



MAINE
DEPARTMENT OF EDUCATION

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of adequate yearly progress (AYP), and information on “highly qualified” teachers. This Report Card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2008–2009: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the spring of 2009.

Adequate Yearly Progress (AYP): 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 of No Child Left Behind, which require, among other things, that each school makes “Adequate Yearly Progress” (AYP) toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

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 2006–2007 NAEP results is displayed, 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.



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School: Gorham Middle School

SAU: Gorham School Department

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School: Gorham Middle School
SAU: Gorham School Department
Grade: 06



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	227	222	4	100	82	82	70	22	60	15	3
	2008-2009	195	192	2	99	81	81	71	14	67	18	1
Female	2007-2008	105	103	2	100	86	86	75	27	59	13	1
	2008-2009	105	103	1	99	86	85	76	20	65	13	1
Male	2007-2008	122	119	2	99	79	79	65	18	61	17	4
	2008-2009	90	89	1	100	77	77	66	8	69	22	1
Caucasian/White	2007-2008	224	219	4	100	83	83	71	22	61	14	3
	2008-2009	187	184	2	99	82	82	71	15	67	17	1
African American/Black	2007-2008	1	1	0	100			55				
	2008-2009	4	4	0	100			51				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	3	3	0	100			60				
Asian or Pacific Islander	2007-2008	1	1	0	100			76				
	2008-2009	1	1	0	100			74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	0	0	0				54				
Economically Disadvantaged	2007-2008	31	29	2	100	61	61	57	6	55	29	10
	2008-2009	42	41	0	98	73	73	58	2	71	24	2
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	27	23	4	100	33	36	34	4	30	44	22
	2008-2009	30	28	2	100	37	35	33	3	33	57	7
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	0	0	0				45				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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Grade: 07



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	219	218	1	100	80	80	73	24	56	13	7
	2008-2009	237	227	4	97	87	87	78	26	60	11	3
Female	2007-2008	106	106	0	100	88	88	79	31	57	9	3
	2008-2009	113	112	1	100	93	93	84	31	62	7	0
Male	2007-2008	113	112	1	100	73	73	68	17	56	17	11
	2008-2009	124	115	3	95	81	81	73	22	58	14	5
Caucasian/White	2007-2008	214	213	1	100	81	81	74	24	57	13	7
	2008-2009	234	224	4	97	87	87	79	26	61	11	2
African American/Black	2007-2008	2	2	0	100			59				
	2008-2009	1	1	0	100			60				
Hispanic	2007-2008	1	1	0	100			67				
	2008-2009	1	1	0	100			69				
Asian or Pacific Islander	2007-2008	2	2	0	100			74				
	2008-2009	1	1	0	100			83				
American Indian or Native Alaskan	2007-2008	0	0	0				59				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	43	43	0	100	56	57	61	7	49	30	14
	2008-2009	46	42	3	98	71	71	67	7	64	27	2
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	32	31	1	100	22	24	34	0	22	44	34
	2008-2009	31	26	4	97	43	43	39	3	40	43	13
Limited English Proficient	2007-2008	0	0	0				55				
	2008-2009	0	0	0				47				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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Grade: 08



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Reading Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	213	209	3	100	79	79	71	33	46	14	7
	2008-2009	222	219	1	99	78	78	71	26	52	17	5
Female	2007-2008	99	97	1	99	86	86	77	43	43	11	3
	2008-2009	111	110	0	99	85	85	77	29	55	11	5
Male	2007-2008	114	112	2	100	74	74	65	25	48	17	10
	2008-2009	111	109	1	99	71	71	66	23	48	23	6
Caucasian/White	2007-2008	209	205	3	100	80	80	72	34	46	14	6
	2008-2009	217	214	1	99	78	78	72	26	52	17	5
African American/Black	2007-2008	1	1	0	100			49				
	2008-2009	2	2	0	100			51				
Hispanic	2007-2008	0	0	0				55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	2	2	0	100			71				
	2008-2009	3	3	0	100			71				
American Indian or Native Alaskan	2007-2008	1	1	0	100			52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	32	32	0	100	63	63	56	19	44	22	16
	2008-2009	43	43	0	100	56	56	56	12	44	30	14
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	31	28	3	100	29	29	29	3	26	35	35
	2008-2009	34	33	1	100	18	18	29	0	18	50	32
Limited English Proficient	2007-2008	3	3	0	100			41				
	2008-2009	0	0	0				41				

