

December 9, 2009

Dear BEMS Parents:

This letter contains information regarding Bonny Eagle Middle School's status for the Adequate Yearly Progress (AYP) requirements authorized under the No Child Left Behind Act (NCLB) for the 2008-2009 school year. AYP is the term used to describe the academic progress expected of each school each year in meeting the goal of teaching all students what they need to know.

The AYP status for schools is currently based on the Maine Educational Assessment (MEA) data that reports participation rates as well as student performance in both reading and math. These three categories are measured separately in eleven different sub-groups that include Average Daily Attendance, Graduation Rate (n/a at the middle level), Whole Group, Economically Disadvantaged, Students with Disabilities, Limited English Proficient, Asian/Pacific Islander, African American/Black, Caucasian, Hispanic, and American Indian/Native American. Schools that are identified as not meeting the targets for participation, performance in reading, and/or performance in math in any of these specified sub-categories do not make AYP.

The complete sub-group data for Bonny Eagle Middle School can be accessed in any of the following ways:

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

Copies of this information are also available in our Grade 6 Office and Main Office. Please feel free to call **929-3833** or **642-9071** if you would like to have a copy. The full district report for MSAD #6 is also available at the Superintendent's Office. Please call **929-9101** for this information.

AYP Results for 2008-2009:

BEMS did meet its Participation Target (95%) and the Performance Targets for reading and math in most sub-categories. However, our school's overall status is "Did Not Make AYP as a Whole School." Please refer to the table below:

	<b>AYP Status 2008-2009</b>	<b>2009 Progress</b>	<b>2009-2010 AYP Status</b>
<b>Reading</b>	Monitor	Targets Not Met: S - Students with Disabilities	Continuous Improvement Priority School (CIPS) - year 1
<b>Math</b>	Continuous Improvement Priority School (CIPS) – year 3	Targets Not Met: S - Students with Disabilities	Continuous Improvement Priority School (CIPS) - year 4

These results do not show that, over three years, Bonny Eagle Middle School students raised their reading scores an average of five points while their state counterparts improved by four. They also do not reflect the full impact that recent changes in our math curriculum have made for students in grades 6 and 7. Last year, for instance, our grade 6 math students went from

being 3 points below the state average as fifth graders to 1 point behind as sixth graders. The same was true in grade 7 where our students went from being 5 points behind in grade 5 to one point behind in grade 7. These examples clearly show our students are making steady gains.

Finally, the percentage of classes taught by Highly Qualified Teachers (HQT) is 98.83%. Making HQT status at the middle level often requires that teachers document twenty-four credit hours in two different content areas because they often “share” core subjects in clans of two or three. Nevertheless, next year, we still anticipate reaching the 100% level in terms of HQT.

### Actions Taken

The teachers and administrators at Bonny Eagle Middle School are taking a number of important steps to meet AYP. Each year we analyze all test data and results of individual clans are shared and studied by teachers. Students identified as having difficulty are noted, and steps are taken to provide the assistance they require to meet proficiency. This help may come through the regular classroom teacher or from targeted interventions provided in Strategic Reading or Read 180 classes. Starting this year, all language arts teachers require our students to keep reading logs because research shows reading independently for twenty minutes each day improves comprehension. All teachers, regardless of content area, now use different Before, During, and After comprehension strategies to help students extract more meaning from their texts. Two years ago, we adopted the Everyday Math in grade 6. This program delivers seventy minutes of instruction each day. Last year, grade 7 began using Chicago Math and this series has been extended to include grade 8 this year. As teachers and students become more familiar with the programs now being used, we expect to see substantial gains. Finally, we are exploring ways to reach those who still struggle with basic fluency and “automaticity” in both reading and math. Two programs currently being considered as possible interventions are System 44, a course in basic decoding and word attack skills, and Fast Math, a program that relies on technology to help students master simple addition, subtraction, multiplication, and division.

I hope that you have found this information helpful, and welcome any feedback or questions that you may have regarding our school’s performance and progress towards meeting AYP. Please feel free to contact me (929-3833 or 642- 9071). We need the support of all parents to meet this goal.

