



NEWS

Connecticut Department of Education

Dr. Betty J. Sternberg, Commissioner

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State Department of Education Reports District “Adequate Yearly Progress” under NCLB

More than three-quarters of Connecticut’s school districts made adequate yearly progress (AYP) for the 2002-03 school year under the requirements of the federal No Child Left Behind (NCLB) Act.

A total of 142 of the state’s 185 local, regional and statewide school districts and charter schools met the AYP standards; 43 did not. These 43 districts include 40 local school districts, 2 regional school districts and the Connecticut Technical High School System. A total of 39 of these districts have also been identified as “in need of improvement;” this means they have not made AYP for at least two consecutive years in the same subject (math or reading).

Commissioner of Education Betty J. Sternberg said, “These designations are instructive only if we look behind the labels and see the reasons for them, which may range from one of six subgroups failing to meet standards on reading or mathematics to students across an entire district failing to meet standards in both reading and math.

“Why is a district identified as not making AYP? If it is because of inadequate reading performance, what do we need to do to improve students’ reading achievement? The ultimate value of designations such as ‘did not make AYP’ or ‘is in need of

improvement’ is to help identify where instructional changes need to be made,” Dr. Sternberg added. “Those who label schools that don’t make AYP as ‘failing’ are wrong. This is a starting point for improvement.”

The AYP and “in needs of improvement” identifications are based on the districtwide percentage of students scoring at or above the proficient level in reading and/or mathematics on the 2003 Connecticut Mastery Test (Grades 4, 6 and 8) and on the 2003 Connecticut Academic Performance Test (Grade 10), as well as the district graduation rate, CMT writing scores and participation rates on the tests (95 percent participation is required).

For a district to make AYP, the AYP criteria must be met on either the CMT or CAPT by all students and by each subgroup at the district level. Subgroups include Hispanic, black and white students, students with disabilities, economically disadvantaged students and English language learners. Districts must meet the standards on a total of 29 variables on the CMT or 29 variables on the CAPT in order to achieve the overall AYP standard (see charts attached).

Last year, 99 Connecticut districts were designated as not making AYP. While the decrease to 43 districts shows that some clear progress has been made – for example, last year 27 were designated for failing to meet the 95 percent participation standard, and this year no districts were designated for this reason alone – a major reason for the change is the flexibility Connecticut was granted in how the state identifies districts. Last year, a district did not make AYP if it did not meet the AYP criteria on either the Connecticut Mastery Test *or* the Connecticut Academic Performance Test; this year, a district does not make AYP if it did not meet the AYP criteria on both the CMT *and* the CAPT.

Of the 43 districts identified as not making AYP:

- 5 were identified due to whole district math and reading achievement;
- 3 were identified due to whole district math achievement;
- 1 was identified due to whole district reading achievement;
- 30 were identified due to subgroup math and reading achievement;
- 1 was identified due to subgroup math achievement; and
- 3 were identified due to subgroup reading achievement.

Most identifications due to subgroup achievement were based on the achievement levels of special education students. Of the 34 districts designated as not making AYP for achievement of subgroups only, 20 – nearly 60 percent – were due to identification of the “students with disabilities” subgroup (that is, special education students).

“This is important data,” Commissioner Sternberg said, “particularly when paired with the knowledge that Connecticut is required by NCLB to test special education students at their grade level, even when their planning and placement team – which includes teachers, administrators, special education experts and the students’ parents – determine that this is inappropriate. This required testing, unlike the out-of-level testing Connecticut

traditionally has done when recommended by the PPT, is unfair and stressful to students. It is also unfair to many schools and districts, which are labeled as “not making AYP” or “in need of improvement” solely due to the scores of special education students who may be receiving excellent and effective services but are being tested inappropriately.

“This is why Connecticut has asked the U.S. Department of Education to allow the state to return to its traditional and successful practice of administering out-of-level tests to special education students when their planning and placement teams determine that this is most appropriate for them,” Dr. Sternberg added. “We will continue to make our case for this change in NCLB implementation in Connecticut as forcefully as we can.”

If a district is identified as in need of improvement, it must:

- develop or revise a district improvement plan within 90 days of identification;
- reserve 10 percent of the district’s Title I funds for professional development designed to improve classroom teaching;
- inform parents that it has been designated as “in need of improvement;” and
- discontinue providing individual student tutoring. Other options must be made available to students to receive supplemental tutoring without charge.

Because of the reporting cycles established by NCLB, current AYP and “in needs of improvement” designations for districts are based on CAPT and CMT results from 2003. Based on the results of the most recent administration of CAPT in the spring of 2004, we know that a number of districts that did not make AYP for the 2003 administration will make AYP when next year’s list is released.

