

# NEWS

Connecticut Department of Education

Dr. Mark K. McQuillan  
Commissioner



**EMBARGOED UNTIL:**

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## **2010 CAPT Results Show Increases from 2009 and an Upward Trend for the Third Generation of the Test**

(HARTFORD, CT) Results of the 2010 Connecticut Academic Performance Test (CAPT) show an improvement over 2009 in the percentage of Grade 10 students scoring at or above the Proficient and Goal levels across content areas. Student performance on the CAPT has also improved in all areas when compared to the baseline year of 2007. Decreases have been seen in the achievement gap between white students and their black and Hispanic counterparts since the baseline year of 2007. Table 1 shows the results for the CAPT from 2007 through 2010, the first four years of the Third Generation of the test.

**Table 1: 2007-2010 CAPT Performance for Percent At/Above Proficient and At/Above Goal**

Year	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	% at/above Proficient	% at/above Goal	% at/above Proficient	% at/above Goal	% at/above Proficient	% at/above Goal	% at/above Proficient	% at/above Goal
2007	77.3	45.3	81.4	44.5	79.7	45.5	82.3	53.0
2008	79.7	50.2	80.5	46.5	82.7	45.5	88.2	57.9
2009	78.4	48.0	78.4	43.0	81.8	47.5	86.5	55.0
2010	78.8	48.9	81.5	45.5	82.9	45.9	86.2	59.6

*“This year’s CAPT results are encouraging and indicate that efforts being made by districts and supported by the Department of Education are having an impact on student achievement,” said the state Education Commissioner, Dr. Mark K. McQuillan.*

### **2010 Statewide Performance Compared to 2009 and to the Baseline Year 2007**

The results from the March 2007 CAPT provide a baseline for examining student performance statewide and among various subgroups of students over the four test administrations. The CAPT has five levels of performance for each content area tested: Below Basic, Basic, Proficient, Goal and Advanced.

Historically, the percentage of students scoring at or above the Goal level has been an important indicator of the quality of secondary school education in Connecticut. The percentage of students scoring at or above the Proficient level on the CAPT is used to identify schools and districts that are making “Adequately Yearly Progress” (AYP) under No Child Left Behind (NCLB). The following summarizes statewide changes, shown in Table 1, in performance between 2007 and 2010 as well as comparisons between 2009 and 2010.

### **Mathematics**

- The percentage of students at or above the Goal level increased from 48.0 in 2009 to 48.9 in 2010. The 2010 results represent a significant increase (3.6 percentage points) from the 2007 baseline of 45.3 percent.
- The percentage of students at or above the Proficient level increased slightly (0.4 percentage points) from 78.4 in 2009 to 78.8 in 2010. The 2010 results account for a small increase (1.5 percentage points) over the 2007 baseline of 77.3 percent.

### **Reading Across the Disciplines**

- The percentage of students at or above the Goal level decreased from 47.5 in 2009 to 45.9 in 2010. However, the 2010 results do show a slight increase (0.4 percentage points) over the 2007 baseline of 45.5 percent.
- The percentage of students at or above the Proficient level increased from 81.8 in 2009 to 82.9 in 2010. The 2010 results show a substantial increase (3.2 percentage points) over the 2007 baseline of 79.7 percent.

### **Science**

- The percentage of students at or above the Goal level increased (2.5 percentage points) from 43.0 in 2009 to 45.5 in 2010. These results also represent an increase (1.0 percentage point) from the 2007 baseline of 44.5 percent.
- The percentage of students at or above the Proficient level increased (3.1 percentage points) from 78.4 in 2009 to 81.5 in 2010. The 2010 results are essentially the same as the 2007 baseline of 81.4 percent.

### **Writing Across the Disciplines**

- The percentage of students at or above the Goal level increased considerably (4.6 percentage points) from 55.0 in 2009 to 59.6 in 2010. This represents a significant increase (6.6 percentage points) from the 2007 baseline of 53.0 percent.
- The percentage of students at or above the Proficient level decreased slightly from 86.5 in 2009 to 86.2 in 2010. However, the 2010 results show an increase (3.9 percentage points) over the 2007 baseline of 82.3 percent.

