

NEWS

Connecticut Department of Education

Dr. Betty J. Sternberg Commissioner

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EMBARGOED

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State Department of Education Reports "Adequate Yearly Progress" under NCLB

More than 80 percent of Connecticut's elementary and middle schools analyzed for adequate yearly progress (AYP) under the federal No Child Left Behind law achieved this standard, based on results of the 2003 Connecticut Mastery Test (CMT). Of 806 such schools, 661 or 82 percent met the following standards:

- o 65 percent of students must be proficient in mathematics on the CMT;
- o 57 percent must be proficient in reading;
- o 70 percent must be at or above the basic performance level in writing; and
- o 95 percent must participate in the CMT testing.

These standards must be met by the whole school and by each subgroup of students (white, black, Hispanic, students with disabilities, English language learners and economically disadvantaged students) with at least 40 students in the subgroup.

Commissioner of Education Dr. Betty J. Sternberg said, "These are rigorous standards, and it is heartening that so many of our schools met them. However, it is absolutely critical that we focus our energy, passion and commitment on raising the achievement of all students in the

18 percent of schools (145) that did not make AYP, so every student has the opportunity for success."

Dr. Sternberg continued, "Schools that did not make adequate yearly progress have challenging work ahead of them, and the State Department of Education has critical work to do in order to support them. We do this because ensuring that every student has the knowledge, skills and abilities to achieve at high levels is the right thing to do. It is especially important to work with schools where the inability to make adequate yearly progress has continued over time – our schools designated as in need of improvement.

"Our agency has already started this effort, establishing an accountability model for school improvement in partnership with district staff members statewide and national experts," Commissioner Sternberg continued. "We had a very successful kick-off event on Wednesday, with approximately 450 district staff people attending."

The foundation of this accountability model is teacher training and building-level and district-level leadership development which have student achievement at their core. Specifically, training and support will be provided to district-level and school-level improvement teams to ensure that staff members establish high standards for all students, use research-based teaching strategies, monitor student progress frequently, and provide effective and immediate interventions for students who are not performing at high levels.

The 145 elementary and middle schools that did not make AYP represent a slight decrease from the 149 schools so identified last year. (Also, 49 of last year's identified schools did make AYP this year.) Of the 145, 97 have been identified as "in need of improvement," which means that these schools have not made AYP for at least two consecutive years in the same content area. Of the 97 schools, 8 are now in their fourth year of identification as "in need of improvement." As a result, during this school year they must plan for restructuring for the 2005-06 school year if they do not make adequate yearly progress in the next testing cycle (the 2004 CMT, administered during late September and early October of this year).

In addition, 122 of the 145 schools identified as not making AYP and 81 of the 97 schools identified as in need of improvement are schools receiving federal Title I funds. Title I schools are identified by the district based on poverty, educational need and availability of funds.

Seven schools have made "safe harbor." This means that while they did not reach the proficiency targets in reading and mathematics, they did reach the "safe harbor" targets of 70

percent of students scoring above basic in writing and a 10 percent decrease in the number of students scoring below proficiency in reading and mathematics. Thus, they were not identified as failing to make AYP.

Schools did not make AYP for the following reason	ons:	
Whole school math and reading academic achievement	38	
Whole school math academic achievement	14	
Whole school reading academic achievement	36	
Subgroup math and reading academic achievement	27	
Subgroup math academic achievement	13	
Subgroup reading academic achievement	17	

No schools were identified as failing to make adequate yearly progress for not reaching 95 percent participation, either by the whole school or by any subgroup. Last year, eight schools were identified for not reaching the participation standard.

Consequences

NCLB prescribes a variety of consequences for Title I schools that are identified as in need of improvement.

- Schools first identified as in need of improvement must develop a rigorous two-year school improvement plan in consultation with parents and school district staff members within 90 days of identification. The plan is submitted to the district leadership for review and to the local board of education for approval.
- The school improvement plan must be comprehensive, specific and focused primarily on the school's instructional program. It must target the school's greatest areas of academic deficiency and must be grounded in scientifically based research. Strategies must also include ways to promote parent involvement. As part of the plan, teachers must be provided with ongoing, high-quality training focused on core academic subjects and targeted to the school's greatest areas of need.

