

2009 | 10

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

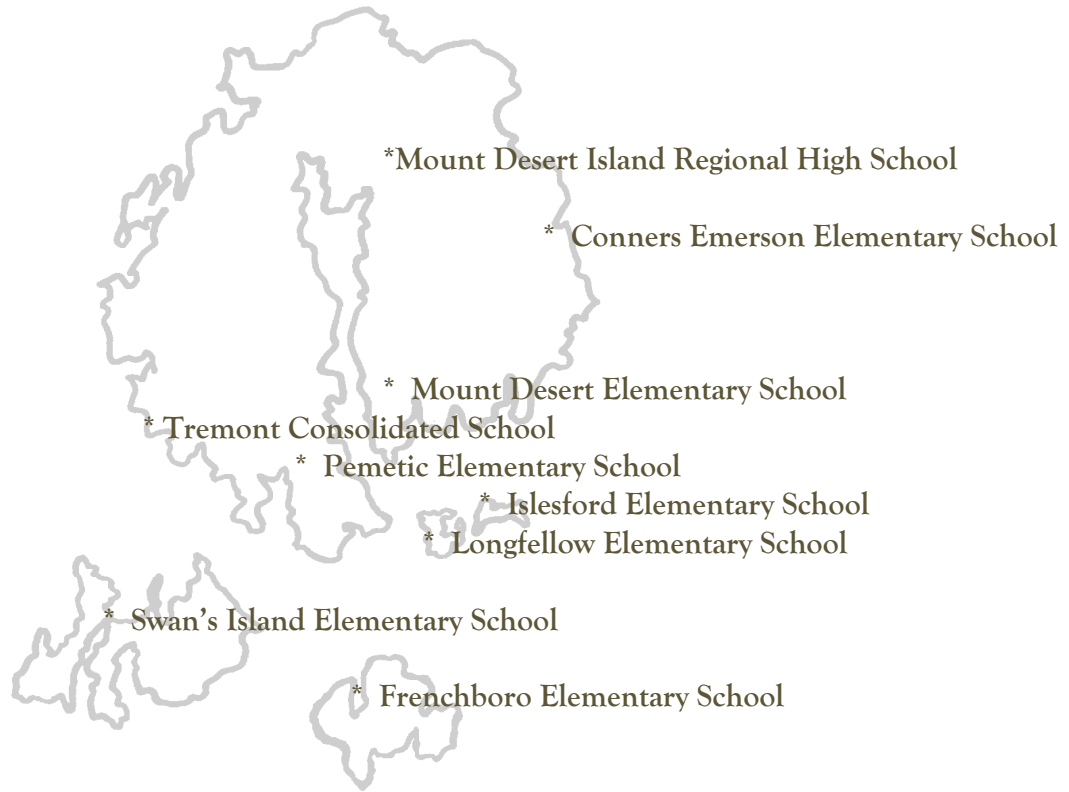
- Mount Desert Island Regional School System's performance on state and national tests is strong. In every school and in every subject area our student's in the general population outperform their statewide counterparts, and our levels of proficiency on state standards exceed the thresholds set by the 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 (FTE)	ADMINISTRATORS
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 School System Vision 2010-2011

OUR MISSION 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

- ★ **S**ervice, Leadership, Citizenship
- ★ **T**echnology Readiness
- ★ **A**cademic Development
- ★ **R**esiliency, Health and Wellness
- ★ **S**ocial and Character Development

INSTRUCTION IN MDIRSS SCHOOLS IS CHARACTERIZED BY:

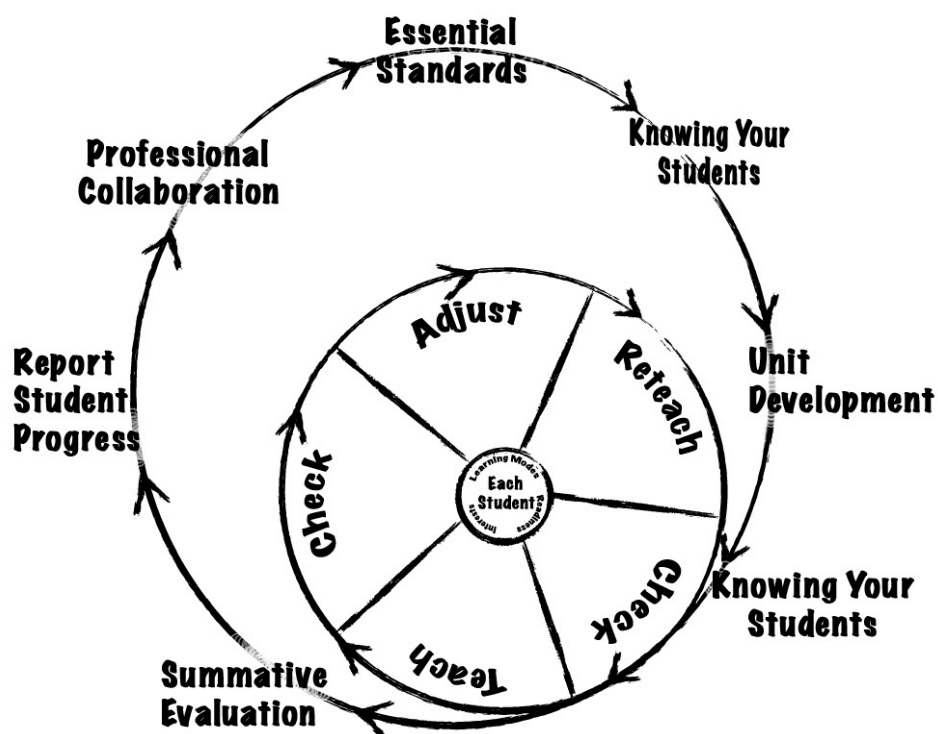
1. Knowing Our Students	2. Focusing on Essential Standards	3. Connecting Students with Standards through Best Instruction	4. Using Ongoing, Meaningful Assessment
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KEY QUESTIONS TO GUIDE US:

<p><i>How do my individual students learn best?</i></p> <p><i>What are students’ optimal learning styles/modes?</i></p> <p><i>What interests do they have?</i></p> <p><i>What readiness level do they possess?</i></p>	<p><i>What are the essential standards of my content area/grade level?</i></p> <p><i>How can I combine these essential standards to optimize and connect student learning?</i></p>	<p><i>What best instruction can I use to help students master the essential standards?</i></p> <p><i>When and how do I provide “just right” instruction to meet student’s individual needs?</i></p>	<p><i>What pre-assessment will help me understand students’ prior knowledge with this standard?</i></p> <p><i>What measures will I use to evaluate students’ progress and climb on the learning curve?</i></p> <p><i>How will I know when students have met the standard?</i></p>
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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 - Mount Desert Island High School

Mt. Desert Island High School	Total	Freshmen	Sophomores	Juniors	Seniors
4/1/2010 Enrollment	531	143	114	141	133
4/1/2010 Tuition Students	111	13	16	15	14
Drop Out Rate	14	1	1	3	9
Number of 2010 Graduates	119				
Average Daily Attendance	93%				
Title I Services	4%				
Special Services	17%				
English as a Second Language	1%				
Free meals	20%				
Reduced Meals	7%				
Participation in Extra-Curricular	68%				

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

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
Report Card
Maine Teacher Quality Data

Part I: Professional Qualifications	Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	Mt. Desert Island High School	Connors-Emerson	Frenchboro	Islesford	Mt. Desert	Pemetic	Swan's Island	Tremont	Trenton
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
Connors-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
 GR – Graduation Rate
 W – Whole Group
 E – Economically Disadvantaged
 S – Students with Disabilities
 L – Limited English Proficient

