

NCLB Report Card

2009-2010

Connecticut State Department of Education

Connecticut State Report Card

The No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports which in Connecticut, present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if it is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its student population scoring at or above the Proficient level in mathematics and reading on the CMT and CAPT. In order to make AYP, the following criteria must have been met by all students and be each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT and CAPT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT and CAPT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Connecticut State Report Card = Not Achieved

CMT Two Year Trend Data: % At or Above Proficient				
	Mathematics		Reading	
	2008-2009	2009-2010	2008-2009	2009-2010
Grade 3	79.5	80.1	67.6	68.3
Grade 4	80.6	81.2	69.9	68.5
Grade 5	81.9	83.3	73.2	70.6
Grade 6	82.7	83.7	75.9	80.4
Grade 7	82.1	83.2	79.4	80.6
Grade 8	81.0	82.8	76.7	78.7

CAPT Two Year Trend Data: % At or Above Proficient			
Mathematics		Reading	
2008-2009	2009-2010	2008-2009	2009-2010
74.5	75.9	77.9	80.1

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Adequate Yearly Progress (AYP) Status Data for the 2009-10 School Year

Based on 2010 Connecticut Mastery Test (CMT) results and the 2010 Connecticut Academic Performance Test (CAPT)

The tables below show the state's performance on the AYP indicators. The state fails AYP if there is a "No" under the AYP Target Met column for BOTH the CMT and the CAPT. Only students who were enrolled in the full academic year were included in these calculations.

Connecticut Mastery Test (CMT) Results (Grades 3 through 8)

Subgroup	Participation Rate** (95% participation needed)									% At or Above Proficient			
	Mathematics				Reading				AYP Target Met?	Mathematics (82% proficient needed)		Reading (79% proficient needed)	
	n	Current	2 Year Avg.	3 Year Avg.	n	Current	2 Year Avg.	3 Year Avg.		AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
State	252,818	99.8	99.7	99.7	252,809	99.8	99.7	99.7	Yes	87.1	Yes	80.4	Yes
American Indian	941	99.8	99.5	99.5	938	99.5	99.8	100.0	Yes	85.9	Yes	79.0	Yes
Asian American	11,142	99.9	99.7	99.8	11,137	99.9	99.6	99.6	Yes	96.3	Yes	90.2	Yes
Black	34,881	99.6	99.5	99.5	34,882	99.6	99.5	99.5	Yes	69.9	No	61.3	No
Hispanic	44,235	99.4	99.6	99.5	44,270	99.5	99.7	99.5	Yes	71.1	No	57.9	No
White	161,619	99.9	99.9	99.9	161,582	99.9	99.9	99.9	Yes	94.6	Yes	90.0	Yes
English Language Learners	16,023	99.3	99.3	99.3	16,022	99.3	99.6	99.6	Yes	64.8	No	54.3	No
Students with Disabilities	34,163	99.6	99.4	99.4	34,138	99.5	99.6	99.4	Yes	63.1	No	41.7	No
Economically Disadvantaged	87,276	99.5	99.5	99.4	87,288	99.5	99.1	99.2	Yes	71.7	No	60.0	No

Additional Academic Indicator: Writing	AYP Target Met?	Yes
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Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

Connecticut Academic Performance Test (CAPT) Results (Grade 10)

Subgroup	Participation Rate** (95% participation needed)									% At or Above Proficient			
	Mathematics				Reading				AYP Target Met?	Mathematics (80% proficient needed)		Reading (81% proficient needed)	
	n	Current	2 Year Avg.	3 Year Avg.	n	Current	2 Year Avg.	3 Year Avg.		AYP Calculation	AYP Target Met?	AYP Calculation	AYP Target Met?
State	42,477	98.2	98.1	97.8	42,546	98.3	98.0	97.8	Yes	77.3	No	84.4	Yes
American Indian	191	99.0	99.3	99.3	192	99.0	98.3	98.1	Yes	75.8	No	79.7	No
Asian American	1,621	99.3	98.9	98.9	1,608	98.7	98.5	98.4	Yes	89.5	Yes	92.3	Yes
Black	5,812	96.1	97.4	96.2	5,831	96.5	95.4	95.1	Yes	47.9	No	63.4	No
Hispanic	6,565	95.8	94.7	94.4	6,603	96.3	95.3	95.0	Yes	52.3	No	63.5	No
White	28,288	99.1	96.4	97.3	28,312	99.2	99.1	99.1	Yes	89.1	Yes	93.5	Yes
English Language Learners	1,640	94.1	94.2	93.8	1,626	94.0	93.2	92.9	Yes	33.2	No	51.2	No
Students with Disabilities	4,889	95.7	97.3	96.4	4,910	96.1	95.7	95.6	Yes	41.6	No	39.3	No
Economically Disadvantaged	12,173	95.7	94.4	94.1	12,233	96.2	95.0	94.7	Yes	51.0	No	61.8	No

