

Gorham School Committee Annual Assessment Update

May 22, 2013



- *Gorham School Department Assessment Update PowerPoint Presentation – May 2013 (Separate Addendum)*
- *Gorham School Department Assessment District 90% Goal Progress*
- *Adequate Yearly Progress (AYP) Status Summary Update Report 2010-11, 2011-12, Status of Maine NCLB Waiver Request – Updated: May 2013*
- *New England Common Assessment Program (NECAP) Overview – Updated: March 2013*
- *GHS Maine High School Assessment - SAT Results 2006-2012 – Updated: September 2012*
- *MEA Gorham Grades 5, 8 & 11 Science Results Summary 08-09 / 09-10 / 10-11 / 11-12 – Updated: September 2012*
- *Gorham School Department District Website Assessment Information – Order of Contents – Updated: May 2013*

*Presented by Brian A. Porter,
Assessment Coordinator,
Gorham School Department*

Gorham School Department District 90% Goal Progress

**NECAP / MHSА Data Comparison Chart
2009-10 / 2010-11 / 2011-12 / 2012-13
Summary of Average Scores* in Reading and Mathematics
Gorham Schools compared to the State of Maine**

*Average Scores represent the combined percentage of students at the levels of "proficient" (meeting the standards) and "proficient with distinction" (exceeding the standards)

*90% Goal Benchmarks for Annual Progress are assessed by the following Fall NECAP and Current Spring MHSА Testing Administrations

Reading	Gorham 09-10	Gorham 10-11	Gorham 11-12	Gorham 12-13	Gorham 13-14
90% Goal Benchmark*	70%	75%	80%	85%	90%
Beginning of Grade 3	78%	80%	76%	73%	
Beginning of Grade 4	71%	75%	82%	75%	
Beginning of Grade 5	76%	79%	74%	81%	
Beginning of Grade 6	74%	81%	81%	84%	
Beginning of Grade 7	73%	78%	77%	82%	
Beginning of Grade 8	73%	84%	87%	87%	
Average:	74%	79.5%	79.5%	80.3%	
90% GHS Goal Benchmark*	75%	80%	85%	90%	
<i>MHSА End of Gr. 11</i>	52%	62%	58%	TBD	
Mathematics					
90% Goal Benchmark*	70%	75%	80%	85%	90%
Beginning of Grade 3	64%	73%	68%	66%	
Beginning of Grade 4	72%	67%	72%	71%	
Beginning of Grade 5	70%	79%	79%	75%	
Beginning of Grade 6	68%	78%	79%	79%	
Beginning of Grade 7	67%	70%	76%	71%	
Beginning of Grade 8	71%	66%	65%	72%	
Average:	69%	72%	73.2%	72.3%	
90% GHS Goal Benchmark*	75%	80%	85%	90%	
<i>MHSА End of Gr. 11</i>	52%	62%	57%	TBD	
Writing					
Beginning of Grade 5		60%	41%	50%	
Beginning of Grade 8		72%	63%	74%	
Average:		66%	52%	62%	
<i>MHSА End of Gr. 11</i>	49%	57%	53%	TBD	

Our District 90% Goal

- **Our Charge:** The Gorham School Department has set a goal that 90% of its students will meet or exceed the standards in reading and math by 2013.
- Progress Monitoring:
 - Use the NECAP Scores for Grades 3-8 and MHSА (SAT) Scores for Grade 11
- Benchmarks for Annual Progress:
 - 70% by 2009
 - 75% by 2010
 - 80% by 2011
 - 85% by 2012
- Goal for all Schools / Grade Levels
 - **90% by the end of June 2013**

The Gorham School Department
Adequate Yearly Progress – Status Summary Update
2010 – 2011 / 2011 – 2012 / State of Maine NCLB Waiver Request
Updated: May 22, 2013

Background and Rationale

The No Child Left Behind Act of 2001 requires states to develop plans to reward and sanction schools that receive federal funding under Title 1, the portion of the Elementary and Secondary Education Act of 1965 that aims to improve academic achievement of disadvantaged students.

Adequate Yearly Progress (AYP) is the term used in the federal “No Child Left Behind Act” (NCLB) to describe the amount of academic progress expected of each school each year. The subjects included in AYP calculations are reading and math in grades 3-8 and grade 11.

