



Bonny Eagle School District

Maine School Administrative District 6

Office of the Principal

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Edna Libby Elementary School • George E. Jack Elementary School

NCLB REPORT CARD MARCH 2009 RESULTS

Edna Libby and George E. Jack Elementary Schools

December 7, 2009

To All Citizens and Parents/Guardians of Edna Libby and George E. Jack students:

For the past several years the state of Maine has been using the Maine Educational Assessment (MEA) in grades K-8 and the SAT Reasoning Test at the high school level to measure student progress in achieving state standards known as *Maine's Learning Results: Parameters for Essential Instruction*. The annual assessment of state standards is a requirement of the federal *No Child Left Behind Act* (NCLB). 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 test using a format known as the *School Report Card*. The purpose of this letter is to let you know where you can 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 schools' homepages
 - for Edna Libby: <http://www.sad6.k12.me.us/edna/index.html>
 - for George E. Jack: <http://www.sad6.k12.me.us/gej/index.html>
- on the district's homepage: <http://www.sad6.k12.me.us>
- at the Maine Department of Education's website:
<http://www.maine.gov/education/nclb/reportcard/reportcard09.html>

Additionally, there are copies available in the office at school. Please feel free to call Edna Libby School at 642-2500, or George E. Jack School at 642-4885. You may also 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.

For the 2009 – 2010 school year, both Edna Libby School and George E. Jack are currently making AYP. This means that overall, students in our school are achieving at the acceptable level according to the No Child Left Behind guidelines. It should be noted that in order to achieve this AYP status, specific performance is measured for a variety of smaller subgroups. If any of the subgroups fail to make adequate yearly progress, the entire school would also fail to achieve its AYP status.

In looking at the 2-year trend of our MEA data, our school has shown significant gains in the number of students meeting and exceeding the standard on the math portion of the MEA. The implementation of the Everyday Mathematics Program has been a factor in improving our students' performance. Students as a whole are learning more mathematics at a younger age and are enthusiastic about their learning. Our grade 3 students had 33% scoring in the Exceeds category, significantly above the state's 17% and our own previous year's 11%. As a result of this improvement, our Meets category for grade 3 decreased by 11%; the Partially Meets category decreased by 10%. Our grade 4 students more than doubled their showing in the Exceeds category, from 6% to 13%. The number of grade 4 students meeting the standard increased from 55% to 59%. The number of 4th graders partially meeting the standard decreased from 30% to 21%. Grade 5 math performance increased in the Meets category from 45% to 59%, and our Partially Meets category for grade 5 decreased significantly, from 38% to 20%. We continue to look for a variety of ways to support students who are furthest away from meeting state standards.

In grade 3 reading, there was a significant shift in the Meets category, from 54% in 2008 to 81% in 2009. Our Partially Meets dropped from 38% to 15%. Our Does Not Meets was cut in half, from 8% down to 4%. In grade 4 reading, students meeting the standard increased from 53% in 2008 to 61% in 2009. Students in the Partially Meets category decreased from 35% to 30%. In grade 5, our meets increased from 52% to 58%, and students not meeting the standard was cut more than half, from 15% down to 7%. We are very pleased with these results, and are hoping that *Storytown*, our new reading series, will further improve our students' performance.

We are pleased to be sharing this information about the progress our students are making with respect to the state learning standards. Please contact us if you have any questions.

Yours sincerely,

Virginia E. Day
Supervising Principal

Douglas S. Parker
Assistant Principal

Adequate Yearly Progress (AYP) Status 2008 - 2009			
School	Reading	Mathematics	Made AYP?
Edna Libby Elementary School (Gr. 3)	Yes	Yes	Yes
George E. Jack Elementary School (Gr. 4 and 5)	Yes	Yes	Yes

Professional Teacher Qualifications		
	Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification (as of March 28, 2009)	Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers
Edna Libby School	0	0
George E. Jack School	0	0



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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 or by contacting the NCLB Clearinghouse at 624-6705.



2009–2010 NCLB Report Card

School: Edna Libby Elementary School

SAU: MSAD 06

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2009–2010 NCLB Report Card



School: Edna Libby Elementary School
SAU: MSAD 06
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	85	85	0	100	54	58	64	0	54	38	8
	2008-2009	80	80	0	100	81	65	65	0	81	15	4
Female	2007-2008	41	41	0	100	46	58	68	0	46	44	10
	2008-2009	51	51	0	100	82	67	70	0	82	16	2
Male	2007-2008	44	44	0	100	61	59	59	0	61	32	7
	2008-2009	29	29	0	100	79	63	60	0	79	14	7
Caucasian/White	2007-2008	83	83	0	100	53	58	64	0	53	39	8
	2008-2009	78	78	0	100	81	65	66	0	81	15	4
African American/Black	2007-2008	2	2	0	100			42				
	2008-2009	2	2	0	100			42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	30	30	0	100	30	41	50	0	30	63	7
	2008-2009	24	24	0	100	79	55	53	0	79	17	4
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	12	12	0	100	33	25	34	0	33	50	17
	2008-2009	12	12	0	100	50	45	36	0	50	33	17
Limited English Proficient	2007-2008	1	1	0	100			39				
	2008-2009	0	0	0				40				

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

2009–2010 NCLB Report Card



School: Edna Libby Elementary School
SAU: MSAD 06
Grade: 03



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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	85	85	0	100	66	62	67	11	55	29	5
	2008-2009	80	80	0	100	76	72	70	33	44	19	5
Female	2007-2008	41	41	0	100	61	57	65	5	56	32	7
	2008-2009	51	51	0	100	76	70	68	37	39	18	6
Male	2007-2008	44	44	0	100	70	67	68	16	55	27	2
	2008-2009	29	29	0	100	76	75	71	24	52	21	3
Caucasian/White	2007-2008	83	83	0	100	65	62	68	10	55	30	5
	2008-2009	78	78	0	100	76	72	71	32	44	19	5
African American/Black	2007-2008	2	2	0	100			41				
	2008-2009	2	2	0	100			45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	30	30	0	100	53	49	55	3	50	37	10
	2008-2009	24	24	0	100	83	68	58	42	42	13	4
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	12	12	0	100	42	44	44	17	25	42	17
	2008-2009	12	12	0	100	42	48	46	17	25	42	17
Limited English Proficient	2007-2008	1	1	0	100			39				
	2008-2009	0	0	0				46				

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

2009–2010 NCLB Report Card



School: Edna Libby Elementary 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	100	E: 100 M: 99	E: 100 M: 99	83	E: 66 M: 67	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	78	E: 72 M: 50	E: 67 M: 55	96	96	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	83	E: 66 M: 67	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	77	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	*	E: 100 M: 99	E: 100 M: 99	82	E: 59 M: 58	E: 55 M: 60	*	E: 99 M: 98	E: 100 M: 99	86	E: 66 M: 39	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 97	E: 100 M: 99	*	E: 38 M: 25	E: 37 M: 34	*	E: 99 M: 96	E: 100 M: 99	*	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 ¹	16	1	7	0	2	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

¹ 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.