ANNUAL REPORT CARD

Mount Desert Island Regional School System - AOS #91



P.O. Box 60, Mount Desert, Maine 04660

207.288.5049

Copies of this report are available at each school, town office, the superintendent's office, and at www.mdirss.org

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Mount Desert Island Regional School System - AOS #91 Superintendent's Office P.O. Box 60 Mount Desert, Maine 04660 207-288-5049 www.mdirss.org

Robert E. Liebow, Superintendent	Kelley Sanborn, Director of Special Services				
Joanne Harriman, Assistant Superintendent	Melissa Beckwith, Director of Special Education				
288-5049	288-5037				
K-8 S	chools				
Conners-Emerson Elementary School	Swan's Island Elementary School				
11 Eagle Lake Road	116 Rose Hill Road				
Bar Harbor, Maine 04609	Swan's Island, Maine 04685				
207-288-3631	207-526-4300				
http://www.emerson.u98.k12.me.us/	http://www.swansislandschool.org/Welcome.html				
Barbara Neilly, Principal	Gail Keith, Principal				
Michael Zboray, Assistant Principal					
Frenchboro Elementary School	Tremont Consolidated School				
Frenchboro, Maine 04635	119 Tremont Road				
207-334-2944	Bass Harbor, Maine 04653				
http://frenchboroschool.blogspot.com/	207-244-7777				
	http://www.tremontconsolidated.org/				
	Deb Metzler, Principal				
Islesford Elementary School	Mount Desert Elementary School				
Box 8	P.O. Box 308				
Islesford, Maine 04646	Northeast Harbor, Maine 04662				
207-244-3961	207-276-3348				
http://www.islesfordschool.blogspot.com	http://www.mdes.u98.k12.me.us/				
Carol MacRae, Principal	Scott McFarland, Principal				
Trenton Elementary School	Pemetic Elementary School				
51 School Road	P.O. Box 255				
Trenton, Maine 04605	Southwest Harbor, Maine 04679				
207-667-8447	207-244-5502				
http://trentones.org/Site/Welcome.html	http://www.pemeticschool.com				
Dianne Waters, Principal	Dianne Helprin, Principal				
	(Grades 9 – 12)				
	Regional High School				
	. Box 180				
	ert, Maine 04660				
-	8-5011				
-	<u>.mdihs.net/</u>				
	ty-Janger, Principal				
	istant Principal				
Matthew Haney,	Assistant Principal				

Mount Desert Island Regional School System – AOS #91 Report Card 2010-2011

As of July 1, 2010 Mount Desert Island Regional School System – AOS #91 was composed of 10 schools, 9 elementary schools and one high school. Total student enrollment as of April 1, 2010 was 1,568. See the Student Information page in this report for a breakdown of numbers of students in grades by school. We employ 190 teachers, 90 Support Staff and 15 administrators. Our schools are located in Down East Maine, in Trenton, Mount Desert Island and four outer islands off the coast of Mount Desert Island. There are four towns on Mount Desert Island: Bar Harbor, Mount Desert, Southwest Harbor and Tremont. This area has a total year round population of approximately 10,000 people. The land area of Mount Desert Island is 108 square miles, excluding the outer islands and Trenton.

Many of the year-round residents on Mount Desert Island rely heavily on the tourist industry for their livelihoods. Fishing, cottage industries, boat building, The Jackson Laboratory, MDI Biological Laboratory and our local hospital are also important contributors to the area economy. 28% of our students are eligible for free and reduced lunches, and it is estimated that there are many other students (as many as 10% more) who could qualify. The people who live in these communities are hardworking, proud and thrifty Mainers with a long history of support and pride in both their youth and their community schools. Our schools attract high quality personnel and provide excellent educational experiences for students.

Our schools received a total of \$270,910 in NCLB allocations through Title IA, Title IIA, Title IID and Title IVA in 2009-2010. Previous year allocations:

2008 - 2009	\$237,472.00
2007 - 2008	\$214,419.00
2006 - 2007	\$247,727.00
2005 - 2006	\$268,917.00

Our current (2010-2011) budgets are:

- Mt Desert CSD \$8,548,787
- Bar Harbor School Dept. \$4,833,583
- Mt. Desert School Dept. \$3,074,490
- Southwest Harbor School Dept. \$3,153,418
- Tremont School Dept. \$2,323,288
- Swan's Island School Dept. \$996,175
- Cranberry Isles School Dept. \$427,288
- Frenchboro School Dept \$149,746
- Trenton School Department \$3,292,838

Grand Total = \$26,799,613

Current Reality of Teaching & Learning

- Class sizes are generally very advantageous to teaching and learning.
- Our teachers enjoy the benefits of an attractive work contract and are well-supported as professionals in the field of education.
- Our schools have great community support. Our schools are well-supplied and our students well-equipped with all the modern resources to support their learning.
- Supporting the transformation of teachers' practices to get squared with the national standardsbased reform movement has proven to be exceedingly complex and time-consuming. We are not there yet.
- We continue to struggle to meet teachers' professional development needs in light of our shared vision due to a lack in a sufficient number of common professional days.
- All teachers do not possess uniform understanding regarding standards-based instruction, assessing students, or reporting student progress but we continue to make this a focus of our professional offerings and faculty meetings.

Administrative Beliefs about Professional Development

- Professional development experiences must have students and their learning at the core.
- Professional development experiences must be grounded in our mission and vision.
- Principles that guide the improvement of student learning should also guide professional learning for teachers and other educators.
- The content of professional learning must come from both inside and outside the district and from both research and practice.

Desired Outcomes of Professional Development

- Teachers use the common curriculum to design quality lessons for students that are rigorous, comprehensive and that connect to the elements of our shared vision for students.
- There is collaboration among teachers, students, parents, and administrators to develop instruction that ensure the success of all students in meeting the standards.
- Students exit our schools as lifelong learners with knowledge, skills and attitudes that will lead them to successful and promising futures.

Data Highlights and Challenges

- Mount Desert Island Regional School System's performance on state and national tests is strong. In every school and in every subject area our student's in the general population outperform their statewide counterparts, and our levels of proficiency on state standards exceed the thresholds set by the federal government for successful schools. Despite this high level of performance, there is always work to be done in our attempts to continually improve the quality of the educational experience in our schools.
- At the elementary level, our scores exceed state and national thresholds for proficiency, but they have remained relatively stagnant for the past several years. We face a challenge in the near future, as all schools do, because the threshold for those proficiency levels is going to rise quickly over the next few years. The challenge for our elementary schools will center on careful analysis of the data on the students who are not yet proficient, and putting in place a system of interventions to help those students reach proficiency.
- At the high school level our general population meet the threshold for proficiency, but like many high schools in Maine, we need to focus on the proficiency of student's in our subgroups. One of the biggest challenges for Maine high schools continues to be the use of the SAT to measure levels of proficiency. The test does not measure the state and local standards our instruction is designed to teach. We will teach test-taking skills and there are interventions we can use to increase the performance of our students on the SAT, but as a community, we feel the education our high schools students receive is top quality.

2009-2010 COMPOSITION

of

MOUNT DESERT ISLAND REGIONAL SCHOOL SYSTEM - AOS #91

As of April 1, 2010, Mount Desert Island Regional School System – AOS #91 had an enrollment of 1,568 students in 10 schools. The school system had 196.7 full-time equivalent teachers and 15 administrators (including the superintendent's office).

SCHOOL NAME	ENROLLMENT	TEACHERS	ADMINISTRATORS
		(FTE)	
Mount Desert Island Regional High School (9-12)	531	61.42	3
Conners-Emerson Elementary School (K-8)	437	46	2
Mount Desert Elementary School (K-8)	150	19.82	1
Pemetic Elementary School (K-8)	156	22.12	1
Tremont Consolidated School (K-8)	127	19.15	1
Trenton Elementary School	111	18.60	1
Longfellow School (K-8) Closed for 2009-2010	0	0	0
Islesford School (K-8)	8	3	1
Swan's Island School (K-8)	34	4.6	1
Frenchboro Elementary School (K-8)	14	2.1	0

* Trenton Elementary School

*Mount Desert Island Regional High School

* Conners Emerson Elementary School

* Mount Desert Elementary School

Tremont Consolidated School

Pemetic Elementary School

* Islesford Elementary School Longfellow Elementary School

Swan's Island Elementary School

Frenchboro Elementary School

Mount Desert Island Regional School System Vision 2010-2011

<u>OUR MISSION</u> Mount Desert Island Regional School System's mission is to provide leadership and support to member schools to assure all children a high quality education—emphasizing essential academic skills and preparing students to be personally and socially responsible citizens.

OUR VISION All students have the opportunity to experience excellence and to pursue a challenging program that holds all to the high set of standards established by Mount Desert Island Regional School System. In their efforts to build a solid base of knowledge and skills and to meet their own individual learning needs, students have the opportunity to choose within the curriculum to explore their own interests, pursue their talents, and seek personal challenges. Study that is both independent and collaborative invites student questions as teachers and students work as partners to develop challenging and measurable projects. Assessment is on going, varied, and an integral part of the learning process. There is a seamless quality to our students' learning experiences that crosses space, time, age, roles, and components of the curricula. The schools are centers for the learning activities of all members of the learning community and students use the wider learning community as a laboratory. The natural environment and community resources unique to our school district provide opportunities to understand and participate in caring, responsible, and meaningful, social change. All members of the school and extended community maintain high expectations for all students and teachers and strive to demonstrate respect and reflection in meeting the shared responsibility for the education of each student.

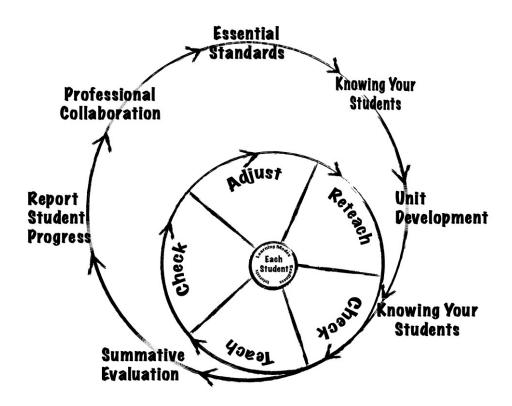
Success for each student through experiences that foster

- **★**Service, Leadership, Citizenship
- **★**Technology Readiness
- **★**<u>A</u>cademic Development
- ★Resiliency, Health and Wellness
- **★**Social and Character Development

INSTRUCTION IN MDIRSS SCHOOLS IS CHARACTERIZED BY: 1. Knowing Our 2. Focusing on 3. Connecting 4. Using Ongoing, **Meaningful Assessment Students Essential Standards** Students with Standards through **Best Instruction KEY QUESTIONS TO GUIDE US:** How do my individual What are the essential What best instruction can What pre-assessment will help students learn best? standards of my content me understand students' prior *I use to help students* area/grade level? master the essential knowledge with this standard? What are students' standards? optimal learning How can I combine these What measures will I use to styles/modes? essential standards to When and how do I evaluate students' progress provide "just right" optimize and connect and climb on the learning instruction to meet What interests do they student learning? curve? have? student's individual needs? How will I know when students have met the standard? What readiness level do they possess?

MDIRSS Teaching and Learning Cycle

In 2009, we developed this cycle to show our school community how the work of differentiated instruction fits into our daily work of teaching and learning in a standards-based system. Differentiated instruction means being responsive to where students are in their readiness to meet a learning standard. Once the standard is clearly articulated, teachers work to identify where students are in relation to the concepts and skills embedded in the standard. With this in mind teachers tailor experiences to help students master these standards. Along the way teachers teach, check and adjust their lessons, and try new strategies or methods as needed for students to master the concepts and skills in the standards. These standards then become part of the language we use to talk with students and their parents about their progress in school.



Mount Desert Island Regional School System - AOS #91 Student Demographics - Elementary Schools

Elementary Schools								
4/1/2010 Enrollment	Conners-Emerson	Frenchboro	Islesford	Mt. Desert	Pemetic	Swan's Island	Tremont	Trenton
K	43	2	3	14	16	4	13	14
1	46	2	0	24	12	6	11	10
2	52	1	2	22	13	3	10	9
3	53	2	0	12	11	4	19	19
4	36	4	0	14	18	4	14	14
5	55	1	0	16	26	6	16	5
6	57	0	2	14	14	1	9	13
7	46	2	1	14	20	3	20	12
8	49	0	0	20	26	3	15	15
Total	437	14	8	150	156	34	127	111
Average Daily Attendance	94%	92%	94%	94%	95%	92%	95%	90%
Title I Services	10%	0%	0%	16%	23%	0%	14%	6%
Special Services	9%	21%	13%	14%	22%	21%	15%	21%
English as a Second Language	1%	0%	0%	0%	0%	0%	0%	>1%
Free meals	13%	No school lunch program	No school lunch program	15%	28%	47%	39%	47%
Reduced Meals	3%	No school lunch program	No school lunch program	8%	11%	3%	7%	12%
Participation in Extra-Curricular	92%	100%	100%	91%	90%	94%	82%	78%
Ethnicity		1	by % of total en	rollment (* denotes	fewer than 49	%)	
African American/Black	*	0	0	*	*	0	*	0
American Indian/Native Alaskan	*	0	0	0	*	8.33%	0	*
Asian/ Pacific Islander	5.55%	0	0	*	*	*	0	*
Caucasian/White	91.43%	100%	100%	93.54%	92.90%	86.11%	94.48%	92.15%
Hispanic	*	0	0	*	*	*	*	*
Other	0	0	0	0	0	0	0	0
Unclassified	0	0	0	0	0	0	0	0

Sophomores

Total	Freshmen	
531	143	
111	13	
14	1	
119		
93%		
4%		
17%		
1%		
20%		
7%		
68%		
	531 111 14 119 93% 4% 17% 1% 20% 7%	531 143 111 13 14 1 119 93% 4% 17% 1% 20% 7%

SAT SCORES	MDIHS Mean Score	State Mean Score
Critical Reading	523	501
Math	534	516
Writing	525	492

Juniors

Seniors

Ethnicity (*denotes less than 4%)	MDIHS
African American/ Black	*
American Indian/ Native Alaskan	*
Asian/Pacific Islander	*
Caucasian/White	94.93%
Hispanic	*
Other	0
Unclassified	0

