



## Bonny Eagle School District

Maine School Administrative District 6

Office of the Principal

24 Groveville Road • Buxton, Maine 04093

(207) 929-9123 FAX: (207) 929-9152

Eliza Libby School • Frank Jewett School • S.D. Hanson School • Jack Memorial School

# NCLB REPORT CARD • BUXTON SCHOOLS • 2009

To Citizens and the Parents and Guardians of Buxton students:

The Maine Educational Assessment (MEA) has traditionally been the State's measure of student progress in achieving the State standards known as *Maine's Learning Results: Parameters for Essential Instruction*, adopted by the Maine Legislature in 1997 and revised in 2007. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*. Under the *No Child Left Behind Act*, Schools must show Adequate Yearly Progress (AYP) in the areas of reading and mathematics. This information is made available to the public and is known as the *School Report Card*.

The School Report Card for the Buxton schools is available to be downloaded from our website: <http://www.sad6.k12.me.us/bces/index.html>. Alternatively, we are happy to provide you with a paper copy of the report. Please call the office at your child's school and we will send this home with your student.

We have prepared a report which includes information about the Maine Educational Assessment results for grades three, four, and five at Frank Jewett School and grades four and five at S.D. Hanson School. At the bottom of this letter, I have provided the AYP status for the four Buxton elementary schools. (Because the MEA was not administered to students in grades K-2, Adequate Yearly Progress [AYP] is determined by the school that students will attend in grade three. For Buxton, this is the Frank Jewett School.)

### Buxton students performed well

In general, test scores for Buxton students are consistent with those of grade-level peers in MSAD 6 and in the state of Maine. A notable exception is that fourth and fifth grade students scored significantly higher in mathematics than grade-level peers across the state and similar to other students in MSAD 6. Science and Technology scores for fifth grade students were well above those of other fifth graders in Maine and in the Bonny Eagle School District.

We are pleased to present this information about the progress of Buxton students with respect to state learning goals as determined by the Maine Educational Assessment. A complete report of student progress for all MSAD 6 schools is available on our school district website ([www.sad6.k12.me.us](http://www.sad6.k12.me.us)). Please contact me if I can answer additional questions.

Yours sincerely,

Donald Gnecco, Ed.D.  
Principal • Buxton Schools

<b>Adequate Yearly Progress (AYP) for Buxton Schools 2008-2009</b>	
<b>School</b>	<b>Made AYP?</b>
Eliza Libby School, <i>Bar Mills (Gr. K-1)</i>	Yes*
Frank Jewett School, <i>Buxton Center (Gr. 2-5)</i>	Yes
Jack Memorial School, <i>West Buxton (Gr. K-2)**</i>	Yes
S.D. Hanson School, <i>Buxton Center (Gr. 4-5)</i>	Yes

\*AYP status determined by school where students will attend third grade



**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: Frank Jewett School  
SAU: MSAD 06

## Contents of the Report

Assessment Data  
Accountability Data  
Maine Teacher Quality Data

# 2009–2010 NCLB Report Card



**School:** Frank Jewett 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	81	79	1	99	65	58	64	4	61	25	10
	2008-2009	107	107	0	100	63	65	65	3	60	30	7
Female	2007-2008	34	34	0	100	65	58	68	6	59	29	6
	2008-2009	55	55	0	100	58	67	70	4	55	35	7
Male	2007-2008	47	45	1	98	65	59	59	2	63	22	13
	2008-2009	52	52	0	100	67	63	60	2	65	25	8
Caucasian/White	2007-2008	81	79	1	99	65	58	64	4	61	25	10
	2008-2009	103	103	0	100	62	65	66	3	59	31	7
African American/Black	2007-2008	0	0	0				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	1	1	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			64				
Economically Disadvantaged	2007-2008	26	25	1	100	54	41	50	0	54	23	23
	2008-2009	41	41	0	100	51	55	53	0	51	37	12
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	18	16	1	94	29	25	34	0	29	47	24
	2008-2009	20	20	0	100	45	45	36	0	45	35	20
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	1	1	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:** Frank Jewett School  
**SAU:** MSAD 06  
**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	40	40	0	100	65	55	63	8	58	30	5
	2008-2009	41	40	1	100	68	65	71	10	59	27	5
Female	2007-2008	14	14	0	100	64	62	67	7	57	21	14
	2008-2009	18	18	0	100	67	68	75	17	50	33	0
Male	2007-2008	26	26	0	100	65	48	60	8	58	35	0
	2008-2009	23	22	1	100	70	63	67	4	65	22	9
Caucasian/White	2007-2008	38	38	0	100	66	55	64	8	58	32	3
	2008-2009	40	39	1	100	70	65	71	10	60	28	3
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	0	0	0			100	53				
Hispanic	2007-2008	1	1	0	100			46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	1	1	0	100			71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	17	17	0	100	59	39	49	6	53	35	6
	2008-2009	14	13	1	100	50	56	60	14	36	36	14
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100		26	31				
	2008-2009	8	7	1	100	50	33	43	13	38	25	25
Limited English Proficient	2007-2008	1	1	0	100			36				
	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:** Frank Jewett School  
**SAU:** MSAD 06  
**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	62	62	0	100	68	57	63	2	66	23	10
	2008-2009	51	51	0	100	73	65	67	0	73	25	2
Female	2007-2008	26	26	0	100	77	61	68	4	73	19	4
	2008-2009	22	22	0	100	64	71	70	0	64	32	5
Male	2007-2008	36	36	0	100	61	53	59	0	61	25	14
	2008-2009	29	29	0	100	79	60	64	0	79	21	0
Caucasian/White	2007-2008	61	61	0	100	67	56	64	2	66	23	10
	2008-2009	49	49	0	100	73	65	67	0	73	24	2
African American/Black	2007-2008	1	1	0	100			40				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	1	1	0	100			56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	18	18	0	100	56	44	50	0	56	28	17
	2008-2009	19	19	0	100	84	66	53	0	84	11	5
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	13	13	0	100	46	25	29	0	46	23	31
	2008-2009	8	8	0	100	50	35	31	0	50	38	13
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

