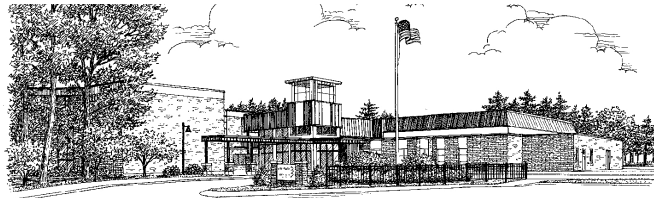


Beth Schultz  
Principal

Tim Stebbins  
Assistant Principal

Lori Napolitano  
Assistant Principal

David Minzy  
Activities Director/  
Assistant Principal



**BONNY EAGLE HIGH SCHOOL**

www.sad6.k12.me.us

700 Saco Road • Standish • Maine • 04084-6240 • (207) 929-3840 • (207) 642-9080 • FAX (207) 929-9147

December 8, 2009

Dear Parents and Community Members of Bonny Eagle High School:

For the past several years, the state of Maine has been using tests to measure student progress in achieving state standards—known as *Maine's Learning Results: Parameters for Essential Instruction*. In grades K-8, the test is the Maine Educational Assessment (MEA). For high school students, the test is the SAT Reasoning Test. The federal *No Child Left Behind Act* (NCLB) requires an annual assessment of state standards.

Under NCLB, schools must show Adequate Yearly Progress (AYP) in the areas of reading and mathematics. Schools and school districts are required to share the results of the state tests. The *School Report Card* is the format mandated for such reporting. The purpose of this letter is to let you know how to access our school results and to provide some insight into what the data means.

Our school data can be accessed in one of the following ways:

- on our school's homepage at <http://www.sad6.k12.me.us/behs/index.html>
- on the district's homepage at <http://www.sad6.k12.me.us>
- at the Maine Department of Education's website at <http://www.maine.gov/education/nclb/reportcard/reportcard09.html>

Additionally, there are copies available in the office at school. Please feel free to call **929-3840** or **642-9080**, or stop by the office to get a copy. A hard copy of the full district report is available at the Superintendent's Office by calling **929-9101**.

**I. AYP Results for 2008-2009**

Our school's AYP status is “Did Not Make AYP as a Whole School.” However, BEHS, as a whole, met the Participation Target (98%) and Graduation Target (85%) in 2008-2009.

	<b>AYP Status 2008-2009</b>	<b>2009 Progress</b>	<b>2009-2010 Status</b>
<b>Reading</b>	Continuous Improvement Priority School (CIPS) 5 years	Targets Not Met: S Students with Disabilities	(CIPS) 5 years
<b>Math</b>	Made AYP	Targets Not Met: W, S Whole School; Students with Disabilities	Monitor

*The mission of Bonny Eagle High School is to inspire excellence, responsibility, high academic achievement, and a joy of learning for all students and staff in a safe and supportive environment.*

These results do not reflect the fact that our Cumulative Average (over three years) in Reading is just one point below the State Average. BEHS students score on par with students throughout the state in Writing.

In addition, it is important to note that the Adequate Yearly Progress (AYP) targets change each year. For example, in 2007-2008 the AYP target in Reading was 57%. In 2008-2009 the target in Reading was 64%. In Math the 2007-2009 AYP target in Math was 31%. In 2008-2009 the target in Math was 43%. Given these facts, we are delighted that our students met AYP in Math and made significant progress in Reading.

We are pleased to report **all** of our teachers are **Highly Qualified Teachers**. This means that all of our teachers have met the NCLB requirements for teaching in their content areas. Our teachers are engaged in ongoing professional development—both at the district and school level. Due to the federally Small Learning Communities (SLC) grant, our teachers participate in Professional Learning Communities (PLG). These are held during all of our Late Arrival Days. Our teachers also attend cross-school seminars with teachers from the four other high schools in our SLC group (South Portland, Noble, Lewiston, and Oxford Hills).

## **II. Actions Taken**

Teachers, department leaders, team members, and administrators review and analyze these data on a regular basis. We are determined to implement programs and interventions that will help all of our students reach proficiency in reading and math. We have the FAME and Reading Navigator programs to support students who are reading below grade level. All of our teachers use literacy strategies in their classrooms. You can find those literacy strategies in your son or daughter's agenda book.

Our Math Labs and Geometry Labs support students who need more time to understand their math work. We have begun using the University of Chicago math series, a program that helps our students to problem solve, think creatively, and be prepared to take the SAT in their junior year. Our Special Education Department started their own Study Center last year to help students receive the direct instruction and help that they need to succeed in their classes.

