



For Immediate Release:

Contact: Mark Linabury 860.713.6525

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2011 Annual Adequate Yearly Progress (AYP) Reports

(HARTFORD, CONN.) — While students are generally performing slightly better than last year on the statewide tests (CMT and CAPT), more schools and districts than last year are now failing to meet the federal NCLB standards of ‘Adequate Yearly Progress.’

About 53 percent of Connecticut’s schools met this year’s performance standards under No Child Left Behind (NCLB). Although more schools failed to meet the standards, this difference is due in part to the increase in the federal requirement of NCLB for 2011, where nine in 10 students are required to be proficient in mathematics and reading. The results are based on student performance on the 2011 Connecticut Mastery Test (CMT) and the 2011 Connecticut Academic Performance Test (CAPT). More than 290,000 students participated in the assessments.

Department of Education Acting Commissioner George A. Coleman noted in announcing the findings, “Although the required percentage of students achieving proficiency has risen compared with last year’s requirement, we are seeing progress in that there are a number of schools and districts that have been removed from ‘In Need of Improvement’ status.” The standards will rise in 2014 and will require that 100 percent of our students meet the proficiency standards in mathematics and reading.

“We are working directly with 18 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 Acting Commissioner Coleman.

Changes in AYP Targets

Since the No Child Left Behind (NCLB) Act was passed by Congress in 2001, schools and districts across the country have been measured against a standard called Adequate Yearly Progress (AYP). That standard sets an expected minimum level of student participation and performance for mathematics and reading each year on statewide assessments. No school or district in Connecticut this year failed to make AYP as a result of failing in

the participation category alone (minimum 95 percent participation). The more interesting results are in relation to school and district performance.

A primary goal of NCLB is to ensure that ALL tested students will be at least ‘Proficient’ on their state exams by 2014. To get to that goal over a 12-year span, the performance targets are periodically increased, making it more challenging for schools and districts to meet the AYP minimums as time goes on. During the 2010-2011 school year the AYP targets were raised significantly, such that even with better performance on the exams, it is now more difficult to achieve these challenging standards than it was last year.

In Connecticut there are marginally different cutoffs for the performance standards across subjects and grades for CMT and the CAPT. The following table compares the differences between the expected performances of schools in the March 2010 administration to the increased performances expected on the March 2011 administration.

**Differences in CMT and CAPT Percent at/above AYP Proficiency Rates
Between 2010 and 2011**

YEAR	CMT Reading	CMT Mathematics	CAPT Reading	CAPT Mathematics
2011	89%	91%	91%	90%
2010	79%	82%	81%	80%

A hypothetical case will demonstrate the affect this increase can have on a school or district achieving AYP between 2010 and 2011. Consider a school that, for CAPT reading, had 81 percent of its students at or above proficiency in 2010, and this year had 84 percent of its students at or above that level (a 3 percentage-point increase). That school would have failed to meet the AYP target of 2011 on the merits of these scores, even though they made AYP last year and its overall performance on the test improved.

AYP Status of Connecticut’s Schools and Districts

The table below compares the 2011 AYP status of Connecticut public schools and districts to their overall status in 2010. Three hundred seventy-three (47.5 percent) elementary and middle schools, out of a total of 786, did not make AYP, compared with 220 (27.4 percent) out of 804 in 2010. At the high school level, 86 (44.6 percent) out of 193 high schools did not make AYP in 2011, compared with 61 (31.4 percent) out of 194 in 2010. At the district level, 54 (28.6 percent) out of 189 did not make AYP in 2011, compared with 37 (19.6 percent) out of 189 in 2010.