2009-2010					Mount	Southwest	Swans		
TEACHERS (CONTRACTED):	MDIHS	Bar Harbor	Frenchboro	Islesford	Desert	Harbor	Island	Tremont	Trenton
Student:Classroom Teacher Ratio	17:1	17:1	7:1	4:1	13:1	12:1	11:1	12:1	11:1
Regular Classroom Teachers (FTE)	30.61	25	2	2	11	12.2	3	10	10
Special Education Teachers	9.6	5	0.1	0.4	3.4	3.6	1	2.4	3.8
Other (Music, Art, Guidance, Nurse, etc.)	21.21	16	0	0.6	5.42	6.93	0.6	5.75	4.8
			<u> </u>				0.0		
Male	23	9	1	2	2	5	1	3	3
Female	42	37	2	5	19	20	6	19	16
Bachelors	31	25	2	3	10	12	5	11	8
Bachelors+15	3	0	0	0	0	2	0	1	1
Masters	23	15	1	4	10	8	2	10	9
Masters x2	2	0	0	0	0	0	0	0	0
Certificate of Adavanced Study (CAS)	1	1	0	0	0	0	0	0	0
Master Teacher	0	6	0	0	1	3	0	0	0
National Board Certified Teacher (NBCT)	5	0	0	0	0	0	0	0	1
Average # of years teaching	17	20	8	17	17	17	12	17	15
# / % with 20+ years experience	23/35%	28/61%	0	3/43%	7/33%	9/36%	2/28%	11/50%	6/32%
, :									
Local Average Classroom Teacher Salary	\$43,691	\$49,748	\$32,181	\$45,398	\$44,821	\$44,854	\$49,659	\$47,419	\$42,719
∞ State Average Classroom Teacher Salary	\$46,363								
ADMINISTRATION:									
Principal	\$95,795	\$88,576		\$19,812	\$78,178	\$78,356	\$34,563	\$78,179	\$71,080
Assistant Principal	\$70,097	\$72,585							
Assistant Principal	\$70,097								
2009/2010 SCHOOL BUDGET:	\$8,621,110	\$4,781,763	\$163,667	\$405,662	\$3,050,755	\$3,264,193	\$996,405	\$2,313,570	\$3,295,188
Town Appropriation*	\$7,444,279	\$4,432,487	\$89,516	\$343,302	\$2,386,790	\$2,504,256	\$880,393	\$1,937,716	\$2,738,887
High School Assessment		\$2,342,042			\$2,275,921	\$1,133,993		\$860,248	
*assessments plus tuition									
SUPERINTENDENT'S OFFICE:	•								
Superintendent	¢115 554								

Superintendent	\$115,554
Assistant Superintendent	\$86,685
Director of Special Services	\$76,654
Assistant Director of Special Services	\$70,000
Business Manager	\$63,185

ADMINISTRATOR'S DEGREES

Bachelors	0
Bachelors+15	0
Masters	13
Masters x2	1
Certificate of Adavanced Study (CAS)	0
Ph.D.	1



2009-2010 Report Card Maine Teacher Quality Data

Part I: Professional Qualifications	Professional Qualifications of All Public Elementary and	Mt. Desert		Frenchboro	Islesford	Mt. Desert	Pemetic	Swan's Island	Tremont	Trenton
	Secondary School Teachers in the School ¹	School								
B.A.		23	17	0	2	9	10	2	9	8
B.A. + 15 credit hours (includes + 30 hours)		12	8	2	0	3	6	1	3	3
M.A.		18	11	0	3	7	8	2	7	6
M.A. + 15 credit hours		2	1	0	0	0	0	0	0	0
M.A. + 30 credit hours (includes CAS)		2	4	0	1	1	0	1	0	0
Ph.D.		0	0	0	0	0	0	0	0	0
Part II: Emergency/ Conditional Certification	Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0	0	50%	17%	5%	0	17%	0	0
Part III: Classes NOT Taught by Highly Qualified Teachers School Aggregate	Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	3.13%	0	33.33%	8.33%	1.35%	0	48%	4.44%	4.17%

1Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers. See MDOE NCLB – State Report Card MEDMS HQT link: http://www.maine.gov/education/nclb/reportcard/index.html



2009–2010 NCLB Report Card



MAINE DEPARTMENT OF EDUCATION

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of adequate yearly progress (AYP), and information on "highly qualified" teachers. This Report Card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine's NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the spring of 2010.

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of No Child Left Behind, which require, among other things, that each school makes "Adequate Yearly Progress" (AYP) toward meeting a national goal of all students being "proficient" in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2009–2010 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students. This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.

- No student test data is provided for Frenchboro Elementary School, Islesford Elementary School, or Swan's Island School (SAD #76) as there are too few students in each grade to report.
- To protect the confidentiality of our students categories with 20 or fewer students are denoted with an asterisk (*).
- Two-year test data is not reported because subcategory titles and groups do not align from year to year.

Adequate Yearly Progress

Trenton	AYP Status 2009-10	2010 Annual Progress	2010-11 AYP Status
Reading	Making AYP	All targets met	Making AYP
Math	Making AYP	All targets met	Making AYP
Tremont			
Reading	Making AYP	All targets met	Making AYP
Math	Making AYP	All targets met	Making AYP
Pemetic			
Reading	Making AYP	All targets met	Making AYP
Math	Making AYP	All targets met	Making AYP
Conners-Emerson			
Reading	Making AYP	All targets met	Making AYP
Math	Monitor	All targets met	Making AYP
Islesford			
Reading	Making AYP	All targets met - SS	Making AYP - SS
Math	Making AYP	All targets met - SS	Making AYP - SS
Frenchboro			
Reading	Making AYP - SS	All targets met - SS	Making AYP - SS
Math	Making AYP - SS	Targets not met - SS	Monitor - SS
Mt. Desert			
Reading	Making AYP	All targets met	Making AYP
Math	Making AYP	All targets met	Making AYP
Swan's Island			
Reading	Making AYP	All targets met	Making AYP
Math	Making AYP	All targets met - SH	Making AYP
MDI High School			
Reading	Monitor	Targets not met E	CIPS1
Math	Making AYP	Targets not met S	Monitor

Note: Status listed as "Making AYP – SH" indicates that a review has been completed for subgroups designated as "Pending Safe Harbor" on the 2009-10 AYP report, and the school met the required targets. Status listed as CIPS-R indicates that the school has been in CIPS for more than 5 years.

Subgroup reporting codes:

ADA – Average Daily Attendance A – Asian/Pacific Islander GR – Graduation Rate B – Black/African American

W – Whole Group C – Caucasian E – Economically Disadvantaged H – Hispanic

S – Students with Disabilities I – American Indian/Native American

L – Limited English Proficient SS – Small School Calculation

	MAI	NE HIGH SC	HOOL ASSES	SMENT	TES	DATE MA	Y 2010		
	MDI HIGH SCHOOL		-2010					ese are not re	ported
			% of	% of 9	Students	Level 4 -			Level 1 -
		Number of	Students	at Lev	el 4 and	Proficient	Proficient	Partially	Substantially
		Enrolled	Tested in	Le	vel 3	with		Proficient	Below
	Group	Students	School	School	State	Distinction			Proficient
CRITICAL	All Students	130	100	58	48	13	45	23	19
READING	Female	72	100	61	49	14	47	21	18
	Male	58	100	53	47	12	41	26	21
	White (non-Hispanic)	123	100	59	48	13	46	23	18
	Black or African American	*	100	*	29	*	*	*	*
	Hispanic or Latino	*	100	*	42	*	*	*	*
	Asian	*	100	*	41	*	*	*	*
	American Indian or Native Alaskan	0	0	0	25	0	0	0	0
	Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0
	Economically Disadvantaged	26 0	100 0	35	31 *	0	35 0	42 0	23
	Migrant Individualized Education Plan (IEP)	*	100	*	13	*	*	*	<u>0</u>
	Title I	*	100	*	35	*	*	*	*
	504 Plan	*	100	*	45	0	*	*	*
	Limited English Proficient	*	100	*	7	*	*	*	*
	Elithica Eligibil Froncicit		100		,				
MATH	All Students	130	100	58	46	6	52	28	14
	Female	72	100	60	44	6	54	26	14
	Male	58	100	55	48	7	48	31	14
	White (non-Hispanic)	123	100	58	46	6	52	30	12
	Black or African American	*	100	*	23	*	*	*	*
	Hispanic or Latino	*	100	*	41	*	*	*	*
	Asian	*	100	*	51	*	*	*	*
	American Indian or Native Alaskan	0	0	0	26	0	0	0	0
	Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0
	Economically Disadvantaged	26	100	35	28	0	35	46	19
	Migrant	0	0	0	*	0	0	0	0
	Individualized Education Plan (IEP)	*	100	*	10	*	*	*	*
	Title I	*	100	*	29	*	*	*	*
	504 Plan	*	100	*	39	*	*	*	*
	Limited English Proficient	Α	100	Α	11	Τ	Α	<u> </u>	Φ
WEITING	All Students	130	100	48	47	6	42	38	14
WKIIING	Female	72	100	57	53	10	47	31	13
	Male	58	100	36	40	2	34	48	16
	White (non-Hispanic)	123	100	49	47	6	43	40	11
	Black or African American	*	100	*	24	*	*	*	*
	Hispanic or Latino	*	100	*	36	*	*	*	*
	Asian	*	100	*	42	*	*	*	*
	American Indian or Native Alaskan	0	0	0	18	0	0	0	0
	Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0
	Economically Disadvantaged	26	100	23	28	0	23	50	27
	Migrant	0	0	0	*	0	0	0	0
	Individualized Education Plan (IEP)	*	100	*	9	*	*	*	*
	Title I	*	100	*	30	*	*	*	*
	504 Plan	*	100	*	41	*	*	*	*
	Limited English Proficient	*	100	*	5	*	*	*	*
SCIENCE	All Students	121	100	40	// 1	F	11	26	24
SCIENCE	All Students Female	131 69	100 100	49 47	41 36	<u>5</u>	44	26 25	24 29
	Male	62	100	53	46	5	48	27	19
	White (non-Hispanic)	125	100	50	41	6	44	27	23
	Black or African American	*	100	*	20	*	*	*	*
	Hispanic or Latino	*	100	*	36	*	*	*	*
	Asian	*	100	*	35	*	*	*	*
	American Indian or Native Alaskan	0	0	0	22	0	0	0	0
	Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0
	Economically Disadvantaged	30	100	30	25	3	27	30	40
	Migrant	0	0	0	*	0	0	0	0
	Individualized Education Plan (IEP)	*	100	*	11	*	*	*	*
	Title I	*	100	*	30	*	*	*	*
	504 Plan	*	100	*	41	*	*	*	*
	Limited English Proficient	*	100	*	6	*	*	*	*

GRADE 3	READING ASSES	SMENT	2009-2010			* (denotes 20 d	or fewer st	tudents ir	a category	
		Number		Percent of	0/ 05 9	Students at					
		of	Number of	Students		and Level 3	Level 4 - Proficient		Level 2 -	Level 1 - Substantially	
		Enrolled	Students	Tested in			with	Level 3 -	Partially	Below	General
Group	School	Students	Tested	School	School	State	Distinction	Proficient		Proficient	Assessment
All Students	Conners-Emerson Mt. Desert	52 12	52 11	100 92	85 *	73 73	10	75 *	12	*	52 11
	Pemetic	12	12	100	*	73	*	*	*	*	12
	Tremont	20	19	95	*	73	*	*	*	*	19
	Trenton	21	20	95	*	73	*	*	*	*	20
Female	Conners-Emerson	30 *	30 *	100	83 *	76	10 *	73 *	10 *	7	
	Mt. Desert Pemetic	*	*	83 100	*	76 76	*	*	*	*	
	Tremont	*	*	100	*	76	*	*	*	*	
	Trenton	*	*	100	*	76	*	*	*	*	
Male	Conners-Emerson	22	22	100	86	69	9	77	14	0	
	Mt. Desert Pemetic	*	*	100 100	*	69 69	*	*	*	*	
	Tremont	*	*	90	*	69	*	*	*	*	
	Trenton	*	*	93	*	69	*	*	*	*	
White/	Conners-Emerson	51	51	100	84	74	10	75	12	4	
Caucasian	Mt. Desert	*	*	92	*	74	*	*	*	*	
	Pemetic Tremont	*	*	100 95	*	74 74	*	*	*	*	
	Trenton	*	*	95	*	74	*	*	*	*	
African American/	Conners-Emerson	0	0	0	0	46	0	0	0	0	
Black	Mt. Desert	0	0	0	0	46	0	0	0	0	
	Pemetic	0	0	0	0	46	0	0	0	0	
	Tremont Trenton	0	0	0	0	46 46	0	0	0	0	
Hispanic	Conners-Emerson	0	0	0	0	58	0	0	0	0	
	Mt. Desert	0	0	0	0	58	0	0	0	0	
	Pemetic	0	0	0	0	58	0	0	0	0	
	Tremont	*	*	* 0	*	58	* 0	*	*	* 0	
Asian or	Trenton Conners-Emerson	*	*	*	*	58 71	*	*	*	*	
Pacific Islander	Mt. Desert	0	0	0	0	71	0	0	0	0	
	Pemetic	0	0	0	0	71	0	0	0	0	
	Tremont	0	0	0	0	71	0	0	0	0	
American Indian	Trenton Conners-Emerson	0	0	0	0	71 66	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	66	0	0	0	0	
	Pemetic	0	0	0	0	66	0	0	0	0	
	Tremont	0	0	0	0	66	0	0	0	0	
Farmanian III.	Trenton	*	*	*	*	66 53	*	*	*	*	
Economically Disadvantaged	Conners-Emerson Mt. Desert	*	*	*	*	53	*	*	*	*	
ouu runtugeu	Pemetic	*	*	*	*	53	*	*	*	*	
	Tremont	*	*	*	*	53	*	*	*	*	
	Trenton	*	*	*	*	53	*	*	*	*	
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	
	Mt. Desert Pemetic	0	0	0	0	*	0	0	0	0	
	Tremont	0	0	0	0	*	0	0	0	0	
	Trenton	0	0	0	0	*	0	0	0	0	
Students with	Conners-Emerson	*	*	*	*	38	*	*	*	*	
Disabilities	Mt. Desert Pemetic	*	*	*	*	38 38	*	*	*	*	
	Tremont	*	*	*	*	38	*	*	*	*	
	Trenton	*	*	*	*	38	*	*	*	*	
Limited English	Conners-Emerson	*	*	*	*	45	*	*	*	*	
Proficient	Mt. Desert	0	0	0	0	45	0	0	0	0	
	Pemetic Tremont	0	0	0	0	45 45	0	0	0	0	
	Trenton	0	0	0	0	45	0	0	0	0	