AYP calculations are based on assessment score data, currently through assessment scores in reading and math on the New England Comprehensive Assessment Program (NECAP) for Grades 3-8 and the Scholastic Aptitude Test (SAT) for Grade 11, the state-adopted, standardized testing programs. These assessments measure student progress on Maine’s academic standards, referred to as the Maine Learning Results, and most currently, the Parameters for Essential Instruction. NCLB-related testing data is collected by the Maine Department of Education each school year.

In addition to increased testing and accountability, NCLB requires an accountability system in which student test scores are separated into distinct categories, or “subgroups”, to be sure that the students who are most at risk are performing well. The NCLB subgroups include: race, ethnicity, gender, English language proficiency, migrant status, disability, and low-income.

The ultimate goal of NCLB is for all students to score “proficient” or above on state standard tests by the year 2014. Every state is required to develop a system of accountability to move toward this goal, known as Adequate Yearly Progress (AYP), as noted previously. The Maine Department of Education uses the NECAP and SAT test scores (previously the MEA (Maine Educational Assessment) scores) each year to rate schools on the AYP track and to determine whether or not schools are impacting the achievement of all students.

If a school does not have the required number of students (as a whole and in each subcategory) meeting or exceeding the standards, as measured by the NECAP or SAT scores, for AYP in any given year, NCLB mandates a series of consequences. There are three categories of identification for individual schools: Making AYP, Monitor status and Continuous Improvement Priority School (CIPS) status.

Schools that are identified as not meeting all AYP targets for the first time are identified as being on “Monitor” status and are not subject to the federal sanctions applied to Title 1A schools. Schools identified as not meeting all AYP targets for two or more years are referred to as Continuous Improvement Priority (CIPS) Schools. CIPS schools that have a Title 1A program have various obligations under federal law. Schools that don’t receive Title 1 funding aren’t accountable to No Child Left Behind. Still, the Maine Department of Education expects all public schools to strive to meet educational standards outlined in Maine Learning Results.

Maine’s approach to identification of schools is focused on the following key assumptions:

- Maine’s approach to NCLB and AYP is one of shared accountability.*
- Accountability requirements must be balanced with support.*
- Continuous improvement must be a critical component of the culture of all Maine schools.*

To this end, all of the schools in Gorham work hard to use data to effectively raise our overall accountability relative to student performance and inform our instructional practices, programs and supportive services in order to facilitate the growth of all of our students.

Current AYP Status Statement of Each School

PLEASE NOTE: The State of Maine has applied to the U.S. Department of Education for a waiver to hold AYP Targets for 2012-13, 2011-12 and 2010-11 at the same level as 2009-2010. For this reason, new AYP status updates have not been released yet (May 2013).

***The following section describes the State's effort to secure this waiver:
No Child Left Behind (NCLB)***



The following message was sent, by email, to all Superintendents and NCLB Coordinators on March 5, 2013.

This communication serves as notice that the Maine Department of Education intends to submit an application to the U. S. Department of Education for Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). This application includes Maine's definition for "persistently lowest-achieving schools" and a request for waivers on behalf of all applicable SAUs

Definition of Persistently Lowest achieving schools:

Maine defines "persistently lowest-achieving schools" as those schools ranking the lowest, based on a three year average of proficiency in Reading and Math combined from 2010-2012, and also demonstrating a level of progress less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency in Reading and Math from 2010 to 2011, 2011 to 2012. This definition will be used to generate a list schools identified as Tier I or Tier II schools eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Schools will be considered for eligibility under two categories, designated as Tier I and Tier II as follows;

Tier I schools are defined as any Title I school in improvement, corrective action, or restructuring that —

- Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years;

Tier II schools are defined as any secondary school that is eligible for, but does not receive, Title I funds that

- Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

It should be noted that graduation rates, based on Maine's transition rate as defined in 34 C.F.R. § 200.19(b), have been reviewed and there are currently no secondary schools having a graduation rate less than 60% over a number of years.