A – Asian/Pacific Islander
 B – Black/African American
 C – Caucasian
 H – Hispanic
 I – American Indian/Native American
 SS – Small School Calculation

MAINE HIGH SCHOOL ASSESSMENT TEST DATE MAY 2010									
MDI HIGH SCHOOL		2009-2010		* denotes 20 or < students and these are not reported					
Group	Number of Enrolled Students	% of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	
			School	State					
CRITICAL READING	All Students	130	100	58	48	13	45	23	19
	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	100	35	31	0	35	42	23
	Migrant	0	0	0	*	0	0	0	0
	Individualized Education Plan (IEP)	*	100	*	13	*	*	*	*
	Title I	*	100	*	35	*	*	*	*
	504 Plan	*	100	*	45	0	*	*	*
Limited English Proficient	*	100	*	7	*	*	*	*	
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	*	100	*	11	*	*	*	*	
WRITING	All Students	130	100	48	47	6	42	38	14
	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	131	100	49	41	5	44	26	24
	Female	69	100	47	36	6	41	25	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 ASSESSMENT		2009-2010		* denotes 20 or fewer students in a category						
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	52	52	100	85	73	10	75	12	4	52	0
	Mt. Desert	12	11	92	*	73	*	*	*	*	11	0
	Pemetic	12	12	100	*	73	*	*	*	*	12	0
	Tremont	20	19	95	*	73	*	*	*	*	19	0
	Trenton	21	20	95	*	73	*	*	*	*	20	0
Female	Conners-Emerson	30	30	100	83	76	10	73	10	7		
	Mt. Desert	*	*	83	*	76	*	*	*	*		
	Pemetic	*	*	100	*	76	*	*	*	*		
	Tremont	*	*	100	*	76	*	*	*	*		
	Trenton	*	*	100	*	76	*	*	*	*		
Male	Conners-Emerson	22	22	100	86	69	9	77	14	0		
	Mt. Desert	*	*	100	*	69	*	*	*	*		
	Pemetic	*	*	100	*	69	*	*	*	*		
	Tremont	*	*	90	*	69	*	*	*	*		
	Trenton	*	*	93	*	69	*	*	*	*		
White/Caucasian	Conners-Emerson	51	51	100	84	74	10	75	12	4		
	Mt. Desert	*	*	92	*	74	*	*	*	*		
	Pemetic	*	*	100	*	74	*	*	*	*		
	Tremont	*	*	95	*	74	*	*	*	*		
	Trenton	*	*	95	*	74	*	*	*	*		
African American/Black	Conners-Emerson	0	0	0	0	46	0	0	0	0		
	Mt. Desert	0	0	0	0	46	0	0	0	0		
	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		
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	*	*	*	*	58	*	*	*	*		
	Trenton	0	0	0	0	58	0	0	0	0		
Asian or Pacific Islander	Conners-Emerson	*	*	*	*	71	*	*	*	*		
	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		
	Trenton	0	0	0	0	71	0	0	0	0		
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	66	0	0	0	0		
	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		
	Trenton	*	*	*	*	66	*	*	*	*		
Economically Disadvantaged	Conners-Emerson	*	*	*	*	53	*	*	*	*		
	Mt. Desert	*	*	*	*	53	*	*	*	*		
	Pemetic	*	*	*	*	53	*	*	*	*		
	Tremont	*	*	*	*	53	*	*	*	*		
	Trenton	*	*	*	*	53	*	*	*	*		
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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	38	*	*	*	*		
	Mt. Desert	*	*	*	*	38	*	*	*	*		
	Pemetic	*	*	*	*	38	*	*	*	*		
	Tremont	*	*	*	*	38	*	*	*	*		
	Trenton	*	*	*	*	38	*	*	*	*		
Limited English Proficient	Conners-Emerson	*	*	*	*	45	*	*	*	*		
	Mt. Desert	0	0	0	0	45	0	0	0	0		
	Pemetic	0	0	0	0	45	0	0	0	0		
	Tremont	0	0	0	0	45	0	0	0	0		
	Trenton	0	0	0	0	45	0	0	0	0		

GRADE 3		MATH ASSESSMENT			2009-2010		* denotes 20 or fewer students in a category					
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	52	52	100	81	62	21	60	12	8	52	0
	Mt. Desert	12	11	92	*	62	*	*	*	*	11	0
	Pemetic	12	12	100	*	62	*	*	*	*	12	0
	Tremont	20	19	95	*	62	*	*	*	*	19	0
	Trenton	21	20	95	*	62	*	*	*	*	20	0
Female	Conners-Emerson	30	30	100	83	61	30	53	3	13		
	Mt. Desert	*	*	83	*	61	*	*	*	*		
	Pemetic	*	*	100	*	61	*	*	*	*		
	Tremont	*	*	100	*	61	*	*	*	*		
	Trenton	*	*	100	*	61	*	*	*	*		
Male	Conners-Emerson	22	22	100	77	63	9	68	23	0		
	Mt. Desert	*	*	100	*	63	*	*	*	*		
	Pemetic	*	*	100	*	63	*	*	*	*		
	Tremont	*	*	90	*	63	*	*	*	*		
	Trenton	*	*	93	*	63	*	*	*	*		
White/Caucasian	Conners-Emerson	51	51	100	80	63	20	61	12	8		
	Mt. Desert	*	*	92	*	63	*	*	*	*		
	Pemetic	*	*	100	*	63	*	*	*	*		
	Tremont	*	*	95	*	63	*	*	*	*		
	Trenton	*	*	95	*	63	*	*	*	*		
African American/Black	Conners-Emerson	0	0	0	0	31	0	0	0	0		
	Mt. Desert	0	0	0	0	31	0	0	0	0		
	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 Pacific Islander	Conners-Emerson	*	*	*	*	65	*	*	*	*		
	Mt. Desert	0	0	0	0	65	0	0	0	0		
	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 or Native Alaskan	Conners-Emerson	0	0	0	0	54	0	0	0	0		
	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	*	*	*	*	50	*	*	*	*		
	Mt. Desert	*	*	*	*	50	*	*	*	*		
	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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	33	*	*	*	*		
	Mt. Desert	*	*	*	*	33	*	*	*	*		
	Pemetic	*	*	*	*	33	*	*	*	*		
	Tremont	*	*	*	*	33	*	*	*	*		
	Trenton	*	*	*	*	33	*	*	*	*		
Limited English Proficient	Conners-Emerson	*	*	*	*	35	*	*	*	*		
	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 ASSESSMENT		2009-2010		* denotes 20 or fewer students in a category						
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	38	37	97	84	67	22	62	8	8	37	0
	Mt. Desert	14	14	100	*	67	*	*	*	*	14	0
	Pemetic	19	19	100	*	67	*	*	*	*	19	0
	Tremont	14	14	100	*	67	*	*	*	*	14	0
	Trenton	15	15	100	*	67	*	*	*	*	15	0
Female	Conners-Emerson	*	*	100	*	71	*	*	*	*		
	Mt. Desert	*	*	100	*	71	*	*	*	*		
	Pemetic	*	*	100	*	71	*	*	*	*		
	Tremont	*	*	100	*	71	*	*	*	*		
	Trenton	*	*	100	*	71	*	*	*	*		
Male	Conners-Emerson	27	26	96	85	63	19	65	12	4		
	Mt. Desert	*	*	100	*	63	*	*	*	*		
	Pemetic	*	*	100	*	63	*	*	8	*		
	Tremont	*	*	100	*	63	*	*	*	*		
	Trenton	*	*	100	*	63	*	*	*	*		
White/Caucasian	Conners-Emerson	33	32	97	84	68	19	66	9	6		
	Mt. Desert	*	*	100	*	68	*	*	*	*		
	Pemetic	*	*	100	*	68	*	*	*	*		
	Tremont	*	*	100	*	68	*	*	*	*		
	Trenton	*	*	100	*	68	*	*	*	*		
African American/Black	Conners-Emerson	*	*	*	*	43	*	*	*	*		
	Mt. Desert	0	0	0	0	43	0	0	0	0		
	Pemetic	0	0	0	0	43	0	0	0	0		
	Tremont	*	*	*	*	43	*	*	*	*		
	Trenton	0	0	0	0	43	0	0	0	0		
Hispanic	Conners-Emerson	*	*	*	*	59	*	*	*	*		
	Mt. Desert	0	0	0	0	59	0	0	0	0		
	Pemetic	*	*	*	*	59	*	*	*	*		
	Tremont	*	*	*	*	59	*	*	*	*		
	Trenton	*	*	*	*	59	*	*	*	*		
Asian or Pacific Islander	Conners-Emerson	*	*	*	*	71	*	*	*	*		
	Mt. Desert	*	*	*	*	71	*	*	*	*		
	Pemetic	0	0	0	0	71	0	0	0	0		
	Tremont	0	0	0	0	71	0	0	0	0		
	Trenton	0	0	0	0	71	0	0	0	0		
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	64	0	0	0	0		
	Mt. Desert	0	0	0	0	64	0	0	0	0		
	Pemetic	0	0	0	0	64	0	0	0	0		
	Tremont	0	0	0	0	64	0	0	0	0		
	Trenton	*	*	*	*	64	*	*	*	*		
Economically Disadvantaged	Conners-Emerson	*	*	*	*	56	*	*	*	*		
	Mt. Desert	0	0	0	0	56	0	0	0	0		
	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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	34	*	*	*	*		
	Mt. Desert	*	*	*	*	34	*	*	*	*		
	Pemetic	*	*	*	*	34	*	*	*	*		
	Tremont	*	*	*	*	34	*	*	*	*		
	Trenton	*	*	*	*	34	*	*	*	*		
Limited English Proficient	Conners-Emerson	*	*	*	*	46	*	*	*	*		
	Mt. Desert	0	0	0	0	46	0	0	0	0		
	Pemetic	*	*	*	*	46	*	*	*	*		
	Tremont	0	0	0	0	46	0	0	0	0		
	Trenton	*	*	*	*	46	*	*	*	*		

