



**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 2008–2009:** 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 2009.

**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 2006–2007 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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2009–2010 NCLB Report Card

School: Conners-Emerson School

SAU: Bar Harbor School Department

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# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 03



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	49	48	0	98	96	96	64	4	92	2	2
	2008-2009	36	36	0	100	81	81	65	0	81	19	0
Female	2007-2008	22	22	0	100	100	100	68	9	91	0	0
	2008-2009	9	9	0	100	89	89	70	0	89	11	0
Male	2007-2008	27	26	0	96	92	92	59	0	92	4	4
	2008-2009	27	27	0	100	78	78	60	0	78	22	0
Caucasian/White	2007-2008	46	45	0	98	96	96	64	4	91	2	2
	2008-2009	30	30	0	100	83	83	66	0	83	17	0
African American/Black	2007-2008	1	1	0	100			42				
	2008-2009	1	1	0	100			42				
Hispanic	2007-2008	2	2	0	100			53				
	2008-2009	1	1	0	100			51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	4	4	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	4	3	0	75			50				
	2008-2009	5	5	0	100	60	60	53	0	60	40	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100			34				
	2008-2009	4	4	0	100			36				
Limited English Proficient	2007-2008	1	1	0	100			39				
	2008-2009	4	4	0	100			40				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 04



MAINE  
DEPARTMENT OF EDUCATION

Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	53	52	0	98	83	83	63	8	75	17	0
	2008-2009	50	50	0	100	92	92	71	10	82	8	0
Female	2007-2008	27	26	0	96	81	81	67	8	73	19	0
	2008-2009	21	21	0	100	90	90	75	14	76	10	0
Male	2007-2008	26	26	0	100	85	85	60	8	77	15	0
	2008-2009	29	29	0	100	93	93	67	7	86	7	0
Caucasian/White	2007-2008	49	48	0	98	85	85	64	6	79	15	0
	2008-2009	48	48	0	100	92	92	71	10	81	8	0
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	1	1	0	100			53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			66				
Asian or Pacific Islander	2007-2008	3	3	0	100			67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	8	7	0	88	57	57	49	0	57	43	0
	2008-2009	4	4	0	100			60				
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	60	60	31	0	60	40	0
	2008-2009	3	3	0	100			43				
Limited English Proficient	2007-2008	2	2	0	100			36				
	2008-2009	1	1	0	100			47				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 05



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	49	49	0	100	88	88	63	16	71	10	2
	2008-2009	57	57	0	100	84	84	67	11	74	16	0
Female	2007-2008	27	27	0	100	85	85	68	15	70	11	4
	2008-2009	29	29	0	100	79	79	70	14	66	21	0
Male	2007-2008	22	22	0	100	91	91	59	18	73	9	0
	2008-2009	28	28	0	100	89	89	64	7	82	11	0
Caucasian/White	2007-2008	47	47	0	100	87	87	64	17	70	11	2
	2008-2009	53	53	0	100	83	83	67	8	75	17	0
African American/Black	2007-2008	2	2	0	100			40				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	3	3	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	2	2	0	100			50				
	2008-2009	11	11	0	100	73	73	53	18	55	27	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100			29				
	2008-2009	4	4	0	100			31				
Limited English Proficient	2007-2008	1	1	0	100			40				
	2008-2009	3	3	0	100			39				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 06



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	48	48	0	100	92	92	70	21	71	8	0
	2008-2009	46	46	0	100	93	93	71	20	74	4	2
Female	2007-2008	28	28	0	100	96	96	75	25	71	4	0
	2008-2009	27	27	0	100	93	93	76	26	67	4	4
Male	2007-2008	20	20	0	100	85	85	65	15	70	15	0
	2008-2009	19	19	0	100	95	95	66	11	84	5	0
Caucasian/White	2007-2008	46	46	0	100	91	91	71	22	70	9	0
	2008-2009	44	44	0	100	93	93	71	20	73	5	2
African American/Black	2007-2008	1	1	0	100			55				
	2008-2009	2	2	0	100			51				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				60				
Asian or Pacific Islander	2007-2008	1	1	0	100			76				
	2008-2009	0	0	0				74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	0	0	0				54				
Economically Disadvantaged	2007-2008	2	2	0	100			57				
	2008-2009	0	0	0				58				
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	3	3	0	100			34				
	2008-2009	2	2	0	100			33				
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	0	0	0				45				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 07