REQUEST FOR WAIVERS

As part of the application process for Title I School Improvement Grants (SIG) program, Maine will request the following waivers:

- The requirement in section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II and Tier III Title I participating schools that fully implement a turnaround or restart model beginning in the 2011-12 school year to "start over" in the school improvement timeline.
- The requirement in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II and Tier III Title I participating schools that does not have a poverty percentage of 40 percent or greater and is fully implementing one of the four intervention models.

The Maine Department of Education will be providing additional guidance to eligible SAUs following approval of Maine's application for Title I School Improvement Grants (SIG) program. If you have any questions regarding the Title I School Improvement Grant (SIG) program, please contact Rachele Tome at 624-6705 or rachele.tome@maine.gov.

Summarization of Gorham School Department Federal AYP Ranking 2011-12 School Year

- **Gorham Elementary (K-5) Schools:**
 - Reading Target: 75%
 - Whole SAU – Met AYP
 - Economically Disadvantaged – Met AYP (Safe Harbor)
 - Students with Disabilities – Met AYP (Safe Harbor)
 - Math Target; 70%
 - Whole SAU – Met AYP
 - Economically Disadvantaged – Did not meet AYP
 - Students with Disabilities – Met AYP (Safe Harbor)
 - Did Gorham Elementary Schools (K-5) ranking make AYP: No
- **Gorham Middle School:**
 - Reading Target: 75%
 - Whole SAU – Met AYP
 - Economically Disadvantaged – Met AYP (Confidence Interval)
 - Students with Disabilities – Did not meet AYP
 - Math Target; 70%
 - Whole SAU – Met AYP
 - Economically Disadvantaged – Met AYP (Safe Harbor)
 - Students with Disabilities – Met AYP (Safe Harbor)
 - Did Gorham Middle School ranking make AYP: No
- **Gorham High School:**
 - Reading Target: 78%
 - Whole SAU – Did not meet AYP
 - Economically Disadvantaged – Did not meet AYP
 - Students with Disabilities – Did not meet AYP
 - Math Target; 66%
 - Whole SAU – Did not meet AYP
 - Economically Disadvantaged – Did not meet AYP
 - Students with Disabilities – Did not meet AYP
 - Did Gorham High School ranking make AYP: No

In all of these cases, it is important to note that the learning target for both Reading and Math have been steadily increasing over time. This is exemplified by the following AYP Target Trajectories in the areas of Reading and Math.

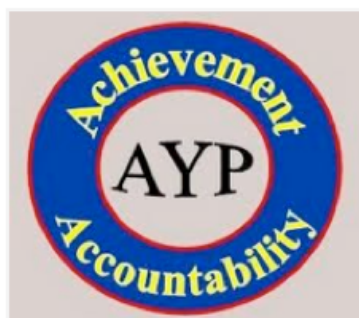
	Reading Target		Math Target	
2013-2014	100% (K-8)	100% (9-12)	100% (K-8)	100% (9-12)
2012-2013*	92% (K-8)	93% (9-12)	90% (K-8)	89% (9-12)
	• The target level for 2012-2013 will depend upon the results of the Waiver Request.			
2011-2012*	83% (K-8)	86% (9-12)	80% (K-8)	77% (9-12)
	• The target level for 2011-2012 was held at the 2010-2011 levels.			
2010-2011	75% (K-8)	78% (9-12)	70% (K-8)	66% (9-12)
2009-2010	66% (K-8)	71% (9-12)	60% (K-8)	54% (9-12)
2008-2009	58% (K-8)	64% (9-12)	50% (K-8)	43% (9-12)
2007-2008	50% (K-8)	57% (9-12)	40% (K-8)	31% (9-12)
2006-2007	50% (K-8)	50% (9-12)	40% (K-8)	20% (9-12)

As a side note, it takes two consecutive years of not making AYP to be identified for improvement under NCLB's accountability system. It also takes two consecutive years of making AYP for a school to no longer be identified as needing improvement.

If an identified school makes AYP for one year, it does not proceed to the next level of the improvement process (i.e., offer supplemental services, implement corrective action or restructuring, depending on what level the school was in).

If the school makes AYP for a second consecutive year, it is no longer identified as needing improvement. If the school only makes AYP for one year and then does not make AYP the next, it must continue implementing NCLB's school improvement process.

