



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

Newtown School District



The 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 Newtown School District = Achieved

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

Based on 2009 Connecticut Mastery Test (CMT) results and the 2009 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 (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 District	100	100	100	100	100	100	Yes	97.8	Yes	94.4	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	100	100	100	100	100	100	Yes	100	Yes	96.5	Yes	
Hispanic	100	100	100	100	100	100	Yes	99.8	Yes	92.4	Yes	
White	100	100	100	100	100	100	Yes	97.8	Yes	94.8	Yes	
Students with Disabilities	100	100	100	100	100	100	Yes	72.1	No	56.6	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	99.3	99	100	99.3	99	100	Yes	92	Yes	87.3	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 (80 % proficient needed)		Reading (81 % 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	99.8	99.8	99	99.9	99.6	Yes	95.8	Yes	97.5	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	99.8	99.8	100	99.8	99.6	Yes	95.9	Yes	98.1	Yes	
Students with Disabilities	95	97.6	97.7	95	100	98.3	Yes	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					

2009 Connecticut Mastery Test (CMT) Achievement Data

Newtown 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 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 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	2703	2702	100	96	95	53	2703	2702	100	94	91	34	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	78	78	100	97	96	65	78	78	100	96	92	54	99
Black	42	42	100	98	95	36	42	42	100	86	81	36	95
Hispanic	94	94	100	94	93	34	94	94	100	86	82	15	96
White	2488	2487	100	96	95	53	2488	2487	100	94	91	34	97
Students with Disabilities	212	212	100	59	52	8	212	212	100	44	37	<5%	71
English Language Learners	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Economically Disadvantaged	137	136	99	89	83	35	137	136	99	82	77	13	92
Male	1410	1409	100	96	94	53	1410	1409	100	92	89	31	96
Female	1293	1293	100	97	96	52	1293	1293	100	96	92	37	99
State Achievement	254983	254220	100	89	81	28	254983	254137	100	81	74	21	92

2009 Connecticut Academic Performance Test (CAPT) Achievement Data

Newtown 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 2008 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	436	431	99	96	91	27	436	430	99	94	91	34	97
Subgroup Achievement													
American Indian			0	0	0	0			0	0	0	0	Graduation rate by subgroup will not be available until the class of 2010
Asian American	12	12	Fewer than 20 students in this subgroup				12	12	Fewer than 20 students in this subgroup				
Black	4	4	Fewer than 20 students in this subgroup				4	4	Fewer than 20 students in this subgroup				
Hispanic	16	16	Fewer than 20 students in this subgroup				16	16	Fewer than 20 students in this subgroup				
White	404	399	99	96	91	27	404	398	99	94	92	34	
Students with Disabilities	40	38	95	58	32	<5%	40	38	95	37	26	<5%	
English Language Learners			100	0	0	0			100	0	0	0	
Economically Disadvantaged	20	19	Fewer than 20 students in this subgroup				20	19	Fewer than 20 students in this subgroup				
Male	203	202	100	97	94	30	203	202	100	95	90	25	
Female	233	229	100	96	90	25	233	228	100	93	92	42	
State Achievement	44230	43277	98	86	75	18	44230	43194	98	88	78	20	91

Qualifications of Teachers Teaching in the Core Academic Areas

Newtown

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:	7.8
Percent of Teachers 2 or less years of experience:	11.2
District percent of classes taught by teachers holding emergency or temporary certification	0.9
State percent 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:	340.1
Highly Qualified Teacher FTE:	338.1
Not Highly Qualified FTE:	2
Total Number of Classes:	1165
Number of Classes Taught by Highly Qualified Teachers:	1155
Number of Classes Taught by Not Highly Qualified Teachers:	10

Table 3. District 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
98.9	99.1	100.0	99.1	1.1	0.9	0.0	0.9

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	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
State Overall	96.8	98.0	98.5	98.7	3.2	2.0	2.0	1.3
State High Poverty Schools	93.4	95.9	97.0	97.5	6.6	1.5	3.0	2.5
State Low Poverty Schools	98.1	98.9	99.9	99.2	1.9	1.1	0.1	2.5
State High Minority Schools	93.1	95.8	96.8	97.5	6.9	4.2	3.2	2.5
State Low Minority Schools	97.9	98.6	99.1	99.2	2.1	1.4	0.9	0.8

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

CONNECTICUT RESULTS FROM THE 2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP often is called the "Nation's Report Card." It is the only measure of student achievement in the United States where you can compare the performance of students in a state with the performance of students across the nation or in other states. NAEP, sponsored by the U.S. Department of Education, has been conducted for over 30 years. Beginning this year, the U.S. Department of Education requires states to report state-level NAEP results in state and district Adequate Yearly Progress report cards. The new reporting requirement was designed to provide parents and the public with additional important information about the performance of the students in their state. However, there are important differences to consider when reviewing state-level NAEP results alongside results from the Connecticut Mastery Test (CMT). Specifically, state assessments and NAEP are developed for different purposes and performance standards (e.g., proficient) are set independently. Therefore, one should not expect performance results to be the same across CMT and NAEP. Instead, NAEP results are meant to complement our state assessment results. NAEP can be helpful in gauging the progress of Connecticut students over time and in reviewing our state performance relative to the performance of other states across the country.

The NAEP 2007 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	GRADE 4 NAEP 2007								GRADE 8 NAEP 2007										
	MATHEMATICS				READING				MATHEMATICS				READING						
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced			
Connecticut Overall	16	39	37	7	27	31	29	12	27	38	26	8	23	40	33	5			
White	6	37	47	10	16	32	37	16	17	40	33	11	14	39	40	6			
Black	40	44	15	1	53	32	12	2	56	37	7	#	43	45	12	#			
Hispanic	36	46	16	2	53	32	13	3	56	34	9	1	48	37	14	1			
Asian/ Pacific Islander	8	27	47	17	16	25	34	25	8	31	37	24	22	33	38	7			
Am Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡			
Eligible for NSLP ¹	36	48	15	1	56	32	12	1	53	36	9	1	47	40	13	1			
Students with Disabilities	43	44	12	2	66	21	10	2	63	28	8	1	58	33	8	#			
English Language Learners	52	42	6	#	74	18	7	1	87	12	1	#	77	21	2	#			
CONNECTICUT STUDENT PARTICIPATION RATES																			
¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged." ‡ Reporting standards not met # Rounds to zero						Grade 4				Grade 8									
				Math		Reading		Math		Reading		Math		Reading		Math		Reading	
		Students with Disabilities		90		82		90		85		English Language Learners		97		68		91	

For more information about the main differences between NAEP and CMT, please visit <http://www.csde.state.ct.us/public/cedar/assessment/national/naep.htm>.

The official NAEP website is <http://nces.ed.gov/nationsreportcard/>.