### **Subgroup Performance – Are We Closing Achievement Gaps?**

Results for the CAPT are also disaggregated by subgroups: gender, race/ethnicity, eligibility for free or reduced-priced meals, special education status and English language learner status. The results for these subgroups uncover persistent achievement gaps in student performance that are a major focus of district and state efforts. The following summarizes the notable changes. A table of the complete CAPT statewide results for the various subgroups from 2007 to 2010 can be found in the appendix to this document.

## Gender

- Overall, performance among female students increased in most content areas from 2009 to 2010 in the percentage at or above the Proficient and Goal levels, while the performance of male students increased at the Goal level in mathematics, science and writing. The most significant increase was for females at or above Goal in writing (62.0 percent in 2009 and 68.0 percent in 2010). The most significant increase in performance for male students was in the percentage of students scoring at or above Proficient in science (78.3 percent in 2009 and 81.4 percent in 2010).
- In 2010, about the same percentage of male and female students scored at or above the Proficient level in mathematics and science, while male students outperformed female students at the Goal level in both content areas. Female students outperformed male students at the Proficient and Goal levels for both reading and writing.
- When compared to the baseline year of 2007, both male and females have shown improvement in almost all content areas. For example, in mathematics, females have improved by 2.9 percentage points and males by 4.2 percentage points at the Goal level. Male students showed increases in every content area from the baseline year of 2007 to 2010, with the most significant increase (7.0 percentage points) at or above Goal in writing. There was an average increase of about 3.0 percentage points at the Goal and Proficient levels across all content areas from 2007.

## Race/Ethnicity

- The achievement gap at the Proficient level between white students and their black and Hispanic counterparts decreased for all four content areas from 2007 to 2010. For example, in mathematics, the percentage of white students at or above the Proficient level increased by 0.8 percentage points compared to 5.6 percentage points for black and Hispanic students. In reading, the percentage of white students at or above the Proficient level increased by 1.9 percentage points compared to 8.1 percentage points for black and Hispanic students. The graphs below show the trends for mathematics (Figure 1) and reading (Figure 2) from 2007 to 2010, comparing white students to black and Hispanic students. Achievement gaps declined for science and writing as well.

