

No Child Left Behind (NCLB) Glossary

AYP -- Adequate Yearly Progress

Maine schools must demonstrate that students in grades 3-8 and 11 are **proficient** in reading and math. A school and district are determined to make AYP based on the number of students who *meet or exceed* the standards each year on the MEA/NECAP.

The state has established AYP targets for each year until 2014, when the federal No Child Left Behind Act declares that all students (100%) will demonstrate proficiency on state assessments.

AYP is calculated for the district, or School Administrative Unit (SAU), and each school in the SAU. **For the school to make AYP, each subgroup must meet the proficiency targets.**

Groups included in the determination in MSAD 53 schools are:

- Whole school
- Caucasian/White
- Economically Disadvantaged
- Students with Disabilities

AYP Designations:

Yes – school or subgroup met proficiency targets

No – school or subgroup did not meet proficiency targets

Yes (CI) – Maine uses a “confidence interval,” a statistical measure that creates a band or range around a school’s testing score, similar to polling results that are qualified by a margin of error of, say, “plus or minus 4 points.” Confidence intervals are used to account for the variability in school populations in a grade from year to year, and allow the state to be 95% confident that we are not identifying schools in error.

Pending SH – A school can make “safe harbor” if there is a 10% reduction from the previous year in the proportion of students not achieving proficiency.

Monitor Status – label given to a school the first year it does not make AYP.

CIPS – If a school does not make AYP for two consecutive years, it becomes a Continuous Improvement Priority School, Level 1. CIPS status continues each year that a school does not make AYP, with increasing levels of sanctions until year six, when a school must develop a plan to restructure.

For more information, visit:

www.maine.gov/education/nclb/accountability.html