Consequent to these AYP designations at each level, each school is charged with developing, implementing and maintaining a continuous school improvement plan to address and mitigate areas of concern within the areas of reading and math. These are offered as follows.



New England Common Assessment Program (NECAP) Overview – Update March 2013

Maine has joined New Hampshire, Rhode Island and Vermont in the yearly development and administration of the New England Common Assessment Program (NECAP). This assessment is used by participating states to meet *No Child Left Behind Act* requirements for testing reading and mathematics once each year from grade 3 through grade 8. The states also include a writing assessment administered at grades 5 and 8. The first NECAP administration in Maine began in October 2009.

NECAP assesses the learning of NECAP Grade Level Expectations (GLEs) and Parameters of Essential Instruction, which are located at the NECAP Standards link on the Maine.gov website under the category of K-12 Education / Assessments / NECAP.

NECAP is designed to assess learning from the prior year (teaching year) at the beginning of the next school year (testing year). Therefore, grades 2-7 reading and mathematics are assessed at the beginning of grades 3-8. Fourth and 7th grade writing is assessed at the beginning of grades 5 and 8. Maine's personalized alternate assessment program (PAAP) will now be provided for students in grades 2-7.

The NECAP testing window begins on October 1st or the first school day following October 1st each year and is 3 weeks long. Assessment reports are released during the third week of the following January.

Most content area tests consist of a combination of multiple-choice (1 point) and constructed-response (4 points) questions. The mathematics sessions also include short-answer questions worth 1 or 2 points, but do not include constructed-response items at grades 3 or 4. (Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.)

Writing sessions also include one extended-response prompt (12 points), in addition to the multiple-choice and constructed-response questions.

Students' scores are based on 52 points in reading, 65 or 66 points in mathematics (depending on grade level), and 34 points in writing. Students are allowed up to 100% extra time to complete the test.

NECAP student results will be reported in one of four achievement levels:

- Proficient with Distinction
- Proficient
- Partially Proficient
- Substantially Below Proficient

NECAP testing accommodations are available for students with specialized learning needs.

NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). Schools to help improve curriculum and instruction use more detailed school and district results. Individual student results are used to support information gathered through classroom instruction and assessments.

Maine continues to use the MEA (Maine Educational Assessment) for science because Maine’s approach and standards vary significantly from NECAP’s. Maine also uses the SAT as the 11th grade assessment, an effort to increase college aspirations.

Summary of Gorham Schools NECAP Results

As noted, Gorham Schools received NECAP testing results at the end of January. The summary of average scores (combined percentages of students at the levels of “proficient” and “proficient with distinction” are noted in the following table.

NECAP / MHSA Data Comparison Chart Fall 2009, Fall 2010, Fall 2011, Fall 2012 Summary of Average Scores* in Reading and Mathematics Gorham Schools compared to the State of Maine

*Average Scores represent the combined percentage of students at the levels of “proficient “ (meeting the standards) or “proficient with distinction” (exceeding the standards)

Reading	State 09-10	State 10-11	State 11-12	State 12-13	Gorham 09-10	Gorham 10-11	Gorham11-12	Gorham 12-13
Beginning of Grade 3	73%	69%	72%	68%	78%	80%	76%	73%
Beginning of Grade 4	67%	68%	70%	69%	71%	75%	82%	75%
Beginning of Grade 5	72%	70%	68%	71%	76%	79%	74%	81%
Beginning of Grade 6	69%	72%	72%	71%	74%	81%	81%	84%
Beginning of Grade 7	68%	66%	70%	69%	73%	78%	77%	82%
Beginning of Grade 8	69%	73%	77%	76%	73%	84%	87%	87%
Average:	70%	69.7%	71.5%	70.7%	74%	79.5%	79.5%	80.3%
<i>MHSA End of Gr. 11</i>	48%	50%	47%	TBD	52%	62%	56%	TBD
Mathematics								
Beginning of Grade 3	62%	61%	64%	62%	64%	73%	68%	66%
Beginning of Grade 4	62%	60%	66%	66%	72%	67%	72%	71%
Beginning of Grade 5	64%	60%	64%	62%	70%	79%	79%	75%
Beginning of Grade 6	63%	63%	65%	64%	68%	78%	79%	79%
Beginning of Grade 7	60%	58%	61%	59%	67%	70%	76%	71%
Beginning of Grade 8	59%	59%	60%	61%	71%	66%	65%	72%
Average:	62%	60%	63.3%	62.3%	69%	72%	73.2%	72.3%
<i>MHSA End of Gr. 11</i>	46%	49%	46%		52%	62%	55%	TBD
Writing								
Beginning of Grade 5		43%	41%	45%		60%	41%	50%
Beginning of Grade 8		53%	51%	58%		72%	63%	74%
Average:		48%	46%	51.5%		66%	52%	62%
<i>MHSA End of Gr. 11</i>	47%	45%	47%	TBD	49%	57%	53%	TBD