Alternate

Assessment

GRADE 3	MATH ASSESSME	NT	2009-2010			* 0	denotes 20 d	or fewer s	tudents in	a category	
		Number		Percent of	% of :	Students at	Level 4 -			Level 1 -	
		of	Number of	Students		and Level 3	Proficient		Level 2 -	Substantially	
		Enrolled	Students	Tested in			with	Level 3 -	Partially	Below	General
Group	School	Students	Tested	School	School	State	Distinction			Proficient	Assessment
All Students	Conners-Emerson	52	52	100	81 *	62	21	60 *	12 *	*	52
	Mt. Desert Pemetic	12 12	11 12	92 100	*	62 62	*	*	*	*	11 12
	Tremont	20	19	95	*	62	*	*	*	*	19
	Trenton	21	20	95	*	62	*	*	*	*	20
Female	Conners-Emerson	30	30	100	83	61	30	53	3	13	
	Mt. Desert	*	*	83	*	61	*	*	*	*	
	Pemetic	*	*	100	*	61	*	*	*	*	
	Tremont	*	*	100	*	61	*	*	*	*	
No.	Trenton	*	*	100	*	61	*	*	*	*	
Male	Conners-Emerson Mt. Desert	22	22 *	100	77 *	63	9	68	23	0 *	
	Pemetic	*	*	100 100	*	63 63	*	*	*	*	
	Tremont	*	*	90	*	63	*	*	*	*	
	Trenton	*	*	93	*	63	*	*	*	*	
White/	Conners-Emerson	51	51	100	80	63	20	61	12	8	
Caucasian	Mt. Desert	*	*	92	*	63	*	*	*	*	
	Pemetic	*	*	100	*	63	*	*	*	*	
	Tremont	*	*	95	*	63	*	*	*	*	
	Trenton	*	*	95	*	63	*	*	*	*	
African American/	Conners-Emerson	0	0	0	0	31 31	0	0	0	0	
Black	Mt. Desert Pemetic	0	0	0	0	31	0	0	0	0	
	Tremont	0	0	0	0	31	0	0	0	0	
	Trenton	0	0	0	0	31	0	0	0	0	
Hispanic	Conners-Emerson	0	0	0	0	52	0	0	0	0	
	Mt. Desert	0	0	0	0	52	0	0	0	0	
	Pemetic	0	0	0	0	52	0	0	0	0	
	Tremont	*	*	*	*	52	*	*	*	*	
	Trenton	0	0	0	0	52	0	0	0	0	
Asian or	Conners-Emerson	*	*	* 0	*	65 65	* 0	*	*	* 0	
Pacific Islander	Mt. Desert Pemetic	0	0	0	0	65	0	0	0	0	
	Tremont	0	0	0	0	65	0	0	0	0	
	Trenton	0	0	0	0	65	0	0	0	0	
American Indian	Conners-Emerson	0	0	0	0	54	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	54	0	0	0	0	
	Pemetic	0	0	0	0	54	0	0	0	0	
	Tremont	0	0	0	0	54	0	0	0	0	
	Trenton	*	*	*	*	54	*	*	*	*	
Economically Disadvantaged	Conners-Emerson Mt. Desert	*	*	*	*	50 50	*	*	*	*	
Disauvantayeu	Pemetic	*	*	*	*	50	*	*	*	*	
	Tremont	*	*	*	*	50	*	*	*	*	
	Trenton	*	*	*	*	50	*	*	*	*	
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	
	Mt. Desert	0	0	0	0	*	0	0	0	0	
	Pemetic	0	0	0	0	*	0	0	0	0	
	Tremont	0	0	0	0	*	0	0	0	0	
Ctudents:th	Trenton	0	0	0	0	*	0	0	0	0	
Students with Disabilities	Conners-Emerson Mt. Desert	*	*	*	*	33 33	*	*	*	*	
הופטווונופט	Pemetic	*	*	*	*	33	*	*	*	*	
	Tremont	*	*	*	*	33	*	*	*	*	
	Trenton	*	*	*	*	33	*	*	*	*	
Limited English	Conners-Emerson	*	*	*	*	35	*	*	*	*	
Proficient	Mt. Desert	0	0	0	0	35	0	0	0	0	
	Pemetic	0	0	0	0	35	0	0	0	0	
	Tremont	0	0	0	0	35	0	0	0	0	
	Trenton	0	0	0	0	35	0	0	0	0	

GRADE 4	READING ASSESS	SMENT	2009-2010			* d	enotes 20 o	r fewer st	udents in	a category	
		Number of Enrolled	Number of Students	Percent of Students Tested in		Students at and Level 3	Level 4 - Proficient with	Level 3 -	Level 2 - Partially	Level 1 - Substantially Below	
Group	School	Students	Tested	School	School	State	Distinction	Proficient	Proficient	Proficient	
All Students	Conners-Emerson	38	37	97	84	67	22	62	8	8	r
	Mt. Desert	14	14	100	*	67	*	*	*	*	T
	Pemetic	19	19	100	*	67	*	*	*	*	Ī
	Tremont	14	14	100	*	67	*	*	*	*	
	Trenton	15	15	100	*	67	*	*	*	*	
Female	Conners-Emerson	*	*	100	*	71	*	*	*	*	ſ
	Mt. Desert	*	*	100	*	71	*	*	*	*	ı
	Pemetic	*	*	100	*	71	*	*	*	*	ı
	Tremont	*	*	100	*	71	*	*	*	*	ı
M. L.	Trenton			100		71					ı
Male	Conners-Emerson	27 *	26 *	96	85 *	63	19 *	65 *	12 *	4 *	ı
	Mt. Desert	*	*	100	*	63	*	*		*	ı
	Pemetic Tremont	*	*	100 100	*	63 63	*	*	*	*	ł
	Trenton	*	*	100	*	63	*	*	*	*	۱
White/	Conners-Emerson	33	32	97	84	68	19	66	9	6	ı
Caucasian	Mt. Desert	*	32 *	100	*	68	*	*	*	*	۱
Caacasian	Pemetic	*	*	100	*	68	*	*	*	*	1
	Tremont	*	*	100	*	68	*	*	*	*	۱
	Trenton	*	*	100	*	68	*	*	*	*	۱
African American/		*	*	*	*	43	*	*	*	*	۱
Black	Mt. Desert	0	0	0	0	43	0	0	0	0	۱
	Pemetic	0	0	0	0	43	0	0	0	0	ı
	Tremont	*	*	*	*	43	*	*	*	*	١
	Trenton	0	0	0	0	43	0	0	0	0	ı
Hispanic	Conners-Emerson	*	*	*	*	59	*	*	*	*	ı
•	Mt. Desert	0	0	0	0	59	0	0	0	0	ı
	Pemetic	*	*	*	*	59	*	*	*	*	ı
	Tremont	*	*	*	*	59	*	*	*	*	ı
	Trenton	*	*	*	*	59	*	*	*	*	ı
Asian or	Conners-Emerson	*	*	*	*	71	*	*	*	*	ı
Pacific Islander	Mt. Desert	*	*	*	*	71	*	*	*	*	ı
	Pemetic	0	0	0	0	71	0	0	0	0	ı
	Tremont	0	0	0	0	71	0	0	0	0	ı
	Trenton	0	0	0	0	71	0	0	0	0	ı
American Indian	Conners-Emerson	0	0	0	0	64	0	0	0	0	ı
or Native Alaskan	Mt. Desert	0	0	0	0	64	0	0	0	0	ı
	Pemetic	0	0	0	0	64	0	0	0	0	ł
	Tremont Trenton	*	0 *	<u>0</u>	0	64 64	*	*	0 *	0 *	ı
Economically	Conners-Emerson	*	*	*	*	56	*	*	*	*	ı
Disadvantaged	Mt. Desert	0	0	0	0	56	0	0	0	0	1
Disdavantaged	Pemetic	*	*	*	*	56	*	*	*	*	1
	Tremont	*	*	*	*	56	*	*	*	*	ĺ
	Trenton	*	*	*	*	56	*	*	*	*	۱
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	۱
<i>y</i>	Mt. Desert	0	0	0	0	*	0	0	0	0	۱
	Pemetic	0	0	0	0	*	0	0	0	0	١
	Tremont	0	0	0	0	*	0	0	0	0	1
	Trenton	0	0	0	0	*	0	0	0	0	1
Students with	Conners-Emerson	*	*	*	*	34	*	*	*	*	1
Disabilities	Mt. Desert	*	*	*	*	34	*	*	*	*	ı
•	Pemetic	*	*	*	*	34	*	*	*	*	ı
	Tremont	*	*	*	*	34	*	*	*	*	ı
	Trenton	*	*	*	*	34	*	*	*	*	1
Limited English	Conners-Emerson	*	*	*	*	46	*	*	*	*	ĺ
Proficient	Mt. Desert	0	0	0	0	46	0	0	0	0	ĺ
	Pemetic	*	*	*	*	46	*	*	*	*	ı
	Tremont	0	0	0	0	46	0	0	0	0	ı
	Trenton	*	*	*	*	46	*	*	*	*	

General

 Alternate

GRADE 4	MATH ASSESSME	NT	2009-2010			* 0	lenotes 20 d	r fewer st	udents in	a category	
		Number		Percent of	% of	Students at	Level 4 -			Level 1 -	
		of	Number of	Students	Level 4	and Level 3			Level 2 -	Substantially	
		Enrolled	Students	Tested in			with	Level 3 -	Partially	Below	General
Group	School	Students	Tested	School	School	State	Distinction	Proficient		Proficient	Assessment
All Students	Conners-Emerson	38	36	95	75	62	36	39	14	11	36
	Mt. Desert	14	14	100	*	62	*	*	*	*	14
	Pemetic	19	19	100	*	62	*	*	*	*	19
	Tremont Trenton	14 15	14 15	100 100	*	62 62	*	*	*	*	14 15
Female	Conners-Emerson	*	*	100	*	62	*	*	*	*	13
remaie	Mt. Desert	*	*	100	*	62	*	*	*	*	
	Pemetic	*	*	100	*	62	*	*	*	*	
	Tremont	*	*	100	*	62	*	*	*	*	
	Trenton	*	*	100	*	62	*	*	*	*	
Male	Conners-Emerson	27	25	93	80	63	40	40	12	8	
	Mt. Desert	*	*	100	*	63	*	*	*	*	
	Pemetic	*	*	100	*	63	*	*	*	*	
	Tremont	*	*	100	*	63	*	*	*	*	
White/	Trenton Conners Emerson		31	100 94	74	63 63	32	42	16	10	
Caucasian	Conners-Emerson Mt. Desert	33 *	*	100	*	63	*	*	*	*	
Saucusian	Pemetic	*	*	100	*	63	*	*	*	*	
	Tremont	*	*	100	*	63	*	*	*	*	
	Trenton	*	*	100	*	63	*	*	*	*	
African American/	Conners-Emerson	*	*	*	*	36	*	*	*	*	
Black	Mt. Desert	0	0	0	0	36	0	0	0	0	
	Pemetic	0	0	0	0	36	0 *	0	0	0	
	Tremont Trenton	* 0	* 0	* 0	* 0	36 36	0	* 0	*	* 0	
Hispanic	Conners-Emerson	*	*	*	*	45	*	*	*	*	
Пізрапіс	Mt. Desert	0	0	0	0	45	0	0	0	0	
	Pemetic	*	*	*	*	45	*	*	*	*	
	Tremont	*	*	*	*	45	*	*	*	*	
	Trenton	*	*	*	*	45	*	*	*	*	
Asian or	Conners-Emerson	*	*	*	*	65	*	*	*	*	
Pacific Islander	Mt. Desert	*	*	*	*	65	*	*	*	*	
	Pemetic Tromont	0	0	0	0	65 65	0	0	0	0	
	Tremont Trenton	0	0	0	0	65	0	0	0	0	
American Indian	Conners-Emerson	0	0	0	0	49	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	49	0	0	0	0	
-	Pemetic	0	0	0	0	49	0	0	0	0	
	Tremont	0	0	0	0	49	0	0	0	0	
	Trenton	*	*	*	*	49	*	*	*	*	
Economically	Conners-Emerson	*	*	*	*	50	*	*	*	*	
Disadvantaged	Mt. Desert	0 *	0 *	0	0	50	0 *	0 *	0 *	0 *	
	Pemetic Tremont	*	*	*	*	50 50	*	*	*	*	
	Trenton	*	*	*	*	50	*	*	*	*	
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	
	Mt. Desert	0	0	0	0	*	0	0	0	0	
	Pemetic	0	0	0	0	*	0	0	0	0	
	Tremont	0	0	0	0	*	0	0	0	0	
G	Trenton	0	0	0	0	*	0	0	0	0	
Students with	Conners-Emerson	*	*	*	*	36	*	*	*	*	
Disabilities	Mt. Desert	*	*	*	*	36	*	*	*	*	
	Pemetic Tremont	*	*	*	*	36 36	*	*	*	*	
	Trenton	*	*	*	*	36	*	*	*	*	
Limited English	Conners-Emerson	*	*	*	*	38	*	*	*	*	
Proficient	Mt. Desert	0	0	0	0	38	0	0	0	0	
	Pemetic	0	0	0	0	38	0	0	0	0	
	Tremont	*	*	*	*	38	*	*	*	*	
	Trenton	*	*	*	*	38	*	*	*	*	

0 0 0

Number Number Students Students Everel 4 Everel 3 Everel 4 Everel 3 Everel 4 Everel 3 Everel 4 Everel 3 Everel 4 Ev	GRADE 5	READING ASSES	SMENT	2009-2010			*	denotes 20	or fewer	students	in a category	
School S						% of St						
School School Students Tested School School State Destruction Proficient Pro						Leve	l 4 and	Level 4 -			Level 1 -	
School Students Conners-Emerson 33 33 33 35 22 26 62 97 29 35 33 30 89 72 26 62 97 29 35 35 36 36 36 36 36 36						Le	vel 3					
Mile	Group	School				School	State					
Mt. Desert 16 16 100 * 72 2" * * * 16 16 16 16 16										_	_	
Pemetic	7 III Students											
Temonot						96		27	69	4	0	
Female										*		
Mt. Desert		Trenton	5	5	100	*	72	*	*	*	*	5
Pemetic	Female	Conners-Emerson	22	22	100	95	78	41	55	5	0	
Tremont * * 100 * 78 * * * * * * * * *												
Nele												
Male												
Mt. Desert	M. I.											
Remetic	маје											
Timemort						1						
White Conners-Emerson 51 51 100 88 73 25 63 10 2				*					*	*	*	
White/ Caucasian												
Caucasian	White/		51	51		88		25	63	10	2	
Tremoto												
Tremoto		Pemetic	25	25		96	73		68			
African American/ Black Conners-Emerson *			*	*				*				
Black		Trenton										
Pemetic 0						<u> </u>						
Tremont	Black											
Trenton												
Hispanic Conners-Emerson *												
Mt. Desert	Hignonia											
Pemetic	піѕрапіс											
Tremont												
Trenton												
Asian or Pacific Islander												
Pemetic 0	Asian or	Conners-Emerson	0	0	0	0		0	0	0	0	
Tremont	Pacific Islander		*	*	*	*	73	*	*	*	*	
Trenton		Pemetic	0	0	0	0	73	0	0	0	0	
American Indian or Native Alaskan Mt. Desert												
or Native Alaskan Mt. Desert 0 0 0 62 0 0 0 Pemetic *												
Pemetic												
Tremont	or Native Alaskan											
Trenton												
Economically Disadvantaged Mt. Desert * * * * * * * * * * * * * * * * * *												
Disadvantaged Mt. Desert * * * * * * * * *	Economically											
Pemetic				*				*	*			
Tremont			*	*	*	*		*	*	*	*	
Migrant Conners-Emerson 0 0 0 0 0 0 0 0 0		Tremont	*	*	*	*		*	*	*	*	
Mt. Desert 0 0 0 0 0 0 0 0 0		Trenton	*	*	*	*	62	*	*	*	*	
Pemetic 0 0 0 0 0 0 0 0 0	Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	
Tremont Trenton 0		Mt. Desert		0	0	0				0	0	
Trenton												
Students with Conners-Emerson * * * * * * * * *												
Disabilities Mt. Desert * * * * 36 * * * * * Pemetic * * * * 36 * * * * Tremont * * * * 36 * * * * Trenton 0 0 0 0 36 0 0 0 0 Limited English Conners-Emerson * * * * * 49 * * * * Proficient Mt. Desert 0 0 0 0 49 0 0 0 0 Pemetic 0 0 0 0 49 0 0 0 0 Tremont 0 0 0 0 49 0 0 0 0 Tremont 0 0 0 0 0 49 0 0 0 0	Chudonte:											
Pemetic * * * * 36 * * * * * Tremont * * * * * 36 * * * * * * * * * * * * *												
Tremont * * * * * 36 * * * * * Trenton 0 0 0 0 0 36 0 0 0 0 Limited English Proficient Mt. Desert 0 0 0 0 0 49 0 0 0 0 Pemetic 0 0 0 0 49 0 0 0 0 Tremont 0 0 0 0 49 0 0 0 0	DISADIIILIES		1									
Trenton 0 0 0 0 36 0 0 0 0 Limited English Conners-Emerson * * * * 49 * * * * Proficient Mt. Desert 0 0 0 0 49 0 0 0 0 Pemetic 0 0 0 0 49 0 0 0 0 Tremont 0 0 0 0 49 0 0 0 0												
Limited English Proficient Conners-Emerson * * * 4 49 * * * * Proficient Mt. Desert 0 0 0 49 0 0 0 0 Pemetic 0 0 0 0 49 0 0 0 0 Tremont 0 0 0 49 0 0 0 0												
Proficient Mt. Desert 0 0 0 49 0 0 0 Pemetic 0 0 0 49 0 0 0 Tremont 0 0 0 49 0 0 0	Limited English											
Pemetic 0 0 0 0 49 0 0 0 Tremont 0 0 0 0 49 0 0 0						1						
Tremont 0 0 0 0 49 0 0 0 0						1						
						0					0	

