

NEWS

Connecticut Department of Education

George Coleman
Acting Commissioner

EMBARGOED UNTIL:

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(HARTFORD, CT)

2011 CAPT Results Show Increases from 2010 and an Upward Trend for the Third Generation of the Test

(HARTFORD, CT) Results of the 2011 Connecticut Academic Performance Test (CAPT) show an improvement over 2010 in the percentage of Grade 10 students scoring at or above the Proficient and Goal levels across most content areas, with small decreases in reading. Student performance on the CAPT has also improved in every area but Goal-level reading when compared to the baseline year of 2007. Table 1 shows the results for the CAPT from 2007 through 2011, the first five years of the Third Generation of the test.

Table 1: 2007-2011 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
2011	80.3	49.6	81.7	47.2	81.9	44.8	88.6	61.3

“The overall trend of increasing percentages of Grade 10 students scoring at the Proficient and Goal levels in mathematics and writing is encouraging, given that Connecticut is also decreasing high school drop-out rates and increasing graduation rates,” Acting Commissioner George Coleman commented. “However, the magnitude of the increases and the relatively flat performance in reading and science is disconcerting, given the urgency that I feel about preparing all of our high school graduates to be ready to succeed as they enter college or the state’s workforce.”

2011 Statewide Performance Compared to 2010 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 five years of CAPT 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 in performance between 2007 and 2011, shown in Table 1, as well as comparisons between 2010 and 2011. Complete results for the CAPT can be found at www.ctreports.com.

Mathematics

- The percentage of students at or above the Goal level increased slightly (0.7 percentage points) from 48.9 percent in 2010 to 49.6 percent in 2011. The 2011 results represent a significant increase (4.3 percentage points) from the 2007 baseline of 45.3 percent.
- The percentage of students at or above the Proficient level increased (1.5 percentage points) from 78.8 percent in 2010 to 80.3 percent in 2011. The 2011 results account for a moderate increase (3 percentage points) over the 2007 baseline of 77.3 percent.

Science

- The percentage of students at or above the Goal level increased (1.7 percentage points) from 45.5 percent in 2010 to 47.2 percent in 2011. These results also represent an increase (2.7 percentage points) from the 2007 baseline of 44.5 percent.
- The percentage of students at or above the Proficient level increased slightly (0.2 percentage points) from 81.5 percent in 2010 to 81.7 percent in 2011. The 2011 results also show a slight increase (0.3 percentage points) when compared to the 2007 baseline of 81.4 percent.

Reading Across the Disciplines

- The percentage of students at or above the Goal level decreased (1.1 percentage points) from 45.9 percent in 2010 to 44.8 percent in 2011. In addition, the 2011 results show a small decrease (0.7 percentage points) over the 2007 baseline of 45.5 percent.
- The percentage of students at or above the Proficient level decreased by one percentage point from 82.9 percent in 2010 to 81.9 percent in 2011. However, the 2011 results show a modest increase (2.2 percentage points) over the 2007 baseline of 79.7 percent.

Writing Across the Disciplines

- The percentage of students at or above the Goal level increased (1.7 percentage points) from 59.6 percent in 2010 to 61.3 percent in 2011. The 2011 results represent a significant increase (8.3 percentage points) from the 2007 baseline of 53 percent.
- The percentage of students at or above the Proficient level increased (2.4 percentage points) from 86.2 percent in 2010 to 88.6 percent in 2011. The 2011 results also show a significant increase (6.3 percentage points) over the 2007 baseline of 82.3 percent.

Performance by Student Subgroups

Results for the CAPT are also disaggregated by subgroups: gender, eligibility for free or reduced-priced meals, special education status, English language learner status and race/ethnicity. 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 trends. A table of the complete CAPT statewide results for the various subgroups from 2007 to 2011 can be found in the appendix to this document.

Gender

- When compared to the baseline year of 2007, both males and females have shown improvement in almost all content areas. For example, in mathematics, females have improved by 4.2 percentage points and males by 4.5 percentage points at the Goal level from 2007 to 2011.

Eligibility for Free or Reduced-price Meals

- Students who receive free or reduced-priced meals have made solid 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 8.7 percentage points in mathematics, 4.2 percentage points in science, 6.8 percentage points in reading and 14.2 percentage points in writing from 2007 to 2011. These gains are all greater than those of their counterparts who were not eligible for free or reduced-priced meals.

