



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](http://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: Gorham Middle School

SAU: Gorham Public Schools

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# 2015-2016 NCLB Report Card

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

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	216	206	95	62	62	46	21	41	27	11	202		
Female	2013-2014													
	2014-2015	113	105	93	64	64	52	26	38	29				
Male	2013-2014													
	2014-2015	103	101	>95	60	60	39	16	45	26	14			
Caucasian/White	2013-2014													
	2014-2015	199	189	95	63	63	46	21	42	27	10			
African American/Black	2013-2014													
	2014-2015	5					26							
Hispanic	2013-2014													
	2014-2015	3					38							
Asian or Pacific Islander	2013-2014													
	2014-2015	6					59							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					22							
Economically Disadvantaged	2013-2014													
	2014-2015	54	51	94	47	47	32		35	31	22			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	27	26	>95			12				62			
Limited English Proficient	2013-2014													
	2014-2015	5					22							

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

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	224	201	90	57	57	48	16	41	29	13	201		
Female	2013-2014													
	2014-2015	117	102	87	62	62	55	16	46	28	10			
Male	2013-2014													
	2014-2015	107	99	93	53	53	41	16	36	30	17			
Caucasian/White	2013-2014													
	2014-2015	210	187	89	58	58	49	15	43	29	13			
African American/Black	2013-2014													
	2014-2015	3					23							
Hispanic	2013-2014													
	2014-2015	5					42							
Asian or Pacific Islander	2013-2014													
	2014-2015	1					62							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					33							
Economically Disadvantaged	2013-2014													
	2014-2015	46	44	>95	32	32	33		27	39	30			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	23	22	>95			14			45	50			
Limited English Proficient	2013-2014													
	2014-2015	2					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:** Gorham Middle School  
**SAU:** Gorham Public Schools  
**Grade:** 08

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	204	195	>95	54	54	48	14	39	30	16	193		
Female	2013-2014													
	2014-2015	102	96	94	74	74	56	21	53	19				
Male	2013-2014													
	2014-2015	102	99	>95	34	34	41		26	41	24			
Caucasian/White	2013-2014													
	2014-2015	189	181	>95	54	54	49	15	39	30	15			
African American/Black	2013-2014													
	2014-2015	2					23							
Hispanic	2013-2014													
	2014-2015	2					43							
Asian or Pacific Islander	2013-2014													
	2014-2015	8					57							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					34							
Economically Disadvantaged	2013-2014													
	2014-2015	43	42	>95	33	33	34		31	29	38			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	23	22	>95			15				64			
Limited English Proficient	2013-2014													
	2014-2015	5					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

<b>School:</b> Gorham Middle School
<b>SAU:</b> Gorham Public Schools
<b>Grade:</b> 06

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2013-2014												
	2014-2015	216	208	>95	53	53	35	23	30	32	15	204	
Female	2013-2014												
	2014-2015	113	107	95	50	50	36	17	33	36	14		
Male	2013-2014												
	2014-2015	103	101	>95	56	56	34	30	27	27	17		
Caucasian/White	2013-2014												
	2014-2015	199	191	>95	53	53	35	23	30	32	15		
African American/Black	2013-2014												
	2014-2015	5					16						
Hispanic	2013-2014												
	2014-2015	3					23						
Asian or Pacific Islander	2013-2014												
	2014-2015	6					48						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					18						
Economically Disadvantaged	2013-2014												
	2014-2015	54	51	94	29	29	22			41	29		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	27	26	>95			10					62	
Limited English Proficient	2013-2014												
	2014-2015	5					13						

**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

<b>School:</b> Gorham Middle School
<b>SAU:</b> Gorham Public Schools
<b>Grade:</b> 07

