



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 Educational Assessment (MEA) data disaggregated into subgroups, attendance and graduation rates, status of NCLB 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:

MEA Data 2014-2015: Assessment data for English Language Arts/Literacy 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 MEA data is from the tests given in the spring of 2015.

NCLB Accountability: Accountability information is provided for how well districts and schools are progressing toward all students being proficient in English Language Arts/ Literacy and Mathematics. This system has been established to comply with the accountability provisions approved in Maine’s NCLB Accountability Waiver. New school-level performance targets will be established for the 2016-2017 school year.

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.

A handwritten signature in cursive script, reading "William H. Beardsley".

William H. Beardsley
Acting Commissioner of Education

2015-2016 NCLB Report Card

School: Great Falls Elementary School

SAU: Gorham Public Schools

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2015-2016 NCLB Report Card

School: Great Falls Elementary School
SAU: Gorham Public Schools
Grade: 03

English Language Arts/Literacy 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	2013-2014													
	2014-2015	81	81	>95	70	59	48	32	38	17	12	80		
Female	2013-2014													
	2014-2015	40	40	>95	70	60	53	35	35					
Male	2013-2014													
	2014-2015	41	41	>95	71	57	43	29	41					
Caucasian/White	2013-2014													
	2014-2015	75	75	>95	71	61	49	33	37	19				
African American/Black	2013-2014													
	2014-2015	0					25							
Hispanic	2013-2014													
	2014-2015	3					39							
Asian or Pacific Islander	2013-2014													
	2014-2015	2					58							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					31							
Economically Disadvantaged	2013-2014													
	2014-2015	20	20	>95	60	45	35							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	5					19							
Limited English Proficient	2013-2014													
	2014-2015	1					20							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: Great Falls Elementary School
SAU: Gorham Public Schools
Grade: 04

English Language Arts/Literacy 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	2013-2014													
	2014-2015	85	84	>95	48	53	47	26	21	29	24	83		
Female	2013-2014													
	2014-2015	39	39	>95	54	57	52	33		33				
Male	2013-2014													
	2014-2015	46	45	>95	42	48	42		22	24	33			
Caucasian/White	2013-2014													
	2014-2015	81	80	>95	50	54	48	28	23	28	23			
African American/Black	2013-2014													
	2014-2015	0					25							
Hispanic	2013-2014													
	2014-2015	1					35							
Asian or Pacific Islander	2013-2014													
	2014-2015	1					59							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					27							
Economically Disadvantaged	2013-2014													
	2014-2015	25	25	>95		37	33				56			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	7					17							
Limited English Proficient	2013-2014													
	2014-2015	0					24							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: Great Falls Elementary School
SAU: Gorham Public Schools
Grade: 05

English Language Arts/Literacy 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	2013-2014													
	2014-2015	104	101	>95	63	62	51	22	42	18	19	98		
Female	2013-2014													
	2014-2015	52	50	>95	70	67	57	30	40					
Male	2013-2014													
	2014-2015	52	51	>95	57	58	46		43	24	20			
Caucasian/White	2013-2014													
	2014-2015	99	96	>95	65	63	52	22	43	18	18			
African American/Black	2013-2014													
	2014-2015	0					27							
Hispanic	2013-2014													
	2014-2015	2					46							
Asian or Pacific Islander	2013-2014													
	2014-2015	2					60							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					29							
Economically Disadvantaged	2013-2014													
	2014-2015	26	26	>95		39	37							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	16	15	94			17							
Limited English Proficient	2013-2014													
	2014-2015	3					27							

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: Great Falls Elementary School
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 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	2013-2014												
	2014-2015	81	81	>95	56	50	46	20	36	26	19	80	
Female	2013-2014												
	2014-2015	40	40	>95	43	43	44		25	35			
Male	2013-2014												
	2014-2015	41	41	>95	68	57	47		46				
Caucasian/White	2013-2014												
	2014-2015	75	75	>95	60	53	47	21	39	24	16		
African American/Black	2013-2014												
	2014-2015	0					18						
Hispanic	2013-2014												
	2014-2015	3					34						
Asian or Pacific Islander	2013-2014												
	2014-2015	2					53						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					29						
Economically Disadvantaged	2013-2014												
	2014-2015	20	20	>95		36	33						
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	5					19						
Limited English Proficient	2013-2014												
	2014-2015	1					19						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: Great Falls Elementary School
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 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	2013-2014												
	2014-2015	85	84	>95	46	47	40	15	31	42	12	83	
Female	2013-2014												
	2014-2015	39	39	>95	38	40	38		26	49			
Male	2013-2014												
	2014-2015	46	45	>95	53	54	42		36	36			
Caucasian/White	2013-2014												
	2014-2015	81	80	>95	49	49	41	16	33	39	13		
African American/Black	2013-2014												
	2014-2015	0					18						
Hispanic	2013-2014												
	2014-2015	1					32						
Asian or Pacific Islander	2013-2014												
	2014-2015	1					50						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					29						
Economically Disadvantaged	2013-2014												
	2014-2015	25	25	>95		25	27			56			
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	7					14						
Limited English Proficient	2013-2014												
	2014-2015	0					18						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 NCLB Report Card