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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	227	222	4	100	59	59	53	11	48	31	10
	2008-2009	195	192	2	99	64	64	54	18	47	24	11
Female	2007-2008	105	103	2	100	57	58	53	10	47	35	8
	2008-2009	105	103	1	99	63	63	52	12	52	27	10
Male	2007-2008	122	119	2	99	61	61	53	12	50	27	12
	2008-2009	90	89	1	100	66	66	56	24	41	21	13
Caucasian/White	2007-2008	224	219	4	100	59	59	54	11	48	31	9
	2008-2009	187	184	2	99	65	65	55	18	47	24	11
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	4	4	0	100			31				
Hispanic	2007-2008	1	1	0	100			41				
	2008-2009	3	3	0	100			37				
Asian or Pacific Islander	2007-2008	1	1	0	100			63				
	2008-2009	1	1	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	0	0	0				34				
Economically Disadvantaged	2007-2008	31	29	2	100	45	45	39	0	45	42	13
	2008-2009	42	41	0	98	46	46	40	7	39	32	22
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	27	23	4	100	26	29	23	0	26	26	48
	2008-2009	30	28	2	100	23	23	26	10	13	37	40
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	0	0	0				30				

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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	219	218	1	100	65	65	53	26	40	23	12
	2008-2009	237	227	4	97	74	74	57	19	55	19	7
Female	2007-2008	106	106	0	100	67	67	54	23	44	24	9
	2008-2009	113	112	1	100	73	73	59	17	57	21	5
Male	2007-2008	113	112	1	100	64	64	53	28	35	22	14
	2008-2009	124	115	3	95	74	74	56	20	53	18	8
Caucasian/White	2007-2008	214	213	1	100	66	67	54	26	41	22	12
	2008-2009	234	224	4	97	74	74	58	19	55	19	7
African American/Black	2007-2008	2	2	0	100			30				
	2008-2009	1	1	0	100			32				
Hispanic	2007-2008	1	1	0	100			42				
	2008-2009	1	1	0	100			47				
Asian or Pacific Islander	2007-2008	2	2	0	100			59				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				36				
	2008-2009	0	0	0				39				
Economically Disadvantaged	2007-2008	43	43	0	100	40	41	37	12	28	35	26
	2008-2009	46	42	3	98	67	67	42	9	58	24	9
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	32	31	1	100	13	15	22	3	9	44	44
	2008-2009	31	26	4	97	40	40	23	3	37	33	27
Limited English Proficient	2007-2008	0	0	0				32				
	2008-2009	0	0	0				27				

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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	213	209	3	100	62	62	51	19	43	20	18
	2008-2009	222	219	1	99	64	64	52	22	41	20	16
Female	2007-2008	99	97	1	99	65	65	51	19	46	19	15
	2008-2009	111	110	0	99	64	64	54	18	45	22	15
Male	2007-2008	114	112	2	100	60	60	51	19	40	20	20
	2008-2009	111	109	1	99	64	64	51	26	37	19	17
Caucasian/White	2007-2008	209	205	3	100	63	63	52	19	44	20	17
	2008-2009	217	214	1	99	64	64	53	22	42	20	15
African American/Black	2007-2008	1	1	0	100			27				
	2008-2009	2	2	0	100			31				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	2	2	0	100			66				
	2008-2009	3	3	0	100			60				
American Indian or Native Alaskan	2007-2008	1	1	0	100			27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	32	32	0	100	47	47	35	6	41	19	34
	2008-2009	43	43	0	100	35	35	36	7	28	33	33
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	31	28	3	100	19	19	19	3	16	23	58
	2008-2009	34	33	1	100	9	9	18	0	9	32	59
Limited English Proficient	2007-2008	3	3	0	100			33				
	2008-2009	0	0	0				26				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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Grade: 3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 99 M: 99	E: 100 M: 99	82	E: 73 M: 82	E: 68 M: 73	99	E: 99 M: 99	E: 100 M: 99	67	E: 76 M: 67	E: 67 M: 55	96	96	95
Caucasian/White	99	E: 99 M: 99	E: 100 M: 99	83	E: 73 M: 82	E: 68 M: 74	99	E: 99 M: 99	E: 100 M: 99	68	E: 76 M: 68	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	98	E: 98 M: 98	E: 100 M: 99	67	E: 52 M: 67	E: 55 M: 60	98	E: 98 M: 98	E: 100 M: 99	50	E: 61 M: 50	E: 55 M: 40			
Students with Disabilities	99	E: 100 M: 99	E: 100 M: 99	33	E: 38 M: 32	E: 37 M: 34	99	E: 100 M: 99	E: 100 M: 99	24	E: 44 M: 24	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

E = Elementary Grades 3–5

M = Middle Grades 6–8

* Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	27	10	0	4	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification (as of March 28, 2009)	0

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	3.29

¹ 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.