GRADE 4 MATH ASSESSMENT 2009-2010 * denotes 20 or fewer students in a category												
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	38	36	95	75	62	36	39	14	11	36	0
	Mt. Desert	14	14	100	*	62	*	*	*	*	14	0
	Pemetic	19	19	100	*	62	*	*	*	*	19	0
	Tremont	14	14	100	*	62	*	*	*	*	14	0
	Trenton	15	15	100	*	62	*	*	*	*	15	0
Female	Conners-Emerson	*	*	100	*	62	*	*	*	*		
	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	*	*	*	*		
	Trenton	*	*	100	*	63	*	*	*	*		
White/Caucasian	Conners-Emerson	33	31	94	74	63	32	42	16	10		
	Mt. Desert	*	*	100	*	63	*	*	*	*		
	Pemetic	*	*	100	*	63	*	*	*	*		
	Tremont	*	*	100	*	63	*	*	*	*		
	Trenton	*	*	100	*	63	*	*	*	*		
African American/Black	Conners-Emerson	*	*	*	*	36	*	*	*	*		
	Mt. Desert	0	0	0	0	36	0	0	0	0		
	Pemetic	0	0	0	0	36	0	0	0	0		
	Tremont	*	*	*	*	36	*	*	*	*		
	Trenton	0	0	0	0	36	0	0	0	0		
Hispanic	Conners-Emerson	*	*	*	*	45	*	*	*	*		
	Mt. Desert	0	0	0	0	45	0	0	0	0		
	Pemetic	*	*	*	*	45	*	*	*	*		
	Tremont	*	*	*	*	45	*	*	*	*		
	Trenton	*	*	*	*	45	*	*	*	*		
Asian or Pacific Islander	Conners-Emerson	*	*	*	*	65	*	*	*	*		
	Mt. Desert	*	*	*	*	65	*	*	*	*		
	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 or Native Alaskan	Conners-Emerson	0	0	0	0	49	0	0	0	0		
	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 Disadvantaged	Conners-Emerson	*	*	*	*	50	*	*	*	*		
	Mt. Desert	0	0	0	0	50	0	0	0	0		
	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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	36	*	*	*	*		
	Mt. Desert	*	*	*	*	36	*	*	*	*		
	Pemetic	*	*	*	*	36	*	*	*	*		
	Tremont	*	*	*	*	36	*	*	*	*		
	Trenton	*	*	*	*	36	*	*	*	*		
Limited English Proficient	Conners-Emerson	*	*	*	*	38	*	*	*	*		
	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	*	*	*	*		

GRADE 5		READING ASSESSMENT			2009-2010							
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
					* denotes 20 or fewer students in a category							
All Students	Conners-Emerson	53	53	100	89	72	26	62	9	2	53	0
	Mt. Desert	16	16	100	*	72	*	*	*	*	16	0
	Pemetic	26	26	100	96	72	27	69	4	0	26	0
	Tremont	16	16	100	*	72	*	*	*	*	16	0
	Trenton	5	5	100	*	72	*	*	*	*	5	0
Female	Conners-Emerson	22	22	100	95	78	41	55	5	0		
	Mt. Desert	*	*	100	*	78	*	*	*	*		
	Pemetic	*	*	100	*	78	*	*	*	*		
	Tremont	*	*	100	*	78	*	*	*	*		
	Trenton	*	*	100	*	78	*	*	*	*		
Male	Conners-Emerson	31	31	100	84	67	16	68	13	3		
	Mt. Desert	*	*	100	*	67	*	*	*	*		
	Pemetic	*	*	100	*	67	*	*	*	*		
	Tremont	*	*	100	*	67	*	*	*	*		
	Trenton	*	*	100	*	67	*	*	*	*		
White/Caucasian	Conners-Emerson	51	51	100	88	73	25	63	10	2		
	Mt. Desert	*	*	100	*	73	*	*	*	*		
	Pemetic	25	25	100	96	73	28	68	4	0		
	Tremont	*	*	100	*	73	*	*	*	*		
	Trenton	*	*	*	*	73	*	*	*	*		
African American/Black	Conners-Emerson	*	*	*	*	57	*	*	*	*		
	Mt. Desert	*	*	*	*	57	*	*	*	*		
	Pemetic	0	0	0	0	57	0	0	0	0		
	Tremont	0	0	0	0	57	0	0	0	0		
	Trenton	0	0	0	0	57	0	0	0	0		
Hispanic	Conners-Emerson	*	*	*	*	70	*	*	*	*		
	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		
Asian or Pacific Islander	Conners-Emerson	0	0	0	0	73	0	0	0	0		
	Mt. Desert	*	*	*	*	73	*	*	*	*		
	Pemetic	0	0	0	0	73	0	0	0	0		
	Tremont	0	0	0	0	73	0	0	0	0		
	Trenton	0	0	0	0	73	0	0	0	0		
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	62	0	0	0	0		
	Mt. Desert	0	0	0	0	62	0	0	0	0		
	Pemetic	*	*	*	*	62	*	*	*	*		
	Tremont	0	0	0	0	62	0	0	0	0		
	Trenton	0	0	0	0	62	0	0	0	0		
Economically Disadvantaged	Conners-Emerson	*	*	*	*	62	*	*	*	*		
	Mt. Desert	*	*	*	*	62	*	*	*	*		
	Pemetic	*	*	*	*	62	*	*	*	*		
	Tremont	*	*	*	*	62	*	*	*	*		
	Trenton	*	*	*	*	62	*	*	*	*		
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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	36	*	*	*	*		
	Mt. Desert	*	*	*	*	36	*	*	*	*		
	Pemetic	*	*	*	*	36	*	*	*	*		
	Tremont	*	*	*	*	36	*	*	*	*		
	Trenton	0	0	0	0	36	0	0	0	0		
Limited English Proficient	Conners-Emerson	*	*	*	*	49	*	*	*	*		
	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	0	0	0	0	49	0	0	0	0		

