

**The Gorham School Department
Adequate Yearly Progress –
Status Summary Update
2011-2012**

Updated: September 6, 2012

Background and Rationale

The No Child Left Behind Act of 2001 requires states to develop plans to reward and sanction schools that receive federal funding under Title 1, the portion of the Elementary and Secondary Education Act of 1965 that aims to improve academic achievement of disadvantaged students.

Adequate Yearly Progress (AYP) is the term used in the federal “No Child Left Behind Act” (NCLB) to describe the amount of academic progress expected of each school each year. The subjects included in AYP calculations are reading and math in grades 3-8 and grade 11.

AYP calculations are based on assessment score data, currently through assessment scores in reading and math on the New England Comprehensive Assessment Program (NECAP) for Grades 3-8 and the Scholastic Aptitude Test (SAT) for Grade 11, the state-adopted, standardized testing programs. These assessments measure student progress on Maine’s academic standards, referred to as the Maine Learning Results, and most currently, the Parameters for Essential Instruction. NCLB-related testing data is collected by the Maine Department of Education each school year.

In addition to increased testing and accountability, NCLB requires an accountability system in which student test scores are separated into distinct categories, or “subgroups”, to be sure that the students who are most at risk are performing well. The NCLB subgroups include: race, ethnicity, gender, English language proficiency, migrant status, disability, and low-income.

The ultimate goal of NCLB is for all students to score “proficient” or above on state standard tests by the year 2014. Every state is required to develop a system of accountability to move toward this goal, known as Adequate Yearly Progress (AYP), as noted previously. The Maine Department of Education uses the NECAP and SAT test scores (previously the MEA (Maine Educational Assessment) scores) each year to rate schools on the AYP track and to determine whether or not schools are impacting the achievement of all students.

If a school does not have the required number of students (as a whole and in each subcategory) meeting or exceeding the standards, as measured by the NECAP or SAT scores, for AYP in any given year, NCLB mandates a series of consequences. There are three categories of identification for individual schools: Making AYP, Monitor status and 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 1A schools. 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 1A program have various obligations under federal law. Schools that don’t receive Title 1 funding aren’t accountable to No Child Left Behind. Still, the Maine Department of Education expects all public schools to strive to meet educational standards outlined in Maine Learning Results.

Maine's approach to 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.

To this end, all of the schools in Gorham work hard to use data to effectively raise our overall accountability relative to student performance and inform our instructional practices, programs and supportive services in order to facilitate the growth of all of our students.

Current AYP Status Statement of Each School

PLEASE NOTE: The State of Maine has applied to and was granted by the U.S. Department of Education for a waiver to hold AYP Targets for 2010-11 at the same level as 2009-2010.

AYP performance was reported in late April 2012 to reflect progress in the 2010-2011 School Year for Grades K-8, as reflected in the testing performance from the Fall 2011 NECAP administration.

AYP performance for Gorham High School was reported in August 2012 and reflects progress through the 2011-2012 school year, as noted through the May 2012 MHSA / SAT administration.

Gorham School Department's Elementary Schools, as a whole, met AYP for the 2011-2012 School Year in all areas of Reading and Math, with the exception of Economically Disadvantaged students in math.

Narragansett Elementary School's 2011-2012 overall AYP status is identified as Making AYP (based on the Fall 2011 NECAP results.) It is making AYP in the areas of Reading and Math for whole school and all subgroups (Students with Disabilities met this through Safe Harbor which means that that we have decreased the percentage of students not meeting the standards in targeted subgroups by at least 10%.) 2011-2012 Annual Progress reflected that all learning targets were met.

Great Falls Elementary School did not receive an AYP ranking for the 2011-2012 School year, as it was a new school community and AYP ranking is dependent upon the previous 3 years of data as a school unit.

Village Elementary School's 2011-2012 overall AYP status is mixed. It did meet AYP in areas of reading and math as a whole school. For Reading, the subgroup of Economically Disadvantaged Students met AYP through Safe Harbor (which means that that we have decreased the percentage of students not meeting the standards in targeted subgroups by at least 10%) and the subgroup, Students with Disabilities did not make AYP. For Math, neither of the subgroups, Economically Disadvantaged Students or Students with Disabilities met AYP.

Gorham Middle School, met AYP for the 2011-2012 School Year as a whole group. Based on the Fall 2011 NECAP results. GMS met AYP in the area of Reading for all subgroups except for Students with Disabilities. GMS also met AYP in the area of Math for all subgroups, including the two subgroups – Economically Disadvantaged Students and Students with Disabilities, who met AYP due to “Safe Harbor”. Safe Harbor means that that we have decreased the percentage of students not meeting the standards in targeted subgroups by at least 10%.

Gorham High School, as a whole, did not meet AYP for the 2011-2012 School Year in the areas of Reading and Math. It also did not make AYP for the subgroups, Caucasian, Economically Disadvantaged Students and Students with Disabilities in both Reading and Math.

In all of these cases, it is important to note that the learning target for both Reading and Math have been steadily increasing over time. This is exemplified by the following AYP Target Trajectories in the areas of Reading and Math.

	Reading Target		Math Target	
2013-2014	100% (K-8)	100% (9-12)	100% (K-8)	100% (9-12)
2012-2013	92% (K-8)	93% (9-12)	90% (K-8)	89% (9-12)
2011-2012*	75% (K-8)	78% (9-12)	70% (K-8)	66% (9-12)
<i>* The target level for 2011-2012 reflects as the same level as 2010-2011 per Waiver Request.</i>				
2010-2011	75% (K-8)	78% (9-12)	70% (K-8)	66% (9-12)
2009-2010	66% (K-8)	71% (9-12)	60% (K-8)	54% (9-12)
2008-2009	58% (K-8)	64% (9-12)	50% (K-8)	43% (9-12)
2007-2008	50% (K-8)	57% (9-12)	40% (K-8)	31% (9-12)
2006-2007	50% (K-8)	50% (9-12)	40% (K-8)	20% (9-12)

As a side note, it takes two consecutive years of not making AYP to be identified for improvement under NCLB’s accountability system. It also takes two consecutive years of making AYP for a school to no longer be identified as needing improvement.

If an identified school makes AYP for one year, it does not proceed to the next level of the improvement process (i.e., offer supplemental services, implement corrective action or restructuring, depending on what level the school was in).

If the school makes AYP for a second consecutive year, it is no longer identified as needing improvement. If the school only makes AYP for one year and then does not make AYP the next, it must continue implementing NCLB’s school improvement process.

Consequent to these AYP designations at each level, each school is charged with developing, implementing and maintaining a continuous school improvement plan to address and mitigate areas of concern within the areas of reading and math.