

NCLB Report Card

2009-2010

Connecticut State Department of Education



Newtown School District Newtown Middle 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 Newtown Middle School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
Mathematics	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	94.7	95.5	96.3	95.8
Reading	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	92.5	94.4	91.6	93.3

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Adequate Yearly Progress (AYP) Status Data for the 2009-10 School Year

Based on 2010 Connecticut Mastery Test (CMT)

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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 (82% proficient needed)		Reading (79% proficient needed)	
	n	Current	2 Year Avg.	3 Year Avg.	n	Current	2 Year Avg.	3 Year Avg.		AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
Whole School	898	100.0	99.9	99.9	898	100.0	99.9	99.9	Yes	99.7	Yes	99.2	Yes
American Indian	2	-	-	-	2	-	-	-	-	-	-	-	-
Asian American	28	-	-	-	28	-	-	-	-	-	-	-	-
Black	10	-	-	-	10	-	-	-	-	-	-	-	-
Hispanic	47	100.0	100.0	100.0	47	100.0	100.0	100.0	Yes	100.0	Yes	100.0	Yes
White	811	100.0	99.9	99.8	811	100.0	99.9	99.9	Yes	99.7	Yes	99.3	Yes
English Language Learners	1	-	-	-	1	-	-	-	-	-	-	-	-
Students with Disabilities	76	100.0	100.0	100.0	76	100.0	100.0	100.0	Yes	86.4	Yes	86.6	Yes
Economically Disadvantaged	62	100.0	99.0	98.3	62	100.0	99.0	98.3	Yes	100.0	Yes	95.1	Yes

Additional Academic Indicator: Writing	AYP Target Met?	Yes
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Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* 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 2010, 2009, and 2008 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.

2010 Connecticut Mastery Test (CMT) Achievement Data

Newtown Middle 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 2010 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	898	898	100.0	97.3	95.7	58.9	898	898	100.0	95.7	93.9	48.7	96.7
Subgroup Achievement													
American Indian	2	2	-	-	-	-	2	2	-	-	-	-	-
Asian American	28	28	100.0	100.0	100.0	89.3	28	28	100.0	100.0	100.0	71.4	100.0
Black	10	10	-	-	-	-	10	10	-	-	-	-	-
Hispanic	47	47	100.0	91.5	89.4	48.9	47	47	100.0	83.0	83.0	36.2	91.5
White	811	811	100.0	97.5	95.8	58.3	811	811	100.0	96.2	94.2	48.5	96.8
English Language Learners	1	1	-	-	-	-	1	1	-	-	-	-	-
Students with Disabilities	76	76	100.0	69.7	53.9	6.6	76	76	100.0	57.9	47.4	5.3	67.1
Economically Disadvantaged	62	62	100.0	91.9	87.1	38.7	62	62	100.0	79.0	75.8	22.6	88.7
Male	452	452	100.0	96.2	94.7	56.0	452	452	100.0	93.8	91.2	45.6	94.7
Female	446	446	100.0	98.4	96.6	61.9	446	446	100.0	97.5	96.6	51.8	98.7
District Achievement													
District Achievement	2,632	2,632	100.0	96.8	95.6	55.4	2,632	2,632	100.0	94.3	91.6	39.3	97.3
State Achievement													
State Achievement	253,441	252,818	99.8	90.2	82.4	31.4	253,441	252,809	99.8	81.7	74.6	24.0	91.4

Legend:

- : Fewer than 20 students tested for Students Overall; Fewer than 20 students tested for subgroups

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Qualifications of Teachers Teaching in the Core Academic Areas

Newtown Middle School

Table 1. General 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?:	No
State Percent Poverty:	6.4
State Percent Minority:	8.7
Percent of Teachers 2 or less years of experience:	6.6
School percentage of classes taught by teachers holding emergency or temporary certification:	0.0
District percentage of classes taught by teachers holding emergency or temporary certification	0.0
State percentage of classes taught by teachers holding emergency or temporary certification	0.3

Table 2. General Teacher and Class Information

These data are the 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:	60.3
Highly Qualified Teacher FTE:	60.3
Not Highly Qualified FTE:	0
Total Number of Classes:	302
Number of Classes Taught by Highly Qualified Teachers:	302
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				
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
99.2	98.3	100.0	100.0	100.0	0.8	1.7	0.0	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				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
State Overall	96.3	98.0	98.5	98.7	99.2	3.2	2.0	1.5	1.3	0.8
State High Poverty Schools	92.9	95.9	97.0	97.5	98.3	6.6	4.1	3.0	2.5	1.7
State Low Poverty Schools	97.6	98.9	99.9	99.2	99.6	1.9	1.1	0.1	0.8	0.4
State High Minority Schools	92.6	95.8	96.8	97.5	98.2	6.9	4.2	3.2	2.5	1.8
State Low Minority Schools	97.4	98.6	99.1	99.2	99.5	2.1	1.4	0.9	0.8	0.5