GRADE 5		MATH ASSESSMENT			2009-2010		* denotes 20 or fewer students in a category					
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	53	53	100	75	64	30	45	15	9	53	0
	Mt. Desert	*	*	100	*	64	*	*	*	*	16	0
	Pemetic	26	26	100	85	64	35	50	8	8	26	0
	Tremont	*	*	100	*	64	*	*	*	*	16	0
	Trenton	*	*	100	*	64	*	*	*	*	5	0
Female	Conners-Emerson	22	22	100	82	64	36	45	9	9		
	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	*	*	*	*		
	Trenton	*	*	100	*	64	*	*	*	*		
White/Caucasian	Conners-Emerson	51	51	100	76	65	31	45	14	10		
	Mt. Desert	*	*	100	*	65	*	*	*	*		
	Pemetic	25	25	100	88	65	36	52	8	4		
	Tremont	*	*	100	*	65	*	*	*	*		
	Trenton	*	*	100	*	65	*	*	*	*		
African American/Black	Conners-Emerson	*	*	*	*	37	*	*	*	*		
	Mt. Desert	*	*	*	*	37	*	*	*	*		
	Pemetic	0	0	0	0	37	0	0	0	0		
	Tremont	0	0	0	0	37	0	0	0	0		
	Trenton	0	0	0	0	37	0	0	0	0		
Hispanic	Conners-Emerson	*	*	*	*	55	*	*	*	*		
	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 Pacific Islander	Conners-Emerson	0	0	0	0	67	0	0	0	0		
	Mt. Desert	*	*	*	*	67	*	*	*	*		
	Pemetic	0	0	0	0	67	0	0	0	0		
	Tremont	0	0	0	0	67	0	0	0	0		
	Trenton	0	0	0	0	67	0	0	0	0		
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	54	0	0	0	0		
	Mt. Desert	0	0	0	0	54	0	0	0	0		
	Pemetic	*	*	*	*	54	*	*	*	*		
	Tremont	0	0	0	0	54	0	0	0	0		
	Trenton	0	0	0	0	54	0	0	0	0		
Economically Disadvantaged	Conners-Emerson	*	*	*	*	51	*	*	*	*		
	Mt. Desert	*	*	*	*	51	*	*	*	*		
	Pemetic	*	*	*	*	51	*	*	*	*		
	Tremont	*	*	*	*	51	*	*	*	*		
	Trenton	*	*	*	*	51	*	*	*	*		
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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	34	*	*	*	*		
	Mt. Desert	*	*	*	*	34	*	*	*	*		
	Pemetic	*	*	*	*	34	*	*	*	*		
	Tremont	*	*	*	*	34	*	*	*	*		
	Trenton	0	0	0	0	34	0	0	0	0		
Limited English Proficient	Conners-Emerson	*	*	*	*	38	*	*	*	*		
	Mt. Desert	0	0	0	0	38	0	0	0	0		
	Pemetic	0	0	0	0	38	0	0	0	0		
	Tremont	0	0	0	0	38	0	0	0	0		
	Trenton	0	0	0	0	38	0	0	0	0		

GRADE 5		SCIENCE ASSESSMENT			2009-2010		* denotes 20 or < students and these are not reported				
Group	School	Number of Enrolled Students	General Assessment	Alternate Assessment	% of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient
						School	State				
All Students	Conners-Emerson	55	55	0	100	89	63	22	67	9	2
	Mt. Desert	16	15	1	100	*	63	*	*	*	*
	Pemetic	26	26	0	100	96	63	23	73	4	0
	Tremont	16	16	0	100	*	63	*	*	*	*
	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	*	*	*	*
	Trenton	*	*	0	100	*	61	*	*	*	*
Male	Conners-Emerson	31	31	0	100	90	67	13	77	6	3
	Mt. Desert	*	*	0	100	*	67	*	*	*	*
	Pemetic	*	*	0	100	*	67	*	*	*	*
	Tremont	*	*	0	100	*	67	*	*	*	*
	Trenton	*	*	0	100	*	67	*	*	*	*
White (non-Hispanic)	Conners-Emerson	53	53	0	100	89	66	23	66	9	2
	Mt. Desert	*	*	1	100	*	66	*	*	*	*
	Pemetic	25	25	0	100	96	66	24	72	4	0
	Tremont	*	*	0	100	*	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	0	0	0	0
	Trenton	0	0	0	0	0	33	0	0	0	0
Hispanic or Latino	Conners-Emerson	*	*	0	100	*	51	*	*	*	*
	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	0	0	0	0	0	59	0	0	0	0
	Pemetic	0	0	0	0	0	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	*	*	0	100	*	50	*	*	*	*
	Tremont	0	0	0	0	0	50	0	0	0	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
	Trenton	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	Conners-Emerson	*	*	0	100	*	52	*	*	*	*
	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	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. The state lists each of these subgroups separately.	Mt. Desert	*	*	0	100	*	*	*	*	*	*
	Pemetic	*	*	0	100	*	*	*	*	*	*
	Tremont	*	*	0	100	*	*	*	*	*	*
	Trenton	0	0	0	0	0	0	0	0	0	0
Limited English Proficient	Conners-Emerson	*	*	0	100	*	23	*	*	*	*
	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 ASSESSMENT		2009-2010		* denotes 20 or fewer students in a category						
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	58	57	98	82	68	25	58	18	0	57	0
	Mt. Desert	14	14	100	*	68	*	*	*	*	14	0
	Pemetic	13	13	100	*	68	*	*	*	*	13	0
	Tremont	12	12	100	*	68	*	*	*	*	12	0
	Trenton	13	13	100	*	68	*	*	*	*	13	0
Female	Conners-Emerson	28	28	100	89	74	39	50	11	0		
	Mt. Desert	*	*	100	*	74	*	*	*	*		
	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/Caucasian	Conners-Emerson	55	54	98	81	69	22	59	19	0		
	Mt. Desert	*	*	100	*	69	*	*	*	*		
	Pemetic	*	*	100	*	69	*	*	*	*		
	Tremont	*	*	100	*	69	*	*	*	*		
	Trenton	*	*	100	*	69	*	*	*	*		
African American/Black	Conners-Emerson	*	*	*	*	47	*	*	*	*		
	Mt. Desert	0	0	0	0	47	0	0	0	0		
	Pemetic	*	*	*	*	47	*	*	*	*		
	Tremont	0	0	0	0	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		
	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 Pacific Islander	Conners-Emerson	*	*	*	*	70	*	*	*	*		
	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 or Native Alaskan	Conners-Emerson	0	0	0	0	56	0	0	0	0		
	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 Disadvantaged	Conners-Emerson	*	*	*	*	56	*	*	*	*		
	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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	29	*	*	*	*		
	Mt. Desert	*	*	*	*	29	*	*	*	*		
	Pemetic	*	*	*	*	29	*	*	*	*		
	Tremont	*	*	*	*	29	*	*	*	*		
	Trenton	*	*	*	*	29	*	*	*	*		
Limited English Proficient	Conners-Emerson	*	*	*	*	44	*	*	*	*		
	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 6		MATH ASSESSMENT		2009-2010		* denotes 20 or fewer students in a category						
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	58	67	98	79	63	42	37	18	4	57	0
	Mt. Desert	14	14	100	*	63	*	*	*	*	14	0
	Pemetic	13	13	100	*	63	*	*	*	*	13	0
	Tremont	12	12	100	*	63	*	*	*	*	12	0
	Trenton	13	13	100	*	63	*	*	*	*	13	0
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	*	*	100	*	63	*	*	*	*		
	Trenton	*	*	100	*	63	*	*	*	*		
White/Caucasian	Conners-Emerson	55	54	98	78	64	39	39	19	4		
	Mt. Desert	*	*	100	*	64	*	*	*	*		
	Pemetic	*	*	100	*	64	*	*	*	*		
	Tremont	*	*	100	*	64	*	*	*	*		
	Trenton	*	*	100	*	64	*	*	*	*		
African American/Black	Conners-Emerson	*	*	*	*	40	*	*	*	*		
	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	0	0	0	0	49	0	0	0	0		
	Tremont	0	0	0	0	49	0	0	0	0		
	Trenton	0	0	0	0	49	0	0	0	0		
Asian or Pacific Islander	Conners-Emerson	*	*	*	*	68	*	*	*	*		
	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 or Native Alaskan	Conners-Emerson	0	0	0	0	50	0	0	0	0		
	Mt. Desert	0	0	0	0	50	0	0	0	0		
	Pemetic	0	0	0	0	50	0	0	0	0		
	Tremont	0	0	0	0	50	0	0	0	0		
	Trenton	0	0	0	0	50	0	0	0	0		
Economically Disadvantaged	Conners-Emerson	*	*	*	*	49	*	*	*	*		
	Mt. Desert	*	*	*	*	49	*	*	*	*		
	Pemetic	*	*	*	*	49	*	*	*	*		
	Tremont	*	*	*	*	49	*	*	*	*		
	Trenton	*	*	*	*	49	*	*	*	*		
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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	29	*	*	*	*		
	Mt. Desert	*	*	*	*	29	*	*	*	*		
	Pemetic	*	*	*	*	29	*	*	*	*		
	Tremont	*	*	*	*	29	*	*	*	*		
	Trenton	*	*	*	*	29	*	*	*	*		
Limited English Proficient	Conners-Emerson	*	*	*	*	36	*	*	*	*		
	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		

