



**Students**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Students with Disabilities	Economic Disadvantage	Limited- English- Proficient	High Sch. Dropout Rate	Atten. Rate	Testing Enrollment *
School	95%	2.60%	0.40%	1.50%	0.60%	14%	21.98%	1.40%	*	98%	646

\*Testing enrollment reflects the number of students who participated in the Maine Educational Assessment or the SAT

**TEACHER INFORMATION**

	% of Teachers with Conditional, Targeted Needs, or Transitional Certification	% of classes Taught by Highly Qualified Teachers	% of Teachers with Bachelors Degree	% of Teachers with Masters Degree
District	5%	99%	55%	45%
Middle School	3%	95%	60%	40%

**FEDERAL ADEQUATE YEARLY PROGRESS**

Adequate Yearly Progress (AYP) is the term used to describe the academic progress of students toward meeting the achievement targets set by No Child Left Behind.

School Year	Reading	Math
2008	Made AYP	Monitor (SPED)
2007	Made AYP	Made AYP

**PERFORMANCE OF STATE ASSESSMENTS**

**Maine Educational Assessment**

The following tables show the percentages of student scores in each of three performance levels. These levels were established with the help of Maine educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the three performance levels may not always equal 100.

1. Does not meet - (DNM) The student's work demonstrates limited knowledge and skills in the subject area.
2. Partially Meet- (PM) The student's work demonstrates a general understanding of essential concept in the subject area.
3. Meets Standards- (M) The student's work demonstrates proficient knowledge and skills in the subject area.
4. Exceeds Standards- (E) The student's work demonstrates advanced knowledge and skills in the subject area.

**Percentage of students tested**

2008	100
2007	99

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
2008	70	26	4	52	33	15
2007	62	30	7	62	28	11

**Grade 6 - Gender**

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
Male	2008	62	32	7	53	31	15
	2007	61	30	9	63	25	11
Female	2008	80	19	1	50	36	14
	2007	64	31	6	59	32	10

**Grade 6- Racial/Ethnic Background**

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
White	2008	69	27	4	52	34	14
	2007	62	30	7	62	27	11
Black	2008	*	*	*	*	*	*
	2007	*	*	*	*	*	*
Hispanic	2008	*	*	*	*	*	*
	2007	*	*	*	*	*	*
Asian/Pacific Islander	2008	*	*	*	*	*	*
	2007	*	*	*	*	*	*
Native American	2008	*	*	*	*	*	*
	2007	*	*	*	*	*	*

\*MEA results for groups with fewer than 10 students are not shown to protect student confidentiality

**Grade 6- Students with Disabilities**

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
IEP	2008	44	38	17	24	34	41
	2007	23	55	23	41	18	41
Non-IEP	2008	74	24	2	56	33	11
	2007	68	27	5	64	29	7

**Grade 6- Economically Disadvantaged**

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
Disadvantaged	2008	67	28	5	42	33	24
	2007	58	25	17	50	33	17
Not-Disadvantaged	2008	72	25	3	57	33	11
	2007	64	31	6	64	27	10

## Grade 7

### Percentage of students tested

2008	100
2007	100

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
2008	81	14	5	56	28	16
2007	75	17	7	46	33	21

### Grade 7 - Gender

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
Male	2008	79	15	6	55	28	17
	2007	67	24	10	48	31	21
Female	2008	86	12	3	58	28	14
	2007	85	10	5	43	35	21

### Grade 7- Racial/Ethnic Background

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
White	2008	81	14	4	57	28	15
	2007	76	16	7	47	34	19
Black	2008	*	*	*	*	*	*
	2007	*	*	*	*	*	*
Hispanic	2008	*	*	*	*	*	*
	2007	*	*	*	*	*	*
Asian/Pacific Islander	2008	*	*	*	*	*	*
	2007	*	*	*	*	*	*
Native American	2008	*	*	*	*	*	*
	2007	*	*	*	*	*	*

\*MEA results for groups with fewer than 10 students are not shown to protect student confidentiality

### Grade 7- Students with Disabilities

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
IEP	2008	48	36	16	20	44	36
	2007	50	38	13	21	33	46
Non-IEP	2008	86	10	3	62	26	13
	2007	78	15	7	49	33	18

### Grade 7- Economically Disadvantaged

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
Disadvantaged	2008	70	19	11	24	46	30
	2007	53	26	21	29	24	47
Not-Disadvantaged	2008	84	13	3	64	24	13
	2007	80	16	5	49	33	18

## Grade 8

### Percentage of students tested

2008	100
2007	100

Level	Reading			Mathematics			Science		
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM
2008	80	14	6	56	25	19	72	20	8
2007	70	23	7	51	31	18	74	15	10

### Grade 8 - Gender

Level	Reading			Mathematics			Science			
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM	
Male	2008	77	16	8	59	22	19	69	25	6
	2007	62	30	8	54	34	12	77	14	8
Female	2008	84	12	4	53	28	19	75	15	10
	2007	78	16	6	48	28	24	71	16	13

### Grade 8- Racial/Ethnic Background

Level	Reading			Mathematics			Science			
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM	
White	2008	81	13	6	57	25	18	72	19	8
	2007	72	22	6	52	30	18	74	15	10
Black	2008	*	*	*	*	*	*	*	*	*
	2007	*	*	*	*	*	*	*	*	*
Hispanic	2008	*	*	*	*	*	*	*	*	*
	2007	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	2008	*	*	*	*	*	*	*	*	*
	2007	*	*	*	*	*	*	*	*	*
Native American	2008	*	*	*	*	*	*	*	*	*
	2007	*	*	*	*	*	*	*	*	*

\*MEA results for groups with fewer than 10 students are not shown to protect student confidentiality

### Grade 8- Students with Disabilities

Level	Reading			Mathematics			Science			
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM	
IEP	2008	31	54	14	8	42	50	27	42	31
	2007	33	33	33	33	17	50	35	28	28
Non-IEP	2008	86	9	5	63	23	15	78	17	5
	2007	74	22	4	53	32	15	77	14	9

### Grade 8- Economically Disadvantaged

Level	Reading			Mathematics			Science			
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM	
Disadvantaged	2008	78	11	11	44	19	37	67	19	15
	2007	40	37	23	27	37	37	53	13	33
Not-Disadvantaged	2008	81	14	5	57	26	16	72	21	7
	2007	76	20	4	56	30	15	78	16	6