

I.D.vi Highly Qualified Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.

No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Plans for Reaching the 100% Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.⁴ In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

1. Somerset County Public Schools 100% Highly Qualified Teacher (HQT) Goal Data

⁴ Section 2141(a) of the Elementary and Secondary Education Act.

Table 6.2- Two core academic subject classes were not taught by a highly qualified teacher in a Title I school. The two classes were taught by a certificated elementary teacher. A Highly Qualified art teacher has been transferred to teach those two classes for FY 2011.

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers			Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools			
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers		Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2003-2004	53.40	46.60	2008-2009	77	77	100%
2004-2005	75.80	24.20				
2005-2006	69.00	31.00	2009-2010	311	309	99%
2006-2007	71.40	28.60				
2007-2008	83.30	16.70				
2008-2009	92	8				
2009-2010	97.7	2.3				

Table 6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason														
School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	NHQ Classes	All Classes
2005-2006	22	19.10	2	1.70	66	57.40	11	9.60	0	0.00	14	12.20	115	381
2006-2007	16	13.90	1	1.00	4	3.50	20	17.40	56	48.70	18	15.70	115	402
2007-2008	1	1.4	5	6.90%	17	23.60%	3	4.20%	19	26.40%	27	37.50%	72	430
2008-2009	9	22.5	0	6	15	8	20	5	12.5	12	30	40	40	432
2009-2010	0	0	0	0	4	22	14	77	0	0	0	0	18	788

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level

		Core Academic Subject Classes Taught by HQT					
		High Poverty			Low Poverty		
		Total Classes	Taught by HQT		Total Classes	Taught by HQT	
		#	#	%	#	#	%
2005-2006							
Elementary		82	75	91.4	0	0	0
Secondary		261	152	58.2	0	0	0
2006-2007							
Elementary		65	60	92.3	0	0	0
Secondary		317	227	71.6	0	0	0
2007-2008							
Elementary		70	69	98.5	0	0	0
Secondary		320	250	78.1	0	0	0
2008-2009							
Elementary		22	22	100	0	0	0
Secondary		84	88	92	0	0	0
2009-2010							
Elementary		205	205	100	0	0	0
Secondary		266	255	96	0	0	0

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience

		Core Academic Subject Classes							
		High Poverty*				Low Poverty			
School Year	Level	Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2008-2009	Elementary	73	94.8	4	100	0	0	0	0
	Secondary	338	89.41	12	100	0	0	0	0
2009-2010	Elementary	198	96.5	7	3.4	0	0	0	0
	Secondary	226	84.96	40	15	0	0	0	0

* Some local school systems will not have schools that qualify as "high poverty".

** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2009-2010 school year.

Table 6.6: Attrition Rates

Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numer-ator	Denom-inator	%	Num-er-ator	Deno-m-inato-r	%	Num-er-ator	Deno-m-inato-r	%	Num-er-ator	Deno-m-inato-r	%
2006-2007	9	270	3.3	21	270	7.8	9	270	3.3	0	270	0
2007-2008	7	275	2.5	15	275	5.5	5	275	1.8	0	275	0
2008-2009 (projected)	6	282	2.1	20	282	3.5	5	282	1.7	1	282	0.03
2009-2010	7	275	2.5	7	275	2.5	2	275	0.007	2	275	0.007

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

Entire teaching staff or
 Core Academic Subject area teachers

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools

	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	42	42	100%
2009-2010	42.5	42.5	100
2010-2011*	41.5	41.5	100

*As of July 1, 2010

- All HQT criteria have been met.
- Major priority areas that will move the district to achieving 100% of CAS taught by highly qualified teachers, particularly in hard-to-staff schools and critical subject-area shortages as well as establish an equal distribution of highly qualified teachers in high- and low-poverty schools.**

Somerset County will:

- Hire only Highly Qualified teachers for each position opening.
- Continue to communicate with incumbent teachers the importance of maintaining proper certification status.
- Encourage administrators to place teachers in their proper field of certification.
- Continue to provide a strong teacher induction program to increase retention of highly qualified teachers.
- Continue to provide teachers reimbursement for tuition or Praxis tests for adding additional endorsements to become Highly Qualified in out of field placements.
- Continue to place Highly Qualified teachers in all schools including high poverty schools.