

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



Meriden School District Roger Sherman 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" teachers.

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 Roger Sherman School = Not 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 CMT marked the first time the CMT was administered in the spring and to grades 3 through 8. The 2005-06 results reflect the performance of those students this school educated during the 2005-06 school year. The 2004-05 CMT assessed students in grades 4, 6, and 8 in the fall of 2004. The 2004-05 results in this table reflect the results of students in grades 4, 6, and 8 this school educated as 3rd, 5th, and/or 7th grade students during the 2003-04 school year. More information about the academic achievement of this school 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	46	62	60	NA	35	66	No Students in Grade	NA	No Students in Grade	No Students in Grade	No Students in Grade
Reading	NA	44	47	56	NA	43	61	No Students in Grade	NA	No Students in Grade	No Students in Grade	No Students in Grade

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Adequate Yearly Progress (AYP) Status Data for the 2005-06 School Year



Based on the spring 2006 Connecticut Mastery Test (CMT)

Meriden School District, Roger Sherman 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 = 264)	100	100	99	100	100	100	Yes	56	No	56	No
American Indian (n = 2)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Asian American (n = 6)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Black (n = 60)	100	100	100	100	100	100	Yes	36	No	38	No
Hispanic (n = 97)	100	100	99	100	100	100	Yes	56	No	57	No
White (n = 99)	100	99	99	100	100	100	Yes	76	Yes	73	Yes
Students with Disabilities (n = 38)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
English Language Learners (n = 10)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Economically Disadvantaged (n = 172)	100	100	100	100	100	100	Yes	51	No	47	No
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.

2006 Connecticut Mastery Test (CMT) Achievement Data

Roger Sherman 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 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 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	264	264	100	71	48	<5%	264	264	100	59	48	<5%	89
Subgroup Achievement													
American Indian	2	2	Fewer than 20 students in this subgroup				2	2	Fewer than 20 students in this subgroup				
Asian American	6	6	Fewer than 20 students in this subgroup				6	6	Fewer than 20 students in this subgroup				
Black	60	60	100	52	22	<5%	60	60	100	42	27	<5%	87
Hispanic	97	97	100	67	44	<5%	97	97	100	54	44	<5%	85
White	99	99	100	84	64	10	99	99	100	72	62	5	93
Students with Disabilities	38	38	100	42	21	<5%	38	38	100	24	21	<5%	63
English Language Learners	10	10	Fewer than 20 students in this subgroup				10	10	Fewer than 20 students in this subgroup				
Economically Disadvantaged	172	172	100	63	41	<5%	172	172	100	48	39	<5%	85
Migrant	4	4	Fewer than 20 students in this subgroup				4	4	Fewer than 20 students in this subgroup				
Male	134	134	100	69	50	6	134	134	100	54	44	<5%	82
Female	130	130	100	72	45	<5%	130	130	100	64	52	<5%	95
District Achievement	3902	3877	99	75	57	7	3902	3856	99	64	52	7	85
State Achievement	262144	260741	99	89	79	23	262143	260416	99	81	73	20	92

Roger Sherman School

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 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?:	Yes
Is this school in the low poverty quartile?:	No
Is this school in the high minority quartile?:	Yes
Is this school in the low minority quartile?:	No
Is this school in the high inexperience quartile?:	Yes
Is this school in the low inexperience quartile?:	No
School Percent Poverty:	59.5
School Percent Minority:	63.0
Percent of Teachers 2 or less years of experience:	22.6

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:	33.15
Highly Qualified Teacher FTE:	33.15
Not Highly Qualified FTE:	0
Total Number of Classes:	72.5
Number of Classes Taught by Highly Qualified Teachers:	72.5
Number of Classes Taught by Not Highly Qualified Teachers:	0

Table 3. School 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 school 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
100.0	0.0

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. If your school falls into the high poverty or high minority quartile, you must ensure that poor or minority students are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than other students.

	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