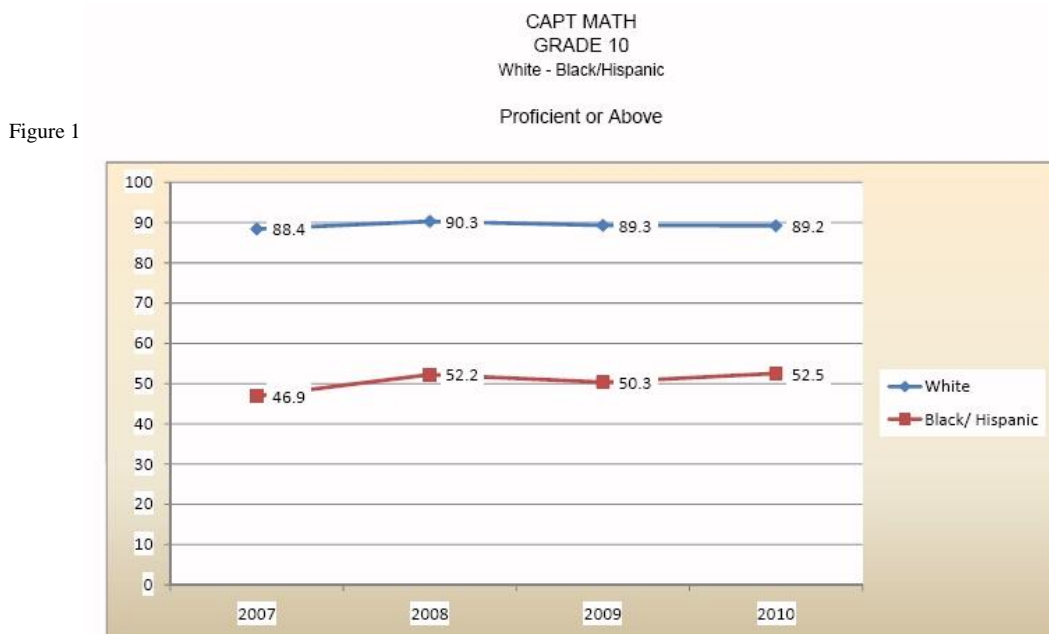
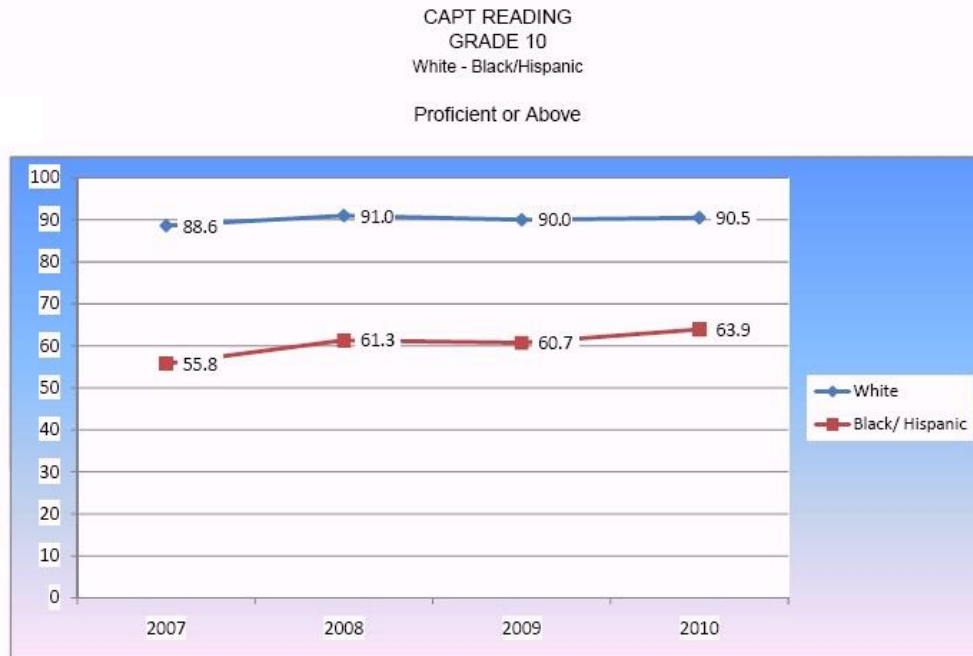


Figure 2



- The achievement gap between white students and their black and Hispanic counterparts generally decreased slightly between 2009 and 2010. For example, on the 2009 CAPT mathematics 89.3 percent of white students scored at or above the Proficient level compared to 46.2 percent of black students and 54.3 percent of Hispanic students. In 2010, the results were 89.2 percent for white students, but 49.2 percent for black students and 55.5 percent for Hispanic students.
- Hispanic students improved in all four content areas tested, and they improved significantly in the percentage of students reaching Goal in writing (26.4 percent in 2009 to 32.5 percent in 2010), science (13.7 percent in 2009 to 16.1 percent in 2010), and mathematics (17.3 percent in 2009 to 18.8 percent in 2010). Students reaching Proficient also increased in mathematics (54.3 percent to 55.5 percent in 2010), science (50.4 percent in 2009 to 57.6 percent in 2010), and reading (61.4 percent in 2009 to 64.7 percent in 2010). Although the student's scores dipped slightly in those reaching Proficient in writing in 2010, student showed an overall increase of 8.6 percentage points, the greatest increase from the baseline year of 2007.
- American Indian students made significant increases in reading with 74.7 percent reaching Proficient in 2010 compared to 69.8 percent in 2009 and 64.5 percent in 2007. Those who scored at or above Goal in reading increased from 27.3 percent in 2007 to 34.8 percent in 2010, an increase of over 7 percentage points.