Alternate

GRADE 5	MATH ASSESSME	NT	2009-2010			*	denotes 20	or fewer	students	in a category	
				D	% of St	udents at		O. TOWER	ocuu o i i c		
		Number of	Number of	Percent of Students	Leve	I 4 and	Level 4 -			Level 1 -	
		Enrolled	Students	Tested in	Le	vel 3	Proficient with	Level 3 -	Level 2 - Partially	Substantially Below	General
Group	School	Students	Tested	School	School	State	Distinction	Proficient	Proficient	Proficient	Assessment
All Students	Conners-Emerson	53	53	100	75	64	30	45	15	9	53
	Mt. Desert	*	*	100	*	64	*	*	*	*	16
	Pemetic	26	26	100	85	64	35	50	8	8	26
	Tremont	*	*	100	*	64	*	*	*	*	16
Female	Trenton Conners Emerson	22	22	100 100	82	64 64	36	45	9	9	5
гентате	Conners-Emerson Mt. Desert	*	*	100	*	64	*	*	*	*	
	Pemetic	*	*	100	*	64	*	*	*	*	
	Tremont	*	*	100	*	64	*	*	*	*	
	Trenton	*	*	100	*	64	*	*	*	*	
Male	Conners-Emerson	31	31	100	71	64	26	45	19	10	
	Mt. Desert	*	*	100	*	64	*	*	*	*	
	Pemetic	*	*	100	*	64	*	*	*	*	
	Tremont	*	*	100	*	64	*	*	*	*	
White/	Trenton Conners Emercon			100 100		64 65		45			i
White/ Caucasian	Conners-Emerson Mt. Desert	51 *	51 *	100	76 *	65	31 *	45 *	14 *	10 *	
Caucasian	Pemetic	25	25	100	88	65	36	52	8	4	i
	Tremont	*	*	100	*	65	*	*	*	*	
	Trenton	*	*	100	*	65	*	*	*	*	
African American/	Conners-Emerson	*	*	*	*	37	*	*	*	*	
Black	Mt. Desert	*	*	*	*	37	*	*	*	*	
	Pemetic	0	0	0	0	37	0	0	0	0	
	Tremont	0	0	0	0	37	0	0	0	0	
Hignonia	Trenton	0 *	0 *	<u>0</u>	0 *	37 55	0 *	0 *	0 *	<u>0</u>	
Hispanic	Conners-Emerson Mt. Desert	0	0	0	0	55	0	0	0	0	
	Pemetic	0	0	0	0	55	0	0	0	0	
	Tremont	0	0	0	0	55	0	0	0	0	
	Trenton	0	0	0	0	55	0	0	0	0	
Asian or	Conners-Emerson	0	0	0	0	67	0	0	0	0	
Pacific Islander	Mt. Desert	*	*	*	*	67	*	*	*	*	
	Pemetic	0	0	0	0	67	0	0	0	0	
	Tremont	0	0	0	0	67 67	0	0	0	0	
American Indian	Trenton Conners-Emerson	0	0	0	0	54	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	54	0	0	0	0	
or macro machan	Pemetic	*	*	*	*	54	*	*	*	*	
	Tremont	0	0	0	0	54	0	0	0	0	
	Trenton	0	0	0	0	54	0	0	0	0	
Economically	Conners-Emerson	*	*	*	*	51	*	*	*	*	
Disadvantaged	Mt. Desert	*	*	*	*	51	*	*	*	*	
	Pemetic	*	*	*	*	51	*	*	*	*	
	Tremont Trenton	*	*	*	*	51 51	*	*	*	*	
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	
riigiant	Mt. Desert	0	0	0	0	*	0	0	0	0	
	Pemetic	0	0	0	0	*	0	0	0	0	
	Tremont	0	0	0	0	*	0	0	0	0	
	Trenton	0	0	0	0	*	0	0	0	0	
Students with	Conners-Emerson	*	*	*	*	34	*	*	*	*	
Disabilities	Mt. Desert	*	*	*	*	34	*	*	*	*	i
	Pemetic	*	*	*	*	34	*	*	*	*	i
					*	34	*	*	*	*	i
	Tremont	*	*		0		0)	0	0	1
Limited English	Tremont Trenton	0	0	0	0	34	0	0	0	0	
Limited English	Tremont Trenton Conners-Emerson	0	0 *	0	*	34 38	*	*	*	*	
Limited English Proficient	Tremont Trenton Conners-Emerson Mt. Desert	0 * 0	0 * 0	0 * 0	* 0	34 38 38	* 0	* 0	* 0	* 0	
	Tremont Trenton Conners-Emerson	0	0 *	0	*	34 38	*	*	*	*	

Alternate

GRADE 5	SCIENCE ASSESS	MENT	2009-2010		* denotes ?	20 or <	students	and these ar	re not rep	orted	
					04 6	% of 9	Students				
		Number of			% of Students		el 4 and	Level 4 -		1 2	Level 1 -
		Enrolled	General	Alternate	Tested in	Le	vel 3	Proficient with	Level 3 -	Level 2 - Partially	Substantially Below
Group	School	Students	Assessment	Assessment	School	School	State				Proficient
All Students	Conners-Emerson	55	55	0	100	89	63	22	67	9	2
	Mt. Desert	16	15	1	100	*	63	*	*	*	*
	Pemetic Tremont	26 16	26 16	0	100 100	96 *	63 63	23 *	73	4 *	0
	Trenton	5	5	0	100	*	63	*	*	*	*
Female	Conners-Emerson	24	24	0	100	87	61	33	54	13	0
	Mt. Desert	*	*	0	100	*	61	*	*	*	*
	Pemetic	*	*	0	100	*	61	*	*	*	*
	Tremont	*	*	0	100	*	61	*	*	*	*
Male	Trenton Conners-Emerson	31	31	0	100 100	90	61 67	13	77	6	3
male	Mt. Desert	*	*	0	100	*	67	*	*	*	*
	Pemetic	*	*	0	100	*	67	*	*	*	*
	Tremont	*	*	0	100	*	67	*	*	*	*
<u></u>	Trenton	*	*	0	100	*	67	*	*	*	*
White (non-Hispanic)	Conners-Emerson	53	53	0	100	89	66	23	66	9	2
	Mt. Desert	* 25	* 25	1	100	*	66	* 24	* 72	*	* 0
	Pemetic Tremont	25 *	25 *	0	100 100	96 *	66 66	*	*	*	*
	Trenton	*	*	0	100	*	66	*	*	*	*
Black or African American	Conners-Emerson	*	*	0	100	*	33	*	*	*	*
	Mt. Desert	*	*	0	100	*	33	*	*	*	*
	Pemetic	0	0	0	0	0	33	0	0	0	0
	Tremont	0	0	0	0	0	33 33	0	0	0	0
Hispanic or Latino	Trenton Conners-Emerson	*	*	0	100	*	51	*	*	*	*
mapanic or Launo	Mt. Desert	0	0	0	0	0	51	0	0	0	0
	Pemetic	0	0	0	0	0	51	0	0	0	0
	Tremont	0	0	0	0	0	51	0	0	0	0
	Trenton	0	0	0	0	0	51	0	0	0	0
Asian	Conners-Emerson	0	0	0	0	0	59	0	0	0	0
	Mt. Desert Pemetic	0	0	0	0	0	59 59	0	0	0	0
	Tremont	0	0	0	0	0	59	0	0	0	0
	Trenton	0	0	0	0	0	59	0	0	0	0
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	0	50	0	0	0	0
	Mt. Desert	0	0	0	0	0	50	0	0	0	0
	Pemetic Tremont	*	*	0	100	*	50 50	*	*	*	* 0
	Trenton	0	0	0	0	0	50	0	0	0	0
Native Hawaiian or Pacific Islander	Conners-Emerson	0	0	0	0	0	0	0	0	0	0
	Mt. Desert	0	0	0	0	0	0	0	0	0	0
	Pemetic	0	0	0	0	0	0	0	0	0	0
	Tremont	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	Trenton Conners-Emerson	*	*	0	100	*	52	*	*	*	*
Leonomically Disadvantaged	Mt. Desert	*	*	0	100	*	52	*	*	*	*
	Pemetic	*	*	0	100	*	52	*	*	*	*
	Tremont	*	*	0	100	*	52	*	*	*	*
	Trenton	*	*	0	100	*	52	*	*	*	*
Migrant	Conners-Emerson	0	0	0	0	0	*	0	0	0	0
	Mt. Desert Pemetic	0	0	0	0	0	*	0	0	0	0
	Tremont	0	0	0	0	0	*	0	0	0	0
	Trenton	0	0	0	0	0	*	0	0	0	0
IEP/Title I/504 Plan	Conners-Emerson	*	*	0	100	*		*	*	*	*
No state score is reported.	Mt. Desert	*	*	0	100	*		*	*	*	*
The state lists each of these	Pemetic	*	*	0	100	*		*	*	*	*
subgroups separately.	Tremont	*	*	0	100	*		*	0	*	0
Limited English Proficient	Trenton Conners-Emerson	*	0 *	0	100	*	23	*	*	*	*
Limited English Fluidelit	Mt. Desert	0	0	0	0	0	23	0	0	0	0
	Pemetic	0	0	0	0	0	23	0	0	0	0
	Tremont	0	0	0	0	0	23	0	0	0	0
	Trenton	0	0	0	0	0	23	0	0	0	0

GRADE 6	READING ASSES	SMENT	2009-2010			* (denotes 20 d	or fewer s	tudents in	a category	
		Number		Percent of	% of	Students at	Level 4 -			Level 1 -	
		of	Number of	Students		and Level 3			Level 2 -	Substantially	
		Enrolled	Students	Tested in			with	Level 3 -		Below	General
Group	School	Students	Tested	School	School	State	Distinction		Proficient		Assessment
All Students	Conners-Emerson	58	57	98	82	68	25	58	18	0	57
	Mt. Desert	14	14	100	*	68	*	*	*	*	14
	Pemetic	13	13	100	*	68	*	*	*	*	13
	Tremont	12	12	100	*	68	*	*	*	*	12
Farmela	Trenton	13	13	100		68					13
Female	Conners-Emerson	28	28 *	100 100	89 *	74 74	39 *	50 *	*	*	
	Mt. Desert Pemetic	*	*	100	*	74	*	*	*	*	
	Tremont	*	*	100	*	74	*	*	*	*	
	Trenton	*	*	100	*	74	*	*	*	*	
Male	Conners-Emerson	30	29	97	76	63	10	66	24	0	
	Mt. Desert	*	*	100	*	63	*	*	*	*	
	Pemetic	*	*	100	*	63	*	*	*	*	
	Tremont	*	*	100	*	63	*	*	*	*	
	Trenton	*	*	100	*	63	*	*	*	*	
White/	Conners-Emerson	55	54	98	81	69	22	59	19	0	
Caucasian	Mt. Desert	*	*	100	*	69	*	*	*	*	
	Pemetic	*	*	100	*	69	*	*	*	*	
	Tremont	*	*	100	*	69	*	*	*	*	
	Trenton			100		69					
African American/	Conners-Emerson	*	*	*	*	47	*	*	*	*	
Black	Mt. Desert	0 *	0 *	0 *	0	47	0 *	0	0	0 *	
	Pemetic Tremont	0	0	0	0	47 47	0	0	0	0	
	Trenton	0	0	0	0	47	0	0	0	0	
Hispanic	Conners-Emerson	0	0	0	0	62	0	0	0	0	
тпоратис	Mt. Desert	0	0	0	0	62	0	0	0	0	
	Pemetic	0	0	0	0	62	0	0	0	0	
	Tremont	0	0	0	0	62	0	0	0	0	
	Trenton	0	0	0	0	62	0	0	0	0	
Asian or	Conners-Emerson	*	*	*	*	70	*	*	*	*	
Pacific Islander	Mt. Desert	0	0	0	0	70	0	0	0	0	
	Pemetic	0	0	0	0	70	0	0	0	0	
	Tremont	0	0	0	0	70	0	0	0	0	
	Trenton	0	0	0	0	70	0	0	0	0	
American Indian	Conners-Emerson	0	0	0	0	56	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	56	0	0	0	0	
	Pemetic Tremont	0	0	0	0	56 56	0	0	0	0	
	Trenton	0	0	0	0	56	0	0	0	0	
Economically	Conners-Emerson	*	*	*	*	56	*	*	*	*	
Disadvantaged	Mt. Desert	*	*	*	*	56	*	*	*	*	
	Pemetic	*	*	*	*	56	*	*	*	*	
	Tremont	*	*	*	*	56	*	*	*	*	
	Trenton	*	*	*	*	56	*	*	*	*	
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	
-	Mt. Desert	0	0	0	0	*	0	0	0	0	
	Pemetic	0	0	0	0	*	0	0	0	0	
	Tremont	0	0	0	0	*	0	0	0	0	
Ct. In the 2th	Trenton	0	0	0	0	*	0	0	0	0	
Students with	Conners-Emerson	*	*	*	*	29	*	*	*	*	
Disabilities	Mt. Desert	*	*	*	*	29	*	*	*	*	
	Pemetic Tremont	*	*	*	*	29 29	*	*	*	*	
	Trenton	*	*	*	*	29	*	*	*	*	
Limited English	Conners-Emerson	*	*	*	*	44	*	*	*	*	
Proficient	Mt. Desert	0	0	0	0	44	0	0	0	0	
officiality	Pemetic	0	0	0	0	44	0	0	0	0	
	Tremont	0	0	0	0	44	0	0	0	0	
	Trenton	0	0	0	0	44	0	0	0	0	
					•			•			