- In addition to developing a school improvement plan, schools must provide the
 opportunity for all eligible students in the school to transfer to another public school
 within the district that has not been identified as in need of improvement (see the attached
 chart showing school and district responsibilities).
- Eight schools in Connecticut are in their fourth year of identification as "in need of improvement." These schools are required to plan for a major restructuring of the school in the event that they do not make adequate yearly progress this school year. The restructuring plan must reflect major fundamental reforms such as significant changes in the school's staffing, leadership and governance (see the attached chart).

Additional Financial Support to Schools in Need of Improvement

The state will target \$2 million in school improvement funds to districts in which the 8 schools that are in their fourth year designated as in need of improvement are located, and to the districts in which the 63 schools that are designated as in need of improvement at the whole school level are located.

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Connecticut Public Elementary and Middle Schools Not Making Adequate Yearly Progres 2002-03 School Year



As per No Child Left Behind Legislation and Connecticut's K-12 Accountability System

Based on the fall 2003 Connecticut Mastery Test (CMT) results attributed back to school attended in 2002-03

Based on the fall 2003 Cor	Title I	Identified as		Whole School Academic Achievement		group demic vement	Whole School or Subgroup Participation Only	
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
Ansonia School District								
Ansonia Middle School	\checkmark				✓			
Mead School	\checkmark	\checkmark			✓	✓		
Bridgeport School District								
Barnum School	\checkmark	\checkmark		✓		V		
Beardsley School	\checkmark	\checkmark		✓		V		
Blackham School	\checkmark	V			V	V		
Bryant School	\checkmark	V		V		V		
Columbus School	\checkmark	V	V	V	V	V		
Cross School	\checkmark	V	V	V	V	V		
Curiale School	\checkmark	V	V	V	V	V		
<u>Dunbar School</u>	\checkmark	V	V	V	V	V		
Garfield School	\checkmark		✓		✓	✓		
Hallen School	\checkmark	lacksquare		✓		✓		
Howe School	\checkmark	\checkmark	✓	✓	✓	✓		
Longfellow School	\checkmark	\checkmark	✓	✓	✓	✓		
Luis Munoz Marin School	\checkmark	ightharpoons	✓	V	✓	✓		

	Title I	Identified as	Whole School Academic Achievement		Subgroup Academic Achievement		Whole School or Subgroup Participation Only	
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
Madison School	✓	✓		✓		✓		
Maplewood Annex	\checkmark		✓					
Mckinley School	\checkmark	✓		✓		✓		
Read School	\checkmark	\checkmark	V	✓	~	~		
Roosevelt School	\checkmark	\checkmark	V	✓	~	~		
Waltersville School	V	\checkmark	V	✓	✓	V		
Bristol School District								
Clara T. O'Connell School	~	\checkmark				V		
Cromwell School District								
Cromwell Middle School	\checkmark					✓		
Danbury School District								
Mill Ridge Intermediate	V					V		
Morris Street School	\checkmark	\checkmark		V		V		
Roberts Avenue School	\checkmark					V		
Rogers Park Middle School					V	V		
Stadley Rough School	V					V		
East Hartford School District								
Dr. John A. Langford School	\checkmark	\checkmark				\checkmark		
East Hartford Middle School		\checkmark	✓		✓	V		
Robert J. O'Brien School	\checkmark			✓	✓	✓		