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	47	45	0	96	78	78	73	24	53	18	4
	2008-2009	50	49	0	98	90	90	78	20	69	10	0
Female	2007-2008	21	20	0	95	80	80	79	35	45	15	5
	2008-2009	29	28	0	97	100	100	84	29	71	0	0
Male	2007-2008	26	25	0	96	76	76	68	16	60	20	4
	2008-2009	21	21	0	100	76	76	73	10	67	24	0
Caucasian/White	2007-2008	45	43	0	96	77	77	74	21	56	19	5
	2008-2009	47	46	0	98	89	89	79	22	67	11	0
African American/Black	2007-2008	1	1	0	100			59				
	2008-2009	1	1	0	100			60				
Hispanic	2007-2008	0	0	0				67				
	2008-2009	0	0	0				69				
Asian or Pacific Islander	2007-2008	1	1	0	100			74				
	2008-2009	2	2	0	100			83				
American Indian or Native Alaskan	2007-2008	0	0	0				59				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	11	11	0	100	55	55	61	0	55	36	9
	2008-2009	4	4	0	100			67				
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	11	11	0	100	45	45	34	0	45	36	18
	2008-2009	4	4	0	100			39				
Limited English Proficient	2007-2008	1	1	0	100			55				
	2008-2009	1	1	0	100			47				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 08



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	41	41	0	100	88	88	71	46	41	7	5
	2008-2009	47	47	0	100	72	72	71	38	34	21	6
Female	2007-2008	24	24	0	100	92	92	77	67	25	8	0
	2008-2009	21	21	0	100	81	81	77	57	24	14	5
Male	2007-2008	17	17	0	100	82	82	65	18	65	6	12
	2008-2009	26	26	0	100	65	65	66	23	42	27	8
Caucasian/White	2007-2008	41	41	0	100	88	88	72	46	41	7	5
	2008-2009	45	45	0	100	71	71	72	36	36	22	7
African American/Black	2007-2008	0	0	0				49				
	2008-2009	1	1	0	100			51				
Hispanic	2007-2008	0	0	0				55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				71				
	2008-2009	1	1	0	100			71				
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	4	4	0	100			56				
	2008-2009	12	12	0	100	33	33	56	8	25	50	17
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	3	3	0	100			29				
	2008-2009	11	11	0	100	18	18	29	0	18	55	27
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	1	1	0	100			41				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 03



MAINE  
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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	49	48	0	98	94	94	67	44	50	4	2
	2008-2009	36	36	0	100	94	94	70	50	44	3	3
Female	2007-2008	22	22	0	100	91	91	65	45	45	9	0
	2008-2009	9	9	0	100	89	89	68	44	44	0	11
Male	2007-2008	27	26	0	96	96	96	68	42	54	0	4
	2008-2009	27	27	0	100	96	96	71	52	44	4	0
Caucasian/White	2007-2008	46	45	0	98	93	93	68	47	47	4	2
	2008-2009	30	30	0	100	97	97	71	47	50	3	0
African American/Black	2007-2008	1	1	0	100			41				
	2008-2009	1	1	0	100			45				
Hispanic	2007-2008	2	2	0	100			57				
	2008-2009	1	1	0	100			50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	4	4	0	100			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	4	3	0	75			55				
	2008-2009	5	5	0	100	100	100	58	40	60	0	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100			44				
	2008-2009	4	4	0	100			46				
Limited English Proficient	2007-2008	1	1	0	100			39				
	2008-2009	4	4	0	100			46				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 04



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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	53	52	0	98	79	79	60	23	56	17	4
	2008-2009	50	50	0	100	82	82	66	26	56	16	2
Female	2007-2008	27	26	0	96	69	69	59	27	42	23	8
	2008-2009	21	21	0	100	86	86	66	24	62	10	5
Male	2007-2008	26	26	0	100	88	88	62	19	69	12	0
	2008-2009	29	29	0	100	79	79	67	28	52	21	0
Caucasian/White	2007-2008	49	48	0	98	77	77	61	21	56	19	4
	2008-2009	48	48	0	100	81	81	67	27	54	17	2
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			61				
Asian or Pacific Islander	2007-2008	3	3	0	100			65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	8	7	0	88	86	86	46	0	86	14	0
	2008-2009	4	4	0	100			54				
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	5	5	0	100	40	40	36	0	40	60	0
	2008-2009	3	3	0	100			41				
Limited English Proficient	2007-2008	2	2	0	100			40				
	2008-2009	1	1	0	100			43				

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# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 05