GRADE 7		READING ASSESSMENT		2009-2010		* denotes 20 or fewer students in a category						
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	46	46	100	89	69	20	70	7	4	46	0
	Mt. Desert	*	*	100	*	69	*	*	*	*	14	0
	Pemetic	*	*	100	*	69	*	*	*	*	18	0
	Tremont	*	*	100	*	69	*	*	*	*	18	0
	Trenton	*	*	100	*	69	*	*	*	*	13	0
Female	Conners-Emerson	27	27	100	93	76	26	67	4	4		
	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	*	*	100	*	62	*	*	*	*		
	Trenton	*	*	100	*	62	*	*	*	*		
White/Caucasian	Conners-Emerson	44	44	100	89	69	20	68	7	5		
	Mt. Desert	*	*	100	*	69	*	*	*	*		
	Pemetic	*	*	100	*	69	*	*	*	*		
	Tremont	*	*	100	*	69	*	*	*	*		
	Trenton	*	*	100	*	69	*	*	*	*		
African American/Black	Conners-Emerson	0	0	0	0	53	0	0	0	0		
	Mt. Desert	0	0	0	0	53	0	0	0	0		
	Pemetic	0	0	0	0	53	0	0	0	0		
	Tremont	*	*	*	*	53	*	*	*	*		
	Trenton	0	0	0	0	53	0	0	0	0		
Hispanic	Conners-Emerson	0	0	0	0	60	0	0	0	0		
	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 Pacific Islander	Conners-Emerson	0	0	0	0	77	0	0	0	0		
	Mt. Desert	0	0	0	0	77	0	0	0	0		
	Pemetic	*	*	*	*	77	*	*	*	*		
	Tremont	0	0	0	0	77	0	0	0	0		
	Trenton	*	*	*	*	77	*	*	*	*		
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	56	0	0	0	0		
	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 Disadvantaged	Conners-Emerson	*	*	*	*	57	*	*	*	*		
	Mt. Desert	*	*	*	*	57	*	*	*	*		
	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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	28	*	*	*	*		
	Mt. Desert	*	*	*	*	28	*	*	*	*		
	Pemetic	*	*	*	*	28	*	*	*	*		
	Tremont	*	*	*	*	28	*	*	*	*		
	Trenton	*	*	*	*	28	*	*	*	*		
Limited English Proficient	Conners-Emerson	0	0	0	0	44	0	0	0	0		
	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 ASSESSMENT		2009-2010		* denotes 20 or fewer students in a category						
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	46	46	100	80	60	35	46	11	9	46	0
	Mt. Desert	*	*	100	*	60	*	*	*	*	14	0
	Pemetic	*	*	100	*	60	*	*	*	*	18	0
	Tremont	*	*	100	*	60	*	*	*	*	18	0
	Trenton	*	*	100	*	60	*	*	*	*	13	0
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	*	*	100	*	61	*	*	*	*		
	Tremont	*	*	100	*	61	*	*	*	*		
	Trenton	*	*	100	*	61	*	*	*	*		
White/Caucasian	Conners-Emerson	44	44	100	82	61	36	45	11	7		
	Mt. Desert	*	*	100	*	61	*	*	*	*		
	Pemetic	*	*	100	*	61	*	*	*	*		
	Tremont	*	*	100	*	61	*	*	*	*		
	Trenton	*	*	100	*	61	*	*	*	*		
African American/Black	Conners-Emerson	*	*	*	*	35	*	*	*	*		
	Mt. Desert	0	0	0	0	35	0	0	0	0		
	Pemetic	0	0	0	0	35	0	0	0	0		
	Tremont	*	*	*	*	35	*	*	*	*		
	Trenton	0	0	0	0	35	0	0	0	0		
Hispanic	Conners-Emerson	0	0	0	0	42	0	0	0	0		
	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 Pacific Islander	Conners-Emerson	0	0	0	0	72	0	0	0	0		
	Mt. Desert	0	0	0	0	72	0	0	0	0		
	Pemetic	*	*	*	*	72	*	*	*	*		
	Tremont	0	0	0	0	72	0	0	0	0		
	Trenton	*	*	*	*	72	*	*	*	*		
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	46	0	0	0	0		
	Mt. Desert	0	0	0	0	46	0	0	0	0		
	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 Disadvantaged	Conners-Emerson	*	*	*	*	46	*	*	*	*		
	Mt. Desert	*	*	*	*	46	*	*	*	*		
	Pemetic	*	*	*	*	46	*	*	*	*		
	Tremont	*	*	*	*	46	*	*	*	*		
	Trenton	*	*	*	*	46	*	*	*	*		
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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	25	*	*	*	*		
	Mt. Desert	*	*	*	*	25	*	*	*	*		
	Pemetic	*	*	*	*	25	*	*	*	*		
	Tremont	*	*	*	*	25	*	*	*	*		
	Trenton	*	*	*	*	25	*	*	*	*		
Limited English Proficient	Conners-Emerson	0	0	0	0	36	0	0	0	0		
	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		

