



# Connecticut State Department of Education

## School Federal Report 2001-2002

*pursuant to the No Child Left Behind Act of 2001*

### West Hartford School District

#### Hall High School

The federal No Child Left Behind Act (NCLB) of 2001 requires a statewide school accountability system. As part of this system, school districts receiving assistance under Title I must prepare and disseminate annual accountability reports which present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). There is also information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

The state was required to set three levels of achievement, Basic, Proficient and Advanced. The mastery Goal standard that Connecticut has used on all state reports, and continues to use, to measure student achievement, is more demanding than the Proficient level, but not as high as the Advanced level.

Because the figures in this report were calculated using the NCLB school accountability decision rules, rather than the state student assessment decision rules, they will be different than the performance percentages found in the Strategic School Profiles and the CMT and CAPT reports. In this report, the percentage of students at each level of performance is based on all eligible students enrolled in the district in the grades that are tested (4, 6, 8 and 10). In state student assessment reports, the percentages are based only on those students who have valid test scores. The CMT data presented in the NCLB reports are based on where students attended school the year previous to testing; therefore schools such as K-3 elementary schools will receive a report even though they do not have a grade 4, 6 or 8; and, schools with a K-2 grade range, have grade 6 only, or that opened in 2001 will not have assessment results on their NCLB report.

Starting with the 2002-03 school year, the state must set performance objectives for each year in reading and mathematics. The 2001-02 school year testing data is used as the baseline. A performance objective is the minimum percentage of students who must reach the Proficient level or above. In order for a district or school to make adequate yearly progress (AYP), its students overall, and groups of students categorized as eligible for free or reduced price meals, enrolled in special education, having limited English proficiency, or from major racial and ethnic groups, must meet the minimum Proficient objectives. Also 95% of the school enrollment must participate in the assessments which include out-of-level testing and the CMT/CAPT skills checklist. If a Title I school does not make adequate yearly progress for two consecutive years, it is so identified and will be subject to a specific set of consequences.

There are still significant questions about exactly how AYP will be calculated and the potential for further Congressional action and/or United States Department of Education definition; therefore, the data in this NCLB report does not reflect the final method for calculating AYP. The data do not reflect: the final subgroup size that will be reported; the number of months a student attended a school (students with less than one school year will be excluded in the future); the impact of a "safe harbor" provision for schools making progress although not enough for AYP; a graduation rate for each district and school; and a third academic indicator (e.g., attendance rate) for elementary and middle schools.

**Table A. School Comparison to State Baseline Achievement, 2001-2002 School Year** <sup>1</sup>

Table Summary: Table A summarizes the school's performance in reading and math on the CMT and CAPT and compares it to the state baseline. Starting in 2003, the two components of this table, % Students Scoring At or Above Proficient and % Students Tested, will be factors in determining if a district or school has made adequate yearly progress (AYP).

	% Students Scoring At or Above Proficient <sup>2</sup>				% Students Tested <sup>3</sup>			
	Math		Reading		Math		Reading	
	CMT Grades	CAPT Grade	CMT Grades	CAPT Grade	CMT Grades	CAPT Grade	CMT Grades	CAPT Grade
<b>State Baseline</b> <sup>4</sup>	<b>64%</b>	<b>59%</b>	<b>55%</b>	<b>62%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>School Achievement</b>								
All Students		89%		91%		97%		97%
<b>Racial/Ethnic Group</b>								
American Indian								
Asian American		88%		88%		100%		100%
Black		76%		77%		94%		97%
Hispanic		70%		71%		94%		97%
White		93%		96%		97%		97%
Other Race								
<b>Disability Status</b>								
Disabled		64%		64%		90%		90%
Non-Disabled		93%		95%		98%		98%
<b>English Proficiency Status</b>								
Limited English Proficient		60%		40%		100%		100%
English Proficient		90%		93%		97%		97%
<b>Economic Status</b>								
Disadvantaged		48%		62%		87%		94%
Non-Disadvantaged		93%		94%		97%		98%

<sup>1</sup> Figures are not reported for groups with less than 10 students.

