For Immediate Release:  
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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.

<table>
<thead>
<tr>
<th>Differences in CMT and CAPT Percent at/above AYP Proficiency Rates</th>
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<tbody>
<tr>
<td>Between 2010 and 2011</td>
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</tbody>
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<table>
<thead>
<tr>
<th>YEAR</th>
<th>CMT Reading</th>
<th>CMT Mathematics</th>
<th>CAPT Reading</th>
<th>CAPT Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>89%</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>2010</td>
<td>79%</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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-four (47.6 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.

<table>
<thead>
<tr>
<th>AYP Status</th>
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<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td>2011</td>
</tr>
<tr>
<td>2010</td>
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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 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.

<table>
<thead>
<tr>
<th>Reasons for Not Making AYP</th>
<th>Whole school/district mathematics and reading achievement</th>
<th>Whole school/district mathematics achievement</th>
<th>Whole school/district reading achievement</th>
<th>Subgroup mathematics and reading achievement</th>
<th>Subgroup mathematics achievement</th>
<th>Subgroup reading achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Middle Schools</td>
<td>221</td>
<td>8</td>
<td>76</td>
<td>50</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>High Schools</td>
<td>53</td>
<td>15</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Districts</td>
<td>34</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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, Momauugin 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.