



# No Child Left Behind (NCLB) District Report: 2004-05 School Year

205 - 00



## Regional School District 05

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports which in Connecticut, present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). Students can score at five levels on the tests: Advanced, Goal, Proficient, Basic or Below Basic. The federal NCLB accountability act establishes standards based on the percentage of students scoring at the Proficient level or higher. The report also includes information about the qualifications of teachers based on the federal definition of highly qualified teachers. The following information can be found in this report:

### **Page 2: District Adequate Yearly Progress (AYP) Status: 2004-05 School Year**

The state is required to determine annually if every district and school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its student population scoring at or above the Proficient level in mathematics and reading on the CMT and CAPT. The AYP criteria are as follows: (1) 95 percent participation on both the mathematics and reading on the CMT and CAPT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading; and (3) achievement of an AYP target for the additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year for elementary and middle schools, and 70 percent graduation rate or improvement from the previous year for high schools. For a district to make AYP, the AYP criteria must be met on either the CMT or CAPT by all students and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners) at the district level. If a district does not make AYP for two consecutive years, it will be identified as "in need of improvement." This table shows how the whole district and student subgroups performed in comparison with the AYP proficiency requirements listed at the top of the page. The score used to determine if the AYP standard was met was based on an AYP calculation which takes into account the number of students tested and the change in who is tested from one year to the next. The numbers on this page were computed only for groups of 40 or more students and include only those students who were in the district for a full school year. At the bottom of the page is information about whether or not the additional academic indicators were achieved.

### **Page 3: Connecticut Mastery Test (CMT) Achievement Data: 2004-05 School Year**

NCLB requires assessment data to be reported out by three different achievement levels: Basic, Proficient and Advanced. This page shows the percentage of students at or above these three levels on the fall 2004 CMT. The numbers on this page were calculated only for groups of 20 or more students. All students are included, regardless of the amount of time a student has been in the district.

### **Page 4: Connecticut Academic Performance Test (CAPT) Achievement Data: 2004-05 School Year**

This page shows the percentage of students at or above the Basic, Proficient and Advanced levels on the spring 2004 CAPT. The numbers on this page were calculated only for groups of 20 or more students. All students are included, regardless of the amount of time a student has been in the district.

### **Page 5: Qualifications of Teachers Teaching in the Core Academic Areas, 2001-04**

By the 2005-06 school year, all teachers teaching in core academic areas in public schools in Connecticut must meet the "highly qualified" criteria described in NCLB. Teachers who do not meet these criteria are those teaching out-of-field, short-term and long-term substitutes, and those who hold an interim certificate (an example of a teacher with an interim certificate is one who is certified in another state but still needs to take one of Connecticut's required teacher exams). All teachers supported by Title I funds and hired since 2002-03 must meet the highly qualified criteria now. A school district receiving Title I funds must provide to all parents whose children are attending a Title I school timely notice that their children have been assigned to or have been taught for four or more consecutive weeks by a teacher who is not "highly qualified."

# Regional School District 05 Adequate Yearly Progress Status, 2004-05 School Year: Achieved

**Based on the fall 2004 Connecticut Mastery Test (CMT), results attributed to the district attended in 2003-04 and the spring 2004 Connecticut Academic Performance Test (CAPT)**

Adequate Yearly Progress (AYP) Targets:	Participation Rate CMT and CAPT		% At or Above Proficient				Additional Academic Indicators	
	Mathematics	Reading	Mathematics		Reading		Elementary/Middle Schools	High Schools
	95%	95%	CMT 65%	CAPT 59%	CMT 57%	CAPT 62%	Writing: 70% At or Above Basic (or annual improvement)	70% Graduation Rate (or annual improvement)

## Connecticut Mastery Test (CMT) Results

Subgroup	Participation Rate			% At or Above Proficient			
	Mathematics	Reading	AYP Target Met?	Mathematics		Reading	
				AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
Whole District	100	100	Yes	92	Yes	93	Yes
English Language Learners	<b>Fewer than 40 students in this subgroup</b>			<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	
Students with Disabilities	100	100	Yes	65	Yes	64	Yes
Black	<b>Fewer than 40 students in this subgroup</b>			<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	
Hispanic	<b>Fewer than 40 students in this subgroup</b>			<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	
White	100	100	Yes	93	Yes	93	Yes
Economically Disadvantaged	<b>Fewer than 40 students in this subgroup</b>			<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	

## Connecticut Academic Performance Test (CAPT) Results

Subgroup	Participation Rate			% At or Above Proficient			
	Mathematics	Reading	AYP Target Met?	Mathematics		Reading	
				AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
Whole District	98	98	Yes	100	Yes	100	Yes
English Language Learners	<b>Fewer than 40 students in this subgroup</b>			<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	
Students with Disabilities	95	95	Yes	<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	
Black	<b>Fewer than 40 students in this subgroup</b>			<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	
Hispanic	<b>Fewer than 40 students in this subgroup</b>			<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	
White	97	98	Yes	100	Yes	100	Yes
Economically Disadvantaged	<b>Fewer than 40 students in this subgroup</b>			<b>Fewer than 40 students in this subgroup</b>		<b>Fewer than 40 students in this subgroup</b>	

Additional Academic Indicator: Writing	AYP Target Met?	Yes
Additional Academic Indicator: Graduation Rate	AYP Target Met?	Yes

# Connecticut Mastery Test (CMT) Achievement Data: 2004-05 School Year

Based on the fall 2004 CMT results attributed to the district attended in 2003-04