	Title I	Identified as	Whole School Academic Achievement		Subgroup Academic Achievement		Sub	School or group Ition Only
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
Silver Lane School	V	V		V	✓	✓		
Enfield School District								
John F. Kennedy Middle School					✓			
Groton School District								
Fitch Middle School					V			
Hamden School District								
Church Street School	\checkmark				~	✓		
Dunbar Hill School	\checkmark				V	\checkmark		
Hamden Middle School		ightharpoons			V	✓		
Hartford School District								
Barnard-Brown School	\checkmark	V		V	V	V		
Burns School	\checkmark	lacksquare		V		V		
Burr School	\checkmark	V	V	V	V	V		
Clark School	\checkmark	$ \checkmark$		V		V		
Dr. Ramon E. Betances School	\checkmark		V	V	V	V		
Fox Middle School	\checkmark		✓	✓	✓	✓		
Hooker School	\checkmark	\checkmark		V		\checkmark		
Kinsella School	\checkmark	\checkmark	✓	V	✓	V		
M. D. Fox Elementary School	\checkmark	\checkmark	✓	V	✓	\checkmark		
M. L. King School	\checkmark	\checkmark		✓	✓	✓		

	Title I	Identified as	Whole School Academic Achievement		Subgroup Academic Achievement		Whole School or Subgroup Participation Only	
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
Mcdonough School	✓	✓	✓	V	V	✓		
Milner School		V	✓	V	✓	V		
Moylan School	$ \overline{\checkmark} $	V		V	V	V		
Naylor School	ightharpoons	✓	✓	V	~	V		
Parkville Community	ightharpoons	✓		V		V		
Quirk Middle School	ightleftarrow	✓	✓	✓	~	✓		
Rawson School	ightharpoons			✓		✓		
Sanchez School	ightharpoons	\checkmark	V	✓	~	~		
Sand School	lacksquare	\checkmark	V	✓	~	\checkmark		
South Middle School	lacksquare	\checkmark	V	✓	~	\checkmark		
Twain School	lacksquare			✓		\checkmark		
West Middle School	\checkmark	V	V	V	V	V		
Wish School	V	\checkmark		V		V		
Killingly School District								
Killingly Intermediate School		V			V	V		
Manchester School District								
Bennet Middle School	\checkmark	\checkmark			V			
Meriden School District								
Benjamin Franklin School	\checkmark					✓		
Hanover School		lacksquare			✓	✓		

	Title I	Identified as Title I In Need of	Whole School Academic Achievement		Subgroup Academic Achievement		Whole School or Subgroup Participation Only	
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
John Barry School	V	V		V		✓		
Lincoln Middle School		V			✓	V		
Washington Middle School					✓			
Middletown School District								
Bielefield School	lacksquare			✓				
MacDonough School	lacksquare			✓		V		
Wesley School	lacksquare					V		
Woodrow Wilson Middle School		ightharpoons			V	✓		
Montville School District								
Leonard J. Tyl Middle School		ightharpoons			V			
Naugatuck School District								
City Hill Middle School	V	abla			V	V		
New Britain School District								
Chamberlain School	\checkmark	V			V	V		
Diloreto Magnet	\checkmark	V				V		
Holmes School	\checkmark	\checkmark			✓	✓		
Lincoln School	✓	\checkmark	✓	✓	✓	✓		
Pulaski Middle School	✓	\checkmark	✓		✓	✓		
Roosevelt Middle School	✓	\checkmark	✓		✓			
Slade Middle School	\checkmark	\checkmark	✓		✓	✓		

	Title I	Identified as le I In Need of	Whole School Academic Achievement		Subgroup Academic Achievement		Whole School or Subgroup Participation Only	
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
Smalley Academy	✓	V	✓	✓	✓	✓		
New Haven School District								
Barnard School	\checkmark			\checkmark				
Beecher School	\checkmark	\checkmark		✓	~	✓		
Benjamin Jepson Magnet School					✓	\checkmark		
Betsy Ross Arts Magnet School	\checkmark				✓			
Clemente Middle School	\checkmark	\checkmark	~	✓	✓	\checkmark		
Clinton Avenue School	\checkmark	\checkmark		✓		~		
Fair Haven Middle School	\checkmark	\checkmark	✓	V	~	\checkmark		
Hill Central School	\checkmark	\checkmark		V		\checkmark		
J. Robinson Middle School	\checkmark	\checkmark	✓	V	~	\checkmark		
Katherine Brennan School	\checkmark		V	V	V	V		
Lincoln-Bassett School	\checkmark	\checkmark		V		V		
Martin Luther King School	\checkmark			V				
Quinnipiac School	\checkmark			V				
Sheridan Communications and Technology Magnet	\checkmark	V	V		V			
Troup Middle School	\checkmark		✓	\checkmark	✓	✓		
Truman School	\checkmark	\checkmark		\checkmark		✓		
Urban Youth Center Elementary		\checkmark	✓					
Urban Youth Center Middle		\checkmark	✓	✓				
Vincent E. Mauro School	\checkmark	\checkmark		\checkmark		✓		