Sincerely,

Ansel E. Stevens, Jr.  
Principal



**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 Middle School

SAU: MSAD 06

## Contents of the Report

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# 2009–2010 NCLB Report Card



**School:** Bonny Eagle Middle School  
**SAU:** MSAD 06  
**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	277	272	1	99	63	63	70	9	54	29	8
	2008-2009	323	314	8	100	67	67	71	8	60	25	7
Female	2007-2008	142	142	0	100	69	69	75	12	57	25	6
	2008-2009	150	149	1	100	75	75	76	11	65	19	5
Male	2007-2008	135	130	1	97	56	56	65	5	51	34	9
	2008-2009	173	165	7	99	60	60	66	5	55	30	9
Caucasian/White	2007-2008	271	266	1	99	63	63	71	9	54	30	7
	2008-2009	314	305	8	100	68	68	71	7	61	25	7
African American/Black	2007-2008	3	3	0	100			55				
	2008-2009	5	5	0	100	60	60	51	40	20	20	20
Hispanic	2007-2008	2	2	0	100			53				
	2008-2009	1	1	0	100			60				
Asian or Pacific Islander	2007-2008	1	1	0	100			76				
	2008-2009	3	3	0	100			74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	0	0	0				54				
Economically Disadvantaged	2007-2008	86	84	1	99	47	47	57	4	44	38	15
	2008-2009	132	126	5	99	61	61	58	5	56	29	10
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	57	54	1	96	25	26	34	0	25	47	27
	2008-2009	58	50	8	100	28	28	33	9	19	47	26
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	2	2	0	100			45				

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 Middle School  
**SAU:** MSAD 06  
**Grade:** 07



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	294	291	3	100	74	74	73	15	59	18	8
	2008-2009	285	274	5	98	69	69	78	15	54	23	8
Female	2007-2008	132	131	1	100	82	82	79	21	61	14	5
	2008-2009	141	138	2	99	79	79	84	24	55	16	6
Male	2007-2008	162	160	2	100	69	68	68	10	58	21	10
	2008-2009	144	136	3	97	60	60	73	6	53	31	9
Caucasian/White	2007-2008	283	280	3	100	76	75	74	15	60	17	7
	2008-2009	276	267	4	98	69	69	79	15	54	24	8
African American/Black	2007-2008	5	5	0	100	60	60	59	40	20	0	40
	2008-2009	2	1	1	100			60				
Hispanic	2007-2008	2	2	0	100			67				
	2008-2009	2	2	0	100			69				
Asian or Pacific Islander	2007-2008	4	4	0	100			74				
	2008-2009	2	2	0	100			83				
American Indian or Native Alaskan	2007-2008	0	0	0				59				
	2008-2009	3	2	0	67			64				
Economically Disadvantaged	2007-2008	85	83	2	100	69	69	61	9	60	19	12
	2008-2009	99	94	3	98	55	55	67	10	44	34	11
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	56	53	3	100	30	29	34	4	27	38	32
	2008-2009	56	48	5	95	30	31	39	6	25	47	23
Limited English Proficient	2007-2008	3	3	0	100			55				
	2008-2009	0	0	0				47				

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 Middle School  
**SAU:** MSAD 06  
**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	309	306	2	100	67	67	71	17	50	19	14
	2008-2009	292	288	2	99	63	63	71	15	49	27	9
Female	2007-2008	147	147	0	100	78	78	77	27	50	14	8
	2008-2009	131	131	0	100	75	74	77	21	54	21	5
Male	2007-2008	162	159	2	99	57	57	65	8	49	23	20
	2008-2009	161	157	2	99	54	54	66	10	44	33	13
Caucasian/White	2007-2008	305	303	2	100	67	67	72	17	50	19	14
	2008-2009	283	279	2	99	65	65	72	15	50	27	9
African American/Black	2007-2008	0	0	0				49				
	2008-2009	5	5	0	100	40	33	51	40	0	20	40
Hispanic	2007-2008	1	1	0	100			55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	2	1	0	50			71				
	2008-2009	4	4	0	100			71				
American Indian or Native Alaskan	2007-2008	1	1	0	100			52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	85	83	1	99	55	55	56	10	45	25	20
	2008-2009	94	92	1	99	56	56	56	10	46	27	17
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	47	45	2	100	28	28	29	4	23	23	49
	2008-2009	57	53	2	96	15	14	29	0	15	49	36
Limited English Proficient	2007-2008	4	3	0	75			41				
	2008-2009	3	3	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:** Bonny Eagle Middle School  
**SAU:** MSAD 06  
**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	277	272	1	99	48	48	53	8	40	29	23
	2008-2009	323	317	4	99	52	52	54	13	39	28	20
Female	2007-2008	142	142	0	100	50	50	53	11	39	30	20
	2008-2009	150	149	0	99	48	48	52	14	34	33	19
Male	2007-2008	135	130	1	97	46	45	53	5	41	28	26
	2008-2009	173	168	4	99	56	56	56	12	44	24	20
Caucasian/White	2007-2008	271	266	1	99	48	48	54	8	40	29	23
	2008-2009	314	308	4	99	52	52	55	12	40	28	20
African American/Black	2007-2008	3	3	0	100			30				
	2008-2009	5	5	0	100	60	60	31	60	0	20	20
Hispanic	2007-2008	2	2	0	100			41				
	2008-2009	1	1	0	100			37				
Asian or Pacific Islander	2007-2008	1	1	0	100			63				
	2008-2009	3	3	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	0	0	0				34				
Economically Disadvantaged	2007-2008	86	84	1	99	32	32	39	4	28	31	38
	2008-2009	132	127	3	98	42	42	40	10	32	34	24
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	57	54	1	96	11	11	23	0	11	29	60
	2008-2009	58	53	4	98	21	21	26	7	14	19	60
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	2	2	0	100			30				