GRADE 6	MATH ASSESSME	NT	2009-2010			* 0	lenotes 20 d	or fewer st	tudents in	a category	
		Number		Percent of	% of :	Students at	Level 4 -			Level 1 -	
		of	Number of	Students		and Level 3	Proficient		Level 2 -	Substantially	1
		Enrolled	Students	Tested in	C-1I	Chaha	with	Level 3 -	Partially	Below	General
Group	School	Students	Tested	School	School	State	Distinction		Proficient	Proficient	Assessment
All Students	Conners-Emerson	58	67	98	79 *	63	42 *	37 *	18	4 *	57
	Mt. Desert Pemetic	14 13	14 13	100 100	*	63 63	*	*	*	*	14 13
	Tremont	12	12	100	*	63	*	*	*	*	12
	Trenton	13	13	100	*	63	*	*	*	*	13
Female	Conners-Emerson	28	28	100	68	62	36	32	25	7	
	Mt. Desert	*	*	100	*	62	*	*	*	*	
	Pemetic	*	*	100	*	62	*	*	*	*	
	Tremont	*	*	100	*	62	*	*	*	*	
	Trenton	*	*	100	*	62	*	*	*	*	
Male	Conners-Emerson	30	29	97	90	63	48	41	10	0	
	Mt. Desert	*	*	100	*	63	*	*	*	*	
	Pemetic	*	*	100	*	63	*	*	*	*	
	Tremont Trenton	*	*	100 100	*	63 63	*	*	*	*	ĺ
White/	Conners-Emerson	55	54	98	78	64	39	39	19	4	ĺ
Caucasian	Mt. Desert	*	*	100	*	64	*	*	*	*	ĺ
Caucasian	Pemetic	*	*	100	*	64	*	*	*	*	ĺ
	Tremont	*	*	100	*	64	*	*	*	*	ĺ
	Trenton	*	*	100	*	64	*	*	*	*	ĺ
African American/	Conners-Emerson	*	*	*	*	40	*	*	*	*	ĺ
Black	Mt. Desert	0	0	0	0	40	0	0	0	0	
	Pemetic	*	*	*	*	40	*	*	*	*	
	Tremont	*	*	*	*	40	*	*	*	*	
	Trenton	0	0	0	0	40	0	0	0	0	
Hispanic	Conners-Emerson	0	0	0	0	49	0	0	0	0	
	Mt. Desert	0	0	0	0	49	0	0	0	0	
	Pemetic Tremont	0	0	0	0	49 49	0	0	0	0	
	Trenton	0	0	0	0	49	0	0	0	0	
Asian or	Conners-Emerson	*	*	*	*	68	*	*	*	*	
Pacific Islander	Mt. Desert	0	0	0	0	68	0	0	0	0	
	Pemetic	0	0	0	0	68	0	0	0	0	
	Tremont	0	0	0	0	68	0	0	0	0	
	Trenton	0	0	0	0	68	0	0	0	0	
American Indian	Conners-Emerson	0	0	0	0	50	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	50	0	0	0	0	
	Pemetic	0	0	0	0	50	0	0	0	0	
	Tremont Trenton	0	0	0	0	50 50	0	0	0	0	
Economically	Conners-Emerson	*	*	*	*	49	*	*	*	*	ĺ
Disadvantaged	Mt. Desert	*	*	*	*	49	*	*	*	*	ĺ
, , , , , , , , , , , , , , , , , , , ,	Pemetic	*	*	*	*	49	*	*	*	*	ĺ
	Tremont	*	*	*	*	49	*	*	*	*	ĺ
	Trenton	*	*	*	*	49	*	*	*	*	ĺ
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	ĺ
	Mt. Desert	0	0	0	0	*	0	0	0	0	ĺ
	Pemetic	0	0	0	0	*	0	0	0	0	ĺ
	Tremont	0	0	0	0	*	0	0	0	0	ĺ
Students with	Trenton Conners-Emerson	*	*	*	*	29	*	*	*	*	ĺ
Students with Disabilities	Mt. Desert	*	*	*	*	29	*	*	*	*	ĺ
Disabilities	Pemetic	*	*	*	*	29	*	*	*	*	ĺ
	Tremont	*	*	*	*	29	*	*	*	*	ĺ
			*	*	*	29	*	*	*	*	ĺ
		*	-1-								
Limited English	Trenton	*	*	*	*	36	*	*	*	*	
Limited English Proficient				* 0	* 0	36 36	* 0	* 0	*	* 0	
	Trenton Conners-Emerson Mt. Desert Pemetic	* 0 0	* 0 0	0	0	36 36	0	0	0	0	
	Trenton Conners-Emerson Mt. Desert	* 0	* 0	0	0	36	0	0	0	0	

GRADE 7	READING ASSES	SMENT	2009-2010			* d	enotes 20 o	r fewer st	udents in	a category	
		Number		Percent of	% of	Students at	Level 4 -			Level 1 -	
		of	Number of	Students		4 and Level 3	Proficient		Level 2 -	Substantially	
		Enrolled	Students	Tested in			with	Level 3 -	Partially	Below	General
Group	School	Students	Tested	School	School	State	Distinction		Proficient		Assessment
All Students	Conners-Emerson	46 *	46 *	100	89 *	69	20	70	7	*	46
	Mt. Desert	*	*	100	*	69	*	*	*	*	14
	Pemetic Tremont	*	*	100 100	*	69 69	*	*	*	*	18 18
	Trenton	*	*	100	*	69	*	*	*	*	13
Female	Conners-Emerson	27	27	100	93	76	26	67	4	4	13
remare	Mt. Desert	*	*	100	*	76	*	*	*	*	
	Pemetic	*	*	100	*	76	*	*	*	*	
	Tremont	*	*	100	*	76	*	*	*	*	
	Trenton	*	*	100	*	76	*	*	*	*	
Male	Conners-Emerson	*	*	100	*	62	*	*	*	*	
	Mt. Desert	*	*	100	*	62	*	*	*	*	
	Pemetic	*	*	100	*	62	*	*	*	*	
	Tremont Trenton	*	*	100 100	*	62 62	*	*	*	*	
White/	Conners-Emerson	44	44	100	89	69	20	68	7	5	
Caucasian	Mt. Desert	*	*	100	*	69	*	*	*	*	
	Pemetic	*	*	100	*	69	*	*	*	*	
	Tremont	*	*	100	*	69	*	*	*	*	
	Trenton	*	*	100	*	69	*	*	*	*	
African American/	Conners-Emerson	0	0	0	0	53	0	0	0	0	
Black	Mt. Desert	0	0	0	0	53	0	0	0	0	
	Pemetic	0	0	0	0	53	0	0	0	0	
	Tremont Trenton	0	0	0	0	53 53	0	0	0	0	
Hispanic	Conners-Emerson	0	0	0	0	60	0	0	0	0	
тпэратіс	Mt. Desert	0	0	0	0	60	0	0	0	0	
	Pemetic	0	0	0	0	60	0	0	0	0	
	Tremont	0	0	0	0	60	0	0	0	0	
	Trenton	0	0	0	0	60	0	0	0	0	
Asian or	Conners-Emerson	0	0	0	0	77	0	0	0	0	
Pacific Islander	Mt. Desert	0	0 *	0	0	77	0	0	0	0	
	Pemetic Tremont	0	0	0	0	77 77	0	0	0	0	
	Trenton	*	*	*	*	77	*	*	*	*	
American Indian	Conners-Emerson	0	0	0	0	56	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	56	0	0	0	0	
	Pemetic	0	0	0	0	56	0	0	0	0	
	Tremont	0	0	0	0	56	0	0	0	0	
	Trenton	0	0	0	0	56	0	0	0	0	
Economically	Conners-Emerson	*	*	*	*	57 57	*	*	*	*	
Disadvantaged	Mt. Desert Pemetic	*	*	*	*	57	*	*	*	*	
	Tremont	*	*	*	*	57	*	*	*	*	
	Trenton	*	*	*	*	57	*	*	*	*	
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	
-	Mt. Desert	0	0	0	0	*	0	0	0	0	
	Pemetic	0	0	0	0	*	0	0	0	0	
	Tremont	0	0	0	0	*	0	0	0	0	
Charles and a mile	Trenton	0	0	0 *	0	*	0	0	0	0	
Students with Disabilities	Conners-Emerson Mt. Desert	*	*	*	*	28 28	*	*	*	*	
וווומפנים	Pemetic	*	*	*	*	28	*	*	*	*	
	Tremont	*	*	*	*	28	*	*	*	*	
	Trenton	*	*	*	*	28	*	*	*	*	
Limited English	Conners-Emerson	0	0	0	0	44	0	0	0	0	
Proficient	Mt. Desert	0	0	0	0	44	0	0	0	0	
	Pemetic	0	0	0	0	44	0	0	0	0	
	Tremont	0	0	0	0	44	0	0	0	0	
	Trenton	0	0	0	0	44	0	0	0	0	

GRADE 7	MATH ASSESSME	NT	2009-2010			* de	enotes 20 o	r fewer st	udents in	a category	
		Number		Percent of	0, 6		Level 4 -			Level 1 -	
		of	Number of	Students		Students at	Proficient		Level 2 -	Substantially	
		Enrolled	Students	Tested in		4 and Level 3	with	Level 3 -	Partially	Below	General
Group	School	Students	Tested	School	School	State	Distinction			Proficient	Assessment
All Students	Conners-Emerson	46 *	46 *	100	80 *	60	35 *	46 *	*	9	46 14
	Mt. Desert Pemetic	*	*	100 100	*	60 60	*	*	*	*	18
	Tremont	*	*	100	*	60	*	*	*	*	18
	Trenton	*	*	100	*	60	*	*	*	*	13
Female	Conners-Emerson	27	27	100	67	59	22	44	19	15	
	Mt. Desert	9	9	100	*	59	*	*	*	*	
	Pemetic	8	8	100	*	59	*	*	*	*	
	Tremont	8	8	100	*	59	*	*	*	*	
	Trenton	8	8	100	*	59	*	*	*	*	
Male	Conners-Emerson	*	*	100	*	61	*	*	*	*	
	Mt. Desert	*	*	100	*	61	*	*	*	*	
	Pemetic Trement	*	*	100 100	*	61 61	*	*	*	*	
	Tremont Trenton	*	*	100	*	61	*	*	*	*	
White/	Conners-Emerson	44	44	100	82	61	36	45	11	7	
Caucasian	Mt. Desert	*	*	100	*	61	*	*	*	*	
	Pemetic	*	*	100	*	61	*	*	*	*	
	Tremont	*	*	100	*	61	*	*	*	*	
	Trenton	*	*	100	*	61	*	*	*	*	
African American/	Conners-Emerson	*	*	*	*	35	*	*	*	*	
Black	Mt. Desert	0	0	0	0	35	0	0	0	0	
	Pemetic	0 *	0 *	0 *	0 *	35	0 *	0 *	0 *	0 *	
	Tremont Trenton	0	0	0	0	35 35	0	0	0	0	
Hispanic	Conners-Emerson	0	0	0	0	42	0	0	0	0	
тіізрапіс	Mt. Desert	0	0	0	0	42	0	0	0	0	
	Pemetic	0	0	0	0	42	0	0	0	0	
	Tremont	0	0	0	0	42	0	0	0	0	
	Trenton	0	0	0	0	42	0	0	0	0	
Asian or	Conners-Emerson	0	0	0	0	72	0	0	0	0	
Pacific Islander	Mt. Desert	0	0	0	0	72	0	0	0	0	
	Pemetic	*	*	*	*	72	*	*	*	*	
	Tremont	0	0 *	0	0	72 72	0 *	0	0	0 *	
American Indian	Trenton Conners-Emerson	0	0	0	0	46	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	46	0	0	0	0	
or mative / habitan	Pemetic	0	0	0	0	46	0	0	0	0	
	Tremont	0	0	0	0	46	0	0	0	0	
	Trenton	0	0	0	0	46	0	0	0	0	
Economically	Conners-Emerson	*	*	*	*	46	*	*	*	*	
Disadvantaged	Mt. Desert	*	*	*	*	46	*	*	*	*	
	Pemetic	*	*	*	*	46	*	*	*	*	
	Tremont Trenton	*	*	*	*	46 46	*	*	*	*	
Migrant	Conners-Emerson	0	0	0	0	4b *	0	0	0	0	
riigiane	Mt. Desert	0	0	0	0	*	0	0	0	0	
	Pemetic	0	0	0	0	*	0	0	0	0	
	Tremont	0	0	0	0	*	0	0	0	0	
	Trenton	0	0	0	0	*	0	0	0	0	
Students with	Conners-Emerson	*	*	*	*	25	*	*	*	*	
Disabilities	Mt. Desert	*	*	*	*	25	*	*	*	*	
	Pemetic	*	*	*	*	25	*	*	*	*	
	Tremont Trenton	*	*	*	*	25 25	*	*	*	*	
Limited English	Conners-Emerson	0	0	0	0	36	0	0	0	0	
Proficient	Mt. Desert	0	0	0	0	36	0	0	0	0	
	Pemetic	0	0	0	0	36	0	0	0	0	
	Tremont	0	0	0	0	36	0	0	0	0	
	Trenton	0	0	0	0	36	0	0	0	0	

0

GRADE 8	READING ASSES	SMENT	2009-2010			* d	enotes 20 o	r fewer st	udents in	a category	
		Number		Percent of	% of Stu	dents at	Level 4 -			Level 1 -	Γ
		of	Number of	Students	Level 4 ar	nd Level 3	Proficient		Level 2 -	Substantially	
		Enrolled	Students	Tested in		a	with	Level 3 -	Partially	Below	
Group	School	Students	Tested	School	School	State	Distinction	Proficient	Proficient	Proficient	Ļ
All Students	Conners-Emerson	49	48	98	100	68	25	75	0	0	Ļ
	Mt. Desert	21	21	100	81	68	48	33	14	5	Ļ
	Pemetic	25	25	100	52	68	12	40	40	8	1
	Tremont	*	*	100	*	68	*	*	*	*	L
-	Trenton	*	*	93	*	68	*	*	*	*	
Female	Conners-Emerson	28	27	96	100	76	37	63	0	0	
	Mt. Desert	*	*	100	*	76	*	*	*	*	
	Pemetic	*	*	100	*	76	*	*	*	*	1
	Tremont	*	*	100	*	76	*	*	*	*	l
	Trenton	*	*	86	*	76	*	*	*	*	1
Male	Conners-Emerson	21	21	100	100	61	10	90	0	0	ı
	Mt. Desert	*	*	100	*	61	*	*	*	*	1
	Pemetic	*	*	100	*	61	*	*	*	*	1
	Tremont	*	*	100	*	61	*	*	*	*	1
	Trenton	*	*	100	*	61	*	*	*	*	1
White/	Conners-Emerson	47	47	100	100	69	23	77	0	0	1
Caucasian	Mt. Desert	*	*	100	*	69	*	*	*	*	1
	Pemetic	24	24	100	50	69	13	38	42	8	1
	Tremont	*	*	100	*	69	*	*	*	*	1
	Trenton	*	*	92	*	69	*	*	*	*	1
African American/	Conners-Emerson	*	*	*	*	50	*	*	*	*	ł
Black	Mt. Desert	0	0	0	0	50	0	0	0	0	ı
DIACK		*	*	*	*	50	*	*	*	*	ł
	Pemetic Tromont	0	0	0	0	50	0	0	0	0	ł
	Tremont	*	*	*	*	50	*	*	*	*	ł
	Trenton										ł
Hispanic	Conners-Emerson	0	0	0	0	57	0	0	0	0	ł
	Mt. Desert	0	0	0	0	57	0	0	0	0	ł
	Pemetic	0	0	0	0	57	0	0	0	0	ı
	Tremont	0	0	0	0	57	0	0	0	0	ı
l 	Trenton	0	0	0	0	57	0	0	0	0	ı
Asian or	Conners-Emerson	*	*	*	*	76	*	*	*	*	ı
Pacific Islander	Mt. Desert	*	*	*	*	76	*	*	*	*	ı
	Pemetic	0	0	0	0	76	0	0	0	0	ı
	Tremont	0	0	0	0	76	0	0	0	0	ı
	Trenton	0	0	0	0	76	0	0	0	0	ı
American Indian	Conners-Emerson	0	0	0	0	50	0	0	0	0	ı
or Native Alaskan	Mt. Desert	0	0	0	0	50	0	0	0	0	ı
	Pemetic	0	0	0	0	50	0	0	0	0	ı
	Tremont	0	0	0	0	50	0	0	0	0	ı
	Trenton	*	*	*	*	50	*	*	*	*	ı
Economically	Conners-Emerson	*	*	*	*	56	*	*	*	*	ı
Disadvantaged	Mt. Desert	*	*	*	*	56	*	*	*	*	1
	Pemetic	*	*	*	*	56	*	*	*	*	1
	Tremont	*	*	*	*	56	*	*	*	*	ı
	Trenton	*	*	*	*	56	*	*	*	*	ı
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	1
-	Mt. Desert	0	0	0	0	*	0	0	0	0	1
	Pemetic	0	0	0	0	*	0	0	0	0	1
	Tremont	0	0	0	0	*	0	0	0	0	1
	Trenton	0	0	0	0	*	0	0	0	0	1
Students with	Conners-Emerson	*	*	*	*	26	*	*	*	*	1
Disabilities	Mt. Desert	*	*	*	*	26	*	*	*	*	1
D.Jabinaca	Pemetic	*	*	*	*	26	*	*	*	*	1
	Tremont	*	*	*	*	26	*	*	*	*	ł
	Trenton	*	*	*	*	26	*	*	*	*	1
Lincipal English											1
Limited English	Conners-Emerson	0	0	0	0	43	0	0	0	0	ı
Proficient	Mt. Desert	0	0	0	0	43	0	0	0	0	ı
	Pemetic	0	0	0	0	43	0	0	0	0	ı
	Tremont	0	0	0	0	43	0	0	0	0	ı
	Trenton	0	0	0	0	43	0	0	0	0	1