### Eligibility for Free or Reduced-Priced Meals

- Students who receive free or reduced-priced meals have made impressive gains in all four content areas compared to last year and to the baseline year of 2007. For example, the percentage of these students reaching Proficient or above has increased by 5.3 percentage points in mathematics, 2.3 percentage points in science, 7.6 percentage points in reading and 8.6 percentage points in writing over the last three years (March 2007 – March 2010), or four test administrations. These gains are all greater than those of their non-eligible counterparts. The graphs below show the trends for students who receive free or

reduced-priced meals compared to non-eligible students for mathematics (Figure 3) and reading (Figure 4) over the past four years.

Figure 3

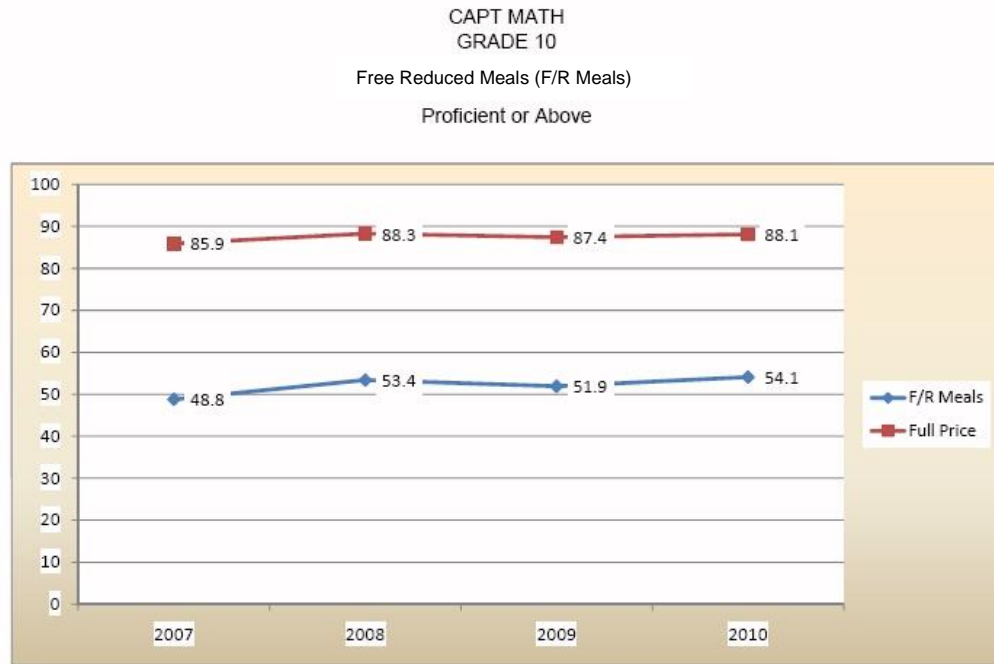
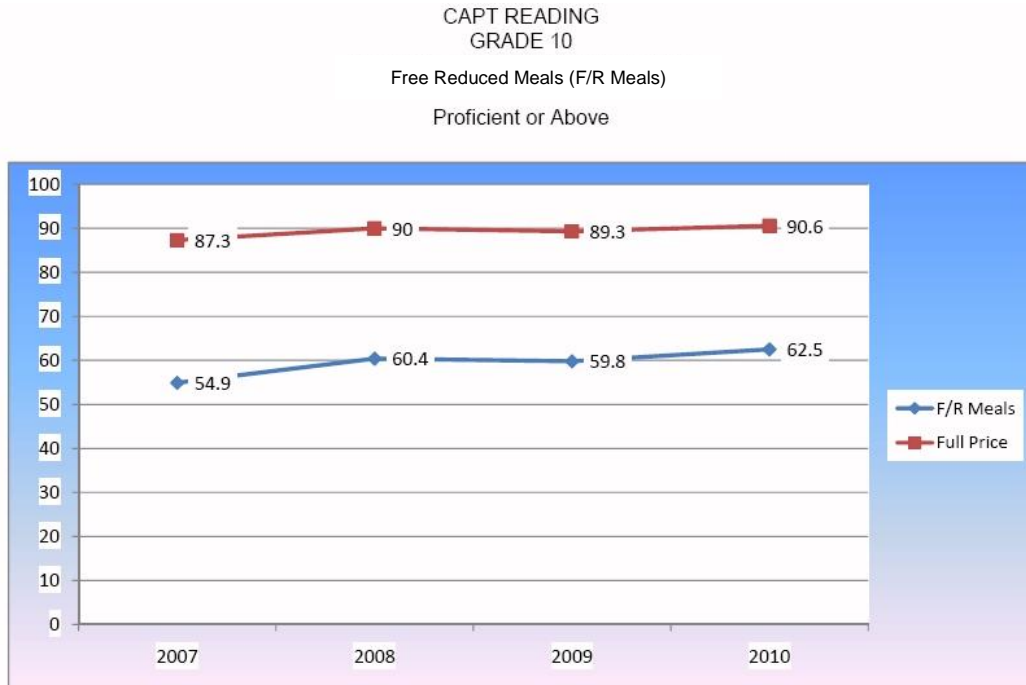