GRADE 8		READING ASSESSMENT		2009-2010		* denotes 20 or fewer students in a category						
Group	School	Number of Enrolled Students	Number of Students Tested	Percent of Students Tested in School	% of Students at Level 4 and Level 3		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient	General Assessment	Alternate Assessment
					School	State						
All Students	Conners-Emerson	49	48	98	100	68	25	75	0	0	48	0
	Mt. Desert	21	21	100	81	68	48	33	14	5	21	0
	Pemetic	25	25	100	52	68	12	40	40	8	25	0
	Tremont	*	*	100	*	68	*	*	*	*	17	0
	Trenton	*	*	93	*	68	*	*	*	*	14	0
Female	Conners-Emerson	28	27	96	100	76	37	63	0	0		
	Mt. Desert	*	*	100	*	76	*	*	*	*		
	Pemetic	*	*	100	*	76	*	*	*	*		
	Tremont	*	*	100	*	76	*	*	*	*		
	Trenton	*	*	86	*	76	*	*	*	*		
Male	Conners-Emerson	21	21	100	100	61	10	90	0	0		
	Mt. Desert	*	*	100	*	61	*	*	*	*		
	Pemetic	*	*	100	*	61	*	*	*	*		
	Tremont	*	*	100	*	61	*	*	*	*		
	Trenton	*	*	100	*	61	*	*	*	*		
White/ Caucasian	Conners-Emerson	47	47	100	100	69	23	77	0	0		
	Mt. Desert	*	*	100	*	69	*	*	*	*		
	Pemetic	24	24	100	50	69	13	38	42	8		
	Tremont	*	*	100	*	69	*	*	*	*		
	Trenton	*	*	92	*	69	*	*	*	*		
African American/ Black	Conners-Emerson	*	*	*	*	50	*	*	*	*		
	Mt. Desert	0	0	0	0	50	0	0	0	0		
	Pemetic	*	*	*	*	50	*	*	*	*		
	Tremont	0	0	0	0	50	0	0	0	0		
	Trenton	*	*	*	*	50	*	*	*	*		
Hispanic	Conners-Emerson	0	0	0	0	57	0	0	0	0		
	Mt. Desert	0	0	0	0	57	0	0	0	0		
	Pemetic	0	0	0	0	57	0	0	0	0		
	Tremont	0	0	0	0	57	0	0	0	0		
	Trenton	0	0	0	0	57	0	0	0	0		
Asian or Pacific Islander	Conners-Emerson	*	*	*	*	76	*	*	*	*		
	Mt. Desert	*	*	*	*	76	*	*	*	*		
	Pemetic	0	0	0	0	76	0	0	0	0		
	Tremont	0	0	0	0	76	0	0	0	0		
	Trenton	0	0	0	0	76	0	0	0	0		
American Indian or Native Alaskan	Conners-Emerson	0	0	0	0	50	0	0	0	0		
	Mt. Desert	0	0	0	0	50	0	0	0	0		
	Pemetic	0	0	0	0	50	0	0	0	0		
	Tremont	0	0	0	0	50	0	0	0	0		
	Trenton	*	*	*	*	50	*	*	*	*		
Economically Disadvantaged	Conners-Emerson	*	*	*	*	56	*	*	*	*		
	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		
	Trenton	0	0	0	0	*	0	0	0	0		
Students with Disabilities	Conners-Emerson	*	*	*	*	26	*	*	*	*		
	Mt. Desert	*	*	*	*	26	*	*	*	*		
	Pemetic	*	*	*	*	26	*	*	*	*		
	Tremont	*	*	*	*	26	*	*	*	*		
	Trenton	*	*	*	*	26	*	*	*	*		
Limited English Proficient	Conners-Emerson	0	0	0	0	43	0	0	0	0		
	Mt. Desert	0	0	0	0	43	0	0	0	0		
	Pemetic	0	0	0	0	43	0	0	0	0		
	Tremont	0	0	0	0	43	0	0	0	0		
	Trenton	0	0	0	0	43	0	0	0	0		

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

GRADE 8		SCIENCE ASSESSMENT			2009-2010		* denotes 20 or < students and these are not reported				
Group	School	Number of Enrolled Students	General Assessment	Alternate Assessment	% of Students Tested in School	% of Students at Level 4 and		Level 4 - Proficient with Distinction	Level 3 - Proficient	Level 2 - Partially Proficient	Level 1 - Substantially Below Proficient
						School	State				
All Students	Conners-Emerson	49	48	1	100	90	71	42	48	8	2
	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	*	*	*	*
	Trenton	*	*	0	100	*	69	*	*	*	*
Male	Conners-Emerson	21	21	0	100	90	74	33	57	10	0
	Mt. Desert	*	*	0	100	*	74	*	*	*	*
	Pemetic	*	*	0	100	*	74	*	*	*	*
	Tremont	*	*	0	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	0	0	0	0	0	61	0	0	0	0
	Mt. Desert	0	0	0	0	0	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	0	0	0	0	0	55	0	0	0	0
	Tremont	0	0	0	0	0	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
	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	*	*	0	100	*	59	*	*	*	*
	Trenton	*	*	0	100	*	59	*	*	*	*
Migrant	Conners-Emerson	0	0	0	0	0	*	0	0	0	0
	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. The state lists each of these subgroups separately.	Mt. Desert	*	*	0	100	*	*	*	*	*	*
	Pemetic	*	*	0	100	*	*	*	*	*	*
	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

2010-2011 NCLB Report Card



School: Mt Desert Island High School
SAU: Mt Desert CSD
Grade: High School



MAINE
DEPARTMENT OF EDUCATION

Accountability Data

Group	Reading				Mathematics				Additional Academic Indicator						
	School	SAU	State	Percent Tested Target: 95%	School	SAU	State	Percent Tested Target: 95%	School	SAU	State	Percent Meets and Exceeds Target: 71%	Percent Meets and Exceeds Target: 54%	Graduation Rate Target: 80%	
All Students	96	96	96	59	59	48	95	95	96	55	55	43	83	83	80
Caucasian/White	96	96	96	61	61	49	95	95	96	57	57	44			
African American/Black	•	•	94	•	•	27	•	•	94	•	•	19			
Hispanic	•	•	95	•	•	40	•	•	95	•	•	34			
Asian or Pacific Islander	•	•	97	•	•	44	•	•	97	•	•	51			
American Indian or Native Alaskan	•	•	94	•	•	28	•	•	91	•	•	23			
Economically Disadvantaged	•	•	94	47	46	32	•	•	94	42	42	27			
Students with Disabilities	•	•	92	32	32	16	•	•	91	33	33	13			
Limited English Proficient	•	•	93	•	•	14	•	•	91	•	•	17			

*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.

2010-2011 NCLB Report Card



School: **Connors-Emerson School**
SAU: **Bar Harbor School Department**
Grade: **3-8**



MAINE
DEPARTMENT OF EDUCATION

Group	Accountability Data													
	Reading						Mathematics						Additional Academic Indicator	
	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 66%	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 60%	Average Daily Attendance Target: 92%	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	89	100	78	95	100	99	99	78	77	63	95	95	95
Caucasian/White	100	89	100	78	95	100	99	99	79	77	64			
African American/Black	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Hispanic	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Asian or Pacific Islander	•	•	•	•	•	•	•	•	•	•	•	•	•	•
American Indian or Native Alaskan	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Economically Disadvantaged	•	70	•	65	•	•	•	•	•	•	•	•	•	•
Students with Disabilities	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Limited English Proficient	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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.

