



Bonny Eagle School District

Maine School Administrative District 6

Office of the Principal

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(207) 642-2500 FAX: (207) 642-7898

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



**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 state-wide 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: George E Jack School

SAU: MSAD 06

Contents of the Report

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Accountability Data

Maine Teacher Quality Data

2009–2010 NCLB Report Card



School: George E Jack School
SAU: MSAD 06
Grade: 04



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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	120	118	2	100	55	55	63	3	52	34	11
	2008-2009	120	120	0	100	63	65	71	2	61	30	8
Female	2007-2008	53	52	1	100	62	62	67	4	58	26	11
	2008-2009	56	56	0	100	66	68	75	2	64	27	7
Male	2007-2008	67	66	1	100	49	48	60	3	46	40	10
	2008-2009	64	64	0	100	59	63	67	2	58	33	8
Caucasian/White	2007-2008	119	117	2	100	55	55	64	3	51	34	11
	2008-2009	117	117	0	100	62	65	71	2	60	31	8
African American/Black	2007-2008	0	0	0				38				
	2008-2009	3	3	0	100		100	53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	42	42	0	100	36	39	49	0	36	50	14
	2008-2009	44	44	0	100	55	56	60	0	55	36	9
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	27	25	2	100	22	26	31	7	15	48	30
	2008-2009	21	21	0	100	29	33	43	5	24	57	14
Limited English Proficient	2007-2008	1	1	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: George E Jack School
SAU: MSAD 06
Grade: 05



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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	129	127	1	99	55	57	63	2	52	30	15
	2008-2009	119	118	0	99	60	65	67	3	58	33	7
Female	2007-2008	58	58	0	100	64	61	68	3	60	24	12
	2008-2009	54	53	0	98	68	71	70	0	68	25	8
Male	2007-2008	71	69	1	99	47	53	59	1	46	36	17
	2008-2009	65	65	0	100	54	60	64	5	49	40	6
Caucasian/White	2007-2008	125	123	1	99	55	56	64	2	53	31	15
	2008-2009	118	117	0	99	60	65	67	3	57	33	7
African American/Black	2007-2008	1	1	0	100			40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	2	2	0	100			69				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	45	44	0	98	36	44	50	0	36	43	20
	2008-2009	41	40	0	98	58	66	53	0	58	38	5
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	31	30	1	100	26	25	29	3	23	32	42
	2008-2009	22	22	0	100	23	35	31	0	23	55	23
Limited English Proficient	2007-2008	1	1	0	100			40				
	2008-2009	1	1	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: George E Jack School
SAU: MSAD 06
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	120	118	2	100	62	59	60	8	54	29	9
	2008-2009	120	120	0	100	72	75	66	13	59	21	8
Female	2007-2008	53	52	1	100	57	56	59	6	51	30	13
	2008-2009	56	56	0	100	68	75	66	11	57	21	11
Male	2007-2008	67	66	1	100	66	60	62	9	57	28	6
	2008-2009	64	64	0	100	75	76	67	14	61	20	5
Caucasian/White	2007-2008	119	117	2	100	61	59	61	8	54	29	9
	2008-2009	117	117	0	100	71	75	67	11	60	21	8
African American/Black	2007-2008	0	0	0				30				
	2008-2009	3	3	0	100		100	46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	42	42	0	100	50	50	46	0	50	38	12
	2008-2009	44	44	0	100	59	64	54	11	48	27	14
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	27	25	2	100	37	34	36	7	30	33	30
	2008-2009	21	21	0	100	52	48	41	10	43	33	14
Limited English Proficient	2007-2008	1	1	0	100			40				
	2008-2009	1	1	0	100			43				

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

2009–2010 NCLB Report Card



School: George E Jack School
SAU: MSAD 06
Grade: 05



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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	129	127	1	99	53	54	64	8	45	38	9
	2008-2009	119	118	0	99	69	68	66	9	59	20	11
Female	2007-2008	58	58	0	100	48	50	63	7	41	38	14
	2008-2009	54	53	0	98	72	66	65	9	62	13	15
Male	2007-2008	71	69	1	99	57	59	64	9	49	37	6
	2008-2009	65	65	0	100	66	69	66	9	57	26	8
Caucasian/White	2007-2008	125	123	1	99	52	54	65	7	45	38	10
	2008-2009	118	117	0	99	68	68	67	9	59	21	11
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	2	2	0	100			74				
	2008-2009	1	1	0	100			69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	45	44	0	98	39	47	51	0	39	52	9
	2008-2009	41	40	0	98	68	66	53	3	65	23	10
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	31	30	1	100	26	25	33	10	16	52	23
	2008-2009	22	22	0	100	32	33	38	0	32	32	36
Limited English Proficient	2007-2008	1	1	0	100			44				
	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: George E Jack 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	62	E: 66 M: 67	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	71	E: 72 M: 50	E: 67 M: 55	96	96	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	61	E: 66 M: 67	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	71	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	56	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	100	E: 100 M: 97	E: 100 M: 99	24	E: 38 M: 25	E: 37 M: 34	100	E: 99 M: 96	E: 100 M: 99	41	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	14	0	3	1	3	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.