<sup>2</sup> Includes any student who scored at the Proficient or Advanced level on the CMT or CAPT, and any student who scored at the Proficient level on the skills checklist.

<sup>3</sup> Includes all students EXCEPT students who have been in a bilingual or English as a second language (ESL) program for less than 10 months. Students who were absent and did not take a make-up test are included in the denominator.

<sup>4</sup> State baseline will be used as the starting point from which yearly student performance targets will be set for the purpose of determining if a school or district has made adequate yearly progress.

## Mathematics

**Table B. School Connecticut Mastery Test (CMT) Achievement, Grades 4, 6, and 8, 2001-2002 School Year <sup>1</sup>**

Table Summary: Table B summarizes the participation rates and performance of all students and each subgroup in mathematics on the CMT. Figures are not presented for any subgroup with less than 10 students.

Student Group	Total # Students <sup>2</sup>	# Students Tested in Subject <sup>3</sup>	% Students Tested in Subject <sup>4</sup>	% Students Not Tested in Subject <sup>5</sup>	% of Students Scoring At or Above <sup>6</sup>		
					Basic	Proficient	Advanced
All Students	0						
<b>Racial/Ethnic Group</b>							
American Indian	0						
Asian American	0						
Black	0						
Hispanic	0						
White	0						
Other Race	0						
<b>Gender</b>							
Male	0						
Female	0						
<b>Disability Status</b>							
Disabled	0						
Non-Disabled	0						
<b>Migrant</b>							
Migrant	0						
Non-Migrant	0						
<b>English Proficiency</b>							
Limited English Proficient	0						
English Proficient	0						
<b>Economic Status</b>							
Disadvantaged	0						
Non-Disadvantaged	0						
<b>State</b>	132,806	130,791	98%	2%	88%	78%	20%

<sup>1</sup> Figures are not reported for groups with less than 10 students.

<sup>2</sup> The total number of students eligible to take the CMT, Out-of-Level CMT, or Skills Checklist. This number is used to determine the percentage of students tested. This figure does not include those students who are exempt (those in a bilingual or English as a second language (ESL) program for less than 10 months).

<sup>3</sup> The total number of students present for testing or who took a make-up test. This includes those students who were present and did not attempt the test or whose test was voided. This figure does NOT include those students who were absent and did not take a make-up test, or exempt students.

<sup>4</sup> This figure represents the participation rate. This must be 95% for a district or school to have made Adequate Yearly Progress (AYP).

<sup>5</sup> This figure represents the percentage of students who did not take CMT, Out-of-Level CMT, or Skills Checklist.

<sup>6</sup> Students who took an Out-of-Level test, who did not attempt the test, or whose test was voided are considered to have performed below the Basic level.

## Mathematics

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**Table C. School Connecticut Academic Performance Test (CAPT) Achievement, Grade 10, 2001-2002 School Year** <sup>1</sup>

Table Summary: Table C summarizes the participation rates and performance of all students and each subgroup in mathematics on the CAPT. Figures are not presented for any subgroup with less than 10 students.