Special Education Status

- Since 2007, students with disabilities demonstrated improvements in mathematics, reading and writing, with significant gains in the percentage of students reaching both Proficient and Goal in these areas. In science, the percentage of these students reaching both Proficient and Goal has decreased slightly when compared to 2007.

English Language Learners (ELL) Status

- ELL students remain an area of concern. Compared to 2007, the percentage of ELL students reaching Proficient and Goal have decreased for mathematics, science and reading, with an increase in writing. The performance of ELL students remains well below their English speaking counterparts.

Race/Ethnicity

Beginning in 2011, Ethnicity/Race reporting changed. As a result of new U.S. Department of Education (USDE) guidance, there are no longer five categories for reporting as in 2007-2010. Students are now categorized in ONLY one of the following seven groups: Hispanic/Latino, American Indian or Alaskan Native, Asian, black or African American, Native Hawaiian or Other Pacific Islander, white, and Two or More Ethnicity/Races.

For reporting purposes, students are classified as Hispanic/Latino, regardless of their race. Students who are not Hispanic/Latino are placed in one of the Ethnicity/Race categories, unless they belong to the Two or More Ethnicity/Race categories.

The 2011 results for the seven Ethnicity/Race categories are shown below in Table 2 and should be considered as a baseline year because of the change in federal guidelines. Results for the previous Ethnicity/Race categories from 2007-2010 are included in Appendix A.

Table 2: 2011 CAPT Performance for Ethnicity/Race Subgroups

Ethnicity/Race	Mathematics		Science		Reading		Writing	
	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal
Hispanic/Latino	59.5	20.2	58.7	18.9	64.8	19.0	75.3	36.3

	Mathematics		Science		Reading		Writing	
American Indian or Alaskan Native	68.4	25.3	68.5	26.1	67.0	20.3	74.6	38.9
Asian	89.4	65.5	87.5	60.1	89.2	58.3	93.9	75.5
Black or African American	51.8	14.6	57.6	15.2	58.8	13.8	75.4	31.6
Native Hawaiian or Other Pacific Island	76.7	33.3	75.0	28.1	76.7	36.7	86.7	56.7
White	89.9	62.1	91.5	59.4	89.9	55.8	93.9	72.1
Two or More Ethnicity/Races	79.1	46.7	80.5	46.3	81.5	41.3	91.2	60.4

In reference to the subgroup results, Acting Commissioner Coleman commented, “The results for subgroups of Grade 10 students on the CAPT suggest that Connecticut is making some progress in increasing the performance of all groups of students while closing achievement gaps. However, the state still has substantial work to do to provide a high-quality education for all of its secondary school students, particularly its most at-risk students.”

CAPT Modified Assessment System

March 2011 saw the second full administration of the CAPT Modified Assessment System (MAS). The MAS is one of two USDE approved alternate assessments used in Connecticut. It is an alternate test for mathematics and reading that is available for identified students with disabilities for whom the standard CAPT is inappropriate. Students identified to take the MAS, through multiple valid measures, are students with disabilities who would be unlikely to achieve a proficient score on the standard test, but who might be better able to demonstrate what they know and can do on the modified test. About 2.5 percent of the total Grade 10 population took the MAS. Students identified to take the MAS for mathematics and/or reading take the standard grade-level assessments in the other subjects.

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. In 2011, 975 students participated in the CAPT MAS Mathematics and 1,002 students participated in the CAPT MAS Reading. Separate performance standards have been set for the CAPT MAS, which include three performance levels: Basic, Proficient and Goal. Table 3, below, shows the performance of students on the CAPT MAS in 2010 and 2011. Between 2010 and 2011, there were small decreases in the percentages of students scoring at the Proficient and Goal levels in mathematics, and small increases in reading.

Table 3: 2010-2011 CAPT MAS Performance for Percent At/Above Proficient and At/Above Goal

Year	MAS Mathematics		MAS Reading	
	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal
2010	37.2	17.8	60.2	36.3
2011	33.4	15.4	61.3	38.4

The Skills Checklist

The second Grade 10 alternate assessment in Connecticut's assessment system is the CAPT Skills Checklist, which is designed for students with significant cognitive disabilities. The Skills Checklist is completed by the student's primary special education teacher. Judgments are made by the teacher based on observations and interactions with students throughout the year. This year approximately 1.2 percent of the total tested population of Grade 10 students took the CAPT Skills Checklist. Separate performance standards have also been set for the Skills Checklist, which include three performance levels: Basic, Proficient and Independent. Table 4 summarizes the Skills Checklist results from 2007 through 2011.

