



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	95%	3.00%	0.00%	1.00%	1.00%	17%	18.00%	1.00%	*	94%	411
State	95%	2.00%	1.00%	2.00%	1.00%	17%	36.34%	1.79%	*	95%	28,783

*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%
Manchester School	18	56%	44%	6.20%	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

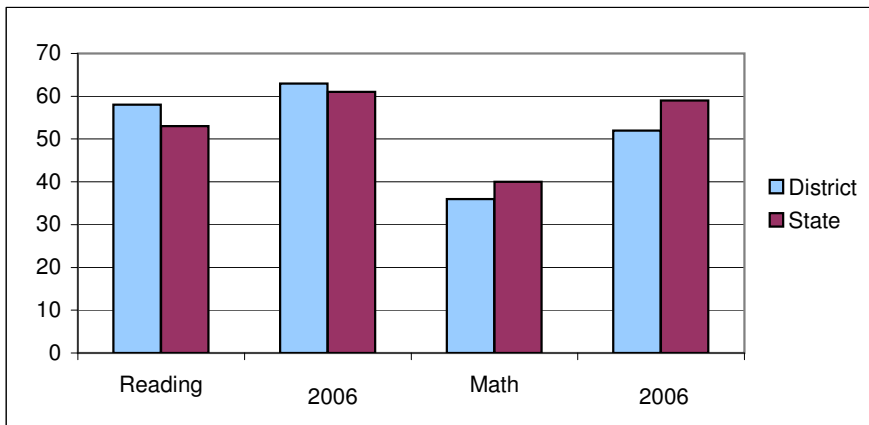
	Reading	Math
Manchester School	Made AYP	Made AYP

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 academic year.

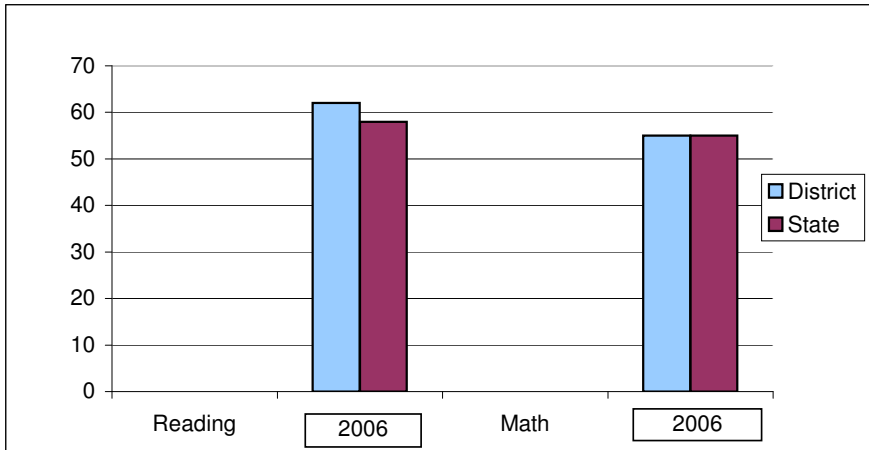
Grade 4

	Reading		Math	
Year	2005	2006	2005	2006
District	58	63	36	52
State	53	61	40	59



Grade 5

	Reading		Math	
Year	2005	2006	2005	2006
District	*	62	*	55
State	*	58	*	55



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.

Grade 4

Percentage of students tested

District	100
State	99

Level	Reading			Mathematics			Science		
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM
District	63	29	8	52	36	12	58	32	11
State	61	29	10	59	27	14	57	32	10

Grade 4 - Gender

Level	Reading			Mathematics			Science			
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM	
Male	District	54	37	9	50	40	10	56	33	11
	State	57	31	12	61	27	13	59	30	10
Female	District	74	19	6	55	30	15	61	29	10
	State	66	26	8	58	28	14	55	34	11

Grade 4- Racial/Ethnic Background

Level	Reading			Mathematics			Science		
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM
White									
District	62	30	8	51	36	13	57	32	11
State	62	28	10	60	27	13	58	32	10
Black									
District	80	20	0	60	40	0	40	40	20
State	42	36	22	37	29	33	32	42	26
Hispanic									
District	*	*	*	*	*	*	*	*	*
State	41	42	17	46	34	20	43	43	14
Asian/Pacific Islander									
District	*	*	*	*	*	*	*	*	*
State	62	27	11	66	23	11	57	33	9
Native American									
District	*	*	*	*	*	*	*	*	*
State	46	30	24	41	38	21	40	30	30
Multiracial/Ethnic									
District	*	*	*	*	*	*	*	*	*
State	58	25	17	50	25	25	67	25	8

Grade 4- Students with Disabilities

Level	Reading			Mathematics			Science		
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM
IEP									
District	38	38	25	27	39	33	36	42	21
State	31	39	30	35	34	32	35	41	24
Non-IEP									
District	67	28	5	56	36	8	62	30	9
State	67	27	6	64	26	10	62	31	8

Grade 4- Economically Disadvantaged

Level	Reading			Mathematics			Science		
	E/M	PM	DNM	E/M	PM	DNM	E/M	PM	DNM
Disadvantaged									
District	52	36	12	47	33	20	51	39	10
State	47	37	16	47	33	21	44	41	16
Not-Disadvantaged									
District	66	27	7	54	37	10	60	29	11
State	70	24	7	67	24	9	65	27	7

Grade 5

Percentage of students tested

District	100
State	99

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
District	62	30	7	55	30	14
State	58	30	11	55	28	17

Grade 5 - Gender

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
Male						
District	59	34	7	57	30	13
State	55	33	12	56	27	17
Female						
District	67	25	8	52	31	17
State	62	28	10	55	28	17

Grade 5- Racial/Ethnic Background

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
White						
District	62	31	7	55	31	14
State	59	30	11	56	27	16
Black						
District	*	*	*	*	*	*
State	41	34	24	33	35	32
Hispanic						
District	*	*	*	*	*	*
State	52	33	16	53	23	24
Asian/Pacific Islander						
District	*	*	*	*	*	*
State	60	23	17	60	25	15
Native American						
District	*	*	*	*	*	*
State	43	32	26	32	32	35
Multiracial/Ethnic						
District	*	*	*	*	*	*
State	50	0	50	33	33	33

Grade 5- Students with Disabilities

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
IEP						
District	10	60	30	20	30	50
State	22	42	36	27	32	41
Non-IEP						
District	68	27	5	59	31	10
State	65	28	7	61	27	12

Grade 5- Economically Disadvantaged

Level	Reading			Mathematics		
	E/M	PM	DNM	E/M	PM	DNM
Disadvantaged						
District	50	25	25	25	46	29
State	44	38	18	42	33	25
Not-Disadvantaged						
District	64	31	5	60	28	12
State	66	26	7	63	25	12