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

# 2009–2010 NCLB Report Card



**School:** Frank Jewett 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	81	80	0	99	65	62	67	13	53	30	5
	2008-2009	107	107	0	100	68	72	70	12	56	22	9
Female	2007-2008	34	34	0	100	62	57	65	9	53	32	6
	2008-2009	55	55	0	100	60	70	68	7	53	25	15
Male	2007-2008	47	46	0	98	67	67	68	15	52	28	4
	2008-2009	52	52	0	100	77	75	71	17	60	19	4
Caucasian/White	2007-2008	81	80	0	99	65	62	68	13	53	30	5
	2008-2009	103	103	0	100	68	72	71	13	55	22	10
African American/Black	2007-2008	0	0	0				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	1	1	0	100			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			55				
Economically Disadvantaged	2007-2008	26	26	0	100	58	49	55	12	46	31	12
	2008-2009	41	41	0	100	59	68	58	7	51	24	17
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	18	17	0	94	41	44	44	0	41	35	24
	2008-2009	20	20	0	100	30	48	46	0	30	35	35
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	1	1	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:** Frank Jewett School  
**SAU:** MSAD 06  
**Grade:** 04



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	40	40	0	100	68	59	60	5	63	23	10
	2008-2009	41	40	0	98	70	75	66	15	55	23	8
Female	2007-2008	14	14	0	100	57	56	59	7	50	29	14
	2008-2009	18	18	0	100	72	75	66	22	50	22	6
Male	2007-2008	26	26	0	100	73	60	62	4	69	19	8
	2008-2009	23	22	0	96	68	76	67	9	59	23	9
Caucasian/White	2007-2008	38	38	0	100	68	59	61	5	63	24	8
	2008-2009	40	39	0	98	72	75	67	15	56	23	5
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	0	0	0			100	46				
Hispanic	2007-2008	1	1	0	100			46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	17	17	0	100	65	50	46	0	65	29	6
	2008-2009	14	13	0	93	62	64	54	8	54	23	15
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	3	3	0	100		34	36				
	2008-2009	8	7	0	88	43	48	41	0	43	29	29
Limited English Proficient	2007-2008	1	1	0	100			40				
	2008-2009	0	0	0				43				

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

# 2009–2010 NCLB Report Card



**School:** Frank Jewett School  
**SAU:** MSAD 06  
**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	62	62	0	100	60	54	64	6	53	26	15
	2008-2009	51	51	0	100	75	68	66	18	57	16	10
Female	2007-2008	26	26	0	100	62	50	63	4	58	19	19
	2008-2009	22	22	0	100	64	66	65	14	50	23	14
Male	2007-2008	36	36	0	100	58	59	64	8	50	31	11
	2008-2009	29	29	0	100	83	69	66	21	62	10	7
Caucasian/White	2007-2008	61	61	0	100	59	54	65	5	54	26	15
	2008-2009	49	49	0	100	76	68	67	18	57	16	8
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	1	1	0	100			43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	1	1	0	100			52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	18	18	0	100	39	47	51	0	39	44	17
	2008-2009	19	19	0	100	74	66	53	5	68	11	16
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	13	13	0	100	38	25	33	0	38	23	38
	2008-2009	8	8	0	100	38	33	38	0	38	25	38
Limited English Proficient	2007-2008	0	0	0				44				
	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:** Frank Jewett 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	68	E: 66 M: 67	E: 68 M: 73	99	E: 100 M: 99	E: 100 M: 99	72	E: 72 M: 50	E: 67 M: 55	96	96	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	68	E: 66 M: 67	E: 68 M: 74	99	E: 100 M: 99	E: 100 M: 99	73	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	100	E: 100 M: 99	E: 100 M: 99	61	E: 59 M: 58	E: 55 M: 60	99	E: 99 M: 98	E: 100 M: 99	65	E: 66 M: 39	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 97	E: 100 M: 99	48	E: 38 M: 25	E: 37 M: 34	*	E: 99 M: 96	E: 100 M: 99	37	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>	9	5	5	2	1	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.