



Litchfield School District Litchfield High 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 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). Students can score at five levels on the tests: Advanced, Goal, Proficient, Basic or Below Basic. The federal NCLB accountability act establishes standards based on the percentage of students scoring at the Proficient level or higher. The report also includes information about the qualifications of teachers based on the federal definition of highly qualified teachers. The following information can be found in this report:

Page 2: Achievement Data: 2001-02 School Year

NCLB requires assessment data to be reported out by three different achievement levels: Basic, Proficient and Advanced. This page shows the percentage of students at or above these three levels on the spring 2002 CAPT. The numbers on this page were calculated only for groups of 20 or more students. All students are included, regardless of the amount of time a student has been in the district.

Page 3: Qualifications of Teachers Teaching in the Core Academic Areas, 2001-200

By the 2005-06 school year, all teachers teaching in core academic areas in public schools in Connecticut must meet the "highly qualified" criteria described in NCLB. Teachers who do not meet these criteria are those teaching out-of-field, short-term and long-term substitutes, and those who hold an interim certificate (an example of a teacher with an interim certificate is one who is certified in another state but still needs to take one of Connecticut's required teacher exams). All teachers supported by Title I funds and hired since 2002-03 must meet the highly qualified criteria now. A school district receiving Title I funds must provide to all parents whose children are attending a Title I school timely notice that their children have been assigned to or have been taught for four or more consecutive weeks by a teacher who is "not highly qualified."

Adequate Yearly Progress

The state is required to determine annually if every district and school 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 school or 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 the additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year for elementary and middle schools, and 70 percent graduation rate or improvement from the previous year for high schools. If a district does not make AYP for two consecutive years, it will be identified as "in need of improvement." This report does not provide information about whether or not this high school made AYP because it contains 2002 CAPT data. High schools have already been identified as not making AYP based on the 2002 CAPT data, but based on an old method not related to NCLB. A determination of whether or not AYP was made under the NCLB method will begin with the 2003 CAPT data.

Achievement Data: 2001-02 School Year

Based on the spring 2002 Connecticut Academic Performance Test (CAPT)

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	Math						Reading						Graduation Rate
	Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above ¹			Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above ¹			
				Basic	Proficient ²	Advanced				Basic	Proficient ²	Advanced	
Whole School	104	104	100	98	92	13	104	104	100	97	92	31	100
Subgroup Achievement													
American Indian	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				Graduation rate by subgroup will not be available until the class of 2006
Asian American	2	2	Fewer than 20 students in this subgroup				2	2	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	1	1	Fewer than 20 students in this subgroup				1	1	Fewer than 20 students in this subgroup				
White	100	100	100	98	93	14	100	100	100	97	92	31	
Students with Disabilities	9	9	Fewer than 20 students in this subgroup				9	9	Fewer than 20 students in this subgroup				
English Language Learners	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Economically Disadvantaged	1	1	Fewer than 20 students in this subgroup				1	1	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	55	55	100	100	95	16	55	55	100	96	89	25	
Female	49	49	100	96	90	10	49	49	100	98	96	37	
District Achievement	104	104	100	98	92	13	104	104	100	97	92	31	100
State Achievement	39,913	35,962	90	89	77	19	39,915	36,485	91	92	78	19	87

CAPT Two Year Trend Data: % At or Above Proficient

Subject	2001	2002
Mathematics	91	92
Reading	95	92

¹ In cases where less than 5% of the students scored at or above any achievement level, the notation "<5%" is used to protect the privacy of students and to avoid negative criticism of any one subgroup.

² 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.

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The academic subjects that have been identified as core academic areas by federal statute are English, reading or language arts, mathematics, science, world languages, civics and government, economics, the arts, history, and geography; this includes elementary and middle school teachers, special education, TESOL, early childhood, remedial reading, gifted and talented and bilingual education teachers teaching these subjects, but not physical education, health, vocational, consumer and technology education, or other subjects not explicitly listed above.

	School		State		State High Poverty Schools ¹		State Low Poverty Schools ²	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Percent of FTE Teachers Who are Highly Qualified	96.5	100.0	97.4	97.6	96.7	96.5	97.8	98.1
Percent of FTE Teachers Who are Not Highly Qualified ³	3.5	0.0	2.6	2.4	3.3	3.5	2.2	1.9

¹ A high poverty school is defined as being in the top quartile of poverty statewide, based on the percentage of students eligible for free or reduced-price lunch.

² A low poverty school is defined as being in the bottom quartile of poverty statewide, based on the percentage of students eligible for free or reduced-price lunch.

³ By federal definition, this includes substitutes, long-term substitutes, nonrenewable interim certificates, interim certificates, and certified teachers teaching out-of-field.