Student Group	Total # Students <sup>2</sup>	# Students Tested in Subject <sup>3</sup>	% Students Tested in Subject <sup>4</sup>	% Students Not Tested in Subject <sup>5</sup>	% of Students Scoring At or Above <sup>6</sup>		
					Basic	Proficient	Advanced
<b>All Students</b>	382	369	97%	3%	96%	89%	35%
<b>Racial/Ethnic Group</b>							
American Indian	0						
Asian American	34	34	100%	0%	97%	88%	38%
Black	31	29	94%	6%	83%	76%	3%
Hispanic	32	30	94%	6%	90%	70%	7%
White	285	276	97%	3%	98%	93%	41%
Other Race	0						
<b>Gender</b>							
Male	188	181	96%	4%	94%	88%	36%
Female	194	188	97%	3%	97%	90%	35%
<b>Disability Status</b>							
Disabled	49	44	90%	10%	84%	64%	7%
Non-Disabled	333	325	98%	2%	98%	93%	39%
<b>Migrant</b>							
Migrant	0						
Non-Migrant	382	369	97%	3%	96%	89%	35%
<b>English Proficiency</b>							
Limited English Proficient	10	10	100%	0%	70%	60%	20%
English Proficient	372	359	97%	3%	97%	90%	36%
<b>Economic Status</b>							
Disadvantaged	31	27	87%	13%	85%	48%	11%
Non-Disadvantaged	351	342	97%	3%	97%	93%	37%
<b>State</b>	39,930	35,977	90%	10%	89%	76%	19%

<sup>1</sup> Figures are not reported for groups with less than 10 students.

The total number of students eligible to take the CAPT, Out-of-Level CAPT, or Skills Checklist. This number is used to determine the percentage of students tested. This figure does not include those students who are exempt (those in a bilingual or English as a second language (ESL) program for less than 10 months).

<sup>3</sup> The total number of students present for testing or who took a make-up test. This includes those students who were present and did not attempt the test or whose test was voided. This figure does NOT include those students who were absent and did not take a make-up test, or exempt students.

<sup>4</sup> This figure represents the participation rate. This must be 95% for a district or school to have made Adequate Yearly Progress (AYP).

<sup>5</sup> This figure represents the percentage of students who did not take CAPT, Out-of-Level CAPT, or Skills Checklist.

<sup>6</sup> Students who took an Out-of-Level test, who did not attempt the test, or whose test was voided are considered to have performed below the Basic level.

## Reading

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**Table D. School Connecticut Mastery Test (CMT) Achievement, Grades 4, 6, and 8, 2001-2002 School Year <sup>1</sup>**

Table Summary: Table D summarizes the participation rates and performance of all students and each subgroup in reading on the CMT. Figures are not presented for any subgroup with less than 10 students.

Student Group	Total # Students <sup>2</sup>	# Students Tested in Subject <sup>3</sup>	% Students Tested in Subject <sup>4</sup>	% Students Not Tested in Subject <sup>5</sup>	% of Students Scoring At or Above <sup>6</sup>		
					Basic	Proficient	Advanced
<b>All Students</b>	0						
<b>Racial/Ethnic Group</b>							
American Indian	0						
Asian American	0						
Black	0						
Hispanic	0						
White	0						
Other Race	0						
<b>Gender</b>							
Male	0						
Female	0						
<b>Disability Status</b>							
Disabled	0						
Non-Disabled	0						
<b>Migrant</b>							
Migrant	0						
Non-Migrant	0						
<b>English Proficiency</b>							
Limited English Proficient	0						
English Proficient	0						
<b>Economic Status</b>							
Disadvantaged	0						
Non-Disadvantaged	0						
<b>State</b>	132,802	130,748	98%	2%	80%	72%	19%

<sup>1</sup> Figures are not reported for groups with less than 10 students.

<sup>2</sup> The total number of students eligible to take the CMT, Out-of-Level CMT, or Skills Checklist. This number is used to determine the percentage of students tested. This figure does not include those students who are exempt (those in a bilingual or English as a second language (ESL) program for less than 10 months).

<sup>3</sup> The total number of students present for testing or who took a make-up test. This includes those students who were present and did not attempt the test or whose test was voided. This figure does NOT include those students who were absent and did not take a make-up test, or exempt students.

<sup>4</sup> This figure represents the participation rate. This must be 95% for a district or school to have made Adequate Yearly Progress (AYP).

<sup>5</sup> This figure represents the percentage of students who did not take CMT, Out-of-Level CMT, or Skills Checklist.

<sup>6</sup> Students who took an Out-of-Level test, who did not attempt the test, or whose test was voided are considered to have performed below the Basic level.