2010-2011 NCLB Report Card



School: Frenchboro Elementary School
SAU: Frenchboro School Department
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

Accountability Data

Group	Reading			Mathematics			Additional Academic Indicator			
	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 66%	State	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 60%	State	Average Daily Attendance Target: 92%	School	SAU	State
All Students	•	•	99	•	•	99	•	63	95	95
Caucasian/White	•	•	99	•	•	99	•	61		
African American/Black	•	•	97	•	•	99	•	36		
Hispanic	•	•	99	•	•	100	•	46		
Asian or Pacific Islander	•	•	97	•	•	99	•	67		
American Indian or Native Alaskan	•	•	98	•	•	98	•	54		
Economically Disadvantaged	•	•	99	•	•	99	•	50		
Students with Disabilities	•	•	97	•	•	97	•	35		
Limited English Proficient	•	•	96	•	•	99	•	39		
	•	•	95	•	•	99	•	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.

2010-2011 NCLB Report Card



School: Islesford Elementary School
SAU: Cranberry Isles School Dept
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

Group	Accountability Data						Additional Academic Indicator		
	Reading			Mathematics			Average Daily Attendance Target: 92%		
	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 66%	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 60%					
	School	SAU	State	School	SAU	State	School	SAU	State
All Students	•	•	99	•	•	99	•	•	99
	•	•	99	•	•	99	•	•	99
	•	•	99	•	•	99	•	•	99
Caucasian/White	•	•	99	•	•	99	•	•	99
	•	•	99	•	•	99	•	•	99
African American/Black	•	•	97	•	•	99	•	•	99
	•	•	97	•	•	98	•	•	98
Hispanic	•	•	97	•	•	99	•	•	99
	•	•	99	•	•	100	•	•	100
Asian or Pacific Islander	•	•	97	•	•	99	•	•	99
	•	•	98	•	•	99	•	•	99
American Indian or Native Alaskan	•	•	98	•	•	98	•	•	98
	•	•	97	•	•	97	•	•	97
Economically Disadvantaged	•	•	99	•	•	99	•	•	99
	•	•	99	•	•	99	•	•	99
Students with Disabilities	•	•	97	•	•	97	•	•	97
	•	•	98	•	•	98	•	•	98
Limited English Proficient	•	•	96	•	•	99	•	•	99
	•	•	95	•	•	99	•	•	99

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.

2010-2011 NCLB Report Card



School: Mt Desert Elementary School
SAU: Mount Desert School Department
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

Accountability Data

Group	Reading			Mathematics			Additional Academic Indicator				
	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 66%	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 60%	Average Daily Attendance Target: 92%	School	SAU	State	School	SAU	State
All Students	100	85	100	77	95	100	95	95			
Caucasian/White	100	87	100	76							
African American/Black	*	*	*	*							
Hispanic	*	*	*	*							
Asian or Pacific Islander	*	*	*	*							
American Indian or Native Alaskan	*	*	*	*							
Economically Disadvantaged	*	*	*	*							
Students with Disabilities	*	*	*	*							
Limited English Proficient	*	*	*	*							

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.

2010-2011 NCLB Report Card



School: Pemeic Elementary School
SAU: Southwest Harbor School Depart
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

Accountability Data

Group	Reading					Mathematics					Additional Academic Indicator		
	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 66%	School	SAU	State	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 60%	School	SAU	State	School	SAU	State
All Students	100	77	91	71	100	76	83	63	95	95	95		
Caucasian/White	100	76	91	71	100	76	84	64					
African American/Black	•	•	•	49	•	•	•	36					
Hispanic	•	•	•	63	•	•	•	51					
Asian or Pacific Islander	•	•	•	73	•	•	•	67					
American Indian or Native Alaskan	•	•	•	64	•	•	•	54					
Economically Disadvantaged	•	68	84	60	•	59	68	50					
Students with Disabilities	•	50	•	36	•	43	•	35					
Limited English Proficient	•	•	•	48	•	•	•	39					

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.

2010-2011 NCLB Report Card



School: Swans Island Elementary School
SAU: MSAD 76
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

Accountability Data

Group	Reading			Mathematics			Additional Academic Indicator		
	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 66%	Average Daily Attendance Target: 92%	Percent Tested Target: 95%	Percent Meets and Exceeds Target: 60%	Average Daily Attendance Target: 92%	School	SAU	State
All Students	School: * SAU: * State: 99	School: 68 SAU: 64 State: 71	School: * SAU: * State: 99	School: 49 SAU: 52 State: 63	School: 93 SAU: 93 State: 95				
Caucasian/White	School: * SAU: * State: 99	School: 68 SAU: 67 State: 71	School: * SAU: * State: 99	School: 42 SAU: 48 State: 64					
African American/Black	School: * SAU: * State: 97	School: * SAU: * State: 49	School: * SAU: * State: 99	School: * SAU: * State: 36					
Hispanic	School: * SAU: * State: 99	School: * SAU: * State: 63	School: * SAU: * State: 99	School: * SAU: * State: 51					
Asian or Pacific Islander	School: * SAU: * State: 97	School: * SAU: * State: 73	School: * SAU: * State: 99	School: * SAU: * State: 67					
American Indian or Native Alaskan	School: * SAU: * State: 98	School: * SAU: * State: 76	School: * SAU: * State: 99	School: * SAU: * State: 71					
Economically Disadvantaged	School: * SAU: * State: 97	School: * SAU: * State: 64	School: * SAU: * State: 98	School: * SAU: * State: 54					
Students with Disabilities	School: * SAU: * State: 99	School: * SAU: * State: 56	School: * SAU: * State: 99	School: * SAU: * State: 47					
Limited English Proficient	School: * SAU: * State: 97	School: * SAU: * State: 36	School: * SAU: * State: 97	School: * SAU: * State: 35					
	School: * SAU: * State: 96	School: * SAU: * State: 28	School: * SAU: * State: 98	School: * SAU: * State: 25					
	School: * SAU: * State: 95	School: * SAU: * State: 48	School: * SAU: * State: 99	School: * SAU: * State: 39					

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.

2010-2011 NCLB Report Card



School: Tremont Consolidated School
SAU: Tremont School Department
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

Group	Accountability Data														
	Reading			Mathematics			Additional Academic Indicator								
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	98 100	99 99	72	70 73	71 69	99	98 100	99 99	64	59 68	63 61	96	96	95
Caucasian/White	99	98 100	99 99	72	70 73	71 69	99	98 100	99 99	65	60 71	64 62			
African American/Black	*	*	97	*	*	49	*	*	99	*	*	36			
Hispanic	*	*	97	*	*	63	*	*	99	*	*	51			
Asian or Pacific Islander	*	*	97	*	*	73	*	*	99	*	*	67			
American Indian or Native Alaskan	*	*	98	*	*	76	*	*	99	*	*	71			
Economically Disadvantaged	100	*	99	64	*	64	*	*	98	*	*	54			
Students with Disabilities	*	*	97	*	*	36	*	*	97	*	*	35			
Limited English Proficient	*	*	96	*	*	48	*	*	99	*	*	39			
		*	95	*	*	45			99			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.

2010-2011 NCLB Report Card



School: Trenton Elementary School
SAU: Trenton School Department
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

Accountability Data

Group	Reading						Mathematics						Additional Academic Indicator		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	98	98	99	68	74	71	98	98	99	64	63	63	93	93	95
Caucasian/White	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	97	97	99	70	75	71	97	97	99	68	69	64			
African American/Black	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	•	•	97	•	•	49	•	•	99	•	•	36			
Hispanic	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	•	•	99	•	•	63	•	•	99	•	•	51			
Asian or Pacific Islander	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	•	•	97	•	•	73	•	•	99	•	•	67			
American Indian or Native Alaskan	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	•	•	98	•	•	64	•	•	98	•	•	54			
Economically Disadvantaged	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	98	98	99	61	65	60	98	98	99	58	52	50			
Students with Disabilities	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	•	•	97	•	•	36	•	•	97	•	•	35			
Limited English Proficient	Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested/Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	•	•	96	•	•	48	•	•	99	•	•	39			

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.