MAINE  
DEPARTMENT OF EDUCATION

Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	49	49	0	100	63	63	64	22	41	31	6
	2008-2009	57	57	0	100	84	84	66	30	54	14	2
Female	2007-2008	27	27	0	100	44	44	63	7	37	48	7
	2008-2009	29	29	0	100	79	79	65	31	48	21	0
Male	2007-2008	22	22	0	100	86	86	64	41	45	9	5
	2008-2009	28	28	0	100	89	89	66	29	61	7	4
Caucasian/White	2007-2008	47	47	0	100	64	64	65	23	40	32	4
	2008-2009	53	53	0	100	83	83	67	28	55	15	2
African American/Black	2007-2008	2	2	0	100			38				
	2008-2009	1	1	0	100			43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	3	3	0	100			69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	2	2	0	100			51				
	2008-2009	11	11	0	100	73	73	53	27	45	18	9
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100			33				
	2008-2009	4	4	0	100			38				
Limited English Proficient	2007-2008	1	1	0	100			44				
	2008-2009	3	3	0	100			40				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 06



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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	48	48	0	100	65	65	53	15	50	27	8
	2008-2009	46	46	0	100	57	57	54	13	43	35	9
Female	2007-2008	28	28	0	100	71	71	53	18	54	25	4
	2008-2009	27	27	0	100	48	48	52	4	44	37	15
Male	2007-2008	20	20	0	100	55	55	53	10	45	30	15
	2008-2009	19	19	0	100	68	68	56	26	42	32	0
Caucasian/White	2007-2008	46	46	0	100	65	65	54	15	50	26	9
	2008-2009	44	44	0	100	57	57	55	14	43	36	7
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	2	2	0	100			31				
Hispanic	2007-2008	0	0	0				41				
	2008-2009	0	0	0				37				
Asian or Pacific Islander	2007-2008	1	1	0	100			63				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	0	0	0				34				
Economically Disadvantaged	2007-2008	2	2	0	100			39				
	2008-2009	0	0	0				40				
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	3	3	0	100			23				
	2008-2009	2	2	0	100			26				
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	0	0	0				30				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 07



MAINE  
DEPARTMENT OF EDUCATION

Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	47	45	0	96	62	62	53	22	40	22	16
	2008-2009	50	50	0	100	64	64	57	22	42	26	10
Female	2007-2008	21	20	0	95	60	60	54	20	40	10	30
	2008-2009	29	29	0	100	83	83	59	28	55	10	7
Male	2007-2008	26	25	0	96	64	64	53	24	40	32	4
	2008-2009	21	21	0	100	38	38	56	14	24	48	14
Caucasian/White	2007-2008	45	43	0	96	60	60	54	21	40	23	16
	2008-2009	47	47	0	100	62	62	58	21	40	28	11
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	1	1	0	100			32				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				47				
Asian or Pacific Islander	2007-2008	1	1	0	100			59				
	2008-2009	2	2	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				36				
	2008-2009	0	0	0				39				
Economically Disadvantaged	2007-2008	11	11	0	100	55	55	37	0	55	36	9
	2008-2009	4	4	0	100			42				
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	11	11	0	100	36	36	22	0	36	36	27
	2008-2009	4	4	0	100			23				
Limited English Proficient	2007-2008	1	1	0	100			32				
	2008-2009	1	1	0	100			27				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor School Department  
**Grade:** 08



MAINE  
DEPARTMENT OF EDUCATION

Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	41	41	0	100	66	66	51	17	49	15	20
	2008-2009	47	47	0	100	60	60	52	26	34	21	19
Female	2007-2008	24	24	0	100	67	67	51	21	46	21	13
	2008-2009	21	21	0	100	62	62	54	24	38	19	19
Male	2007-2008	17	17	0	100	65	65	51	12	53	6	29
	2008-2009	26	26	0	100	58	58	51	27	31	23	19
Caucasian/White	2007-2008	41	41	0	100	66	66	52	17	49	15	20
	2008-2009	45	45	0	100	58	58	53	22	36	22	20
African American/Black	2007-2008	0	0	0				27				
	2008-2009	1	1	0	100			31				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	1	1	0	100			60				
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	4	4	0	100			35				
	2008-2009	12	12	0	100	33	33	36	17	17	33	33
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	3	3	0	100			19				
	2008-2009	11	11	0	100	18	18	18	0	18	27	55
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	1	1	0	100			26				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

# 2009–2010 NCLB Report Card



**School:** Conners-Emerson School  
**SAU:** Bar Harbor 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: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 99	E: 100 M: 99	86	E: 86 M: 85	E: 68 M: 73	100	E: 100 M: 100	E: 100 M: 99	73	E: 86 M: 60	E: 67 M: 55	95	95	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	85	E: 87 M: 84	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	72	E: 86 M: 59	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	*	E: * M: *	E: 100 M: 99	63	E: * M: *	E: 55 M: 60	*	E: * M: *	E: 100 M: 99	66	E: * M: *	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	39	E: * M: *	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	25	E: * M: *	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

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.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	17	8	11	1	4	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification (as of March 28, 2009)	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup> Professional 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.