Please note, “cohort” groups, are noted in similar colors on this chart. These indicate a consistent grade level “class” that moves from one year to another. By following the colors from one year to another, the percent increase or decrease in a specific area can be noted.

The following observations may be noted from this data:

- The percentage of students in Gorham at proficiency levels or above is considerably higher than the state average in reading and math across all grade levels, 3-8.
- In the area of Reading, Gorham students scored from 5 – 11% higher than the state with an average of almost 10% higher than the state across all six grades.
- In the area of Mathematics, Gorham students scored 7-13% higher than the state with an average of 10% higher than the state average across all six grade levels.
- In this second administration of Writing, Gorham students scored an average of over 10% higher than the state average across the 5th and 8th grade levels.
- In general, most cohort (color coded) groups moving from one grade level to another in each area realized gains (in some cases, significant) in achievement.

In general, we are extremely pleased with our NECAP results for Gorham and look forward to using this data as part of our larger comprehensive assessment system to help inform teaching and learning for our students. Staff members at each school will use district, school and student data to document student achievement as well as to inform instruction and strategic interventions for students as needed.

**Gorham High School
Maine High School Assessment – SAT
Summary Results
2006-2012
(Updated: September 2012)**

Current Situation: *Adequate Yearly Progress (AYP)* is the term used to describe the academic progress expected of each school each year. For high schools in Maine academic progress is measured by the performance of third year students on the SAT. According to the Maine Department of Education the move was made from the MEA to the SAT to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. Gorham High School’s average scaled scores for last two years were the following:

Test Subject & Year	Gorham High School Score	State Average Score
Critical Reading		
2006 – 2007	1144	1141
2007 – 2008	1142	1141
2008 – 2009	1144	1141
2009 – 2010	1143	1141
2010 – 2011	1146	1142
2011 - 2012	1144	1141
Mathematics		
2006 – 2007	1143	1140
2007 – 2008	1143	1141
2008 – 2009	1143	1141
2009 – 2010	1143	1142
2010 – 2011	1146	1142
2011 - 2012	1145	1141
Writing		
2006 – 2007	1144	1141
2007 – 2008	1143	1140
2008 – 2009	1143	1140
2009 – 2010	1141	1140
2010 – 2011	1144	1140
2011 - 2012	1143	1140
Science		
2007 – 2008	1142	1141
2008 – 2009	1142	1140
2009 – 2010	1143	1141
2010 – 2011	1144	1141
2011 - 2012	1143	1141
2006 – 2009 Average	Gorham is #9 out of 106 High Schools in Maine for % of students meeting or exceeding the standard in math & reading.	

Key SAT/AYP Facts:

- Every third year high school student in Maine takes the SAT on the first Saturday of May.
- Maine students are tested in the four above areas, Maine high schools are only measured for AYP purposes based upon their performance on the reading and mathematics sections of the SAT exam.
- For those two sections benchmark scores have been established for the whole school and fifteen subgroups to reach each year. These benchmark scores go up each year.
- AYP (Adequate Yearly Progress) is measured based upon student performance on reading & math portions
- AYP requires 95% of students participating on the test & an 80% graduation rate.
- Whole school performance (Student performance must improve by certain % each year) The target score goes up each year.
- Subgroups must improve each year (GHS: economically disadvantaged & students w/ disabilities)
- Even if the whole school or a subgroup does not meet the target score it is still possible to make AYP by earning *safe harbor* or through the *confidence interval*. *Safe harbor* is attained if the number of students in a subgroup not meeting the standard decreases by at least 10% when compared to the group from the previous year.

