

NEWS

Connecticut Department of Education

Dr. Mark K. McQuillan
Commissioner



For Immediate Release:

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Improvements Over Last Year

125 More Connecticut Schools and 18 More Districts Meet the Federal NCLB Standard of 'Adequate Yearly Progress' This Year

Reading is Still the Issue in Elementary and Middle Schools; Math is the Challenge in High Schools

(HARTFORD, CONN.) – About 72 percent of Connecticut’s schools met this year’s performance standards –up from about 60 percent for the last two years-- under the federal No Child Left Behind (NCLB) Act of 2001. The results are based on student performance in reading and mathematics on the 2010 Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). More than 290,000 students participated in the assessments.

“A total of 281 schools did not meet the NCLB standard — Adequate Yearly Progress (AYP) — this year; that is about 28 percent of our schools compared with about 40 percent in 2008 and 2009,” said state education Commissioner Mark K. McQuillan in announcing the findings. “Clearly, we see progress in these results.” Under NCLB, roughly 8 in 10 students are required to achieve a level at or above proficient. The standards will rise in 2011 to require that about 9 in 10 students meet the proficiency standards in math and reading, and rise again to 100 percent of students by 2013-14.

The Commissioner said, “While we see progress, there is more to do. Teaching reading skills to students in elementary and middle schools is our challenge; this year’s data again show that the vast majority of schools that did not make AYP did so in the categories of ‘reading’ or ‘reading and math. This issue is even more pressing with the growing number of Limited English Proficient students in our state.”

“At the high school level,” Commissioner McQuillan pointed out, “mathematics is the greater issue. Nearly all of the high schools that did not make AYP did so because of their math scores. This underscores why we have a greater emphasis on math and science in our high school reform initiative which was enacted into law in May.”

This is the fifth year that Connecticut tested public school students in Grades 3 - 8 as required by federal law to determine AYP in elementary and middle schools. The Grade 10 CAPT is used to determine AYP in high schools. In addition to assessing more students, schools had to meet high standards as required by law:

- **Mathematics:** The CMT math standard requires 82 percent of students to score at or above proficient, while the CAPT math standard requires 80 percent;
- **Reading:** Among CMT reading, 79 percent of students are required to score at or above proficient; CAPT reading requires 81 percent;
- **Test Participation:** 95 percent of students enrolled in the tested grades must participate in CMT and CAPT Testing; and
- **Other:** 70 percent must be at or above the basic performance in **writing** on the CMT, and 80 percent of high school students must **graduate**.

Under these standards, for a school to achieve adequate yearly progress, standards must be met by the whole school and by each subgroup of 40 or more students, including white, black, Hispanic, American Indian and Asian students; students with disabilities; English language learners; and economically disadvantaged students. If a school or subgroup does not achieve AYP in the same content area for two consecutive years, the school is identified as “in need of improvement.”

AYP Status for 2010

- Of 804 elementary and middle schools, 220 did not make AYP – a decrease of 114 over last year’s 334.
- Of Connecticut’s 194 public high schools, 61 did not make AYP – a decrease of 11 over last year’s 72.
- Of the state’s 172 school districts, 37 did not make AYP – a decrease of 18 over last year’s 55.

“We are working directly with 15 of Connecticut’s largest districts — identified under State accountability legislation — to help them turn around schools that have been struggling for years. It is very difficult to overcome the effects of poverty with limited school resources, but our work to employ effective strategies that help close the gaps in student performance is beginning to show results,” said Commissioner McQuillan.

In Need of Improvement Elementary and Middle (CMT)

There are 284 elementary and middle schools identified as “in need of improvement,” a decrease of 12 schools from last year (see attached list of all schools). *Note: Of these schools, 120 made AYP this year, so they are “on hold” pending next year’s AYP determination; if they make AYP next year, they will be removed from “needs improvement.”*

Of the 284 elementary and middle schools in need of improvement:

69 are in Year 1
55 are in Year 2
41 are in Year 3
29 are in Year 4
25 are in Year 5
28 are in Year 6
32 are in Year 7
1 is in Year 8
3 are in Year 9
1 is in Year 10

- **A total of 160 elementary and middle schools are in “corrective action” (see attached list for schools that have been “in need of improvement” for three or more years).**

Reasons for failing AYP among elementary and middle schools (in number of schools):