It is also possible for a *district* to be designated as not making adequate yearly progress while none of its *schools* is designated as not making AYP. This is because subgroup results are reported for AYP only if subgroups include at least 40 students. It is possible that no schools reach that number, but that when subgroup numbers for all schools are totaled, the district as a whole has subgroups of 40 or larger and may then be cited for inadequate student performance by one or more subgroups.

These two realities of NCLB reporting reinforce the importance of looking behind the NCLB designations to understand why they were made.

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Connecticut Public School Districts Not Making Adequate Yearly Progress, by Category: 2002-03 School Year



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

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

Whole district math and reading, academic achievement

Number of Districts: 5

Hartford School District
New Haven School District
New London School District
Bridgeport School District
New Britain School District

Whole district reading academic achievement

Number of Districts: 1

Windham School District

Whole school math academic achievement

Number of Districts: 3

Bloomfield School District
State Vocational-Technical Schools
Waterbury School District

Subgroup reading academic achievement

Number of Districts: 3

Seymour School District
Killingly School District
Regional School District 15

Subgroup math and reading academic achievement

Number of Districts: 30

Groton School District
Norwalk School District
Enfield School District
East Haven School District
Manchester School District
East Hartford School District
Meriden School District
Middletown School District
Milford School District
Danbury School District
Naugatuck School District
Ansonia School District
Bristol School District

Hamden School District
Stratford School District
Windsor Locks School District
Windsor School District
West Haven School District
West Hartford School District
Vernon School District
New Milford School District
Torrington School District
North Haven School District
Stamford School District
Stafford School District
Southington School District
Plainville School District
Oxford School District
Norwich School District
Trumbull School District

Subgroup math academic achievement

Number of Districts: 1

Regional School District 05



Connecticut Elementary and Middle Schools Not Making Adequate 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

Mckinley School

Danbury School District

Morris Street School

East Hartford School District

Silver Lane School

Robert J. O'Brien School

Hartford School District

Barnard-Brown School

Burns School

Hooker School

Parkville Community

M. L. King School

Rawson School

Twain School

Wish School

Clark School

Moylan School

Meriden School District

John Barry School

Middletown School District

Bielefield School

MacDonough School

New Haven School District

Barnard School

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

New Haven School District

Smalley Academy
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 School District

Windham Middle School

Jumoke Academy District

Jumoke Academy

Trailblazers Academy District

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	Clara T. O'Connell School
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	Wesley School
New Britain School District	Diloreto Magnet
New London School District	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

City Hill Middle School

New Britain School District

Chamberlain School

Holmes School

New Haven School District

Benjamin Jepson Magnet School

New London School District

Jennings School

New Milford School District

Schaghticoke Middle School

Norwalk School District

Jefferson Elementary School

Norwich School District

Veterans' Memorial School

Stamford School District

Newfield School

Roxbury School

Davenport Ridge School

Turn Of River School

Rippowam Middle School

Torrington Middle School

Torrington School District

Walsh School

Waterbury School District

King Philip Middle School

West Hartford School District

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

Fitch Middle School

Manchester School District

Bennet Middle School

Meriden School District

Washington Middle School

Montville School District

Leonard J. Tyl Middle School

New Haven School District

Betsy Ross Arts Magnet School

Norwalk School District

Brookside Elementary School

Tracey School

Stamford School District

Nathan Hale Middle School

Dolan School

Waterbury School District

Cloonan School

Sprague School

2003 List of Academic Indicators for Making AYP — CMT

SUBGROUP	ACHIEVEMENT VARIABLES		PARTICIPATION VARIABLES		ADDITIONAL INDICATOR
	MATH % At or Above Proficient (target percentage)	READING % At or Above Proficient (target percentage)	MATH % Participation	READING % Participation	
Whole School	65	57	95	95	70% At or Above Basic in Writing (Whole Districts Only)
Black	65	57	95	95	
White	65	57	95	95	
Hispanic	65	57	95	95	
Students with Disabilities	65	57	95	95	
English Language Learners	65	57	95	95	
Economically Disadvantaged	65	57	95	95	

2003 List of Academic Indicators for Making AYP — CAPT

SUBGROUP	ACHIEVEMENT VARIABLES		PARTICIPATION VARIABLES		ADDITIONAL INDICATOR
	MATH % At or Above Proficient (target percentage)	READING % At or Above Proficient (target percentage)	MATH % Participation	READING % Participation	
Whole School	59	62	95	95	70% Graduation Rate
Black	59	62	95	95	
White	59	62	95	95	
Hispanic	59	62	95	95	
Students with Disabilities	59	62	95	95	
English Language Learners	59	62	95	95	
Economically Disadvantaged	59	62	95	95	