PLEASE NOTE: The State of Maine has applied to the U.S. Department of Education for a waiver to hold AYP targets for 2010-2011 at the same level as 2009-2010. These are reflected in the testing results from the May 2012 SAT / MHSA administration.

2011-2012 Summary Scores in each area are noted in within these descriptors.

- For the 09-10 school year the AYP reading target score was 71% of students meeting the standard score.
- *For the 10-11 school year, the AYP reading target score was 78% of students meeting the standard score.*
- *For the 11-12 school year, the AYP reading target score was 78% of students meeting the standard score.*
- •In 06-07, as a whole GHS had 52% meet the target reading score. (50% target)
- •In 07-08, as a whole GHS had 59% meet the target reading score. (61% target)
- •In 08-09, as a whole GHS had 59% meet the target reading score. (64% target)
- •In 09-10, as a whole GHS had 52% meet the target reading score. (71% target)
- *In 10-11, as a whole GHS had 62% meet the target reading score. (78% target)*
- *In 11-12, as a whole GHS had 56% meet the target reading score. (78% target)*

- For the 09-10 school year the AYP math target score was 54% of students meeting the standard score.
- *For the 10-11 school year, the AYP math target score was 66% of students meeting the standard score.*
- *For the 11-12 school year, the AYP math target score was 66% of students meeting the standard score.*

- **In 06-07, as a whole GHS had 51% meet the target math score. (20% target)**
- **In 07-08, as a whole GHS had 54% meet the target math score. (31% target)**
- **In 08-09, as a whole GHS had 51% meet the target math score. (43% target)**
- **In 09-10, as a whole GHS had 52% meet the target math score. (54% target)**
- ***In 10-11, as a whole, GHS had 62% meet the target math score. (66% target)***
- ***In 11-12, as a whole, GHS had 55% meet the target math score. (66% target)***

MEA Science Data – Gorham / State 08-09 / 09-10 / 10-11 / 11-12
 Percentage of Students Meets / Exceeds the Standards
 Updated: September 2012

	08-09	09-10	10-11	11-12	Change – 4 years
Grade 5	61%	71%	77%	79%	+18%
Grade 5 State	55%	63%	65%	63%	+8%
Grade 8	75%	77%	72%	77%	+2%
Grade 8 State	62%	71%	71%	72%	+10%
Grade 11	46%	46%	49%	52%	+6%
Grade 11 State	41%	41%	44%	45%	+4%

Data Observations:

- *Grade 5 Science scores in Gorham have increased 18% in the last 4 years and are 16% higher than the state in 2011-12 in terms of proficiency toward meeting the standard.*
- *Grade 8 Science scores in Gorham have increased 2% over the last 4 years, and are 5% higher than the state in 2011-12 in terms of proficiency toward meeting the standard.*
- *Grade 11 Science scores in Gorham have increased 6% in the last 4 years, and are 7% higher than the state in 2011-12 in terms of proficiency toward meeting the standard.*
- *2012-13 Science Assessments through MEA (Grades 5 & 8) and MHSAs (Grade 11 SAT) will occur in May 2013.*

Significant Actions in Science Work:

- *Over the last 5 years, Science Curriculum oversight has been under the purview of our Gorham Curriculum and Assessment Council.*
- *Teachers are increasing using common grade level units for instruction and assessments to monitor student progress and growth, as well as informing their instruction.*
- *Teachers are talking about best practices in science instruction throughout all grade levels.*
- *Systemically, outside resources in terms of personnel and references have been brought in to talk about best practices in Science Instruction.*
- *Systemically, there has been a growing emphasis in terms of integration of technology throughout science instruction in every grade.*
- *The advent of the new STEM (Science, Technology, Engineering & Math) Framework in Science instruction is playing a crucial role in defining our Gorham Science Curriculum and Instruction. This is being accompanied by the development of the Next Generation Science Standards to be formally adopted by December 2012.*

**Gorham School Department
District Website Assessment Information**

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Updated: April 2012
Updated: September 2012
Updated: January 2013
Updated: March 2013
Updated: May 2013

