



Students

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Students with Disabilities	Economic Disadvantage	Limited- English- Proficient Rate	Graduation Rate	Atten. Rate	Testing Enrollment*
School	96%	2.40%	0.50%	1.00%	0.00%	11%	13.30%	0.50%	88%		210

*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	% of Teachers with Doctoral Degree
District	5%	99%	55%	45%	0.4%
High School	9%	100%	57%	42%	1%

FEDERAL ADEQUATE YEARLY PROGRESS

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

School Year	Reading	Math
2008	Made AYP	Made AYP
2007	Made AYP	Made AYP

PERFORMANCE OF STATE ASSESSMENTS

Maine High School 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.

Grade11**Percentage of students tested**

2008	95
2007	95

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
2008	48	31	21	40	34	26
2007	45	30	25	37	30	34

Grade 11 - Gender

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
Male						
2008	46	30	23	41	30	29
2007	38	30	33	36	25	39
Female						
2008	50	32	19	38	39	24
2007	51	31	18	37	34	29

Grade 11- Racial/Ethnic Background

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
White						
2008	49	30	21	40	35	26
2007	44	31	25	36	30	34
Black						
2008	*	*	*	*	*	*
2007	*	*	*	*	*	*
Hispanic						
2008	*	*	*	*	*	*
2007	*	*	*	*	*	*
Asian/Pacific Islander						
2008	*	*	*	*	*	*
2007	*	*	*	*	*	*
Native American						
2008	*	*	*	*	*	*
2007	*	*	*	*	*	*
Multi-racial/ Ethnic						
2008	*	*	*	*	*	*
2007	*	*	*	*	*	*

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

Grade 11- Students with Disabilities

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
IEP						
2008	5	30	65	4	13	83
2007	12	13	75	5	15	80
Non-IEP						
2008	52	31	16	43	37	20
2007	47	32	21	39	31	30

Grade 11- Economically Disadvantaged

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
Disadvantaged						
2008	46	19	35	25	16	59
2007	50	25	25	23	38	38
Not-Disadvantaged						
2008	48	33	19	42	38	21
2007	44	31	25	37	29	34