



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 ESEA Accountability, 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 2012-2013:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

**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 2010-2011 NAEP results is displayed on the state report, 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.

# 2013-2014 NCLB Report Card

School: Bonny Eagle High School

SAU: RSU 06/MSAD 06

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# 2013-2014 NCLB Report Card

<b>School:</b> Bonny Eagle High School
<b>SAU:</b> RSU 06/MSAD 06
<b>Grade:</b> High School

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	281	263	94	36	36	47	6	30	37	27	260	3	0
	2012-2013	260	255	98	43	43	48	6	37	33	24	254	1	0
Female	2011-2012	118	113	96	37	37	51	5	32	43	19			
	2012-2013	133	132	99	54	54	51	10	44	30	16			
Male	2011-2012	163	150	92	35	35	43	6	29	33	33			
	2012-2013	127	123	97	32	32	45	2	30	35	33			
Caucasian/White	2011-2012	271	253	93	36	36	48	6	31	37	26			
	2012-2013	246	241	98	43	43	49	6	37	33	24			
African American/Black	2011-2012	2	2	100			28							
	2012-2013	2	2	100			23							
Hispanic	2011-2012	1	1	100			30							
	2012-2013	4	4	100			39							
Asian or Pacific Islander	2011-2012	1	1	100			48							
	2012-2013	2	2	100			50							
American Indian or Native Alaskan	2011-2012	2	2	100			35							
	2012-2013	2	2	100			24							
Economically Disadvantaged	2011-2012	98	87	89	29	29	31	1	28	44	28			
	2012-2013	76	73	96	30	30	33	3	27	26	44			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	53	45	85	9	9	16	2	7	27	64			
	2012-2013	56	55	98	7	7	14	<1	7	33	60			
Limited English Proficient	2011-2012	6	6	100			13							
	2012-2013	0	0				10							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

<b>School:</b> Bonny Eagle High School
<b>SAU:</b> RSU 06/MSAD 06
<b>Grade:</b> High School

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	281	263	94	38	38	47	3	34	35	27	260	3
	2012-2013	260	255	98	44	44	48	4	40	31	25	254	1
Female	2011-2012	118	113	96	35	35	46	1	35	35	30		
	2012-2013	133	132	99	45	45	47	5	40	36	19		
Male	2011-2012	163	150	92	39	39	47	5	34	35	25		
	2012-2013	127	123	97	43	43	49	2	41	25	32		
Caucasian/White	2011-2012	271	253	93	38	38	48	4	35	35	26		
	2012-2013	246	241	98	46	46	49	4	41	30	24		
African American/Black	2011-2012	2	2	100			21						
	2012-2013	2	2	100			18						
Hispanic	2011-2012	1	1	100			32						
	2012-2013	4	4	100			36						
Asian or Pacific Islander	2011-2012	1	1	100			55						
	2012-2013	2	2	100			61						
American Indian or Native Alaskan	2011-2012	2	2	100			33						
	2012-2013	2	2	100			29						
Economically Disadvantaged	2011-2012	98	87	89	34	34	30	<1	34	32	33		
	2012-2013	76	73	96	26	26	31	<1	26	32	42		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	53	45	85	13	13	15	2	11	29	58		
	2012-2013	56	55	98	7	7	14	<1	7	24	69		
Limited English Proficient	2011-2012	6	6	100			15						
	2012-2013	0	0				15						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2013-2014 NCLB Report Card

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

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	281	266	95	36	36	44	2	34	32	32	263	3
	2012-2013	260	249	96	37	37	41	2	35	30	33	248	1
Female	2011-2012	118	114	97	32	32	40	<1	32	33	35		
	2012-2013	133	128	96	41	41	37	2	40	31	27		
Male	2011-2012	163	152	93	39	39	49	3	36	32	30		
	2012-2013	127	121	95	33	33	44	3	30	29	38		
Caucasian/White	2011-2012	271	256	94	37	37	45	2	35	32	31		
	2012-2013	246	238	97	38	38	42	3	36	31	31		
African American/Black	2011-2012	2	2	100			20						
	2012-2013	2	2	100			17						
Hispanic	2011-2012	1	1	100			32						
	2012-2013	4	2	50			30						
Asian or Pacific Islander	2011-2012	1	1	100			45						
	2012-2013	2	2	100			45						
American Indian or Native Alaskan	2011-2012	2	2	100			34						
	2012-2013	2	1	50			22						
Economically Disadvantaged	2011-2012	98	89	91	28	28	30	<1	28	31	40		
	2012-2013	76	69	91	23	23	27	<1	23	23	54		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	53	46	87	15	15	16	2	13	33	52		
	2012-2013	56	50	89	6	6	12	<1	6	20	74		
Limited English Proficient	2011-2012	6	6	100			10						
	2012-2013	0	0				10						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2013-2014 NCLB Report Card

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

GROUP	Reading									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	258	98		36	41	247	108	44	68	86
Female	132	99		38	43	127	69	54	69	90
Male	126	98		35	40	120	39	33	68	83
Caucasian/White	244	98		37	42	234	102	44	69	86
African American/Black	2	*		*		2	*	*		0
Hispanic	4	*		*		3	*	*		100
Asian or Pacific Islander	2	*		*		2	*	*		0
American Indian or Native Alaskan	2	*		*		2	*	*		0
Economically Disadvantaged	74	97		29	35	69	21	30	65	75
Not Economically Disadvantaged	184	99		39	44	178	87	49	70	94
Migrant	0	*		*		0	*	*		0
Not Migrant	258	98		36	41	247	108	44	68	86
Students with Disabilities	54	100		9	17	52	3	6	55	67
Students without Disabilities	204	98		42	47	195	105	54	71	90
Limited English Proficient	0	*		*		0	*	*		100
Not Limited English Proficient	258	98		37	42	247	108	44	69	86
Super Subgroup	107	98		24	30	101	22	22	62	
Non-Super Subgroup	151	99		46	51	146	86	59	73	

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data are not available.  
 The source of information for this report is the Maine Department of Education.



# 2013-2014 NCLB Report Card

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

GROUP	Mathematics									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	258	98		38	43	247	113	46	69	86
Female	132	99		35	40	127	60	47	68	90
Male	126	98		39	44	120	53	44	70	83
Caucasian/White	244	98		38	43	234	110	47	69	86
African American/Black	2	*		*		2	*	*		0
Hispanic	4	*		*		3	*	*		100
Asian or Pacific Islander	2	*		*		2	*	*		0
American Indian or Native Alaskan	2	*		*		2	*	*		0
Economically Disadvantaged	74	97		34	40	69	19	28	67	75
Not Economically Disadvantaged	184	99		39	44	178	94	53	70	94
Migrant	0	*		*		0	*	*		0
Not Migrant	258	98		38	43	247	113	46	69	86
Students with Disabilities	54	100		13	20	52	4	8	57	67
Students without Disabilities	204	98		43	48	195	109	56	72	90
Limited English Proficient	0	*		*		0	*	*		100
Not Limited English Proficient	258	98		37	42	247	113	46	69	86
Super Subgroup	107	98		29	35	101	22	22	65	
Non-Super Subgroup	151	99		45	50	146	91	62	73	

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
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 The source of information for this report is the Maine Department of Education.

# 2013-2014 NCLB Report Card

School: Bonny Eagle High School  
SAU: RSU 06/MSAD 06

## Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	27	16	33	3	4	3

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2013	3

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.