	169	93		57	50	9	48	29	14		
African American/Black	13 3					18						
2013-20	14 5					23						
Hispanic 2012-20	13 0					36						
2013-20	14 4					41						
Asian or Pacific Islander	13 1					61						
2013-20	14 2					64						
American Indian or Native Alaskan	13 0					29						
2013-20	14 0					30						
2012-20	13 34	32	94		47	31		47	34			
Economically Disadvantaged 2013-20	14 39	33	85			32			30	42		
2012-20	13 0											
Migrant 2013-20	14 0											
2012-20	13 21	19	90			14				53		
Students with Disabilities 2013-20	14 24	18	75			16				72		
2012-20	13 1					15						
Limited English Proficient 2013-20	14 2					19						

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



SAU: Gorham Public Schools **Grade:** 05

	Science Assessment Data												
				Percent of	Percent of S	tudents at Leve	l 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
Group													
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			
Economically Disadvantaged	2013-2014	54	54	>95		69	51		59	28			
Migropt	2012-2013	0											
Migrant	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.



SAU: Gorham Public Schools **Grade:** 08

Group 2012-201 All Students 2013-201 Female 2012-201	4 217 3 118	Number of Tested Students 219 213 118	Percent of Students Tested in SAU >95 >95	Percent of Sf School	sAU	el 3 or Level 4 State	Percent of S	Students at E Level 3	ach Achieve Level 2	ment Level* Level 1	Number of Te General	
Group 2012-201 All Students 2013-201 Female 2012-201	Enrolled Students 3 219 4 217 3 118	of Tested Students 219 213	Students Tested in SAU >95	School		State	Level 4	Level 3	Level 2	Level 1	General	Alterrate
All Students 2012-20 2013-20 2013-20 2012-20	4 217 3 118	213									Assessment	Alternate Assessment
All Students 2013-2017	4 217 3 118	213										
2013-20 Female 2012-20	3 118		>95		78	70	30	48	16	6	219	
Female		118			87	73	36	51	10		212	
2013 20/	4 104		>95		76	69	29	47	16			
2013-20		101	>95		88	73	35	53	10			
Male 2012-207	3 101	101	>95		79	71	31	49	16			
2013-201	4 113	112	>95		86	73	38	48	10			
Caucasian/White	3 212	212	>95		77	71	30	48	16	7		
2013-20 [°]	4 204	200	>95		86	74	36	51	11			
African American/Black	3 1					39						
2013-20	4 3					42						
2012-20 ⁻	3 2					60						
Hispanic 2013-201	4 3					62						
Asian or Pacific Islander	3 2					70						
2013-20	4 3					79						
American Indian on Nation Alashan	3 1					56						
American Indian or Native Alaskan 2013-201	4 2					69						
2012-20	3 44	44	>95		48	59		39	27	25		
Economically Disadvantaged 2013-201	4 54	52	>95		77	61	23	54				
2012-20	3 0											
Migrant 2013-201	4 0											
2012-20 ⁻	3 28	28	>95			37				43		
Students with Disabilities 2013-201	4 27	25	93		40	37			40			
2012-20	3 3					33						
Limited English Proficient 2013-201	4 5					42						

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



SAU: Gorham Public Schools **Grade:** High School

	Science Assessment Data												
				Percent of	Percent of St	tudents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
	School Year	Number of Enrolled Students	Number of Tested Students	Students Tested in SAU	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
Group													
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.



SAU: Gorham Public Schools Grade: 03-08

				Readin	g Account	ability Data				
		Participation Testing Year			•	Teaching Year	Achievement			2012-13
		Target = 95%		2012-13			3-14		2017-18 Performance	% Attendance Rate Target = 93%
GROUP	Number Enrolled	Percent Participated	Average Percent	% Proficient	Targets	Number Tested	Number Proficient	% Proficient	Targets	
Whole SAU	1,285	>95		80	83	1,210	954	79	90	96
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	

*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.



SAU: Gorham Public Schools Grade: 03-08

				Mathema						
		Participation Testing Year				Teaching Year	r Achievement			2012-13
		Target = 95%		2012-13			3-14		2017-18 Performance	% Attendance Rate Target = 93%
GROUP	Number Enrolled	Percent Participated	Average Percent	% Proficient	Targets	Number Tested	Number Proficient	% Proficient	Targets	Target - 55 %
Whole SAU	1,285	>95		72	78	1,210	853	70	87	96
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	

*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.



SAU: Gorham Public Schools Grade: High School

				Readin	g Account					
		Participation Testing Year				Teaching Year	r Achievement			2012-13
		Target = 95%	-	2012-13			3-14		2017-18 Performance	% Graduation Rate Target = 90%
GROUP	Number Enrolled	Percent Participated	Average Percent	% Proficient	Targets	Number Tested	Number Proficient	% Proficient	Targets	Talget – 90 %
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.



SAU: Gorham Public Schools Grade: High School

				Mathemat						
		Participation Testing Year			-	Teaching Year				2012-13
		Target = 95%	-	2012-13 %			3-14		2017-18 Performance	% Graduation Rate Target = 90%
GROUP	Number Enrolled	Percent Participated	Average Percent	Proficient	Targets	Number Tested	Number Proficient	% Proficient	Targets	
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.



2014-2015 NCLB Report Card Maine Teacher Quality Data

SAU: Gorham Public Schools

		Part I:	Profession	al Qualifica	tions	
	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.



SAU: Gorham Public Schools

Reading

NAEP	Percent of Students Tested							
	Grad	de 4	Grade 8					
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS Group	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										
		NE	CAP			NAEP*				
Testing Year	Percent of Students at Each Achievement Level				Testing	Percent of Students at Each Achievement Level				
i cui	Level 4	Level 3	Level 2	Level 1	— Year	Advanced	Proficient	Basic	Below Basic	
2013-2014	20	59	13	8	2012-2013	9	28	35	29	

Grade 8: All Students									
		NE	CAP			NAEP*			
Testing Year	Percent of Students at Each Achievement Level				Testing Year	Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	. cui	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



SAU: Gorham Public Schools

Mathematics

NAFP	Percent of Students Tested							
	Grad	de 4	Grade 8					
of educational PROGRESS	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										
		NE	CAP			NAEP*				
Testing Year —	Percent of Students at Each Achievement Level				Testing	Percent of Students at Each Achievement Level				
- Four	Level 4	Level 3	Level 2	Level 1	Year	Advanced	Proficient	Basic	Below Basic	
2013-2014	27	45	17	11	2012-2013	8	39	40	12	

Grade 8: All Students										
		NE	CAP			NAEP*				
Testing Year	Percent of Students at Each Achievement Level				Testing Year	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