Finally, we have contacted George Tucker from the Maine Department of Education to assist us as we sort through the data and design different ways to help our students improve their learning.

We are eager to share this information about the progress our students are making with respect to the state learning standards. Please contact me if you have any questions.

Sincerely,



**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: Bonny Eagle High School

SAU: MSAD 06

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

# 2009–2010 NCLB Report Card



**School:** Bonny Eagle High School  
**SAU:** MSAD 06  
**Grade:** High School



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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	308	294	1	96	44	44	49	5	39	32	25
	2008-2009	298	288	1	97	47	47	49	7	40	31	21
Female	2007-2008	146	142	1	98	40	39	51	6	34	39	21
	2008-2009	141	138	0	98	53	53	53	6	47	31	16
Male	2007-2008	162	152	0	94	47	47	47	4	43	24	28
	2008-2009	157	150	1	96	42	42	46	8	34	32	26
Caucasian/White	2007-2008	300	287	1	96	44	44	49	5	39	31	25
	2008-2009	290	281	1	97	46	47	50	7	40	32	22
African American/Black	2007-2008	3	2	0	67			26				
	2008-2009	5	4	0	80			26				
Hispanic	2007-2008	0	0	0				37				
	2008-2009	2	2	0	100			38				
Asian or Pacific Islander	2007-2008	4	4	0	100			38				
	2008-2009	0	0	0				46				
American Indian or Native Alaskan	2007-2008	1	1	0	100			32				
	2008-2009	1	1	0	100			32				
Economically Disadvantaged	2007-2008	60	54	0	90	26	25	32	0	26	39	35
	2008-2009	83	80	0	96	45	46	34	4	41	28	28
Migrant	2007-2008	0	0	0				20				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	53	48	1	92	22	22	16	4	18	20	57
	2008-2009	58	53	1	93	19	20	16	2	17	24	57
Limited English Proficient	2007-2008	10	8	0	80	38	38	26	0	38	25	38
	2008-2009	0	0	0				16				

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

# 2009–2010 NCLB Report Card



**School:** Bonny Eagle High School  
**SAU:** MSAD 06  
**Grade:** High School



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	308	295	1	96	36	36	42	2	35	38	25
	2008-2009	298	289	1	97	38	38	42	2	36	36	27
Female	2007-2008	146	142	1	98	33	32	40	1	31	43	24
	2008-2009	141	138	0	98	36	35	41	1	35	40	25
Male	2007-2008	162	153	0	94	40	39	43	2	38	34	26
	2008-2009	157	151	1	97	40	40	43	3	37	32	28
Caucasian/White	2007-2008	300	288	1	96	37	37	42	2	35	38	25
	2008-2009	290	282	1	98	39	38	43	2	36	35	26
African American/Black	2007-2008	3	2	0	67			14				
	2008-2009	5	4	0	80			16				
Hispanic	2007-2008	0	0	0				25				
	2008-2009	2	2	0	100			29				
Asian or Pacific Islander	2007-2008	4	4	0	100			44				
	2008-2009	0	0	0				52				
American Indian or Native Alaskan	2007-2008	1	1	0	100			26				
	2008-2009	1	1	0	100			21				
Economically Disadvantaged	2007-2008	60	54	0	90	15	14	24	0	15	52	33
	2008-2009	83	80	0	96	28	27	26	3	25	40	33
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				20				
Students with Disabilities	2007-2008	53	48	1	92	18	17	13	2	16	20	61
	2008-2009	58	55	1	97	13	12	12	2	11	21	66
Limited English Proficient	2007-2008	10	9	0	90	22	22	21	0	22	33	44
	2008-2009	0	0	0				19				

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

# 2009–2010 NCLB Report Card



**School:** Bonny Eagle High School  
**SAU:** MSAD 06  
**Grade:** High School



MAINE  
DEPARTMENT OF EDUCATION

Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 64%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 43%			Graduation Rate Target: 75%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	97	96	46	46	49	98	98	98	38	37	41	85	85	84
Caucasian/White	98	98	96	46	46	50	99	98	98	38	38	42			
African American/Black	*	*	92	*	*	26	*	*	95	*	*	14			
Hispanic	*	*	94	*	*	37	*	*	97	*	*	26			
Asian or Pacific Islander	*	*	91	*	*	42	*	*	95	*	*	49			
American Indian or Native Alaskan	*	*	92	*	*	32	*	*	96	*	*	23			
Economically Disadvantaged	96	95	92	38	38	33	98	96	96	23	23	25			
Students with Disabilities	95	95	91	21	22	16	98	98	95	16	15	13			
Limited English Proficient	*	*	90	*	*	21	*	*	94	*	*	20			

\* 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>	33	23	31	2	8	2

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.