Figure 4



### Special Education Status

- Since 2007, students with disabilities demonstrated steady improvements in mathematics, reading and writing, with significant gains in the percentage of students reaching both Proficient and Goal in mathematics. Although the percentage of students attaining Proficient or Goal in science increased from 2009, the percentage is still below the baseline year of 2007.

### **English Language Learner Status**

- When compared to their counterparts, students who are English language learners (ELL) showed smaller gains, but did improve in the percentage of students at or above Goal in writing and at or above Proficient in mathematics and reading. Even with these improvements, CAPT scores of ELL students still lag behind non-ELL students.

### **CAPT Modified Assessment System (MAS)**

This year marks the first time that a subgroup of students with disabilities was eligible to take the CAPT Modified Assessment System (MAS) in mathematics and reading. The CAPT MAS is an alternate assessment for students whose disability precludes them from achieving grade-level proficiency on the standard CAPT. Students who have an Individualized Education Program are selected to participate in the CAPT MAS through the Planning and Placement Team process. Statewide, approximately 900 Grade 10 students participated in the CAPT MAS this year.

Students may be assessed with the Reading and/or Mathematics CAPT MAS. Modifications made to the standard version of the CAPT to create the CAPT MAS included changes to question formats, more accessible presentation of text and graphics, embedded graphic organizers, additional formulas and charts, and scaffolding of multi-step problems.

Separate performance standards were set for the CAPT MAS, which include three performance levels: Basic, Proficient and Goal. The table below shows performance at or above the Proficient and Goal levels for the students administered the standard CAPT and the CAPT MAS in 2010, which will serve as the baseline for comparison to future administrations of the MAS.

**Table 2: CAPT Performance Percent At/Above Proficient and Percent At/Above Goal for Special Education (SPED) Students who took the Standard CAPT and the CAPT MAS**

	<b>Mathematics</b>		<b>Reading</b>	
	% at/above Proficient	% at/above Goal	% at/above Proficient	% at/above Goal
Standard CAPT	46.8	16.8	52.1	13.8
CAPT MAS	37.2	17.9	60.4	36.3