2010-2011 NCLB Report Card



SAU: Bar Harbor School Department



DEPARTMENT OF EDUCATION



Reading

Group	Grade 4		Grade 8	
	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	97	93	98	93
Students with Disabilities	75	77	100	81
Limited English Proficient	100	90		76

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic
2009-2010	22	62	8	8	8	28	35	30

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic	
2009-2010	25	75	0	0	3	32	45	20	

*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.
 Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU:

Cranberry Isles School Dept



MAINE
DEPARTMENT OF EDUCATION



Reading

Percent of Students Tested

Group	Grade 4		Grade 8	
	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

Grade 4: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic
2009-2010	+	+	+	+	8	28	35	30

Grade 8: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic
2009-2010	+	+	+	+	3	32	45	20

*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.
 Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU: Frenchboro School Department



DEPARTMENT OF EDUCATION

Reading



Percent of Students Tested

Group	Grade 4		Grade 8	
	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

Grade 4: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	†	†	†		8	28	35	

Grade 8: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	†	†	†		3	32	45	

*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.
 †Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU:

Mount Desert School Department



MAINE
DEPARTMENT OF EDUCATION

Reading



Group	Grade 4		Grade 8	
	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

Grade 4: All Students								
Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic
2009-2010	21	64	14	0	8	28	35	30

Grade 8: All Students										
Testing Year	NECAP					Testing Year	NAEP*			
	Percent of Students at Each Achievement Level						Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Level 0	Advanced	Proficient	Basic	Below Basic	
2009-2010	48	33	14	5	0	3	32	45	20	

*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.
 Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU:

MSAD 76



DEPARTMENT OF EDUCATION



Reading

Group	Grade 4		Grade 8	
	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	100	93
Students with Disabilities		77		81
Limited English Proficient		90		76

Testing Year	NECAP			Testing Year	NAEP*		
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level		
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic
	Level 1	Level 1	Level 1		Below Basic		
	+	+	+		8	28	35
							30

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	Level 1	2008-2009	Advanced	Proficient	Basic	Below Basic
	Level 1	Level 1	Level 1	Level 1		Below Basic			
	+	+	+	+		3	32	45	
									20

*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. †Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU: Southwest Harbor School Depart



MAINE
DEPARTMENT OF EDUCATION



Reading

Percent of Students Tested

Group	Grade 4		Grade 8	
	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

Grade 4: All Students

Testing Year	NECAP				Testing Year	NAEP*											
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level											
2009-2010	Level 4	53	Level 3	37	Level 2	11	Level 1	0	2008-2009	Advanced	8	Proficient	28	Basic	35	Below Basic	30
	Level 4	53	Level 3	37	Level 2	11	Level 1	0		Advanced	8	Proficient	28	Basic	35	Below Basic	30

Grade 8: All Students

Testing Year	NECAP				Testing Year	NAEP*											
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level											
2009-2010	Level 4	12	Level 3	40	Level 2	40	Level 1	8	2008-2009	Advanced	3	Proficient	32	Basic	45	Below Basic	20
	Level 4	12	Level 3	40	Level 2	40	Level 1	8		Advanced	3	Proficient	32	Basic	45	Below Basic	20

*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.
Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU: Tremont School Department



MAINE
DEPARTMENT OF EDUCATION

Reading

Percent of Students Tested

Group	Grade 4		Grade 8	
	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	100	90		76



Grade 4: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic
2009-2010	0	64	29	7	8	28	35	30

Grade 8: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic
2009-2010	6	65	24	6	3	32	45	20

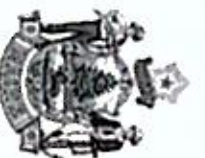
*The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students.
 Note: Achievement level were reported in 2009-2010 as follows: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

2010-2011 NCLB Report Card



SAU:

Trenton School Department



MAINE
DEPARTMENT OF EDUCATION



Reading

Group	Grade 4		Grade 8	
	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	100	93	93	93
Students with Disabilities	100	77	100	81
Limited English Proficient	100	90		76

Grade 4: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	7	80	7		7	8	28	

Grade 8: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	14	29	36		21	3	32	

*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 at 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

2010-2011 NCLB Report Card



SAU:

Bar Harbor School Department



DEPARTMENT OF EDUCATION
MAINE

Mathematics



Group	Grade 4		Grade 8	
	NECAP 2009-2010	NAEP* 2008-2009	NECAP 2009-2010	NAEP* 2008-2009
All Students	75	93	98	92
Students with Disabilities	100	92	100	88
Limited English Proficient	95	92		90

Grade 4: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	†	†	†		7	38	42	13

Grade 8: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	19	54	17		10	8	27	42

*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.
 †Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU:

Cranberry Isles School Dept



MAINE
DEPARTMENT OF EDUCATION

Mathematics

Percent of Students Tested

Group	Grade 4		Grade 8	
	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



Grade 4: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2009-2010	+	+	+	+	2008-2009	7	38	42	13

Grade 8: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2009-2010	+	+	+	+	2008-2009	8	27	42	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: 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

2010-2011 NCLB Report Card



SAU:

Frenchboro School Department



DEPARTMENT OF EDUCATION



Mathematics

Group	Grade 4		Grade 8	
	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

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic
2009-2010	+	+	+	+	7	38	42	13

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic	
2009-2010	+	+	+	+	8	27	42	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: 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

2010-2011 NCLB Report Card



SAU: Mount Desert School Department



MAINE
DEPARTMENT OF EDUCATION

Mathematics

Percent of Students Tested

Group	Grade 4		Grade 8	
	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



Grade 4: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	29	57	7		7	38	42	13

Grade 8: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	24	52	10		14	8	27	42

*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.
 †Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU: MSAD 76



DEPARTMENT OF EDUCATION

Mathematics



Group	Grade 4		Grade 8	
	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

Grade 4: All Students								
Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1	Advanced	Proficient	Basic	Below Basic
2009-2010	+	+	+	+	7	38	42	13

Grade 8: All Students											
Testing Year	NECAP					Testing Year	NAEP*				
	Percent of Students at Each Achievement Level						Percent of Students at Each Achievement Level				
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic		
2009-2010	+	+	+	+	2008-2009	8	27	42	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 at 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

2010-2011 NCLB Report Card



SAU: Southwest Harbor School Depart



Mathematics

DEPARTMENT OF EDUCATION
MAINE



Group	Grade 4		Grade 8	
	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

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	37	53	5		7	38	42	

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	12	44	24		8	27	42	

*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.
 †Reporting Standards Not Met

2010-2011 NCLB Report Card



SAU:

Tremont School Department



MAINE
DEPARTMENT OF EDUCATION

Mathematics

Percent of Students Tested

Group	Grade 4		Grade 8	
	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



Grade 4: All Students

Testing Year	NECAP			Testing Year	NAEP*		
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level		
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic
	7	36	43		7	38	42
							Below Basic
							13

Grade 8: All Students

Testing Year	NECAP			Testing Year	NAEP*		
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level		
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic
	18	59	18		8	27	42
							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: 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

2010-2011 NCLB Report Card



SAU: Trenton School Department



DEPARTMENT OF EDUCATION
MAINE



Mathematics

Percent of Students Tested

Group	Grade 4		Grade 8	
	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

Grade 4: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	7	47	13		7	38	42	13

Grade 8: All Students

Testing Year	NECAP			Testing Year	NAEP*			
	Percent of Students at Each Achievement Level				Percent of Students at Each Achievement Level			
2009-2010	Level 4	Level 3	Level 2	2008-2009	Advanced	Proficient	Basic	Below Basic
	7	29	14		8	27	42	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: 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