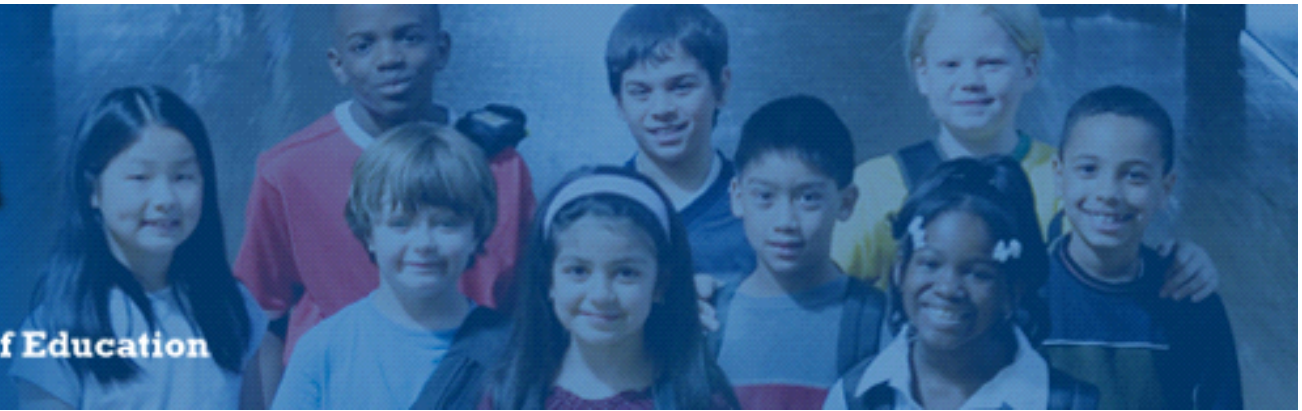


NCLB Report Card

2010-2011

Connecticut State Department of Education



Ellington School District Crystal Lake 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 Crystal Lake School = Not Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	77.3	92.9	87.5	86.7	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
Reading	79.6	76.2	72.5	73.3	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

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Crystal Lake School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Ellington School District

Crystal Lake 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					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	87	100.0	100.0	100.0	Yes	87	100.0	100.0	100.0	Yes	89.7	8.1	97.7	Yes	74.7	11.3	86.1	No
American Indian or Alaska Native	0			-		0			-				-				-	
Asian	1			-		1			-				-				-	
Black or African American	1			-		1			-				-				-	
Hispanic/Latino	3			-		3			-				-				-	
White	80	100.0	100.0	100.0	Yes	80	100.0	100.0	100.0	Yes	92.5	7.4	99.9	Yes	76.3	11.6	87.8	No
Native Hawaiian or Other Pacific Islander	0			-		0			-				-				-	
More than one race	2			-		2			-				-				-	
English Language Learners	0			-		0			-				-				-	
Students with Disabilities	11			-		11			-				-				-	
Economically Disadvantaged	9			-		9			-				-				-	

Additional Academic Indicator: Writing (70% At or Above Basic)	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 (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) 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 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 2011, 2010, and 2009 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.

Ellington School District
Crystal Lake School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

2011 Connecticut Mastery Test (CMT) Achievement Data

Crystal Lake 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 2011 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	87	87	100.0	98.9	89.7	17.2	87	87	100.0	88.5	74.7	11.5	94.3
Subgroup Achievement													
American Indian or Alaska Native	0	0	-	-	-	-	0	0	-	-	-	-	-
Asian	1	1	-	-	-	-	1	1	-	-	-	-	-
Black or African American	1	1	-	-	-	-	1	1	-	-	-	-	-
Hispanic/Latino	3	3	-	-	-	-	3	3	-	-	-	-	-
White	80	80	100.0	98.8	92.5	18.8	80	80	100.0	90.0	76.3	11.3	95.0
Native Hawaiian or Other Pacific Islander	0	0	-	-	-	-	0	0	-	-	-	-	-
More than one race	2	2	-	-	-	-	2	2	-	-	-	-	-
English Language Learners	0	0	-	-	-	-	0	0	-	-	-	-	-
Students with Disabilities	11	11	-	-	-	-	11	11	-	-	-	-	-
Economically Disadvantaged	9	9	-	-	-	-	9	9	-	-	-	-	-
Male	44	44	100.0	100.0	88.6	20.5	44	44	100.0	93.2	77.3	6.8	97.7
Female	43	43	100.0	97.7	90.7	14.0	43	43	100.0	83.7	72.1	16.3	90.7
District Achievement	1,283	1,282	99.9	98.5	95.9	41.3	1,283	1,282	99.9	93.2	89.1	33.1	96.6
State Achievement	250,599	249,703	99.7	92.1	84.3	31.5	250,603	249,692	99.7	84.7	77.9	24.5	92.0

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 20 students tested for subgroups

Qualifications of Teachers Teaching in the Core Academic Areas

Crystal Lake 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:	8.8
State Percent Minority:	7.8
Percent of Teachers 2 or less years of experience:	5.9
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	0.4

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:	13.2
Highly Qualified Teacher FTE:	13.2
Not Highly Qualified FTE:	0
Total Number of Classes:	30
Number of Classes Taught by Highly Qualified Teachers:	30
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				
2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
100.0	90.7	100.0	100.0	100.0	0.0	9.3	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				
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
State Overall	98.0	98.5	98.7	99.2	99.4	2.0	1.5	1.3	0.8	0.6
State High Poverty Schools	95.9	97.0	97.5	98.3	98.5	4.1	3.0	2.5	1.7	1.5
State Low Poverty Schools	98.9	99.9	99.2	99.6	99.8	1.1	0.1	0.8	0.4	0.2
State High Minority Schools	95.8	96.8	97.5	98.2	98.4	4.2	3.2	2.5	1.8	1.6
State Low Minority Schools	98.6	99.1	99.2	99.5	99.8	1.4	0.9	0.8	0.5	0.2