	Title I	lala a CC a al a a		Whole School Academic Achievement		Subgroup Academic Achievement		School or group tion Only
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
New London School District								
Bennie Dover Jackson Middle	V	✓	✓	V	✓	V		
Edgerton School	~	\checkmark		✓		✓		
Jennings School	~	\checkmark			~	V		
Winthrop School	\checkmark					✓		
New Milford School District								
Sarah Noble Intermediate School	\checkmark					V		
Schaghticoke Middle School		\checkmark			V	✓		
Norwalk School District								
Brookside Elementary School	\checkmark				✓			
Jefferson Elementary School	\checkmark				~	✓		
Nathan Hale Middle School		V			V			
Ponus Ridge Middle School			V		V			
Tracey School	V				V			
Norwich School District								
Greeneville School	\checkmark		✓		✓			
Veterans' Memorial School	✓				V	✓		
Plainfield School District								
Shepard Hill Elementary School	\checkmark			V		\checkmark		

	Title I	Identified as Title I In Need of	Whole School Academic Achievement		Subgroup Academic Achievement		Whole School or Subgroup Participation Only	
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
Stamford School District								
Cloonan School		V			~			
Davenport Ridge School	\checkmark	\checkmark			✓	✓		
Dolan School					~			
Julia A. Stark School	\checkmark	\checkmark				✓		
K. T. Murphy School	\checkmark					V		
Newfield School	\checkmark				~	V		
Northeast School	\checkmark	ightharpoons				V		
Rippowam Middle School					~	V		
Roxbury School	\checkmark				~	~		
Turn Of River School		ightharpoons			V	✓		
Torrington School District								
Torrington Middle School		\checkmark			V	V		
Waterbury School District								
Bucks Hill School	\checkmark	V	V	V	V	V		
Carrington School	\checkmark	V				V		
<u>Driggs School</u>	\checkmark	\checkmark		✓	✓	✓		
F. J. Kingsbury School	\checkmark	\checkmark	✓	✓	✓	✓		
H. S. Chase School	\checkmark	\checkmark		✓	✓	✓		
Margaret M. Generali Elementary	\checkmark					✓		

	Title I	Identified as e I In Need of		Whole School Academic Achievement		Subgroup Academic Achievement		School or group Ition Only
	School	Improvement	Math	Reading	Math	Reading	Math	Reading
Michael F. Wallace Middle School	V	V	✓		✓	✓		
North End Middle School	\checkmark		✓		✓	✓		
Sprague School	\checkmark				V			
Walsh School	\checkmark				V	✓		
Wendell L. Cross School	\checkmark					\checkmark		
West Side Middle School	\checkmark	\checkmark	V		V	\checkmark		
Woodrow Wilson School	\checkmark	ightharpoons	✓	✓	✓	✓		
West Hartford School District								
King Philip Middle School	\checkmark	\checkmark			V	✓		
Sedgwick Middle School	\checkmark				✓	✓		
Windham School District								
Natchaug School	\checkmark			V				
Windham Middle School	\checkmark	\checkmark	V	V	V	V		
Area Cooperative Educational Services								
Collaborative Alternative Magnet School	\checkmark	\checkmark	V					
Jumoke Academy District								_
Jumoke Academy	\checkmark	\checkmark	✓	✓	✓	✓		
Trailblazers Academy District								
Trailblazers Academy		\checkmark	✓	✓				