GRADE 8	MATH ASSESSME	NT	2009-2010			* d	enotes 20 o	r fewer st	udents in	a category	
		Number		Percent of	% of Stu		Level 4 -			Level 1 -	
		of	Number of	Students	Level 4 ar		Proficient		Level 2 -	Substantially	
		Enrolled	Students	Tested in			with	Level 3 -	Partially	Below	General
Group	School	Students	Tested	School	School	State	Distinction	Proficient		Proficient	Assessment
All Students	Conners-Emerson	49	48	98	73	60	19	54	17	10	48
	Mt. Desert Pemetic	21 25	21 25	100 100	76 56	60 60	24 12	52 44	10 24	14 20	21 25
	Tremont	*	*	100	*	60	*	*	*	*	17
	Trenton	*	*	93	*	60	*	*	*	*	14
Female	Conners-Emerson	28	27	96	78	60	22	56	11	11	
	Mt. Desert	*	*	100	*	60	*	*	*	*	
	Pemetic	*	*	100	*	60	*	*	*	*	
	Tremont	*	*	100	*	60	*	*	*	*	
Male	Trenton			86		60					
Male	Conners-Emerson Mt. Desert	21	21 *	100 100	67 *	59 59	14	52 *	24	10 *	
	Pemetic	*	*	100	*	59	*	*	*	*	
	Tremont	*	*	100	*	59	*	*	*	*	
_	Trenton	*	*	100	*	59	*	*	*	*	
White/	Conners-Emerson	47	47	100	72	60	19	53	17	11	
Caucasian	Mt. Desert	*	*	100	*	60	*	*	*	*	
	Pemetic	24	24	100	54	60	13	42	25	21	
	Tremont	*	*	100 92	*	60 60	*	*	*	*	
African American/	Trenton Conners-Emerson	*	*	92	*	34	*	*	*	*	
Black	Mt. Desert	*	*	*	*	34	*	*	*	*	
Didek	Pemetic	*	*	*	*	34	*	*	*	*	
	Tremont	0	0	0	0	34	0	0	0	0	
	Trenton	*	*	*	*	34	*	*	*	*	
Hispanic	Conners-Emerson	0	0	0	0	48	0	0	0	0	
	Mt. Desert	0	0	0	0	48	0	0	0	0	
	Pemetic	0	0	0	0	48	0	0	0	0	
	Tremont Trenton	0	0	0	0	48 48	0	0	0	0	
Asian or	Conners-Emerson	*	*	*	*	68	*	*	*	*	
Pacific Islander	Mt. Desert	*	*	*	*	68	*	*	*	*	
	Pemetic	0	0	0	0	68	0	0	0	0	
	Tremont	0	0	0	0	68	0	0	0	0	
-	Trenton	0	0	0	0	68	0	0	0	0	
American Indian	Conners-Emerson	0	0	0	0	46	0	0	0	0	
or Native Alaskan	Mt. Desert	0	0	0	0	46	0	0	0	0	
	Pemetic Tremont	0	0	0	0	46 46	0	0	0	0	
	Trenton	*	*	*	*	46	*	*	*	*	
Economically	Conners-Emerson	*	*	*	*	45	*	*	*	*	
Disadvantaged	Mt. Desert	*	*	*	*	45	*	*	*	*	
	Pemetic	*	*	*	*	45	*	*	*	*	
	Tremont	*	*	*	*	45	*	*	*	*	
	Trenton	*	*	*	*	45	*	*	*	*	
Migrant	Conners-Emerson	0	0	0	0	*	0	0	0	0	
	Mt. Desert Pemetic	0	0	0	0	*	0	0	0	0	
	Tremont	0	0	0	0	*	0	0	0	0	
	Trenton	0	0	0	0	*	0	0	0	0	
Students with	Conners-Emerson	*	*	*	*	21	*	*	*	*	
Disabilities	Mt. Desert	*	*	*	*	21	*	*	*	*	
	Pemetic	*	*	*	*	21	*	*	*	*	
	Tremont	*	*	*	*	21	*	*	*	*	
Limited English	Trenton Conners-Emerson	*	*			21				*	
Limited English Proficient	Mt. Desert	0	0	0	0	29 29	0	0	0	0	
TOTICIENT	Pemetic	0	0	0	0	29	0	0	0	0	
	Tremont	0	0	0	0	29	0	0	0	0	
	Trenton	0	0	0	0	29	0	0	0	0	
											•

GRADE 8	SCIENCE ASSESS	MENT	2009-2010		* denotes	20 or <	studen	ts and thes	se are not	reported	
						%		Level 4 -	Level 3 -	Level 2 -	Level 1 -
		Number			% of	Stude		Proficient	Proficient	Partially	Substantially
		of	l		Students	Level 4	4 and	with Distinction		Proficient	Below Proficient
Cuarra	School	Enrolled	General Assessment	Alternate Assessment	Tested in	School	State	DISTILICTION			Proficient
Group All Students	Conners-Emerson	Students 49	48	1	School 100	90	71	42	48	8	2
All Students	Mt. Desert	20	20	0	100	*	71	*	*	*	*
	Pemetic	26	26	0	100	88	71	19	69	8	4
	Tremont	14	14	0	100	*	71	*	*	*	*
	Trenton	16	16	0	100	*	71	*	*	*	*
Female	Conners-Emerson	28	27	1	100	89	69	48	41	7	4
	Mt. Desert	*	*	0	100	*	69	*	*	*	*
	Pemetic	*	*	0	100	*	69	*	*	*	*
	Tremont	*	*	0	100	*	69	*	*	*	*
W. I.	Trenton	*	*	0	100	*	69	*	*	*	*
Male	Conners-Emerson	21 *	21 *	0	100	90	74	33 *	57 *	*	0 *
	Mt. Desert	*	*	0	100	*	74 74	*	*	*	*
	Pemetic Tremont	*	*	0	100 100	*	74	*	*	*	*
	Trenton	*	*	*	100	*	74	*	*	*	*
White (non-Hispanic)	Conners-Emerson	47	46	1	100	89	73	41	48	9	2
	Mt. Desert	*	*	0	100	*	73	*	*	*	*
	Pemetic	25	25	0	100	88	73	20	68	8	4
	Tremont	*	*	0	100	*	73	*	*	*	*
	Trenton	*	*	0	100	*	73	*	*	*	*
Black or African American	Conners-Emerson	*	*	0	100	*	45	*	*	*	*
	Mt. Desert	*	*	0	100	*	45	*	*	*	*
	Pemetic	*	*	0	100	*	45	*	*	*	*
	Tremont	0	0	0	0	0	45	0 *	0	0	0
	Trenton			0	100		45				
Hispanic or Latino	Conners-Emerson Mt. Desert	0	0	0	0	0	61 61	0	0	0	0
	Pemetic	0	0	0	0	0	61	0	0	0	0
	Tremont	0	0	0	0	0	61	0	0	0	0
	Trenton	0	0	0	0	0	61	0	0	0	0
Asian	Conners-Emerson	*	*	0	100	*	72	*	*	*	*
	Mt. Desert	0	0	0	0	0	72	0	0	0	0
	Pemetic	0	0	0	0	0	72	0	0	0	0
	Tremont	0	0	0	0	0	72	0	0	0	0
	Trenton	0	0	0	0	0	72	0	0	0	0
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	0	55	0	0	0	0
	Mt. Desert	0	0	0	0	0	55	0	0	0	0
	Pemetic Tremont	0	0	0	0	0	55 55	0	0	0	0
	Trenton	*	*	0	100	*	55	*	*	*	*
Native Hawaiian or Pacific Islander	Conners-Emerson	0	0	0	0	0	0	0	0	0	0
or recine zolarider	Mt. Desert	0	0	0	0	0	0	0	0	0	0
	Pemetic	0	0	0	0	0	0	0	0	0	0
	Tremont	0	0	0	0	0	0	0	0	0	0
	Trenton	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	Conners-Emerson	*	*	0	100	*	59	*	*	*	*
	Mt. Desert	*	*	0	100	*	59	*	*	*	*
	Pemetic	*	*	0	100	*	59	*	*	*	*
	Tremont Trenton	*	*	0	100	*	59 59	*	*	*	*
Migrant	Trenton Conners-Emerson	0	0	0	100	0	*	0	0	0	0
myrant	Mt. Desert	0	0	0	0	0	*	0	0	0	0
	Pemetic	0	0	0	0	0	*	0	0	0	0
	Tremont	0	0	0	0	0	*	0	0	0	0
	Trenton	0	0	0	0	0	*	0	0	0	0
IEP/Title I/504 Plan	Conners-Emerson	*	*	0	100	*		*	*	*	*
No state score is reported.	Mt. Desert	*	*	0	100	*		*	*	*	*
The state lists each of these	Pemetic	*	*	0	100	*		*	*	*	*
subgroups separately.	Tremont	*	*	0	100	*		*	*	*	*
	Trenton	*	*	0	100	*		*	*	*	*
Limited English Proficient	Conners-Emerson	0	0	0	0	0	28	0	0	0	0
	Mt. Desert	0	0	0	0	0	28	0	0	0	0
	Pemetic	0	0	0	0	0	28	0	0	0	0
	Tremont	0	0	0	0	0	28	0	0	0	0
	Trenton	0	0	0	0	0	28	0	0	0	0



School: SAU: Grade:

Mt Desert Island High School Mt Desert CSD High School

			Rea	Reading					Mathe	Mathematics			Additi	Additional Academic Indicator	5 D
	Perce	Percent Tested Target: 95%	Target:	Perc Exceed:	Percent Meets and Exceeds Target: 71%	and 1%	Percei	Percent Tested Target: 95%	Target:	Perc Exceeds	Percent Meets and Exceeds Target: 54%	and	Gra T.	Graduation Rate Target: 80%	8 -
Group	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	Stato	School	SAU	
All Students	98	æ	8	59	59	46	8	88	8	55	85	ts	8	23	
CaucasianWhite	96	98	96	61	ē	49	95	95	8	57	57	4			1
African American/Black	•		L		٠	27	٠		£		٠	19			
Hispanic	•	*	85	٠	•	45	٠		ક્ક		·	¥		vensus — si	
Asian or Pacific Islander		3.0	97			4		•	97		•	51			- 1
American Indian or Native Alaskan	•		Ľ			28			91			23			1
Economically Disadvantaged	•		£	47	8	æ	8•8	٠	R	£.	#	27			
Students with Disabilities	000 0 € 888		92	ĸ	32	16		•	9	ន	ಜ	13			- 1
Limited English Proficient	•	•	59			ī			91			17			



School: SAU: Grade:

Conners-Emerson School
Bar Harbor School Department
3-8

							Accou	ntabili	Accountability Data	as					
			Rez	Reading					Mathe	Mathematics			Addit	Additional Academic Indicator	demic
	Perce	Percent Tested Target: 95%	Target:	Perc	Percent Meets and Exceeds Target: 66%	s and 66%	Perce	Percent Tested Target: 95%	Target:	Pen	Percent Meets and Exceeds Target: 60%	s and 60%	Average T	Average Daily Attendance Target: 92%	endanc
	10000			September 1	٠	Same.	West State		Separate Sep	District Co.	- Company	The state of	The same of the sa		1
Group	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	UNS	State
All Children	ż	100	99	3	88	71		100	99	;	78	63	;	;	;
All Students	8	99	99	8	8	69		99	:8	à	77	61	8	5	8
On constant Maria	3	100	99	3	88	71	3	18	8	;	79	64			
CHOCHAND F FEITING	ŝ	98	99	9	98	69	8	99	98	ò	77	62			
African Americantillizati			97		*	49			8		٠	36			
On Additional Control of the Control			97			50		•	88	15	•	ష్ట			
			97	•		63			8			51			
rispanse			99	9		59	,	•	100			46			
Arian or Danife Islandor	•		97			73			98			67			
Degree and particle	. XV	•	98			76			8			71			
American Indian or Medica Mission			98			Ľ			98			X			
And Real Property of Material Assessment		•	97	0		57			97			47			
Franchischer Disarksontoned			98	3		89		•	\$	2	•	5			
constructify bread earlingten			99	6	•	8			8	8		47			
Or charte with Disabilities			97	,		36			97		•	35			
Cipacilia and Departments	3		989		•	28		•	98			25			
imited English Designant	•		96			46			98			39			
remove region represent		•	95		•	£			98			ઝ			

E=Elementary Grades 3-5 M=Middle Grades 6-8.
*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



School: SAU: Grade:

3-8 Frenchboro School Department

							Accou	Accountability Data	ty Data						
			Rea	Reading					Mathe	Mathematics			Addit	Additional Academic Indicator	demic
	Perce	Percent Tested Target: 95%	farget:	Perc Exceed	Percent Meets and Exceeds Target: 66%	s and 66%	Perce	Percent Tested 95%	Target:	Perc Exceeds	Percent Meets and Exceeds Target: 60%	s and 60%	Average T	e Daily Atter Target: 92%	Average Daily Attendance Target: 92%
Group	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
A 11 2	•		99			71			99	iv m	•	83	;	3	3
All Stüdents		•	99	10		8			99			61	8	S	8
			99			71			28			2			
Caucasan wille	3	•	99		٠	69			93		•	£			
African American (Black			97		•	49			99		,	36			
Circuit Circing Spring Diggs.			97	18	•	8		•	98			38			
			97	•		8			8	•	•	51			
i i opdio	3	•	99		٠	59		•	8		î:ti	46			
Asian or Basific Islander	•	٠	97			73		•	99	•	*	67			
ASSET OF FROM ISSUED		٠	98		•	76			99	10		71			
American Indian and Notice Advantage	•		98	•	•	T			98	2500		r			
ATTRACTOR BEGIND OF INSURE AND MADE			97		•	57			97		×	47			
Economically Direct partnered	•		99	•	•	g			99			55			
Economicany Disease in age			99			56			98		•	47			
Charles with Disabilities	•		97			36		٠	97	•		35			
Official and Coloronates			98			28			98		•	25			
Limited English Designation	•	•	96			48		٠	99	•		39			
Principle Colleges and Colleges		٠	95			45			193			3 5			

E=Elementary Grades 3-5 M=Middle Grades 6-8.
*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



School: SAU: Grade:

Islesford Elementary School Cranberry Isles School Dept

							Accou	Accountability Data	ty Data	_					
			Rea	Reading					Mathe	Mathematics			Addit	Additional Academic Indicator	idemic r
	Perce	Percent Tested Target: 95%	Target:	Pero	Percent Meets and Exceeds Target: 66%	s and 66%	Perce	Percent Tested Target: 95%	Target:	Perc	Percent Meets and Exceeds Target: 60%	s and 60%	Average	ye Daily Atter Target: 92%	Average Daily Attendance Target: 92%
Group	School	LIAS	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
	• 8		99			71	83		8			ස		8	5
All Students	10		8	8		60			8	3		2	98	98	8
						1									
CaucacianWhite	•		98			71			8	•		r		ALC V	
Controlled a series			99		•	69		•	99		•	R			
African American Olivati	•		97			49			98			36			
Carden Grading March		•	97			50		•	98	9000		38			
			97	•	•	ස			18			51			
100 PM			99		•	59			100		•	46			
Asian or Decile Islands	•		97		•	73		•	8	•	•	67			
POBLIC FOCIAL SELECT		•	98			76	88		8	16		71			
American Indian as Maria Albahan	•	•	85			T			88			r			
Cities Cell Indell of Native Assessed	-	•	97			57			97		•	47			
Economically Disastructured	•	٠	99			g			28		٠	8			
constituting usadyahaged		•	99		•	8			98	134		47			
Cristian Contribution			97		•	36			97			35			
Olippens with Costonies			86	9	•	28		•	98			25			
imited Excite Brokeinst	•		96	•1	•	48			98	•	•	39			
reserved resident conscious		•	95			45			8	0.5		ж Ж			

E=Elementary Grades 3.5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



School: SAU: Grade:

partment

MAINE DEPARTMENT OF EDUCATION

3-8	Mount Desert School Depart	Mt Desert Elementary Sch

							Accountability Data	ntabili	ty Data						
			Rea	Reading					Mathe	Mathematics			Addit	Additional Academic Indicator	demic
	Perce	Percent Tested Target: 95%	farget:	Perc	Percent Meets and Exceeds Target: 66%	s and 66%	Perce	Percent Tested Target: 95% ·	Target:	Pero Exceed	Percent Meets and Exceeds Target: 60%	s and 60%	Average T	Average Daily Attendance Target: 92%	endance
Group	School	SAU	State	School	UNS	State	School	SAU	State	School	SAU	State	School	SAU	Stato
All Children		100	99	3	83	71		100	8		86	ස			
All oldering	ē	18	8	8	80	8	100	8	8	11	28	61	8	ક	8
			8		91	71			8		89	2			
CHICASHIRANDIB	ĕ	100	8	87	8	9	100	100	8	76	8	62			
African American Disel			97		•	49			8			36			
Minds Allighating			97	n.	•	50	8		98			38			
Lionania	•	•	97			23			8		•	51			
napaira	9		99		•	59			8			46			
Asian or Danific Islandor		•	97			73		•	\$			67			
Committee of a debuty (Self-Not)			98			76		•	98	1000		71			
Amoreon Indian or Make Alackan			85	•		T			98		٠	5			
Wildle Call Region of Native Assault	-	-	97			57			97			47			
Constraint Disadentined			99		•	8		•	8			8			
conveniently produvantaged		٠	99			8			\$			47			
Other broke with Disabilities	•	•	97	•		36			97			35			
Creation and Discountry		•	98			28	8	•	88			25			
imited English Profesion	•		8	•		46		•	18	•	٠	39			
Carmon Fragment Southern		•	æ		•	45			28			35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

^{&#}x27;Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



School: SAU: Grade:

> Southwest Harbor School Depart Pemetic Elementary School



							Accountability Data	ntabili	ty Data	ענ					
			Rea	Reading					Mathe	Mathematics			Additi	Additional Academic Indicator	demic
	Percer	Percent Tested Target: 95%	ırget:	Pero	Percent Meets and Exceeds Target: 66%	and 66%	Perce	Percent Tested Target: 95%	Target:	Perce Exceeds	Percent Meets and Exceeds Target: 60%	and 60%	Average	Average Daily Attendance Target: 92%	endance
Group	School	SAU	State	School	CAS	State	School	SAU	State	School	CAS	State	School	SAU	Stato
	i	100	99		91	71	3.3	100	8		ස	ස			
All Students	100	100	99	11	8	69	18	8	8	76	8	61	8	S	8
		8	8		91	71		8	38		22	R			
Cabcasaltriine	ē	100	98	/8	82	8	100	100	9	ò	83	R			
African American Block			97	•	•	49	•		99			36			
Princett Princett Color Disco.		•	97		•	8	8	•	98		-	38			
Tion of the second		٠	97		•	83		•	98	•		51		30	
i adpairing		٠	98		•	59			100		•	46			
Asian or Danific Islandor		٠	97		•	73			18		•	67			
Addition Facility raidings	10	•	8	15	•	76	30	٠	18		•	71			
American Indian or Notice Alexander			98	•	•	R			98			T	9		
Mindred Hodgi of Native Material			97			57			97		•	47			
Economically Disastrantoned	•	٠	98	3	2	g		•	8	3	88	50			
Economically Disagnatinages		•	33	8		56	8	•	8	y	•	47			
Studente with Disabilities	•	•	97	3		36		•	97	5		35			
Canadata e di nocasa		٠	98	8		28			98	£	•	25			
imited English Professor	•	٠	8			48		٠	\$8		٠	39			
Proposition of the Party of the			95	0	•	45	6		99	×		35			

E=Elementary Grades 3-5 M=Middle Grados 6-8.
*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



School: SAU: Grade:

Swans Island Elementary School MSAD 76 3-8

							Accountability Data	ntabili	ty Data						
			Rea	Reading					Mathe	Mathematics			Addit	Additional Academic Indicator	demic
	Perce	Percent Tested Target: 95%	farget:	Perc	Percent Meets and Exceeds Target: 66%	s and 66%	Perce	Percent Tested Target: 95%	Target:	Perc Exceeds	Percent Meets and Exceeds Target: 60%	s and 60%	Average T	Average Daily Attendance Target: 92%	endance
Group	School	SAU	State	School	UAS	State	School	SAU	State	School	CMS	State	School	SAU	State
	6 3	*	99		62	71		•	98		S	23			
All Students			8	83		6	•		8	49		2	8	83	95
			55			69			2			02			
CarpacionMinio		•	93	3	67	71			18	3	48	r			
Control of the control		•	8	8		69			18	*		62			
African American Disab	•	•	97		•	49		•	98		,	36			
Citydii Citygii Caly Digo.	A Control	٠	97	10	•	જ		•	88		•	38			
Libraria			97			ස			\$	•		51			
insperieu		٠	99		•	59		ii.e	100		•	46			
Asian or Danific Inhandar	•	٠	97			73			88	•		67			
PORTION FROM INCHES		•	98		•	76			18			71			
American Indiana di Albania	•	•	96	•		T			98	•		R			
Minercell inden of Native Assward		•	97			57			97			47			
Connection II. Disasteration of		•	99			8			8			50			
continuenty produvantages		٠	99	189		56			8			47			
			97			36			97			35			15
CIOCCINO MICI DISSIDIANES			98			28		•	98		•	25			
Limited English Drofesions	•	•	96			4	•		18	•		39			
Comment Configuration Configuration	10	•	58	18	•	45			88	18		35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.
*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



School: SAU:

Grade:

Tremont Consolidated School Tremont School Department 3-8

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OF EI	2
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100	

							Accou	Accountability Data	ty Data	ш					
			Rea	Reading					Mathe	Mathematics			Addit	Additional Academic Indicator	demic
	Perce	Percent Tested Target: 95%	Target:	Perc Exceed	Percent Meets and Exceeds Target: 66%	s and 66%	Perce	Percent Tested Target: 95%	Target:	Perc	Percent Meets and Exceeds Target: 60%	and 60%	Average	Average Daily Attendance Target: 92%	endanc
Group	School	SAU	State	School	SAU	State	School	SAU	State	School	CMS	State	School	SAU	State
	:	98	99		70	71		98	8		59	23			
All Schodeling	5	100	98	12	73	69	98	100	18	r	&	61	8	8	95
	3	8	38		70	71		98	18		8	2			
CHACADATE STEEL	55	100	99	12	73	8	5	100	18	g	71	8			
African American Black			97			49		•	8			36			
Paragraphic Control			97	0	•	8		•	88			38			
Linonia			97	•	•	ස			8		•	51			
raparia		•	99		•	59	,		100			43			
Asian or Pacific Islandor			97		•	73	•		\$		•	67			
Control of Francisc (Septiment)	0 0	•	98			76	8		18			71			
American Indian or Nation Abelian			98			r			98		•	T			
California and a second of the second control of			97			57		•	97		u	47			
Economically Disadusationed	3		198	:		60	;		8	;		g			
commission of the contraction of	100		99	2	71	55	ĕ	•	8	8	71	47			
Shylopts with Disabilities			97			36			97			ઝ			
Constitution of Applications			98			28			98		•	23			
Limited Frontsh Proficient	•		8		٠	48		•	98		•	39			
G. C.			K	9		\$	1	•	88	2	•	ઝ			

E=Elementary Grades 3.5 M=Middle Grades 6-8.
*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



School: SAU: Grade:

Trenton Elementary School
Trenton School Department
3-8

							Accountability Data	ntabili	ty Data	а					
			Rea	Reading					Mathe	Mathematics			Additi	Additional Academic Indicator	demic
	Perce	Percent Tested Target: 95%	Target:	Perc Exceed	Percent Meets and Exceeds Target: 66%	s and 66%	Perce	Percent Tested Target: 95%	Target:	Perc Exceed	Percent Meets and Exceeds Target: 60%	s and 60%	Average T	Average Daily Attendance Target: 92%	endance
Group	School	SAU	State	School	SAU	State	School	SAL	State	School	CIAS	State	School	UAS	State
	;	98	99		7.4	71		8	99		23	83			
AL SHOPPING	ä	98	99	g	R	69	ä	88	8	2	£	61	8	8	5
	3	•	99		75	71		•	3		69	2		XX-A	
Capadada Willie	, a	•	98	70	65	69	9/		98	g	8	8			
Alican American Block	•		97	•	•	49	e e		99			36			
All Carrier Carrons			97	13	•	8		-	98			38		0.00	
Library and a second a second and a second a			97			ස			8	•		51			
парапас		•	99		•	59		٠	188		•	46			
Asian or Davida Islandar		*	97			73			8		•	67			
ASSET OF FRANCISCOSION	(1)		98		•	76		•	18			71			
American Indian or Nation Aleskan			96			R	•		98		•	Ÿ.			
Control of the contro	3		97		٠	57			97			47			
	3		198	2	8	8		•	18		52	55			
Economically Disableringto	56	•	99	g		56	98		18	8		47			
Or Boats with Disabilities		•	97			36		•	97			35			
Stopents with Disabilities	100	•	98		•	28		•	8			25			
imited English Drofesion	•8	•	8			#			18			39			
Commence of the Commence of th			S,		•	45			18	i di	٠	35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

"Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



SAU:

Bar Harbor School Department



Reading



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NACT		Percent of St	Percent of Students Tested	
OF EDUCATIONAL	Gra	Grade 4	Grade 8	de 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	97	93	98	93
Students with Disabilities	75	777	100	81
Limited English Proficient	100	90		76

SOUTH STATE OF THE PARTY OF THE		2009-2010		Testing Year		
		22	Level 4			
NE		62	Level 3	Percent of Each Achie	NE	
NECAP		8	Level 2	Percent of Students at Each Achievement Level	NECAP	
	Grade 8: /	8	Level 1			Grade 4: /
STATE STATE OF THE PARTY OF THE	Grade 8: All Students	2008-2009		Testing Year		Grade 4: All Students
		8	Advanced			
NA		28	Proficient	Percent of Each Achie	NA	
NAEP*		35	Basic	Percent of Students at Each Achievement Level	NAEP*	
		30	Below Basic			

SUN SUCCESSION SERVICES		NEO	NECAP					NAEP*
Testing Year		Percent of Each Achiev	Percent of Students at Each Achievement Level		Testing Year			Percent of Students at Each Achievement Level
	Level 4	Level 3	Level 2	Level 1		Adva	Advanced	anced Proficient
2009-2010	25	75	0	0	2008-2009		ω	32

Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient , Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient **Reporting Standards Not Met



SAU:

Cranberry Isles School Dept



Reading



		Percent of Stude	udents Tested	
OF EDUCATIONAL	Gra	Grade 4	Grav	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students		93		93
Students with Disabilities		77		81
Limited English Proficient		90		76

1 Level 4	Yesting Year			•
	Pe Eac			
tevel3	Percent of Students at Each Achievement Level	NECAP		
Level 2	ents at nt Level	3		
Level 1			Grade 4: A	
2008-2009	Testing Year		Grade 4: All Students	
Advanced 8				
Proficient 28	Percent of Students at Each Achievement Level	NAEP*		
Basic 35	Students at ement Level	EP*		
Below Basic				

2009-2010		Testing Year		
++	Level 4			
++	Level 3	Percent of Each Achiev	NEO	
++	Level 2	Percent of Students at Each Achievement Level	NECAP	
**	Level 1			Grade 8: A
2008-2009		Testing Year	Sales Control of the	Grade 8: All Students
з	Advanced			
32	Proficient	Percent of Students at Each Achievement Level	NA	
45	Basic	Percent of Students at Each Achievement Level	NAEP*	
20	Below Basic			

^{*}The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

**Reporting Standards Not Met



SAU:

Frenchboro School Department



Reading

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MANG		Percent of Studer	udents Tested	
OF EDUCATIONAL OF EDUCATIONAL	Gri	Grade 4	ยาว	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93		93
Students with Disabilities	100	77		81
Limited English Proficient		90		76

2009-2010 ‡	Level 4	Testing Year		
+	Level 3	Percent of Each Achie	NE	
++	Level 2	Percent of Students at Each Achievement Level	NECAP	
**	Level 1			Grade 4: A
2008-2009		Testing Year		Grade 4: All Students
8	Advanced			
28	Proficient	Percent of Each Achiev	NA	
35	Basic	Percent of Students at Each Achievement Level	NAEP*	
30	Below Basic			

+ 0102-2010	Level 4	Testing Year		
++	Level 3	Percent o Each Achie	NE	
++	Level 2	Percent of Students at Each Achievement Level	NECAP	
++	Level 1			Grade 8: A
2008-2009		Testing Year	Statistantist in	Grade 8: All Students
з	Advanced			
32	Proficient	Percent of Students at Each Achievement Leve	NA	
45	Basic	Percent of Students at each Achievement Level	NAEP*	
20	Below Basic			

^{*}The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Achievement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.



