



Students

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Students with Disabilities	Economi- cally Disadvan- tage	Limited- English- Proficient Rate	High Sch. Dropout Rate	Atten. Rate	Testing Enrollment*
School	98%	0.00%	1.00%	0.00%	0.00%	13%	17.00%	1.00%	*	93%	211
State	94%	3.00%	1.00%	1.00%	1.00%	17.00%	38.00%	1.00%	*	95%	14,094

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

TEACHER INFORMATION

	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Conditional, Targeted Needs, or Transitional Certification	% of classes Not Taught by Highly Qualified Teachers
District	16.2	56%	43%	6%	9%
State		65%	34%		5.60%
Primary School	18	56%	44%	3.30%	0%

FEDERAL ADEQUATE YEARLY PROGRESS

Federal Adequate Yearly Progress (FAYP) is the term used to describe the academic progress expected of each school each year in meeting the goal of teaching all students what they need to know. * AYP was not calculated for 2006

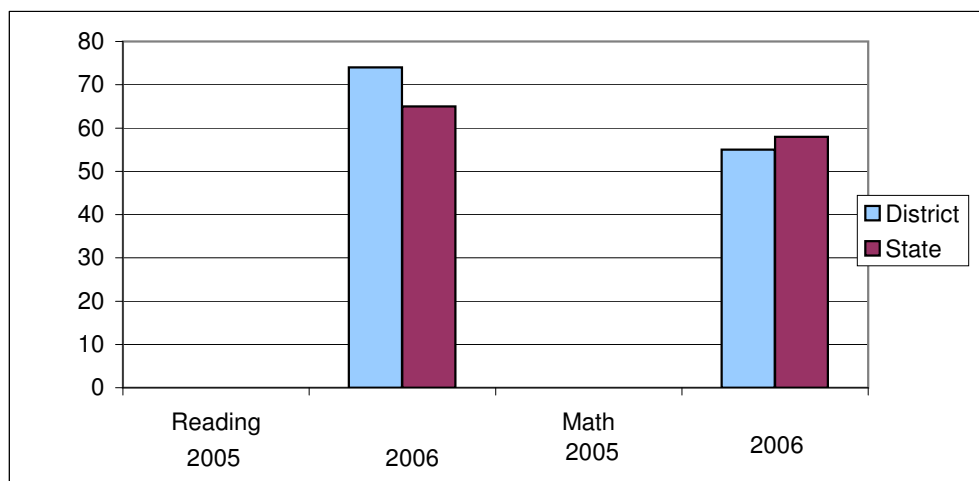
	Reading	Math
Primary School	*	*

ACADEMIC PERFORMANCE

These charts present the overall percentages of Maine Educational Assessment test scores categorized as meeting or exceeding the Maine Learning Results for the state and individual grade levels. For each subject area, two years of performance are reported. (*) Score not reported for academic year.

Grade 3

Year	Reading		Math	
	2005	2006	2005	2006
District	*	74	*	55
State	*	65	*	58



PERFORMANCE OF STATE ASSESSMENTS

Maine Learning Results

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.

Grade3

Percentage of students tested

District	100
State	99

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
District	74	25	2	55	40	5
State	65	27	8	58	29	12

Grade 3 - Gender

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
Male	District	70	28	2	59	37	4
	State	60	30	10	61	29	11
Female	District	79	19	2	50	44	6
	State	71	23	6	57	30	13

Grade 3- Racial/Ethnic Background

Level	Reading			Mathematics			
	E/M	PM	DNM	E/M	PM	DNM	
White	District	74	24	2	55	40	5
	State	66	26	8	59	29	11
Black	District	*	*	*	*	*	*
	State	49	34	17	40	35	25
Hispanic	District	*	*	*	*	*	*
	State	49	40	11	45	35	20
Asian/Pacific Islander	District	*	*	*	*	*	*
	State	65	26	9	64	25	11
Native American	District	*	*	*	*	*	*
	State	42	36	22	46	33	21
Multi-racial/ Ethnic	District	*	*	*	*	*	*
	State	42	50	8	58	25	17

Grade 3- Students with Disabilities

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
IEP						
District	31	58	12	27	50	23
State	32	44	25	37	35	28
Non-IEP						
District	80	20	1	60	38	2
State	71	23	5	63	28	9

Grade 3- Economically Disadvantaged

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
Disadvantaged						
District	59	38	3	44	50	6
State	52	35	13	47	36	17
Not-Disadvantaged						
District	77	22	2	58	38	5
State	73	22	6	66	26	9