



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

East Lyme 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 East Lyme 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	88	87	91	NA	90	94	93	NA	96	92	94
Reading	NA	79	81	89	NA	83	90	87	NA	93	92	90

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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	95	Yes	90	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	100	100	100	100	100	100	Yes	100	Yes	100	Yes
Black	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Hispanic	100	100	100	100	100	100	Yes	94	Yes	88	Yes
White	100	100	100	100	100	100	Yes	95	Yes	90	Yes
Students with Disabilities	99	100	99	100	98	99	Yes	75	Yes	60	Safe Harbor
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	99	100	100	99	100	100	Yes	91	Yes	81	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	100	100	99	100	100	100	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	100	100	99	100	100	100	Yes	100	Yes	100	Yes
Students with Disabilities	100	98	97	100	100	97	Yes	92	Yes	98	Yes
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

East Lyme 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	1362	1359	100	96	92	33	1362	1359	100	92	87	31	95
Subgroup Achievement													
American Indian	11	11	Fewer than 20 students in this subgroup				11	10	Fewer than 20 students in this subgroup				
Asian American	104	104	100	99	99	59	104	104	100	98	93	47	99
Black	24	24	100	92	83	17	24	24	100	92	83	<5%	92
Hispanic	58	58	100	91	82	25	58	58	100	80	75	14	93
White	1165	1162	100	96	92	32	1165	1163	100	93	87	31	95
Students with Disabilities	227	225	99	80	66	8	227	226	100	65	51	7	76
English Language Learners	20	20	100	88	88	31	20	20	100	81	56	25	100
Economically Disadvantaged	86	85	99	88	79	17	86	85	99	77	68	10	90
Migrant	0	0					0	0	Fewer than 20 students in this subgroup				
Male	693	691	100	96	93	35	693	691	100	91	85	27	93
Female	670	669	100	95	92	32	670	669	100	94	89	34	98
State Achievement	262144	260741	99	89	79	23	262143	260416	99	81	73	20	

2006 Connecticut Academic Performance Test (CAPT) Achievement Data

East Lyme 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 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	330	329	100	96	93	42	330	330	100	97	91	42	96
Subgroup Achievement													
American Indian	13	13	Fewer than 20 students in this subgroup				13	13	Fewer than 20 students in this subgroup				Graduation rate by subgroup will not be available until the class of 2010
Asian American	16	16	Fewer than 20 students in this subgroup				16	16	Fewer than 20 students in this subgroup				
Black	3	3	Fewer than 20 students in this subgroup				3	3	Fewer than 20 students in this subgroup				
Hispanic	8	8	Fewer than 20 students in this subgroup				8	8	Fewer than 20 students in this subgroup				
White	290	289	100	97	93	42	290	290	100	97	91	43	
Students with Disabilities	51	51	100	83	69	13	51	51	100	88	65	8	
English Language Learners	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Economically Disadvantaged	7	7	Fewer than 20 students in this subgroup				7	7	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	152	151	99	95	91	38	152	152	100	95	84	31	
Female	180	180	100	98	95	44	180	180	100	98	97	52	
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	93
Reading	93	91

East Lyme 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:	4.1
District Percent Minority:	12.5
Percent of Teachers 2 or less years of experience:	14.5

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:	214.84
Highly Qualified Teacher FTE:	213.14
Not Highly Qualified FTE:	1.7
Total Number of Classes:	886
Number of Classes Taught by Highly Qualified Teachers:	879.5
Number of Classes Taught by Not Highly Qualified Teachers:	6.5

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

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
99.3	0.7

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