Table 4: CAPT Skills Checklist Performance Percent At/Above Proficient

CAPT Skills Checklist Results

Year	Number Tested	Mathematics % at/above Proficient	Reading % at/above Proficient	Communication % at/above Proficient	Science % at/above Proficient
2007	433	8.1	13.4	30.3	*
2008	450	12.2	17.8	38.5	44.9
2009	447	11.0	16.8	37.6	45.0
2010	506	16.0	21.2	39.8	48.6
2011	495	16.3	24.3	43.8	50.9

*Science was not tested in 2007

Overall, there have been steady increases between 2007 and 2011 in the performance of students who are administered the Skills Checklist in each of the four testing areas.

CAPT Performance of the Connecticut Technical High Schools

The Connecticut Technical High Schools (CTHS) provide nearly 11,000 students with educational opportunities to earn a diploma that meets the same college-ready requirements as the state's comprehensive high schools provide, along with training to certify them with career-specific skills to qualify them to enter the state's workforce. Table 4 provides trend data for the performance of Grade 10 CTHS on the CAPT from 2007-2011.

Table 4: 2007-2011 CAPT Performance for Percent At/Above Proficient and At/Above Goal for the Connecticut Technical High Schools

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	74.8	27.6	80.3	26.0	77.3	27.1	79.6	31.8
2008	80.7	35.9	80.3	31.6	82.0	27.3	90.0	40.5
2009	79.1	33.1	79.6	27.3	79.2	26.3	89.0	32.8
2010	80.5	34.9	84.4	31.1	82.4	26.1	90.3	44.8
2011	82.4	34.2	82.3	30.2	78.0	21.5	91.1	40.8

The data suggest:

- Although there have been some relatively small declines in 2011 performance compared with 2010, there have been some substantial increases in performance since 2007, the first year of Third Generation CAPT.

- Except for reading, the CTHS have been making steady progress between 2007 and 2011 in increasing the percentage of its Grade 10 students scoring at/above Goal.
- Except for reading, the percentage of the Connecticut Technical High School students scoring at the Proficient level has steadily increased between 2007 and 2011 and exceeds state averages for mathematics, science and writing.

Acting Commissioner Coleman noted, “The most recent CAPT data indicate that the Connecticut Technical High School System is a valuable segment of the state’s secondary school educational system. Not only are these schools providing academic preparation so their graduates are prepared to enter post-secondary institutions, but they also have acquired the knowledge and technical expertise to move directly into skilled trades positions in the state’s workforce.”

Appendix A: CAPT Performance by Year (2007-2011) and Subgroups for Percent At/Above Proficient and Goal

Subgroup	Year	Mathematics		Science		Reading		Writing	
		% 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
	2011	80.8	51.8	81.4	49.7	78.3	40.0	84.3	52.9
Female	2007	76.6	43.3	82.0	41.9	84.4	52.7	87.9	61.9
	2008	78.1	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
	2011	79.8	47.5	82.0	44.5	85.6	49.6	92.9	69.9
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
	2011	57.5	19.9	59.2	18.2	61.7	16.9	75.1	33.7
Full Price Meals	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
	2011	89.4	61.5	91.0	59.2	90.0	55.9	94.1	72.6
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
	2011	47.3	15.9	45.2	13.1	50.1	14.1	53.6	17.3
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
	2011	83.2	52.6	85.8	51.0	84.7	47.5	92.4	66.2
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
	2011	31.0	5.8	22.8	3.0	33.7	4.2	48.1	9.4
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
	2011	82.0	51.1	83.8	48.8	83.5	46.1	90.0	63.1
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
	2011	*	*	*	*	*	*	*	*
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
	2011	*	*	*	*	*	*	*	*
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
	2011	*	*	*	*	*	*	*	*
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
	2011	*	*	*	*	*	*	*	*
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
	2011	*	*	*	*	*	*	*	*

*Ethnicity/Race categories have changed in 2011; therefore, direct comparisons to previous years are not valid.