



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

Connecticut Technical High School System

900 - 00



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), 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 district 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 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. 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 Connecticut Technical High School System = Safe Harbor
This district remains identified as in need of improvement; Year Improvement = 2

CAPT Trend Data: % At or Above Proficient

Subject	2002-03	2003-04	2004-05	2005-06
Mathematics	50	57	66	75
Reading	50	61	70	76

These schools in this district have not made AYP in the same subject for at least the last two years. They are identified as "in need of improvement."

School Name	Year of Improvement
A. I. Prince Technical High School	3*
E. C. Goodwin Technical High School	3*
J. M. Wright Technical High School	4

Contents of NCLB District Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Academic Performance Test (CAPT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Number of schools identified as in need of improvement in this district = 3

* This school was previously identified as "in need of improvement." This year this school made AYP. It remains identified as "in need of improvement," however, it makes AYP again next year, it will be removed from the designation of needs improvement.



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

900 - 00



Based on the average of the 2005 and 2006 Connecticut Academic Performance Test (CAPT)

The table below shows this district's performance on the AYP indicators. A district fails AYP if there is a "No" under the AYP Target Met column. Only students who were enrolled in this district for the full academic year were included in these calculations.

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		Graduation Rate
	Mathematics	Reading	Mathematics	Reading	70% (or annual improvement)
	95%	95%	69%	72%	

Connecticut Academic Performance Test (CAPT) Results

Subgroup	Participation Rate							% At or Above Proficient			
	Mathematics			Reading			AYP Target Met?	Mathematics		Reading	
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		AYP Calculation	AYP Target Met?	Adjusted	AYP Target Met?
Whole District	100	100	99	100	100	99	Yes	78	Yes	100	Yes
American Indian	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Asian American	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup		Fewer than 40 students in this subgroup	
Black	99	99	99	99	100	99	Yes	58	Safe Harbor	92	Yes
Hispanic	100	100	99	100	100	99	Yes	66	Safe Harbor	92	Yes
White	100	100	99	100	100	100	Yes	90	Yes	100	Yes
Students with Disabilities	98	98	99	99	99	99	Yes	52	Safe Harbor	71	Safe Harbor
English Language Learners	99	98	99	100	99	99	Yes	60	Safe Harbor	87	Yes
Economically Disadvantaged	99	99	99	100	100	99	Yes	68	Safe Harbor	95	Yes
Additional Academic Indicator: Graduation Rate		AYP Target Met?					Yes				

2006 Connecticut Academic Performance Test (CAPT) Achievement Data

Connecticut Technical High School System

900 - 00

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 CAPT. 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 districts. In addition, it includes only those students who were in the district for a full academic year; the number on this page includes all students, regardless of their length of time in the district.

	Math						Reading						Graduation Rate
	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			
				Basic	Proficient	Advanced				Basic	Proficient	Advanced	
Whole District	2605	2594	100	93	75	6	2605	2598	100	95	76	5	97
Subgroup Achievement													
American Indian	17	17	Fewer than 20 students in this subgroup				17	17	Fewer than 20 students in this subgroup				Graduation rate by subgroup will not be available until the class of 2010
Asian American	20	20	100	100	90	5	20	20	100	100	75	<5%	
Black	367	364	99	83	53	<5%	367	364	99	92	65	<5%	
Hispanic	622	620	100	88	63	<5%	622	621	100	92	68	<5%	
White	1579	1573	100	97	84	8	1579	1576	100	97	82	6	
Students with Disabilities	229	224	98	75	47	<5%	229	226	99	78	49	<5%	
English Language Learners	192	191	99	84	54	<5%	192	192	100	88	60	<5%	
Economically Disadvantaged	936	930	99	89	64	<5%	936	934	100	93	72	<5%	
Migrant	0	0	Fewer than 20 students in this subgroup				0	0	Fewer than 20 students in this subgroup				
Male	1687	1680	100	95	80	8	1687	1683	100	94	75	<5%	
Female	918	914	100	90	65	<5%	918	915	100	96	77	5	
State Achievement	44596	43405	97	89	76	19	44598	43433	97	90	78	20	91

Qualifications of Teachers Teaching in the Core Academic Areas

Connecticut Technical High School System

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 District Information

These data are provided to describe your district 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.	
District Percent Poverty:	33.4
District Percent Minority:	40.3
Percent of Teachers 2 or less years of experience:	17.1

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:	525.46
Highly Qualified Teacher FTE:	485.21
Not Highly Qualified FTE:	40.25
Total Number of Classes:	2614
Number of Classes Taught by Highly Qualified Teachers:	2414
Number of Classes Taught by Not Highly Qualified Teachers:	200

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.		
	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
* NCLB requires this information for schools in the state, not districts, therefore only data for schools in Connecticut are provided.		

Table 3. District 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 district 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
92.3	7.7