SAU:

Mount Desert School Department



Reading

NAC!		Percent of St	Percent of Students Tested	
OF EDICATIONAL	HD.	Grade 4	eug.	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	93
Students with Disabilities	100	777	100	81
Limited English Proficient		90		76

NECAP Percent of Students at		Grade 4: All Students	Grade 4: All Students
		Grade 4: All Students Testing Year	Grade 4: All Students Testing Perce Fach A
Testing	Testing		
Testing	Testing Year Advanced	Advanced P	Advanced P
	Advanced 8	-	Percent of Stude Each Achievemer Proficient

	5	Testing Year	The second	
48	Level 4			
33	Level 3	Percent of Students at Each Achievement Level	NECAP	The state of the s
14	Level 2	itudents at ement Level	:AP	
5	Level 1			Grade 8: A
2008-2009		Testing Year	からな 本語を	Grade 8: All Students
3	Advanced			
32	Proficient	Percent of Students at Each Achievement Leve	NAEP.	
45	Basic	Students at ement Level	Ep∙	A STATE OF THE PARTY OF THE PAR
20	Below Basic			

^{*}The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Achievement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.



SAU:

MSAD 76



Reading

MANA.

ENTVY		Percent of St	Percent of Students Tested	
OF EDUCATIONAL	Gr	Grade 4	Grac	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	93
Students with Disabilities		777		81
Limited English Proficient		90		76

Level 4		Testing Year		
	Level 3	Percent of Each Achie	NE	
#	Level 2	Percent of Students at Each Achievement Level	NECAP	
#	Level 1			Grade 4: A
2008-2009		Testing Year		Grade 4: All Students
8	Advanced			
28	Proficient	Percent of Students at Each Achievement Leve	NAEP*	
35	Basic	Students at ement Level	EP*	
30	Below Basic			

2009-2010		Testing Year		
#	Level 4			
++	Level 3	Percent of Students at Each Achievement Level	NECAP	
#	Level 2	Students at ement Level	ΆP	
++	Level 1			Grade 8: A
2008-2009		Testing Year	TOTAL STATES	Grade 8: All Students
3	Advanced		Branch Control	
32	Proficient	Percent of Students at Each Achievement Leve	NAEP*	
45	Basic	Students at ement Level	p.	
20	Below Basic			

^{*}The 2009-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maina, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 × Proficient with Distinction, Level 3 × Proficient, Level 2 × Partially Proficient, Level 1 × Substantially Below Proficient.

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Reading

IVALT		Percent of St	Percent of Students Tested	
OF EDICATIONAL	Gra	Grade 4	Gra	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	93
Students with Disabilities	100	77	100	81
Limited English Proficient		90		76

2009-2010		Testing Year		
53	Level 4			
37	Level 3	Percent of Students at Each Achievement Level	NECAP	
==	Level 2	Students at ement Level	AP	
0	Level 1			Grade 4: A
2008-2009		Testing Year		Grade 4: All Students
8	Advanced			
28	Proficient	Percent of Students at Each Achievement Leve	NAEP*	
35	Basic	Students at ement Level	EP*	
30	Below Basic			

2009-2010		Testing Year		
12	Level 4	0		
40	Level 3	Percent of Students at Each Achievement Level	NEC	
40	Level 2	Students at ement Level	NECAP	
8	Level 1			Grade 8: A
2008-2009		Testing Year	OF LEASE AND	Grade 8: All Students
3	Advanced			
32	Proficient	Percent of Students at Each Achievement Level	NA	
45	Basic	Students at ement Level	NAEP*	
20	Below Basic			

^{*}The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Achaivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.



SAU:

Tremont School Department





DEPARTMENT OF EDUCATION

Reading

		Percent of St	Percent of Students Tested	
OF EDUCATIONAL OF EDUCATIONAL	Gra	Grade 4	on G	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	93
Students with Disabilities	100	777	100	81
Limited English Proficient	100	90		76

2009-2010		Testing Year		
0	Level 4			
64	Level 3	Percent of Students at Each Achievement Level	NEC	
29	Lovel 2	Percent of Students at ach Achievement Level	NECAP	
7	Level 1			Grade 4: A
2008-2009		Testing Year		Grade 4: All Students
8	Advanced			
28	Proficient	Percent of Students at Each Achievement Leve	NAI	
35	Basic	Students at ement Level	NAEP*	
30	Below Basic			

2009-2010		Testing Year		
6	Level 4			
65	Level 3	Percent of Students at Each Achievement Level	NEC	
24	Level 2	Students at ement Level	NECAP	
6	Level 1		The state of the s	Grade o. F
2008-2009		Testing Year	THE REAL PROPERTY.	Glade 6. All Studelits
3	Advanced			
32	Proficient	Percent of Students at Each Achievement Leve	IAN	
45	Basic	Percent of Students at ach Achievement Level	NAEP*	
20	Below Basic		The second secon	

^{*}The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distriction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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SAU:

Trenton School Department



Reading

NALP		Percent of Studer	udents Tested	
OF EDUCATIONAL OF EDUCATIONAL	Gra	Grade 4	Grav	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	93	93
Students with Disabilities	100	777	100	81
Limited English Proficient	100	90		76

NECAP	AP		
Testing	Testing Year	Testing Year	Testing Percent of Stude Fach Achievemen
Testing Year			
	Advanced		

[&]quot;The 2009-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Achievement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient. Reporting Standards Not Met



SAU

Bar Harbor School Department





MAINE DEPARTMENT OF EDUCATION	Mathematics

Treyt		Percent of Studer	udents Tested	
OF EDICATIONAL	419	Grade 4	Grade 8	de 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	75	93	98	26
Students with Disabilities	100	92	100	88
Limited English Proficient	95	92		90

		NEC	NECAP					NAI	NAEP*
Testing Year		Percent of Students at Each Achievement Level	Students at rement Level		Name and Address of the Owner, where	Testing Year	Testing Year		Testing Percent of Students at Year Each Achievement Level
	Level 4	Level 3	Level 2	Level 1	and the last		Advanced	Advanced Proficient	
2009-2010	**	++	++	#	_	2008-2009	2008-2009 7	2008-2009 7 38	7

2009-2010		Testing Year	DESIGNATION OF THE PARTY OF	
19	Level 4			
52	Level 3	Percent of Students at Each Achievement Level	NEC	
17	Level 2	Students at ement Level	NECAP	
10	Level 1			Grade 8: A
2008-2009		Testing Year	STATE OF STATE OF	Grade 8: All Students
8	Advanced			
27	Proficient	Percent of Each Achiev	NA	
42	Basic	Percent of Students at Each Achievement Level	NAEP*	
22	Below Basic			

[&]quot;The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Achievement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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Cranberry Isles School Dept







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		Percent of Students Tested	udents Tested	
OF EDICATIONAL	Gr	Grade 4	Grade 8	de 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students		93		92
Students with Disabilities		92		88
Limited English Proficient		92		90

	Level 4	Testing Year		
	Level 3	Percent o Each Achi	NE	
+	Level 2	Percent of Students at Each Achievement Level	NECAP	
**	Level 1			Grade 4: /
2008-2009		Testing Year		Grade 4: All Students
7	Advanced			
38	Proficient	Percent of Students at Each Achievement Leve	NA	
42	Basic	Percent of Students at ach Achievement Level	NAEP*	
13	Below Basic			

2009-2010		Testing Year	September 2	
+	Level 4			4
#	Level 3	Percent of Students at Each Achievement Leve	NEC	
++	Level 2	Students at ement Level	NECAP	
++	Level 1			Grade 8: A
2008-2009		Testing Year	的数据的数据 12	Grade 8: All Students
8	Advanced			
27	Proficient	Percent of Students at Each Achievement Level	NAEP*	
42	Basic	Students at ement Level	±p+	
22	Below Basic			

[&]quot;The 2005-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Nate: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

4 Proficient Standards Not Met



SAU:

Frenchboro School Department





Mathematics

IVALI		Percent of St	Percent of Students Tested	
OF EDICATIONAL OF EDICATIONAL	119	Grade 4	Grade 8	de 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93		92
Students with Disabilities	100	92		88
Limited English Proficient		92		90

2009-2010	Testing Year		
Level 4			
Level 3	Percent of Students at Each Achievement Level	NEC	
Level 2	Students at ement Level	NECAP	
Level 1			Grade 4: A
2008-2009	Testing Year		Grade 4: All Students
Advanced 7			
Proficient 38	Percent of Students at Each Achievement Leve	NAEP*	
Ensic 42	Students at ement Level	P*	
Below Basic			

2009-2010	Ę	Testing Year	の一般の一般の一個	
#	Level 4			
++	Level 3	Percent of Students at Each Achievement Level	NECAP	
**	Level 2	Students at ement Level	ΆP	
#	Level 1			Grade 8: A
2008-2009		Testing Year		Grade 8: All Students
8	Advanced			
27	Proficient	Percent of Students at Each Achievement Leve	NAEP*	
42	Basic	Students at ement Level	.d.	
22	Below Basic			

^{*}The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

**Heporting Standards Not Met



SAU:

Mount Desert School Department



Mathematics



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NACP		Percent of St	Percent of Students Tested	
NATIONAL ADMINISTRATIONAL	Grade 4	de 4	wg	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	92
Students with Disabilities	100	92	100	88
Limited English Proficient		92		90
		AND THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED		

	Testing Year		
Level 4	Level 4		
Level 3	Percent of Each Achiev Level 3	NEC	
Level 2	Percent of Students at Each Achievement Level Level 3 Level 2	NECAP	
Level 1	Level 1		Grade 4: A
	Testing Year		Grade 4: All Students
Advanced	Advanced		
Proficient	Percent of Students at Each Achievement Level Proficient Basic	NAEP*	
Basic	Students at ement Level Basic	ĒP*	
Below Basic	Below Basic		

	Le C	Testing Year		
24	Level 4			
52	Level 3	Percent of Students at Each Achievement Level	NECAP	
10	Level 2	Students at ement Level	:AP	
14	Level 1			Grade 8: A
2008-2009		Testing Year	September 1	Grade 8: All Students
8	Advanced			
27	Proficient	Percent of Students at Each Achievement Level	NA	
42	Basic	Students at ement Level	NAEP*	
22	Below Basic			

[&]quot;The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students ecross Maine, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Pentally Proficient, Level 1 = Substantially Below Proficient.

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Mathematics



		Percent of Students Test	tudents Tested	
OF EDUCATIONAL ASSESSMENT	ពេទ	Grade 4	ug.	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	92
Students with Disabilities		92		88
Limited English Proficient		92		90

Level 4	The second line and the se	Testing Year			
	Level 3	Percent of Each Achie	NE		
#	Level 2	Percent of Students at Each Achievement Level	NECAP		
**	Level 1			Grade 4: /	
2008-2009		Testing Year		Grade 4: All Students	
7	Advanced				
38	Proficient	Percent of Students at Each Achievement Leve	NAEP*		
42	Basic	Students at ement Level	EP*		
13	Below Basic				

Level 4		Testing Year		
	Level3	Percent of Each Achiev	NEO	
	Level	Percent of Students at Each Achievement Level	NECAP	
++	Love! 1			Grade 8: A
2008-2009		Testing Year	THE REAL PROPERTY.	Grade 8: All Students
8	Advanced			
27	Proficient	Percent of Students at Each Achievement Level	NA	
42	Basic	Students at ement Level	NAEP*	
22	Below Basic			

[&]quot;The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient , Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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SAU:

Southwest Harbor School Depart





Mathematics

- A L		Percent of St	Percent of Students Tested	
OF EDUCATIONAL	Gri	Grade 4	Grav	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	92
Students with Disabilities	100	92	100	88
Limited English Proficient		92		90

NECAP			
Testing Year	Testing Year		
Testing Year	Testing Year Advanced	Advanced Pr	Advanced Pr
	Advanced		Percent of Stude Each Achievemen Proficient

Tear	Testing		
Level 3	Percent of Students at Each Achievement Level	NEC	
Level 2	Students at ement Level	NECAP	
Level 1			
2008-2009	Testing Year	の対象を対象を	al day of the order
Advanced 8			
Proficient 27	Percent of Students at Each Achievement Leve	NA	
Basic 42	Students at ement Level	NAEP*	
Below Basic 22			

^{*}The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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SAU:

Tremont School Department



Mathematics

DEPARTMENT OF EDUCATION MAINE

Bellyn		Percent of Students Tester	udents Tested	
OF UP CATEDONAL TO A PARTICULAR AND A PA	ug	Grade 4	(cra)	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	92
Students with Disabilities	100	92	100	88
Limited English Proficient	100	92		90

Testing Percent of Students at Testing Percent of S	NECAP	Grade 8: All Students	2009-2010 7 36 43 14 2008-2009 7 38	Level 4 Level 3 Level 2 Level 1 Advanced Proficient	Testing Percent of Students at Year Each Achievement Level Year Each Achievement	NECAP
Percent of Students at Each Achievement Level	NAEP*		8 42	cient Basic	Percent of Students at Each Achievement Level	NAEP*
- -			13	c Below Basic	<u>e</u> .	

2009-2010

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59

18

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2008-2009

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27

42

22

Grade 4: All Students

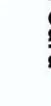
[&]quot;The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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NACE		Percent of Studer	tudents Tested	
OF EDUCATIONAL TO STATE OF THE	Gra	Grade 4	Gra	Grade 8
Group	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	93	92
Students with Disabilities	100	92	100	88
Limited English Proficient	100	92		90

Limited English Proficient	ficient	100	8	9	92				90
				Grade 4: A	Grade 4: All Students				
		NECAP	ΆP				NAEP*	۳	*
Testing Year		Percent of Students at Each Achievement Level	Students at ement Level		Testing Year		Percent of Students at Each Achievement Level	stud	ents at nt Level
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient		Basic
2009-2010	7	47	13	33	2008-2009	7	38	- 1	42

2009-2010		Testing Year		
7	Level 4			
29	Level 3	Percent of Students at Each Achievement Level	NEC	
14	Level 2	Students at ement Level	NECAP	
50	Level 1			Grade 8: A
2008-2009		Testing Year	TONE STATE OF	Grade 8: All Students
8	Advanced			
27	Proficient	Percent of Students at Each Achievement Leve	NAEP*	
42	Basic	Students at ement Level	Ep.	
22	Below Basic			

^{*}The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students scross Maine, not all schools and students. Note: Acheivement level were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

**Reporting Standards Not Met