Connecticut Elementary and Middle Schools Not Making Adequat Yearly Progress, by Category: 2002-03 School Year



As per No Child Left Behind Legislation and Connecticut's K-12 Accountability System

Based on the fall 2003 Connecticut Mastery Test (CMT) attributed back to school attended in 2002-03

Whole school reading academic achievement

Number of Schools: 36

Bridgeport School District Barnum School

> Beardsley School Bryant School Hallen School

Madison School Mckinlev School

Morris Street School Danbury School District Silver Lane School East Hartford School District

Robert J. O'Brien School

Barnard-Brown School Hartford School District

> Burns School Hooker School

Parkville Community M. L. King School Rawson School Twain School Wish School

Clark School Movlan School

Meriden School District John Barry School Middletown School District Bielefield School MacDonough School

Barnard School

New Haven School District Beecher School

Clinton Avenue School Hill Central School Lincoln-Bassett School Vincent E. Mauro School

Truman School Quinnipiac School

Martin Luther King School

New London School District **Edgerton School**

Plainfield School District Shepard Hill Elementary School

Waterbury School District H. S. Chase School Waterbury School District

Windham School District

Driggs School

Natchaug School

Whole school math and reading, academic achievement

Number of Schools: 38

Bridgeport School District Columbus School

Luis Munoz Marin School

Howe School
Longfellow School
Read School
Roosevelt School
Waltersville School
Cross School

Dunbar School
Curiale School

Hartford School District Sand School

M. D. Fox Elementary School

Kinsella School Mcdonough School Naylor School Milner School

West Middle School

Burr School

Dr. Ramon E. Betances School

Sanchez School
Fox Middle School
Quirk Middle School
South Middle School

New Britain School District Lincoln School

Smalley Academy

New Haven School District Katherine Brennan School

Urban Youth Center Middle Fair Haven Middle School Troup Middle School

J. Robinson Middle School Clemente Middle School

New London School District Bennie Dover Jackson Middle

Waterbury School District Bucks Hill School

F. J. Kingsbury School Woodrow Wilson School Windham Middle School

Windham School District

Jumoke Academy District

Trailblazers Academy District

Windham Middle School District

Jumoke Academy

Trailblazers Academy

Whole school math academic achievement

Number of Schools: 14

Bridgeport School District Garfield School

Maplewood Annex

East Hartford School District East Hartford Middle School

New Britain School District Roosevelt Middle School

Slade Middle School Pulaski Middle School

New Haven School District

Urban Youth Center Elementary

Sheridan Communications and Technology Magnet

Norwalk School District Ponus Ridge Middle School

Norwich School District Greeneville School

Waterbury School District Michael F. Wallace Middle School

West Side Middle School North End Middle School

Area Cooperative Educational Services Collaborative Alternative Magnet School

Subgroup reading academic achievement

Number of Schools: 17

Bristol School District

Cromwell School District

Cromwell Middle School

Danbury School District

Roberts Avenue School

Stadley Rough School Mill Ridge Intermediate

East Hartford School District Dr. John A. Langford School Meriden School District Benjamin Franklin School

Middletown School District

New Britain School District

New London School District

Wesley School

Diloreto Magnet

Winthrop School

New Milford School District Sarah Noble Intermediate School

Stamford School District K. T. Murphy School

Julia A. Stark School Northeast School

Waterbury School District Wendell L. Cross School

Margaret M. Generali Elementary

Carrington School

Subgroup math and reading academic achievement

Number of Schools: 27

Ansonia School District Mead School
Bridgeport School District Blackham School

Danbury School District Rogers Park Middle School

Hamden School District Church Street School

Dunbar Hill School

Hamden Middle School

Killingly School District Killingly Intermediate School

Meriden School District Hanover School

Lincoln Middle School

Middletown School District Woodrow Wilson Middle School

Naugatuck School District

New Britain School District

City Hill Middle School

Chamberlain School

Holmes School

New Haven School District Benjamin Jepson Magnet School

New London School District Jennings School

New Milford School DistrictSchaghticoke Middle SchoolNorwalk School DistrictJefferson Elementary SchoolNorwich School DistrictVeterans' Memorial School

