

No Child Left Behind (NCLB) School Report: 2005-06 School Year



(for schools without state assessment results)

Regional School District 13 Frederick Brewster School



The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving assistance under Title I must prepare and disseminate annual accountability reports which present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). Schools without state test results (e.g., K-1 and K-2 schools) need to establish a method for evaluating the progress of students in these schools in mathematics and reading and, if the district receives Title I funds, distribute the results of these reading and mathematics evaluations to parents. The results must be reported for the school and for each subgroup with a minimum size of 20 students (major racial/ethnic groups, students with disabilities, English language learners, and economically disadvantaged). This school does not have CMT or CAPT results and has therefore developed a method for evaluating students in mathematics and reading. If the district receives Title I funds, the school will distribute the results of its assessment(s) of students in mathematics and reading. This report therefore only provides information about the quality of the school's teachers, an NCLB requirement regardless of student participation on the state assessments.

Qualifications of Teachers Teaching in the Core Academic Areas

In the 2005-2006 school year, the Connecticut State Department of Education (CSDE) was audited by the federal government and required to report teacher quality data differently than it had done on the previous report cards. The CSDE had reported the percentage of full-time equivalents (FTEs) that were highly qualified and not highly qualified. Starting with the 2005-2006 report card, the CSDE will report the percentage of classes taught by highly qualified and not highly qualified teachers.

Table 1. General School Information

These data are provided to describe your school because the NCLB law requires that poor or minority students are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than other students. In the CSDE teacher quality analysis, each public school was assigned to a quartile based on the percentage of students in poverty, the percentage of minority students, and the percentage of teachers with two or less years of experience. The state percentage of inexperienced teachers is 16.6 while the percentage in high poverty/minority schools is approximately 22. The percentage in low poverty/minority schools is approximately 15.

Is this school in the high poverty quartile?:	No
Is this school in the low poverty quartile?:	No
Is this school in the high minority quartile?:	No
Is this school in the low minority quartile?:	Yes
Is this school in the high inexperience quartile?:	No
Is this school in the low inexperience quartile?:	No
School Percent Poverty:	5.4
School Percent Minority:	3.9
Percent of Teachers 2 or less years of experience:	14.2

Table 2. General Teacher and Class Information

These data are your highly qualified and not highly qualified teacher FTEs as well as the number of classes taught by highly qualified and not highly qualified teachers.	
Total Teacher FTE:	21.1
Highly Qualified Teacher FTE:	21.1
Not Highly Qualified FTE:	0
Total Number of Classes:	46.5
Number of Classes Taught by Highly Qualified Teachers:	46.5
Number of Classes Taught by Not Highly Qualified Teachers:	0

Table 3. School Classes Taught by Highly and Not Highly Qualified Teachers, 2005-06

From 2001 to 2004, the CSDE reported highly qualified and not highly qualified percentages based on FTEs. Starting with the 2005-2006 report card, the CSDE will report the percentage of classes taught by highly qualified and not highly qualified teachers. Therefore, there are no comparison years for 2005-2006 data. According to the NCLB law, your school must reach the goal of 100% highly qualified by the end of the 2006-2007 school year.

Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes Taught by Not Highly Qualified Teachers
100.0	0.0

Table 4. Connecticut Classes Taught by Highly and Not Highly Qualified Teachers

From 2001 to 2004, the CSDE reported highly qualified and not highly qualified percentages based on FTEs. Starting with the 2005-2006 report card, the CSDE will report the percentage of classes taught by highly qualified and not highly qualified teachers. Therefore, there are no comparison years for 2005-2006 data. The CSDE also did not report minority data in 2001 through 2004. In 2005-2006, on average it was found that students in the high poverty or high minority quartile schools were more than three times as likely to be in classes taught by NHQ teachers than in low poverty or low minority quartile schools. If your school falls into the high poverty or high minority quartile, you must ensure that poor or minority students are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than other students.

	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes Taught by Not Highly Qualified Teachers
State Overall	96.8	3.2
State High Poverty Schools	93.4	6.6
State Low Poverty Schools	98.1	1.9
State High Minority Schools	93.1	6.9
State Low Minority Schools	97.9	2.1