



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 October 2011 RESULTS

Edna Libby and George E. Jack Elementary Schools

November 8, 2012

Dear Edna Libby and George E. Jack Elementary School Parents, Guardians, and Community Members,

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. The purpose of this letter is to let you know where you can access our school results, as well as to provide insight about the data. The data for Edna Libby School can be accessed from the Maine Department of Education's website by visiting the address below:

www.maine.gov/education/nclb/reportcard/1112/1200/12001502/SchNCLB12001502.pdf

The data for George E. Jack School can be accessed from the Maine Department of Education's website by visiting the address below:

www.maine.gov/education/nclb/reportcard/1112/1200/12001499/SchNCLB12001499.pdf

The targets set by the state on the NECAP for the October **2011** test administration are for 75% of students to meet the standard in reading and for 70% to meet the standard in math. For 2012 – 2013, George E. Jack School made Adequate Yearly Progress (AYP) in the areas of both reading and mathematics based on meeting improvement requirements. For 2012 – 2013, Edna Libby School made AYP in reading but did not make AYP in mathematics due to a single subgroup (Economically Disadvantaged Students). Therefore, Edna Libby's AYP status is CIPS1, which means we have a plan in place with the Maine Department of Education to target and strengthen learning in mathematics.

Currently, all teachers at both Edna Libby and George E. Jack Elementary Schools have the appropriate certification and meet the requirement under NCLB to be designated as "Highly Qualified."

Through creative use of the RTI (Response to Intervention) process to intervene when students begin to demonstrate skill deficiency, we are making measured efforts to provide

interventions as early as possible to address both academic and behavioral/social/emotional concerns. We are monitoring the progress of each of our students and are working to provide a variety of interventions to differentiate instruction and meet each student's needs. This year at George E. Jack and Edna Libby Schools, our academic interventionists are working with classroom teachers to group students of similar levels and needs, and to support student learning during structured literacy blocks.

Please feel free to contact either of us if you have any questions or concerns. You may reach us by phone at 642-2500 (Edna Libby) or 642-4885 (George E. Jack), or at gday@bonnyeagle.org or dparker@bonnyeagle.org using email.

Sincerely,

Virginia E. Day
Supervising Principal

Douglas S. Parker
Assistant Principal