



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

Regional School District 13



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), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every district 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. For a district to have made AYP, the following criteria must have been met by all students in the district and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT and CAPT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT and CAPT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Regional School District 13 = Achieved

CMT Two Year Trend Data: % At or Above Proficient

The table below presents the percent at or above proficient for the last two years of the CMT. The 2005-06 school year marked the first time the CMT was administered to students in Grades 3 through 8; prior to the 2005-06 school year, the CMT was administered to students in Grades 4, 6, and 8. More information about the academic achievement of this district can be found on page 3 of this report.

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
Mathematics	NA	84	85	85	NA	91	94	91	NA	93	89	92
Reading	NA	77	77	79	NA	84	88	87	NA	88	81	88

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Adequate Yearly Progress (AYP) Status Data for the 2005-06 School Year

Based on 2006 Connecticut Mastery Test (CMT) results, and the average of the 2005 and 2006 Connecticut Academic Performance Test (CAPT)

The tables below show this district's performance on the AYP indicators. A district fails AYP if there is a "No" under the AYP Target Met column for BOTH the CMT and the CAPT. Only students who were enrolled in this district for the full academic year were included in these calculations.

Connecticut Mastery Test (CMT) Results (Grades 3 through 8)

Subgroup	Participation Rate (95 % participation needed)							% At or Above Proficient			
	Mathematics			Reading			AYP Target Met?	Mathematics (74 % proficient needed)		Reading (68 % proficient needed)	
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
Whole District	100	100	100	100	100	100	Yes	92	Yes	87	Yes
American Indian	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Asian American	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Black	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Hispanic	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
White	100	100	100	100	100	100	Yes	92	Yes	87	Yes
Students with Disabilities	100	100	100	100	100	100	Yes	63	No	46	No
English Language Learners	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Economically Disadvantaged	100	100	100	100	100	98	Yes	86	Yes	79	Yes
Additional Academic Indicator: Writing				AYP Target Met?				Yes			

Connecticut Academic Performance Test (CAPT) Results (Grade 10)

Subgroup	Participation Rate (95 % participation needed)							% At or Above Proficient			
	Mathematics			Reading			AYP Target Met?	Mathematics (69 % proficient needed)		Reading (72 % proficient needed)	
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
Whole District	99	99	99	99	99	99	Yes	100	Yes	100	Yes
American Indian	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Asian American	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Black	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Hispanic	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
White	99	99	99	99	99	99	Yes	100	Yes	100	Yes
Students with Disabilities	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
English Language Learners	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Economically Disadvantaged	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Additional Academic Indicator: Graduation Rate				AYP Target Met?				Yes			

2006 Connecticut Mastery Test (CMT) Achievement Data

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NCLB requires assessment data to be reported by different achievement levels. The table below shows the percentage of students scoring at or above the Basic, Proficient, and Advanced levels on the spring 2006 CMT. The numbers on this page were calculated only for groups of 20 or more. 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 districts. In addition, it includes only those students who were in the district for a full academic year; the number on this page includes all students, regardless of their length of time in the district.

	Math						Reading						Writing
	Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above			Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above			% of Students Scoring At or Above Basic
				Basic	Proficient	Advanced				Basic	Proficient	Advanced	
Whole District	1087	1087	100	95	89	28	1087	1087	100	90	84	26	97
Subgroup Achievement													
American Indian	3	3	Fewer than 20 students in this subgroup				3	3	Fewer than 20 students in this subgroup				
Asian American	19	19	Fewer than 20 students in this subgroup				19	19	Fewer than 20 students in this subgroup				
Black	5	5	Fewer than 20 students in this subgroup				5	5	Fewer than 20 students in this subgroup				
Hispanic	13	13	Fewer than 20 students in this subgroup				13	13	Fewer than 20 students in this subgroup				
White	1047	1047	100	96	90	28	1047	1047	100	91	84	26	97
Students with Disabilities	131	131	100	68	52	<5%	131	131	100	53	36	<5%	79
English Language Learners	2	2	Fewer than 20 students in this subgroup				2	2	Fewer than 20 students in this subgroup				
Economically Disadvantaged	45	45	100	89	71	<5%	45	45	100	80	62	<5%	93
Migrant	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Male	537	537	100	95	89	31	537	537	100	89	82	24	95
Female	550	550	100	95	89	25	550	550	100	92	86	27	98
State Achievement	262144	260741	99	89	79	23	262143	260416	99	81	73	20	

2006 Connecticut Academic Performance Test (CAPT) Achievement Data

Regional School District 13

NCLB requires assessment data to be reported by different achievement levels. The table below shows the percentage of students scoring at or above the Basic, Proficient, and Advanced levels on the spring 2006 CAPT. The numbers on this page were calculated only for groups of 20 or more. 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 districts. In addition, it includes only those students who were in the district for a full academic year; the number on this page includes all students, regardless of their length of time in the district.

	Math						Reading						Graduation Rate
	Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above			Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above			
				Basic	Proficient	Advanced				Basic	Proficient	Advanced	
Whole District	165	163	99	96	91	29	165	164	99	94	90	22	99
Subgroup Achievement													
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 2010
Asian American	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
Black	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
Hispanic	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
White	162	160	99	96	91	30	162	161	99	94	89	22	
Students with Disabilities	17	16	Fewer than 20 students in this subgroup				17	16	Fewer than 20 students in this subgroup				
English Language Learners	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Economically Disadvantaged	5	5	Fewer than 20 students in this subgroup				5	5	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	77	75	97	96	92	41	77	76	99	92	88	18	
Female	88	88	100	95	90	19	88	88	100	95	91	25	
State Achievement	44596	43405	97	89	76	19	44598	43433	97	90	78	20	91

CAPT Two Year Trend Data: % At or Above Proficient

Subject	2005	2006
Mathematics	93	91
Reading	85	90

Regional School District 13

General Note:

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 District Information

These data are provided to describe your district 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.	
District Percent Poverty:	3.7
District Percent Minority:	3.5
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:	147.2
Highly Qualified Teacher FTE:	146.2
Not Highly Qualified FTE:	1
Total Number of Classes:	511.5
Number of Classes Taught by Highly Qualified Teachers:	506.5
Number of Classes Taught by Not Highly Qualified Teachers:	5

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.		
	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
* NCLB requires this information for schools in the state, not districts, therefore only data for schools in Connecticut are provided.		

Table 3. District 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 district 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
99.0	1.0