Whole school math and reading achievement	95
Whole school math achievement	3
Whole school reading achievement	73
Subgroup math and reading achievement	22
Subgroup math achievement	2
Subgroup reading achievement	25

CMT Schools removed from In Need of Improvement Status:

Bloomfield School District	Carmen Arace Middle School
Bridgeport School District	Winthrop School
Bridgeport School District	Hall School
Danbury School District	Rogers Park Middle School
Enfield School District	John F. Kennedy Middle School
Hamden School District	Hamden Middle School
Hamden School District	Ridge Hill School
Milford School District	East Shore Middle School
Montville School District	Leonard J. Tyl Middle School
Naugatuck School District	Andrew Avenue School
New Haven School District	Ross/Woodward School
New London School District	Nathan Hale School
Newtown School District	Reed Intermediate School
Norwalk School District	Cranbury Elementary School
Norwalk School District	Roton Middle School
Thomaston School District	Thomaston Center School
Waterbury School District	F. J. Kingsbury School

In Need of Improvement High School (CAPT)

- There are 59 high schools identified as “in need of improvement,” which is an increase of three schools compared with last year (see attached list). *Note: Of these schools, 15 made AYP this year, so they are “on hold” pending next year’s AYP determination; if they make AYP next year, they will be removed from “needs improvement.”*
- Of the 59 high schools in need of improvement:
 - 10 are in Year 1
 - 8 are in Year 2
 - 5 are in Year 3
 - 6 are in Year 4
 - 8 are in Year 5
 - 5 are in Year 6
 - 16 are in Year 7
 - 1 is in Year 8

A total of 41 high schools are in “corrective action”

Reasons for not making AYP among high schools (in number of schools):

Whole school math and reading achievement	40
Whole school math achievement	12
Whole school reading achievement	1
Subgroup math and reading achievement	1
Subgroup math achievement	4
Subgroup reading achievement	3

CAPT School removed from In Need of Improvement Status:

Area Cooperative Educational Services Collaborative Alternative Magnet School

In Need of Improvement District Level

- **There are 45 districts identified as “in need of improvement,” an increase of 16 districts from last year (see attached list). Note: 14 of these districts made AYP this year and, as a result, are “on hold” pending next year’s AYP determination.”**

Of the 45 districts in need of improvement:

- 16 are in Year 1
- 3 are in Year 2
- 1 is in Year 3
- 1 is in Year 4
- 5 are in Year 5
- 5 are in Year 6
- 14 are in Year 7

A total of 26 are in “corrective action.”

Reasons for not meeting AYP standard among districts (in number of districts):

Whole District math and reading achievement	12
Whole District math achievement	2
Whole District reading achievement	6
Subgroup math and reading achievement	14
Subgroup math achievement	1
Subgroup reading achievement	2

Of the 352 schools identified as “in need of improvement,” 230 were Title I schools in the 2008-09 school year. Title I schools are identified by the district based on poverty, educational need and the availability of funds.

All schools in Year 1 of school improvement must implement a school improvement plan:

- **Schools in Year 1** of school improvement must develop a two-year school improvement plan in consultation with parents and school district staff members within 90 days of identification. The plan must target the school’s areas of academic deficiency.
- **Title I schools in Year 1** of school improvement, in addition to creating a school improvement plan, must also provide the opportunity for students in the school to transfer to another public school within the district that has not been identified as “in need of improvement.”

Title I schools that are identified as “in need of improvement” face the following additional sanctions:

- **Schools in Year 2** of school improvement must continue to implement the Year 1 sanctions, but must also begin to offer supplemental educational services.
- **Schools in Year 3** of school improvement must continue to implement the Year 1 and Year 2 sanctions, but must also take corrective action measures, such as instituting a new curriculum or appointing an outside expert to advise the school.
- **Schools in Year 4** of school improvement must continue corrective action, but must also begin planning for restructuring.
- **Schools in Year 5** of school improvement must implement the restructuring plan they developed during the course of the last year. The restructuring plan must reflect major reforms, such as significant changes in staffing, leadership, structure and governance.
- **Schools in Year 6** must continue with all prior sanctions, as well as continue to implement the restructuring plan.

Results also indicate that no schools were identified as failing to make adequate yearly progress solely for not reaching 95 percent participation, either by the whole school or by any subgroup.

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Editor’s note: More detailed information about schools that did not make AYP is available at www.state.ct.us/sde

