



Students

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Students with Disabilities	Economically Disadvantage	Limited- English- Proficient Rate	High Sch. Dropout Rate	Atten. Rate	Testing Enrollment*
School	98%	1.00%	1.00%	0.00%	0.00%	8%	18.00%	2.20%	*	97%	178

*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 Bachelor Degree	% of Teachers with Masters Degree
District	5%	99%	55%	45%
Primary School	0%	100%	54%	46%

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.

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

PERFORMANCE OF STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics and science for schools providing Title 1

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

2008	100
2007	100

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
2008	64	33	2	69	25	5
2007	74	21	5	71	25	3

Grade 3 - Gender

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
Male						
	2008	56	43	1	68	25
2007	73	27	0	73	26	1
Female						
	2008	72	24	3	70	26
2007	76	15	5	71	25	3

Grade 3- Racial/Ethnic Background

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
White						
	2008	64	34	2	70	25
2007	75	20	5	71	25	3
Black						
	2008	*	*	*	*	*
2007	*	*	*	*	*	*
Hispanic						
	2008	*	*	*	*	*
2007	*	*	*	*	*	*
Asian/Pacific Islander						
	2008	*	*	*	*	*
2007	*	*	*	*	*	*
Native American						
	2008	*	*	*	*	*
2007	*	*	*	*	*	*
Multi-racial/ Ethnic						
	2008	*	*	*	*	*
2007	*	*	*	*	*	*

Grade 3- Students with Disabilities

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
IEP						
	2008	14	64	21	14	43
2007	25	55	20	30	50	20
Non-IEP						
	2008	68	31	1	70	25
2007	79	18	4	76	23	2

Grade 3- Economically Disadvantaged

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
Disadvantaged						
	2008	44	53	3	53	34
2007	63	30	8	58	35	8
Not-Disadvantaged						
	2008	69	29	2	73	23
2007	76	19	4	75	23	2