## Regional School District 05

	Math						Reading						Writing
	Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above <sup>1</sup>			Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above <sup>1</sup>			% of Students Scoring At or Above Basic
				Basic	Proficient <sup>2</sup>	Advanced				Basic	Proficient <sup>2</sup>	Advanced	
Whole District	434	434	100	95	87	28	434	433	100	91	86	34	94
<b>Subgroup Achievement</b>													
American Indian	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Asian American	27	27	100	96	96	85	27	27	100	100	96	59	100
Black	7	7	Fewer than 20 students in this subgroup				7	7	Fewer than 20 students in this subgroup				
Hispanic	9	9	Fewer than 20 students in this subgroup				9	9	Fewer than 20 students in this subgroup				
White	389	389	100	96	88	25	389	388	100	91	86	33	94
Students with Disabilities	60	60	100	75	50	7	60	60	100	62	48	5	73
English Language Learners	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Economically Disadvantaged	12	12	Fewer than 20 students in this subgroup				12	11	Fewer than 20 students in this subgroup				
Migrant	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Male	221	221	100	94	85	29	221	221	100	88	81	26	90
Female	213	213	100	97	90	27	213	213	100	94	91	43	98
State Achievement	132,692	131,885	99	89	78	20	132,692	131,958	99	80	71	18	91

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 4		Grade 6		Grade 8	
	2003	2004	2003	2004	2003	2004
Mathematics					88	87
Reading					92	86

<sup>1</sup> In cases where less than 5% of the students scored at or above any achievement level, the notation "<5%" is used to protect the privacy of students and to avoid negative criticism of any one subgroup.

<sup>2</sup> The percentage at or above Proficient will not be the same number as on the previous page. The number on the previous page is based on a federally approved AYP calculation used to analyze the adequate yearly progress of schools and districts. In addition, it includes only those students who were in the school for a full academic year; the number on this page includes all students, regardless of their length of time in the school.

# Connecticut Academic Performance Test (CAPT) Achievement Data: 2004-05 School Year

## Based on the spring 2004 CAPT results Regional School District 05

	Math						Reading						Graduation Rate
	Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above <sup>1</sup>			Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above <sup>1</sup>			
				Basic	Proficient <sup>2</sup>	Advanced				Basic	Proficient <sup>2</sup>	Advanced	
Whole District	400	391	98	97	91	38	400	392	98	99	95	45	98
<b>Subgroup Achievement</b>													
American Indian	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				Graduation rate by subgroup will not be available until the class of 2006
Asian American	31	31	100	97	87	61	31	31	100	97	94	65	
Black	7	7	Fewer than 20 students in this subgroup				7	7	Fewer than 20 students in this subgroup				
Hispanic	5	5	Fewer than 20 students in this subgroup				5	5	Fewer than 20 students in this subgroup				
White	357	348	97	97	92	36	357	349	98	99	95	43	
Students with Disabilities	40	38	95	84	66	<5%	40	38	95	95	74	13	
English Language Learners	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Economically Disadvantaged	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
Migrant	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
Male	219	213	97	96	92	42	219	215	98	99	92	38	
Female	181	178	98	98	90	33	181	177	98	99	98	53	
State Achievement	41,971	40,732	97	90	75	2021	41,971	40,681	97	90	78	22	

### CAPT Two Year Trend Data: % At or Above Proficient

Subject	2003	2004
Mathematics	88	91
Reading	90	95

<sup>1</sup> In cases where less than 5% of the students scored at or above any achievement level, the notation "<5%" is used to protect the privacy of students and to avoid negative criticism of any one subgroup.

<sup>2</sup> The percentage at or above Proficient will not be the same number as on page 2. The number on page 2 is based on a federally approved AYP calculation used to analyze the adequate yearly progress of schools and districts. In addition, it includes only those students who were in the school for a full academic year; the number on this page includes all students, regardless of their length of time in the school.

# Qualifications of Teachers Teaching in the Core Academic Areas, 2001-02 to 2004-05<sup>1</sup>

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The academic subjects that have been identified as core academic areas by federal statute are English, reading or language arts, mathematics, science, world languages, civics and government, economics, the arts, history, and geography; this includes elementary and middle school teachers, special education, TESOL, early childhood, remedial reading, gifted and talented and bilingual education teachers teaching these subjects, but not physical education, health, vocational, consumer and technology education, or other subjects not explicitly listed above.

	School				State				State High Poverty Schools <sup>2</sup>				State Low Poverty Schools <sup>3</sup>			
	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05
Percent of FTE Teachers Who are Highly Qualified	96.7	99.2	98.0	97.9	97.4	97.6	98.8	98.2	96.7	96.5	98.0	96.9	97.8	98.1	99.2	98.5
Percent of FTE Teachers Who are Not Highly Qualified <sup>4</sup>	3.3	0.8	2.0	2.1	2.6	2.4	1.2	1.8	3.3	3.5	2.0	3.1	2.2	1.9	0.8	1.5

<sup>1</sup> The "qualifications of teacher" data are measured by determining if certified teachers are teaching in the appropriate content and grade areas. In the future as more data required under NCLB are collected, such as Highly Objective Uniform Standards for School Evaluation (HOUSSE) results, the calculations presented in the table above will be modified.

<sup>2</sup> A high poverty school is defined as being in the top quartile of poverty statewide, based on the percentage of students eligible for free or reduced-price lunch.

<sup>3</sup> A low poverty school is defined as being in the bottom quartile of poverty statewide, based on the percentage of students eligible for free or reduced-price lunch.

<sup>4</sup> By federal definition, this includes substitutes, long-term substitutes, nonrenewable interim certificates, interim certificates, and certified teachers teaching out-of-field.