

No Child Left Behind (NCLB) School Report: 2006-07 School Year



Newtown School District Reed Intermediate 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"

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 Reed Intermediate School = Not Achieved

This school is identified as in need of improvement; Year Improvement = 1

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2005-06	2006-07	2005-06	2006-07	2005-05	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Mathematics	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	95	93	96	97	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	89	88	93	91	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas



Adequate Yearly Progress (AYP) Status Data for the 2006-07 School Year



Based on the spring 2007 Connecticut Mastery Test (CMT)

Newtown School District, Reed Intermediate 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 included in these calculations.

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 School (n = 909)	100	100	100	99.9	100	100	Yes	97.1	Yes	92.3	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 = 30)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Black (n = 12)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Hispanic (n = 30)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
White (n = 836)	100	100	100	99.9	100	100	Yes	97.2	Yes	92.5	Yes
Students with Disabilities (n = 95)	100	100	100	98.9	99	100	Yes	73.6	Yes	45	No
English Language Learners (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Economically Disadvantaged (n = 34)	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 2006, 2004, and 2003 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.

2007 Connecticut Mastery Test (CMT) Achievement Data

Reed Intermediate School

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 2007 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	909	909	100	98	95	45	909	908	100	93	90	30	97
Subgroup Achievement													
American Indian	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
Asian American	30	30	100	97	97	53	30	30	100	97	93	43	97
Black	12	12	Fewer than 20 students in this subgroup				12	12	Fewer than 20 students in this subgroup				
Hispanic	30	30	100	97	93	30	30	30	100	90	83	13	93
White	836	836	100	98	95	46	836	835	100	94	90	30	97
Students with Disabilities	95	95	100	78	60	9	95	94	99	47	29	<5%	73
English Language Learners	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
Economically Disadvantaged	34	34	100	91	85	18	34	34	100	82	71	9	82
Male	475	475	100	98	95	47	475	475	100	92	88	25	95
Female	434	434	100	97	95	44	434	433	100	95	92	36	99
District Achievement	2696	2696	100	98	95	44	2696	2695	100	94	90	29	97
State Achievement	259681	258542	100	92	82	27	259683	258351	100	83	74	19	92

Reed Intermediate 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?:	Yes
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?:	Yes
School Percent Poverty:	3.6
School Percent Minority:	7.7
Percent of Teachers 2 or less years of experience:	5.4

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:	55.2
Highly Qualified Teacher FTE:	55.2
Not Highly Qualified FTE:	0
Total Number of Classes:	120
Number of Classes Taught by Highly Qualified Teachers:	120
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	2005-06	2006-07
100.0	100.0	0.0	0.0

Table 4. Connecticut 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	2005-06	2006-07
State Overall	96.8	98.0	3.2	2.0
State High Poverty Schools	93.4	95.9	6.6	4.1
State Low Poverty Schools	98.1	98.9	1.9	1.1
State High Minority Schools	93.1	95.8	4.2	4.2
State Low Minority Schools	97.9	98.6	1.4	1.4