**Appendix: CAPT Performance by Year (2007-2010) and Subgroups for Percent At/Above Proficient and Goal**

		Mathematics		Science		Reading		Writing	
Subgroup	Year	% at/above Proficient	% at/above Goal	% at/above Proficient	% at/above Goal	% at/above Proficient	% at/above Goal	% at/above Proficient	% at/above Goal
Male	2007	77.9	47.3	80.8	47.0	75.1	38.6	76.8	44.3
	2008	80.6	53.3	80.5	49.8	79.2	40.6	84.2	50.6
	2009	79.8	50.8	78.3	45.2	77.3	41.4	82.7	48.3
	2010	79.6	51.5	81.4	48.2	79.0	40.1	81.9	51.3
Female	2007	76.6	43.3	82.0	41.9	84.4	52.7	87.8	61.9
	2008	78.7	47.0	80.5	43.1	86.2	50.6	92.2	65.3
	2009	77.0	45.1	78.5	40.7	86.3	53.6	90.4	62.0
	2010	78.1	46.2	81.7	42.7	86.9	51.8	90.7	68.0
Black	2007	43.4	10.5	52.1	10.4	54.4	15.6	63.1	24.2
	2008	49.5	14.6	52.9	13.0	60.9	15.1	75.0	28.9
	2009	46.2	12.9	48.1	10.9	60.0	18.1	70.7	25.7
	2010	49.2	13.8	54.9	13.7	63.0	16.3	71.5	31.9
Hispanic	2007	50.5	14.6	55.9	13.1	57.2	18.4	61.8	25.1
	2008	54.8	18.2	53.6	15.9	61.7	18.0	72.4	28.3
	2009	54.3	17.3	50.4	13.7	61.4	20.5	71.0	26.4
	2010	55.5	18.8	57.6	16.1	64.7	18.4	70.4	32.5
White	2007	88.4	57.1	91.6	56.5	88.6	56.0	89.4	63.3
	2008	90.3	63.1	91.2	58.9	91.0	56.7	93.8	69.2
	2009	89.3	60.5	89.8	54.9	90.0	58.3	92.6	66.1
	2010	89.2	61.5	91.8	57.8	90.5	57.0	92.4	70.3
Asian American	2007	86.7	60.3	87.8	55.5	86.0	56.1	87.8	61.6
	2008	89.2	66.3	88.6	58.3	89.8	57.5	93.9	70.5
	2009	88.9	65.6	87.6	54.8	88.3	59.6	92.1	69.1
	2010	89.4	64.9	89.6	57.8	90.4	60.3	92.7	75.4
American Indian	2007	63.3	29.4	75.2	30.3	64.5	27.3	75.0	35.2
	2008	72.7	29.7	76.6	28.9	70.4	27.2	83.7	44.2
	2009	78.0	34.1	78.9	35.8	69.8	30.2	81.5	46.8
	2010	71.9	43.8	77.8	35.1	74.7	34.8	78.7	44.8
F/R Meals	2007	48.8	14.4	55.0	13.7	54.9	16.8	60.9	23.4
	2008	53.4	17.9	53.2	15.8	60.4	16.2	72.2	27.3
	2009	51.9	17.0	50.4	13.5	59.8	19.1	69.2	25.2
	2010	54.1	18.6	57.3	16.4	62.5	17.5	69.5	31.5
Full Price	2007	85.9	54.7	89.5	53.9	87.3	54.3	88.7	61.9
	2008	88.3	60.8	89.5	56.6	90.0	55.2	93.4	68.0
	2009	87.4	58.5	88.0	53.2	89.3	57.1	92.4	65.3
	2010	88.1	60.2	90.9	56.7	90.6	56.6	92.6	70.3
SPED	2007	39.1	12.8	47.9	14.8	40.4	11.3	40.5	12.8
	2008	43.5	14.7	47.1	14.4	47.3	11.5	53.9	16.3
	2009	42.7	15.4	40.6	10.6	48.9	14.0	49.6	13.6
	2010	46.8	16.8	47.1	13.0	52.1	13.8	49.6	16.8
Not SPED	2007	81.6	49.0	85.3	47.9	84.2	49.4	86.9	57.5
	2008	83.7	54.2	84.3	50.1	86.6	49.3	92.0	62.6
	2009	81.6	50.9	82.6	46.6	84.7	50.4	90.5	59.5
	2010	81.7	51.8	85.4	49.2	85.7	48.8	90.3	64.3
ELL	2007	34.1	9.4	32.6	5.4	37.7	7.8	41.3	8.9
	2008	35.3	8.4	25.1	3.9	38.0	6.0	46.9	8.8
	2009	35.8	9.0	23.8	2.7	35.1	6.6	46.7	8.1
	2010	37.9	9.0	28.9	3.6	42.1	7.4	44.0	11.0
Not ELL	2007	78.6	46.5	83.0	45.8	81.0	46.7	83.5	54.4
	2008	81.1	51.6	82.3	47.9	84.0	46.7	89.5	59.5
	2009	79.8	49.2	80.1	44.2	83.2	48.7	87.7	56.5
	2010	80.2	50.2	83.4	47.0	84.3	47.2	87.7	61.3