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GOVERNOR

STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

Stephen L. Bowen
COMMISSIONER

September 28, 2011

Principal
1495 Bonny Eagle Middle School
1200 RSU 06/MSAD 06
92 Sokokis Trail
Buxton, ME 04093

Dear Principal:

Listed below is information regarding your school's identification status for the Adequate Yearly Progress (AYP) requirements under the No Child Left Behind Act (NCLB).

There are three categories of identification for individual schools: Making AYP, Monitor status, or Continuous Improvement Priority School (CIPS) status.

- Schools that are identified as not meeting all AYP targets for the first time are identified as being on Monitor status and are not subject to the federal sanctions applied to Title IA schools. Please note in your planning that Monitor schools that are not Title IA served cannot receive Title IA resources, nor are they required to provide school choice or supplemental services if they move into the next stages of identification (CIPS).
- Schools identified as not meeting all AYP targets for two or more years are referred to as Continuous Improvement Priority (CIPS) schools. CIPS schools that have a Title IA program have obligations including parental notification, school choice, supplemental services, and additional requirements for allocation of funds. They are also required to design a two-year school improvement plan and may apply for technical assistance and funds through the Maine Department of Education. That application, if applicable, will be provided to eligible schools. Additional information is available on our NCLB website: <http://www.maine.gov/education/nclb/accountability.html>.

It is important for superintendents, principals, and leaders in the school administrative unit to understand the process of identification as well as the implications of not meeting AYP targets. Maine's approach to the identification of schools is focused on the following key assumptions:

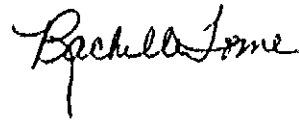
- Maine's approach to NCLB and AYP is one of shared accountability.*
- Accountability requirements must be balanced with support.*

□ *Continuous improvement must be a critical component of the culture of all Maine schools.* If we are to meet the high expectations for learning embodied in the *Maine Learning Results*, we must recognize, celebrate, and learn from promising practices that result in more students meeting and exceeding these standards on local assessments, the New England Comprehensive Assessment Program (NECAP), the Maine High School Assessment (MHSA), and the Personalized Alternative Assessment Portfolio (PAAP).

It is my hope that you will see the Department as a partner as we work together to provide the highest quality instruction for all Maine students. In that spirit, the Department stands ready to improve our efforts based on continuous feedback and evaluation of our effectiveness in the implementation of Maine's *No Child Left Behind* plan.

Please contact me at 624-6705 or rachelle.tome@maine.gov if you have questions or comments.

Sincerely,



Rachelle Tome
ESEA Federal Programs Director

cc: Superintendent, RSU 06/MSAD 06

MEDMS ID: 1495 Bonny Eagle Middle School

2011-2012 Overall status: CIPS5

	AYP status 2010-11	2011 Annual Progress	2011-12 AYP Status
Reading	CIPS2	Targets not met-ADA S	CIPS3
Math	CIPS4-on hold	Targets not met S	CIPS5

Note:

Status listed as “Making AYP-SH” indicates that a review has been completed for subgroups designated as “Pending Safe Harbor” on the 2010-11 AYP report, and the school met the required targets. Status listed as CIPS-R indicates that the school has been in CIPS for more than 5 years.

Subgroup reporting codes

ADA-Average Daily Attendance
GR- Graduation Rate
W-Whole Group
E-Economically Disadvantaged
S-Students with Disabilities
L-Limited English Proficient

A-Asian/Pacific islander
B-Black /African American
C-Caucasian
H- Hispanic
I-American Indian/ Native American
SS-Small school calculation