School: Great Falls Elementary School
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 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	2013-2014												
	2014-2015	104	101	>95	57	55	35	26	32	31	12	98	
Female	2013-2014												
	2014-2015	52	50	>95	48	47	33	28	20	40			
Male	2013-2014												
	2014-2015	52	51	>95	67	62	37	24	43	22			
Caucasian/White	2013-2014												
	2014-2015	99	96	>95	59	56	36	26	33	30	10		
African American/Black	2013-2014												
	2014-2015	0					11						
Hispanic	2013-2014												
	2014-2015	2					33						
Asian or Pacific Islander	2013-2014												
	2014-2015	2					47						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					16						
Economically Disadvantaged	2013-2014												
	2014-2015	26	26	>95		28	21			42			
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	16	15	94			12						
Limited English Proficient	2013-2014												
	2014-2015	3					17						

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: Great Falls Elementary School
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 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	2013-2014	92	91	>95	82	82	63	16	66	14		89	
	2014-2015	104	100	>95	76	76	65		69	19		100	
Female	2013-2014	50	50	>95	84	83	63		70				
	2014-2015	52	52	>95	67	72	64		63	23			
Male	2013-2014	42	41	>95	80	79	62		61				
	2014-2015	52	48	92	85	80	66		75				
Caucasian/White	2013-2014	87	86	>95	83	82	64	16	66	14			
	2014-2015	99	96	>95	78	76	66		71	17			
African American/Black	2013-2014	1					33						
	2014-2015	0					32						
Hispanic	2013-2014	1					55						
	2014-2015	2					55						
Asian or Pacific Islander	2013-2014	2					72						
	2014-2015	2					66						
American Indian or Native Alaskan	2013-2014	0					46						
	2014-2015	0					56						
Economically Disadvantaged	2013-2014	26	26	>95	65	69	51		58				
	2014-2015	25	24	>95	58	61	53		58				
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	10	10	>95		42	33						
	2014-2015	16	13	81			35						
Limited English Proficient	2013-2014	2					32						
	2014-2015	3					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



2015-2016 NCLB Report Card

School: Great Falls Elementary School
SAU: Gorham Public Schools
Grade: 03-08

GROUP	English Language Arts/Literacy Accountability Data								
	Participation Target = 95%			Achievement					
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets	
Targets					Number Tested	Number Proficient	% Proficient		
Whole School	270	>95				259	156	60	
Female	131	>95				124	80	65	
Male	139	>95				135	76	56	
Caucasian/White	255	>95				245	150	61	
African American/Black	0	*					*	*	
Hispanic	6	*					*	*	
Asian or Pacific Islander	5	*					*	*	
American Indian or Native Alaskan	0	*					*	*	
Economically Disadvantaged	71	>95				69	26	38	
Migrant	0	*					*	*	
Students with Disabilities	28	*				27			
Limited English Proficient	4	*					*	*	
Super Subgroup	90	>95				87	30	34	

**2013-14
% Attendance Rate
Target = 93%**

97

*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. Data are suppressed for any cell representing fewer than 10 students.

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.



2015-2016 NCLB Report Card

School: Great Falls Elementary School
SAU: Gorham Public Schools
Grade: 03-08

GROUP	Mathematics Accountability Data								
	Participation Target = 95%			Achievement					
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	270	>95				259	139	54	
Female	131	>95				124	54	44	
Male	139	>95				135	85	63	
Caucasian/White	255	>95				245	138	56	
African American/Black	0	*					*	*	
Hispanic	6	*					*	*	
Asian or Pacific Islander	5	*					*	*	
American Indian or Native Alaskan	0	*					*	*	
Economically Disadvantaged	71	>95				69	19	28	
Migrant	0	*					*	*	
Students with Disabilities	28	*				27			
Limited English Proficient	4	*					*	*	
Super Subgroup	90	>95				87	20	23	

**2013-14
% Attendance Rate
Target = 93%**

97

*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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 NCLB Report Card

School: Great Falls Elementary School
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 School ¹	3	11	13	0	9	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, 2015	3

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	1.3

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.