



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

## Bethany School District



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 be 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 Bethany School District = 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	92	85	94	NA	82	85	88	NA	No Students in Grade	No Students in Grade	No Students in Grade
Reading	NA	89	83	80	NA	73	84	83	NA	No Students in Grade	No Students in Grade	No Students in Grade

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



Based on 2006 Connecticut Mastery Test (CMT) results

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

Adequate Yearly Progress (AYP) Targets:	Participation Rate CMT		% At or Above Proficient		Additional Academic Indicator Writing: 70% At or Above Basic (or annual improvement)
	Mathematics	Reading	Mathematics	Reading	
	95%	95%	74%	68%	

## Connecticut Mastery Test (CMT) Results

Subgroup	Participation Rate						AYP Target Met?	% At or Above Proficient			
	Mathematics			Reading				Mathematics		Reading	
	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	94	Yes	87	Yes
American Indian	<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>	
Asian American	<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>	
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	100	100	100	100	Yes	95	Yes	88	Yes
Students with Disabilities	<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>	
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>	
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			

# 2006 Connecticut Mastery Test (CMT) Achievement Data

## *Bethany School District*

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	326	326	100	96	89	29	326	325	100	88	82	21	96
<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	17	17	Fewer than 20 students in this subgroup				17	17	Fewer than 20 students in this subgroup				
Black	13	13	Fewer than 20 students in this subgroup				13	13	Fewer than 20 students in this subgroup				
Hispanic	4	4	Fewer than 20 students in this subgroup				4	4	Fewer than 20 students in this subgroup				
White	292	292	100	97	91	29	292	291	100	88	82	20	95
Students with Disabilities	23	23	100	78	74	13	23	23	100	35	22	<5%	65
English Language Learners	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Economically Disadvantaged	10	10	Fewer than 20 students in this subgroup				10	10	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	181	181	100	96	91	29	181	180	99	88	81	20	94
Female	145	145	100	96	87	30	145	145	100	89	83	21	97
<b>State Achievement</b>	<b>262144</b>	<b>260741</b>	<b>99</b>	<b>89</b>	<b>79</b>	<b>23</b>	<b>262143</b>	<b>260416</b>	<b>99</b>	<b>81</b>	<b>73</b>	<b>20</b>	

# Qualifications of Teachers Teaching in the Core Academic Areas

## Bethany School District

### 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:	2.2
District Percent Minority:	10.6
Percent of Teachers 2 or less years of experience:	28.3

**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:	38.9
Highly Qualified Teacher FTE:	38.9
Not Highly Qualified FTE:	0
Total Number of Classes:	73
Number of Classes Taught by Highly Qualified Teachers:	73
Number of Classes Taught by Not Highly Qualified Teachers:	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.		
	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
100.0	0.0