## Reading

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**Table E. School Connecticut Academic Performance Test (CAPT) Achievement, Grade 10, 2001-2002 School Year <sup>1</sup>**

Table Summary: Table E summarizes the participation rates and performance of all students and each subgroup in reading on the CAPT. Figures are not presented for any subgroup with less than 10 students.

Student Group	Total # Students <sup>2</sup>	# Students Tested in Subject <sup>3</sup>	% Students Tested in Subject <sup>4</sup>	% Students Not Tested in Subject <sup>5</sup>	% of Students Scoring At or Above <sup>6</sup>		
					Basic	Proficient	Advanced
<b>All Students</b>	382	372	97%	3%	98%	91%	41%
<b>Racial/Ethnic Group</b>							
American Indian	0						
Asian American	34	34	100%	0%	100%	88%	21%
Black	31	30	97%	3%	93%	77%	10%
Hispanic	32	31	97%	3%	94%	71%	16%
White	285	277	97%	3%	99%	96%	49%
Other Race	0						
<b>Gender</b>							
Male	188	182	97%	3%	96%	89%	29%
Female	194	190	98%	2%	99%	94%	52%
<b>Disability Status</b>							
Disabled	49	44	90%	10%	89%	64%	16%
Non-Disabled	333	328	98%	2%	99%	95%	44%
<b>Migrant</b>							
Migrant	0						
Non-Migrant	382	372	97%	3%	98%	91%	41%
<b>English Proficiency</b>							
Limited English Proficient	10	10	100%	0%	90%	40%	0%
English Proficient	372	362	97%	3%	98%	93%	42%
<b>Economic Status</b>							
Disadvantaged	31	29	94%	6%	90%	62%	7%
Non-Disadvantaged	351	343	98%	2%	99%	94%	43%
<b>State</b>	39,932	36,493	91%	9%	91%	77%	19%

<sup>1</sup> Figures are not reported for groups with less than 10 students.

<sup>2</sup> The total number of students eligible to take the CAPT, Out-of-Level CAPT, or Skills Checklist. This number is used to determine the percentage of students tested. This figure does not include those students who are exempt (those in a bilingual or English as a second language (ESL) program for less than 10 months).

<sup>3</sup> The total number of students present for testing or who took a make-up test. This includes those students who were present and did not attempt the test or whose test was voided. This figure does NOT include those students who were absent and did not take a make-up test, or exempt students.

<sup>4</sup> This figure represents the participation rate. This must be 95% for a district or school to have made Adequate Yearly Progress (AYP).

<sup>5</sup> This figure represents the percentage of students who did not take CAPT, Out-of-Level CAPT, or Skills Checklist.

<sup>6</sup> Students who took an Out-of-Level test, who did not attempt the test, or whose test was voided are considered to have performed below the Basic level.

**Table F. School Summary: % Students Scoring At or Above Proficient <sup>1</sup>**

Subject	Grade 4 (CMT)		Grade 6 (CMT)		Grade 8 (CMT)		Grade 10 (CAPT)	
	2000	2001	2000	2001	2000	2001	2001	2002
Mathematics							84	89
Reading							87	91

Note: Figures are not reported for grades with less than 10 students.

<sup>1</sup> Includes any student who scored at the Proficient or Advanced level on the CMT or CAPT, and any student who scored at the Proficient level on the skills checklist.

**Table G. Qualifications of Teachers Teaching in the Core Academic Areas, 2001-2002**

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 <sup>1</sup>	State Low Poverty Schools <sup>2</sup>
Percent of FTE Teachers Who are Highly Qualified	98.9	97.6	97.2	97.8
Percent of FTE Teachers Who are Not Highly Qualified <sup>3</sup>	1.1	2.4	2.8	2.2

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> By federal definition this includes substitutes, long-term substitutes, durational shortage area permits (DSAPS), non-renewable interim certificates, interim certificates, minor assignments, and certified teachers teaching out-of-field.