Stamford School District

Newfield School

Roxbury School

Davenport Ridge School
Turn Of River School
Rippowam Middle School

Torrington School District Torrington Middle School

Waterbury School District Walsh School

West Hartford School District

King Philip Middle School

Sedgwick Middle School

Subgroup math academic achievement

Number of Schools: 13

Ansonia School District Ansonia Middle School

Enfield School District John F. Kennedy Middle School

Groton School District

Manchester School District

Meriden School District

Montville School District

Montville School District

New Haven School District

Norwalk School District

Fitch Middle School

Washington Middle School

Leonard J. Tyl Middle School

Betsy Ross Arts Magnet School

Brookside Elementary School

Tracey School

Nathan Hale Middle School

Stamford School District Dolan School

Cloonan School

Waterbury School District Sprague School

Responsibilities of Title I Elementary and Middle Schools (K-8) Identified as In Need of Improvement Year 1

81 Title I Elementary and Middle School	ols In Year One of School Improvement
District Responsibilities	School Responsibilities
 Establish a peer review process to review the school's plan within 45 days of receiving the plan, and work with the school to make any necessary revisions in order for it to be approved by the local board of education; and Ensure the provision of technical assistance as the school(s) develop(s) and implement(s) the school plan as defined in Section 1116 (b)(4)(B) of the Title I statute. 	 Develop or revise a two-year school improvement plan in consultation with parents, school district staff members and any outside expert who is providing assistance, within 90 days of identification; Submit the plan to the district for peer review and to the local board of education for approval; Implement the plan expeditiously upon approval of the plan by the local district, and no later than the beginning of the next school year following the identification; Spend at least 10 percent of its Title I allocation each year for the next two years on professional development that directly addresses the achievement problems that caused it to be identified; Offer students the choice of attending another school in the district which has not been identified; and Provide the district, the local board of education and the Connecticut State Department of Education (CSDE) with an annual report of progress as prescribed by CSDE.

Responsibilities of Title I Elementary and Middle Schools Identified as in Need of Improvement Year 4

	8 Elementary and Middle Schools In "Planning for		_						
	Bridgeport		Beardsley School						
	Bridgeport		Columbus School						
	Hartford		Kinsella School						
	Hartford		Milner School						
	Hartford		Moylan School						
	New Haven		Clemente Middle School						
	New Haven	Hill Central School							
	New Haven		J. Robinson Middle School						
	District and Scho	ol R	esponsibilities						
	District		School						
0	Assume responsibility for the	0	Continue to revise and implement the						
	preparation of a plan to implement an		school improvement plan;						
	alternative governance system for the	0	Continue to spend at least 10 percent						
	school;		of its Title I allocation on professional						
0	Continue to provide technical		development that directly addresses						
	assistance to the school as it		the achievement problems that caused						
	implements the second year of		the school to be identified;						
	corrective action;	0	Continue to offer to all students						
0	Notify parents and teachers that the		enrolled in the school the option to						
	school has been identified for possible		transfer to nonidentified schools; and						
	restructuring;	0	Continue to offer low-income students						
0	Provide parents and teachers with the		attending the school the opportunity to						
	opportunity to comment on the school's		receive Supplemental Educational						
	status before taking any restructuring		Services (SES) outside of the school						
	action;		day.						
0	Invite parents and teachers to								
	participate in the development of the								
	school's alternate governance plan;								
0	Submit the school improvement plan to								
	the State Department of Education by								
	December 15 and the alternate								
	governance plan to the State								
	Department of Education by February								
	15 of the current school year; and								
0	Prepare to implement the plan in the								
	fall of the next school year if the school								
	does not meet adequate yearly progress								
	and is beginning the fifth year as "in								
	need of improvement."								