AYP Status

Year	Number of Elementary & Middle Schools	Elementary & Middle Schools Not Meeting AYP	Number of High Schools	High Schools Not Meeting AYP	Number of School Districts*	Districts* Not Meeting AYP
2011	786	373	193	86	189	54
2010	804	220	194	61	189	37

SAFE HARBOR – An Alternative AYP Calculation

In the hypothetical case above, the high school failed to make AYP in CAPT reading based on the standard AYP calculations. There is an alternative calculation, Safe Harbor, that takes into account two factors. The first is a school or district’s reduction in the percentage of students from the previous to the current school year not meeting the proficiency standard. The second is improvement in graduation rates. For this hypothetical school, the percentage of non-proficient students decreased by 3 percentage points, from 16 percent to 13 percent in one year, a decrease of nearly 19 percent. If the school also had had increased its graduation rate it would be classified as making AYP. A total of 161 schools and 33 districts achieved AYP through Safe Harbor.

Reasons for Not Making AYP

In order to make AYP, schools and districts must meet the target percentage of students at or above Proficient for the whole school/district and for all subgroups of students (race/ethnicity, poverty, English language learner status, special education). The table below summarizes the reasons why schools and districts did not make AYP.

Reasons for Not Making AYP

Reason for not Making AYP	Elementary and Middle Schools	High Schools	Districts
Whole school/district mathematics and reading achievement	221	53	34
Whole school/district mathematics achievement	8	15	4
Whole school/district reading achievement	76	13	3
Subgroup mathematics and reading achievement	50	4	10
Subgroup mathematics achievement	4	1	2
Subgroup reading achievement	14	0	1

Schools in Need of Improvement and Corrective Action

A school or district that does not make AYP for two or more consecutive years is identified as ‘In Need of Improvement.’ In 2011, there are 268 elementary and middle schools, 62 high schools and 46 districts classified as ‘In Need of Improvement.’ ‘Corrective Action’ is required of those schools and districts that have not made AYP for three or more years. There are 183 elementary and middle schools, 44 high schools and 27 districts that are classified as in ‘Corrective Action’ in 2011.

Schools and Districts Removed from 'In Need of Improvement' Status

A school that has been classified as 'In Need of Improvement' is removed from that status when it has made AYP for two consecutive years. In 2011, 34 elementary and middle schools and two high schools were removed from 'In Need of Improvement' status. They are:

Bloomfield School District	Carmen Arace Intermediate School
Cheshire School District	Highland School
East Hartford School District	Dr. John A. Langford School, Sunset Ridge School Elementary Academy for Arts
East Haven School District	Momauguin School, Joseph Melillo Middle School
Glastonbury District	Glastonbury High School
Griswold School District	Griswold Elementary School
Groton School District	Fitch Middle School
Hamden School District	Shepherd Glen School, Dunbar Hill School, Helen Street School
Hartford School District	Noah Webster Micro Society School, STEM Magnet School at Annie-Fisher
Hebron School District	Hebron Elementary School
Lisbon School District	Lisbon Central School
Manchester School District	Nathan Hale School
Middletown School District	Spencer School
Monroe School District	Chalk Hill School, Jockey Hollow School
Naugatuck School District	Hop Brook Elementary School
New Haven School District	Lincoln-Bassett School
New Milford School District	New Milford High School
Norwalk School District	Tracey School, West Rocks Middle School
Norwich School District	Thomas W. Mahan School
Sterling School District	Sterling Community School
Suffield School District	Suffield Middle School
Waterbury School District	Woodrow Wilson School
Willington School District	Hall Memorial School
Windsor School District	Clover Street School
Regional School District 16	Long River Middle School
Regional School District 17	Haddam-Killingworth Middle School
Capitol Region Education Council	Montessori Magnet School, Two Rivers Middle Magnet School
Jumoke Academy District	Jumoke Academy

In addition, the following seven districts were removed this year from 'In Need of Improvement' status: Ashford, Cheshire, Glastonbury, Hebron, Killingly, New Milford and Willington.

"The success of these schools and districts in removing themselves from 'In Need of Improvement' status is a tribute to the hard work of the students and adults in those schools. I feel optimistic their success can provide models of good instructional practice that will help us improve the state's capacity to provide a high-quality education to every student in this state," Acting Commissioner Coleman concluded.