No Child Left Behind (NCLB) School Report: 2008-09 School Year

East Lyme School District

Lillie B. Haynes 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 federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), 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 school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school 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; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; 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 Lillie B. Haynes School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Mathematics	93	90	87	94	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	86	77	80	81	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

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Adequate Yearly Progress (AYP) Status Data for the 2008-09 School Year

Based on the spring 2009 Connecticut Mastery Test (CMT)

East Lyme School District

Lillie B. Haynes School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were inlcuded in these calculations.

Subgroup*	Participation Rate (95 % participation needed)**							% At or Above Proficient			
	Mathematics			Reading			AYP Target Met?	Mathematics (82 % proficient needed)		Reading (79 % 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 School (n = 147)	100	100	100	100	100	100	Yes	97.5	Yes	87.4	Yes
American Indian (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Asian American (n = 13)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Black (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Hispanic (n = 3)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
White (n = 129)	100	100	100	100	100	100	Yes	97	Yes	87.4	Yes
Students with Disabilities (n = 12)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
English Language Learners (n = 2)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Economically Disadvantaged (n = 20)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	

Additional Academic Indicator: Writing, 70 % At or Above Basic, or Annual Improvement	AYP Target Met?	Yes

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2009, 2008, and 2007 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

2009 Connecticut Mastery Test (CMT) Achievement Data

Lillie B. Haynes School

NCLB requires assessment data to be reported by differenct achievement levels. The table below shows the percentage of students scoring at or above the Basic, Proficient, and Advanced levels on the spring 2009 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 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.

	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 School	147	147	100	96	92	32	147	147	100	90	79	18	99
Subgroup Achievement													
American Indian	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
Asian American	13	13	Fewer than 20 students in this subgroup				13	13	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	3	3	Fewer than 20 students in this subgroup				3	3	Fewer than 20 students in this subgroup				
White	129	129	100	95	91	29	129	129	100	89	78	16	99
Students with Disabilities	12	12	Fewer than 20 students in this subgroup				12	12	Fewer than 20 students in this subgroup				
English Language Learners	2	2	Fewer than 20 students in this subgroup				2	2	Fewer than 20 students in this subgroup				
Economically Disadvantaged	20	20	100	95	95	20	20	20	100	85	70	5	100
Male	69	69	100	94	88	30	69	69	100	88	75	12	99
Female	78	78	100	97	95	33	78	78	100	91	82	23	100
District Achievement	1282	1277	100	94	92	43	1282	1281	100	91	86	33	96
State Achievement	254983	254220	100	89	81	28	254983	254137	100	81	74	21	92

Qualifications of Teachers Teaching in the Core Academic Areas

Lillie B. Haynes School

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?:	No
Is this school in the high inexperience quartile?:	Yes
Is this school in the low inexperience quartile?:	No
School Percent Poverty:	12.0
School Percent Minority:	17.5
Percent of Teachers 2 or less years of experience:	20.0
School percentage of classes taught by teachers holding emergency or temporary certification	0.0
District percentage of classes taught by teachers holding emergency or temporary certification	0.6
State percentage of classes taught by teachers holding emergency or temporary certification	0.6

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:	21.2
Highly Qualified Teacher FTE:	21.2
Not Highly Qualified FTE:	0
Total Number of Classes:	46
Number of Classes Taught by Highly Qualified Teachers:	46
Number of Classes Taught by Not Highly Qualified Teachers:	0

Table 3. School Classes Taught by Highly and Not Highly Qualified Teachers

Percent of Classes Taught by Highly Qualified Teachers				Percent of Classes Taught by Not Highly Qualified Teachers			
2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
100.0	100.0	100.0	100.0	0.0	0.0	0.0	0.0

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

	Percent of Classes Taught by Highly Qualified Teachers				Percent of Classes Taught by Not Highly Qualified Teachers			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
State Overall	96.8	98.0	98.5	98.5	3.2	2.0	1.5	1.3
State High Poverty Schools	93.4	95.9	97.0	97.0	6.6	4.1	3.0	2.0
State Low Poverty Schools	98.1	98.9	99.1	99.1	1.9	1.1	0.9	0.7
State High Minority Schools	93.1	95.8	96.8	96.8	6.9	4.2	3.2	2.1
State Low Minority Schools	97.9	98.6	99.1	99.1	2.1	1.4	0.9	0.7