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2013-2014												
	2014-2015	224	199	89	49	49	36	21	28	35	16	199	
Female	2013-2014												
	2014-2015	117	101	86	47	47	36	16	31	36	18		
Male	2013-2014												
	2014-2015	107	98	92	52	52	37	27	26	35	13		
Caucasian/White	2013-2014												
	2014-2015	210	185	88	51	51	37	22	29	34	15		
African American/Black	2013-2014												
	2014-2015	3					14						
Hispanic	2013-2014												
	2014-2015	5					30						
Asian or Pacific Islander	2013-2014												
	2014-2015	1					61						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					20						
Economically Disadvantaged	2013-2014												
	2014-2015	46	43	93	35	35	22		23	35	30		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	23	22	>95			10					59	
Limited English Proficient	2013-2014												
	2014-2015	2					13						

**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:** Gorham Middle School  
**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 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	204	193	95	37	37	33	16	21	35	28	191	
Female	2013-2014												
	2014-2015	102	95	93	45	45	34	21	24	36	19		
Male	2013-2014												
	2014-2015	102	98	>95	29	29	32	11	17	34	38		
Caucasian/White	2013-2014												
	2014-2015	189	179	95	37	37	34	17	20	36	27		
African American/Black	2013-2014												
	2014-2015	2					12						
Hispanic	2013-2014												
	2014-2015	2					28						
Asian or Pacific Islander	2013-2014												
	2014-2015	8					45						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					25						
Economically Disadvantaged	2013-2014												
	2014-2015	43	42	>95			19				57		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	23	22	>95			10				82		
Limited English Proficient	2013-2014												
	2014-2015	5					13						

**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:** Gorham Middle School  
**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 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	217	213	>95	87	87	73	36	51	10		212	
	2014-2015	206	204	>95	74	74	71	22	52	21	5	202	
Female	2013-2014	104	101	>95	88	88	73	35	53	10			
	2014-2015	103	102	>95	80	80	71	25	55	18			
Male	2013-2014	113	112	>95	86	86	73	38	48	10			
	2014-2015	103	102	>95	68	68	71	18	50	25			
Caucasian/White	2013-2014	204	200	>95	86	86	74	36	51	11			
	2014-2015	191	189	>95	75	75	72	23	52	20	5		
African American/Black	2013-2014	3					42						
	2014-2015	2					42						
Hispanic	2013-2014	3					62						
	2014-2015	2					66						
Asian or Pacific Islander	2013-2014	3					79						
	2014-2015	8					78						
American Indian or Native Alaskan	2013-2014	2					69						
	2014-2015	0					55						
Economically Disadvantaged	2013-2014	54	52	>95	77	77	61	23	54				
	2014-2015	43	42	>95	50	50	58		48	38			
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	27	25	93	40	40	37			40			
	2014-2015	22	22	>95			37						
Limited English Proficient	2013-2014	5					42						
	2014-2015	5					39						

**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:** Gorham Middle School  
**SAU:** Gorham Public Schools  
**Grade:** 03-08

## English Language Arts/Literacy Accountability Data

GROUP	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	644	94				584	341	58	
Female	332	92				294	198	67	
Male	312	>95				290	143	49	
Caucasian/White	598	93				542	319	59	
African American/Black	10	*					*	*	
Hispanic	10	*				10			
Asian or Pacific Islander	15	*				14	10	71	
American Indian or Native Alaskan	0	*					*	*	
Economically Disadvantaged	143	>95				131	51	39	
Migrant	0	*					*	*	
Students with Disabilities	73	>95				66			
Limited English Proficient	12	*				11			
Super Subgroup	195	95				177	58	33	

2013-14 % Attendance Rate Target = 93%
98

\*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:** Gorham Middle 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	644	93				582	276	47	
Female	332	91				293	142	48	
Male	312	95				289	134	46	
Caucasian/White	598	93				540	260	48	
African American/Black	10	*					*	*	
Hispanic	10	*				10			
Asian or Pacific Islander	15	*				14			
American Indian or Native Alaskan	0	*					*	*	
Economically Disadvantaged	143	95				130	38	29	
Migrant	0	*					*	*	
Students with Disabilities	73	>95				66			
Limited English Proficient	12	*				11			
Super Subgroup	195	94				176	39	22	

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

98

\*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: Gorham Middle 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 <sup>1</sup>	9	13	17	0	8	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	2

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	1.18

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.