



West Hartford School District Conard 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: Adequate Yearly Progress Status: 2003-04 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 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 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 school 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: Achievement Data: 2003-04 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 2003 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 4: Qualifications of Teachers Teaching in the Core Academic Areas, 2001-2003

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 (AYP) Status, 2003-04 School Year: Achieved

Based on the spring 2004 Connecticut Academic Performance Test (CAPT) results

Conard High School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	59%	62%	70% (or annual improvement)

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 School	100	99	Yes	92	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	100	100	Yes	78	Yes	93	Yes
White	100	99	Yes	100	Yes	100	Yes
Economically Disadvantaged	100	100	Yes	69	Yes	87	Yes

Additional Academic Indicator: Graduation Rate	AYP Target Met?	Yes
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Note: 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 (less than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students and students who have not been in a school for the full academic year 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.

Achievement Data: 2003-04 School Year

Based on the spring 2004 Connecticut Academic Performance Test (CAPT)

Conard High School

	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	325	325	100	93	83	27	325	323	99	94	85	29	92
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	28	28	100	96	96	20	28	25	89	96	92	44	
Black	38	38	100	87	63	5	38	38	100	87	74	8	
Hispanic	48	48	100	81	58	<5%	48	48	100	83	60	10	
White	211	211	100	97	91	37	211	209	99	98	92	36	
Students with Disabilities	38	38	100	66	45	8	38	37	97	70	32		
English Language Learners	9	9	Fewer than 20 students in this subgroup				9	9	Fewer than 20 students in this subgroup				
Economically Disadvantaged	48	48	100	77	51	<5%	48	48	100	77	55	6	
Migrant	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Male	173	173	100	94	85	31	173	172	99	92	83	20	
Female	152	152	100	93	80	23	152	151	99	96	87	40	
District Achievement	710	706	99	94	84	30	710	703	99	93	86	35	92
State Achievement	41,971	40,732	97	90	75	21	41,971	40,681	97	90	78	22	90

CAPT Two Year Trend Data: % At or Above Proficient

Subject	2003	2004
Mathematics	73	83
Reading	81	85

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.

Qualifications of Teachers Teaching in the Core Academic Areas, 2001-02 to 2003-04

Conard High School

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	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Percent of FTE Teachers Who are Highly Qualified	96.9	97.0	95.9	97.4	97.6	98.8	96.7	96.5	98.0	97.8	98.1	99.2
Percent of FTE Teachers Who are Not Highly Qualified ³	3.1	3.0	4.1	2.6	2.4	1.2	3.3	3.5	2.0	2.2	1.9	0.8

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.