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 Middle School  
**SAU:** MSAD 06  
**Grade:** 07



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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	294	291	3	100	46	46	53	8	38	29	25
	2008-2009	285	276	3	98	58	58	57	14	44	23	19
Female	2007-2008	132	131	1	100	45	45	54	8	38	31	23
	2008-2009	141	139	1	99	62	62	59	20	42	23	15
Male	2007-2008	162	160	2	100	46	46	53	9	38	27	27
	2008-2009	144	137	2	97	54	54	56	8	46	24	22
Caucasian/White	2007-2008	283	280	3	100	46	46	54	8	38	29	25
	2008-2009	276	268	3	98	58	58	58	14	44	24	18
African American/Black	2007-2008	5	5	0	100	40	40	30	20	20	20	40
	2008-2009	2	2	0	100			32				
Hispanic	2007-2008	2	2	0	100			42				
	2008-2009	2	2	0	100			47				
Asian or Pacific Islander	2007-2008	4	4	0	100			59				
	2008-2009	2	2	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				36				
	2008-2009	3	2	0	67			39				
Economically Disadvantaged	2007-2008	85	83	2	100	36	36	37	4	33	31	33
	2008-2009	99	95	2	98	37	37	42	8	29	31	32
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	56	53	3	100	16	16	22	2	14	9	75
	2008-2009	56	50	3	95	15	15	23	2	13	34	51
Limited English Proficient	2007-2008	3	3	0	100			32				
	2008-2009	0	0	0				27				

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 Middle School  
**SAU:** MSAD 06  
**Grade:** 08



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	309	306	2	100	47	47	51	8	39	27	26
	2008-2009	292	288	2	99	38	37	52	7	31	32	30
Female	2007-2008	147	147	0	100	46	46	51	12	35	28	26
	2008-2009	131	131	0	100	40	39	54	6	34	30	31
Male	2007-2008	162	159	2	99	48	48	51	4	43	25	27
	2008-2009	161	157	2	99	36	36	51	8	28	35	30
Caucasian/White	2007-2008	305	303	2	100	47	47	52	8	39	27	27
	2008-2009	283	279	2	99	38	38	53	7	31	33	30
African American/Black	2007-2008	0	0	0				27				
	2008-2009	5	5	0	100	40	33	31	20	20	20	40
Hispanic	2007-2008	1	1	0	100			42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	2	1	0	50			66				
	2008-2009	4	4	0	100			60				
American Indian or Native Alaskan	2007-2008	1	1	0	100			27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	85	83	1	99	35	35	35	4	31	31	35
	2008-2009	94	92	1	99	34	34	36	1	33	27	39
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	47	45	2	100	11	11	19	2	9	15	74
	2008-2009	57	53	2	96	7	7	18	2	5	15	78
Limited English Proficient	2007-2008	4	3	0	75			33				
	2008-2009	3	3	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:** Bonny Eagle Middle School  
**SAU:** MSAD 06  
**Grade:** 3-8



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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	99	E: 100 M: 99	E: 100 M: 99	67	E: 66 M: 67	E: 68 M: 73	99	E: 100 M: 99	E: 100 M: 99	50	E: 72 M: 50	E: 67 M: 55	95	96	95
Caucasian/White	99	E: 100 M: 99	E: 100 M: 99	67	E: 66 M: 67	E: 68 M: 74	99	E: 100 M: 99	E: 100 M: 99	50	E: 72 M: 50	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	99	E: 100 M: 99	E: 100 M: 99	58	E: 59 M: 58	E: 55 M: 60	98	E: 99 M: 98	E: 100 M: 99	39	E: 66 M: 39	E: 55 M: 40			
Students with Disabilities	97	E: 100 M: 97	E: 100 M: 99	24	E: 38 M: 25	E: 37 M: 34	96	E: 99 M: 96	E: 100 M: 99	14	E: 43 M: 14	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>	28	19	18	3	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	1.17

<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.