Additional Academic Indicator: Graduation Rate	AYP Target Met?	Yes
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Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

2010 Connecticut Mastery Test (CMT) Achievement Data

Connecticut State Report Card

NCLB requires assessment data to be reported by different achievement levels. The table below shows the percentage of students scoring at or above the Basic, Proficient, and Advanced levels on the spring 2010 CMT. The numbers on this page were calculated only for groups of 20 or more. The percentage at or above Proficient will not be the same number as on the previous page. The number on the previous page is based on a federally approved AYP calculation used to analyze the adequate yearly progress of the state.

	Math						Reading						Writing
	Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above			Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above			% of Students Scoring At or Above Basic
				Basic	Proficient	Advanced				Basic	Proficient	Advanced	
State Achievement	253,441	252,818	99.8	90.2	82.4	31.4	253,441	252,809	99.8	81.7	74.6	24.0	91.4
Subgroup Achievement													
American Indian	943	941	99.8	88.3	78.9	22.1	943	938	99.5	78.6	70.7	16.8	89.8
Asian American	11,152	11,142	99.9	95.7	92.4	52.4	11,152	11,137	99.9	88.9	84.3	36.2	94.1
Black	35,025	34,881	99.6	80.1	63.7	9.7	35,025	34,882	99.6	66.4	54.3	7.0	85.1
Hispanic	44,509	44,235	99.4	79.5	64.4	11.2	44,509	44,270	99.5	62.1	50.5	6.6	81.8
White	161,812	161,619	99.9	95.0	90.7	40.2	161,812	161,582	99.9	89.9	84.9	31.7	95.3
English Language Learners	13,045	12,949	99.3	64.1	43.8	<5%	13,045	12,942	99.2	32.6	19.9	<5%	62.8
Students with Disabilities	31,350	31,217	99.6	52.3	39.7	<5%	31,350	31,191	99.5	35.3	27.6	<5%	59.4
Economically Disadvantaged	87,717	87,276	99.5	80.3	65.2	11.1	87,717	87,288	99.5	64.4	52.6	6.8	83.2
Male	130,434	130,101	99.7	88.8	81.0	31.6	130,434	130,060	99.7	79.0	71.8	22.4	88.2
Female	123,007	122,717	99.8	91.7	83.8	31.2	123,007	122,749	99.8	84.6	77.6	25.7	94.9

Legend:

- : Fewer than 20 students tested for Students Overall; Fewer than 20 students tested for subgroups

2010 Connecticut Academic Performance Test (CAPT) Achievement Data

Connecticut State Report Card

NCLB requires assessment data to be reported by different achievement levels. The table below shows the percentage of students scoring at or above the Basic, Proficient, and Advanced levels on the spring 2010 CAPT. The numbers on this page were calculated only for groups of 20 or more. The percentage at or above Proficient will not be the same number as on the previous page. The number on the previous page is based on a federally approved AYP calculation used to analyze the adequate yearly progress of the state.

	Math						Reading						Graduation Rate
	Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above			Total # Students	# Students Tested in Subject	% Students Tested in Subject	% of Students Scoring At or Above			
				Basic	Proficient	Advanced				Basic	Proficient	Advanced	
State Achievement	43,571	42,770	98.2	87.3	75.9	17.9	43,571	42,836	98.3	91.6	80.1	17.0	92.0
Subgroup Achievement													
American Indian	195	193	99.0	84.5	68.4	11.4	195	193	99.0	86.5	71.5	6.7	Graduation rate by subgroup will not be available until the class of 2010
Asian American	1,635	1,624	99.3	95.0	88.0	32.8	1,635	1,614	98.7	94.4	87.6	28.5	
Black	6,136	5,899	96.1	70.0	46.6	<5%	6,136	5,922	96.5	83.0	59.8	<5%	
Hispanic	6,956	6,665	95.8	72.2	51.4	<5%	6,956	6,700	96.3	80.3	59.7	<5%	
White	28,649	28,389	99.1	94.1	87.1	23.8	28,649	28,407	99.2	95.9	88.7	22.6	
English Language Learners	1,776	1,674	94.3	58.3	35.1	<5%	1,776	1,673	94.2	59.8	35.2	<5%	
Students with Disabilities	5,212	4,994	95.8	55.0	39.2	<5%	5,212	5,012	96.2	65.7	46.8	<5%	
Economically Disadvantaged	12,918	12,371	95.8	71.0	50.3	<5%	12,918	12,428	96.2	80.4	58.2	<5%	
Male	22,205	21,747	97.9	86.6	76.0	20.1	22,205	21,779	98.1	89.2	75.6	13.0	
Female	21,366	21,023	98.4	88.1	75.8	15.6	21,366	21,057	98.6	94.1	84.7	21.2	

