



No Child Left Behind (NCLB) District Report: 2001-02 School Year

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Litchfield 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). 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: District Adequate Yearly Progress (AYP) Status: 2001-02 School Year

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 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 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 table shows how the whole district and student subgroups performed in comparison with the AYP proficiency requirements listed at the top of the page. The score used to determine if the AYP standard was met was based on an AYP calculation which takes into account the number of students tested and the change in who is tested from one year to the next. The numbers on this page were computed only for groups of 40 or more students and include only those students who were in the district for a full school year. At the bottom of the page is information about whether or not the additional academic indicators were achieved.

Page 3: Connecticut Mastery Test (CMT) 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 fall 2002 CMT. 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 4: Connecticut Academic Performance Test (CAPT) Achievement Data: 2001-02 School Year

This page shows the percentage of students at or above the Basic, Proficient and Advanced 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 5: Qualifications of Teachers Teaching in the Core Academic Areas, 2001-02 and 2002-03

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."

District Adequate Yearly Progress Status, 2001-02 School Year: Achieved

Based on the fall 2002 Connecticut Mastery Test (CMT), results attributed to the district attended in 2001-02 and the spring 2002 Connecticut Academic Performance Test (CAPT)

Adequate Yearly Progress (AYP) Targets:	Participation Rate CMT and CAPT		% At or Above Proficient				Additional Academic Indicators	
	Mathematics	Reading	Mathematics		Reading		Elementary/Middle Schools	High Schools
	95%	95%	CMT 65%	CAPT 59%	CMT 57%	CAPT 62%	Writing: 70% At or Above Basic (or annual improvement)	70% Graduation Rate (or annual improvement)

Connecticut Mastery Test (CMT) Results

Subgroup	Participation Rate			% At or Above Proficient			
	Mathematics	Reading	AYP Target Met?	Mathematics		Reading	
				AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
Whole District	99	99	Yes	98	Yes	92	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	
Students with Disabilities	95	98	Yes	87	Yes	67	Yes
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	Yes	98	Yes	92	Yes
Economically Disadvantaged	Fewer than 40 students in this subgroup			Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	

Connecticut Academic Performance Test (CAPT) Results

Subgroup	Participation Rate			% At or Above Proficient			
	Mathematics	Reading	AYP Target Met?	Mathematics		Reading	
				AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
Whole District	100	100	Yes	100	Yes	100	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	
Students with Disabilities	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	Yes	100	Yes	100	Yes
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: Writing	AYP Target Met?	Yes
Additional Academic Indicator: Graduation Rate	AYP Target Met?	Yes

Connecticut Mastery Test (CMT) Achievement Data: 2001-02 School Year

Based on the fall 2002 CMT results attributed to the district attended in 2001-02

Litchfield School District

	Math						Reading						Writing
	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			% of Students Scoring At or Above Basic
				Basic	Proficient ²	Advanced				Basic	Proficient ²	Advanced	
Whole District	365	362	99	97	89	25	365	362	99	91	84	28	96
Subgroup Achievement													
American Indian	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Asian American	2	2	Fewer than 20 students in this subgroup				2	2	Fewer than 20 students in this subgroup				
Black	0	0	Fewer than 20 students in this subgroup				0	0	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	356	353	99	97	89	25	356	353	99	91	84	28	96
Students with Disabilities	43	41	95	83	68	<5%	43	42	98	57	48	<5%	85
English Language Learners	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Economically Disadvantaged	15	15	Fewer than 20 students in this subgroup				15	15	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	163	162	99	97	88	24	163	163	100	87	80	23	94
Female	202	200	99	97	90	26	202	199	99	95	87	33	98
State Achievement	133,396	132,198	99	89	78	21	133,392	132,191	99	81	72	20	90

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 4		Grade 6		Grade 8	
	2001	2002	2001	2002	2001	2002
Mathematics	90	86	86	91	93	90
Reading	81	75	86	87	96	90

¹In 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.

²The 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 district for a full academic year; the number on this page includes all students regardless of their length of time in the district

Connecticut Academic Performance Test (CAPT) Achievement Data: 2001-02 School Year

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Based on the spring 2002 CAPT results *Litchfield School District*

	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 District	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	
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	90	92
Reading	94	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 district for a full academic year; the number on this page includes all students, regardless of their length of time in the district.

Qualifications of Teachers Teaching in the Core Academic Areas, 2001-02 and 2002-03

Litchfield School District

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.

	District		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	98.5	100.0	97.4	97.6	96.7	96.5	97.8	98.1
Percent of FTE Teachers Who are Not Highly Qualified ³	1.5	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.