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 - Opportunities for Parental Engagement Toward Improving Academic Achievement in the Gorham Schools

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 - 2010-2011 NCLB Report Card
 - **2011-2012 NCLB Report Card – GSD**
 - *2011-2012 NCLB Report Card – GHS*
 - *2011-2012 NCLB Report Card – GMS*
 - *2011-2012 NCLB Report Card – NES*
 - *2011-2012 NCLB Report Card – Village School*
 - *2011-2012 NCLB Report Card – White Rock School (Great Falls Schools)*
 - **2012-2013 NCLB Report Card – GSD**
 - *2012-2013 NCLB Report Card – GHS*
 - *2012-2013 NCLB Report Card – GMS*
 - *2012-2013 NCLB Report Card – NES*
 - *2012-2013 NCLB Report Card – Village School*
 - *2012-2013 NCLB Report Card – White Rock School (Great Falls Schools) – Report NOT Available*

 - 2010-2011 NCLB Report Card – Science Grade 5
 - **2011-2012 NCLB Report Card – Science Grade 5**
 - **2012-2013 NCLB Report Card – Science Grade 5**

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 - 2010-2011 NCLB Report Card – District Accountability (AYP)

 - District Report Card Summary – Data Highlights and Challenges

 - Activities of Distribution and Information Dissemination of the NCLB Report Card

- *Adequate Yearly Progress (AYP) Status Summary Update Report 2010-2011 – November 17, 2010*
- *Adequate Yearly Progress (AYP) Status Summary Update Report 2010-2011 –*

April 26, 2011

- ❑ *Adequate Yearly Progress (AYP) Status Summary Update Report 2010-2011 / 2011-2012 – Updated: April 11, 2012*
- ❑ *Adequate Yearly Progress (AYP) Status Summary Update 2011-2012 – Updated: September 6, 2012*
- ❑ *Adequate Yearly Progress (AYP) Status Summary Update Report 2010-11, 2011-12, Status of Maine NCLB Waiver Request – Updated: May 2013*

- ❑ SAU Report Card GSD 2005-2010 (*Maine Educational Assessment (MEA) Longitudinal Data Summary*)

- ❑ *New England Common Assessment Program (NECAP) Overview – Updated March 2011*
- ❑ *New England Common Assessment Program (NECAP) Overview – Updated April 2012*
- ❑ *New England Common Assessment Program (NECAP) Overview – Updated March 2013*

- ❑ *MEA Gorham Grades 5, 8 & 11 Science Results Summary 2008-2010*
- ❑ *MEA Gorham Grades 5, 8 & 11 Science Results Summary 08-09 / 09-10 / 10-11*
- ❑ *MEA Gorham Grades 5, 8 & 11 Science Results Summary 08-09 / 09-10 / 10-11 / 11-12*

- ❑ *GHS Maine High School Assessment - SAT Results 2006-2010*
- ❑ *GHS Maine High School Assessment - SAT Results 2006-2011 (April 2012)*
- ❑ *GHS Maine High School Assessment – SAT Results 2006-2012 (September 2012)*

- ❑ *NECAP / MHSAs Data Comparison Chart: 2009-10 / 2010-2011 / 2011-2012 / 2012-2013*

- ❑ *Gorham School Department District 90% Goal Progress – May 2013*

- ❑ *Gorham School Committee Annual Assessment Update PowerPoint Presentation - May 11, 2011*
- ❑ *Gorham School Committee Annual Assessment Update Report - May 11, 2011*
- ❑ *Gorham School Committee Annual Assessment Update PowerPoint Presentation - April 11, 2012*
- ❑ *Gorham School Committee Annual Assessment Update Report - April 11, 2012*
- ❑ *Gorham School Committee Annual Assessment Update PowerPoint Presentation – May 22, 2013*
- ❑ *Gorham School Committee Annual Assessment Update Report – May 22, 2013*

GORHAM SCHOOL DISTRICT
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The Gorham Schools are committed to the belief that all students will find success in school.



District Home High School Middle School Village Elementary Narragansett Elementary Great Falls Elementary

- Gorham School Website:
<http://www.gorhamschools.org/assessment> (click on the PDF versions)