Legend:

- : Fewer than 20 students tested for Students Overall; Fewer than 20 students tested for subgroups

Qualifications of Teachers Teaching in the Core Academic Areas

Connecticut State Report Card

Table 1. General Information

These data are provided to describe the state of Connecticut because the NCLB law requires that poor or minority students are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than other students.	
State Percent Poverty:	31.8
State Percent Minority:	36.2
Percent of Teachers 2 or less years of experience:	12.2
Percent of Teachers with Emergency Certification:	0.3

Table 2. General Teacher and Class Information

These data are the highly qualified and not highly qualified teacher FTEs as well as the number of classes taught by highly qualified and not highly qualified teachers.	
Total Teacher FTE:	37,002.7
Highly Qualified Teacher FTE:	36,744.4
Number of Classes Taught by Highly Qualified Teachers:	132,254
Number of Classes Taught by Not Highly Qualified Teachers:	1,065

Table 3. Connecticut Classes Taught by Highly and Not Highly Qualified Teachers

	Percent of Classes Taught by Highly Qualified Teachers					Percent of Classes Taught by Not Highly Qualified Teachers				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
State Overall	96.3	98.0	98.5	98.7	99.2	3.2	2.0	1.5	1.3	0.8
State High Poverty Schools	92.9	95.9	97.0	97.5	98.3	6.6	4.1	3.0	2.5	1.7
State Low Poverty Schools	97.6	98.9	99.9	99.2	99.6	1.9	1.1	0.1	0.8	0.4
State High Minority Schools	92.6	95.8	96.8	97.5	98.2	6.9	4.2	3.2	2.5	1.8
State Low Minority Schools	97.4	98.6	99.1	99.2	99.5	2.1	1.4	0.9	0.8	0.5

Connecticut Results From The 2009 National Assessment of Educational Progress (NAEP)

NAEP often is called the "Nation's Report Card." It is the only measure of student achievement in the United States where you can compare the performance of students in a state with the performance of students across the nation or in other states. NAEP, sponsored by the U.S. Department of Education, has been conducted for over 30 years. Beginning this year, the U.S. Department of Education required states to report state-level NAEP results in state and district Adequate Yearly Progress report cards. This reporting requirement was designed to provide parents and the public with additional important information about the performance of the students in their state. However, there are important differences to consider when reviewing state-level NAEP results alongside results from the Connecticut Mastery Test (CMT). Specifically, state assessments and NAEP are developed for different purposes and performance standards (e.g., proficient) are set independently. Therefore, one should not expect performance results to be the same across CMT and NAEP. Instead, NAEP results are meant to complement our state assessment results. NAEP can be helpful in gauging the progress of Connecticut students over time and in reviewing our state performance relative to the performance of other states across the country.

The NAEP 2009 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	GRADE 4 NAEP 2009								GRADE 8 NAEP 2009							
	MATHEMATICS				READING				MATHEMATICS				READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	14	39	38	8	24	33	31	11	22	38	30	10	19	39	38	5
White	7	35	47	11	15	33	38	15	13	38	36	13	12	37	46	6
Black	38	48	13	1	46	32	18	4	50	40	10	1	45	44	11	#
Hispanic	30	52	16	2	49	36	13	2	45	41	13	1	36	45	18	1
Asian/ Pacific Islander	7	28	50	15	18	26	35	21	10	29	43	18	9	27	49	15
Am Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Eligible for NSLP1	33	49	17	1	47	34	15	3	46	41	12	1	39	43	17	1
Students with Disabilities	39	42	17	2	62	25	11	2	54	33	12	1	53	33	13	1
English Language Learners	49	42	9	1	71	23	5	1	75	19	5	1	‡	‡	‡	‡
¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged." ‡ Reporting standards not met # Rounds to zero	CONNECTICUT STUDENT PARTICIPATION RATES															
					Grade 4		Grade 8						Grade 4		Grade 8	
					Math	Reading	Math	Reading					Math	Reading	Math	Reading
					Students with Disabilities	86	76	86	83	English Language Learners				87	69	89

For more information about the main differences between NAEP and CMT, please visit <http://www.csde.state.ct.us/public/cedar/assessment/national/naep.htm>. The official NAEP website is <http://nces.ed.gov/nationsreportcard/>.