

# NCLB Report Card

2010-2011

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 by 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	
	2009-2010	2010-2011	2009-2010	2010-2011
<b>Grade 3</b>	80.1	82.6	68.3	71.7
<b>Grade 4</b>	81.2	82.9	68.5	72.9
<b>Grade 5</b>	83.3	85.5	70.6	73.5
<b>Grade 6</b>	83.7	86.3	80.4	83.6
<b>Grade 7</b>	83.2	84.2	80.6	83.3
<b>Grade 8</b>	82.8	83.2	78.7	81.5

CAPT Two Year Trend Data: % At or Above Proficient			
Mathematics		Reading	
2009-2010	2010-2011	2009-2010	2010-2011
75.9	77.4	80.1	79.5

### Contents of NCLB District Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Connecticut Academic Performance Test (CAPT) Achievement Data

Page 5: Qualifications of Teachers Teaching in the Core Academic Areas

Page 6: National Assessment of Educational Progress (NAEP)

# Adequate Yearly Progress (AYP) Status Data for the 2010-11 School Year

Based on 2011 Connecticut Mastery Test (CMT) results and the 2011 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					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
State	250,599	99.7	99.7	99.8	Yes	249,316	99.7	99.7	99.7	Yes	84.6	2.2	86.8	No	78.3	3.1	81.3	No
American Indian or Alaska Native	857	99.5	99.6	99.7	Yes	848	99.4	99.4	99.4	Yes	80.1	3.9	84.0	No	71.5	4.7	76.3	No
Asian	11,073	99.8	99.5	99.3	Yes	10,872	99.8	99.8	99.8	Yes	94.6	2.2	96.8	Yes	87.2	3.2	90.3	No
Black or African American	32,847	99.4	99.5	99.5	Yes	32,718	99.4	99.5	99.5	Yes	66.8	2.3	69.1	No	59.8	3.1	62.9	No
Hispanic/Latino	46,198	99.3	99.3	99.4	Yes	45,437	99.3	99.3	99.4	Yes	69.0	2.2	71.2	No	58.1	3.1	61.2	Yes
White	155,485	99.8	99.8	99.9	Yes	155,315	99.8	99.8	99.8	Yes	92.2	2.2	94.4	Yes	87.5	3.1	90.5	No
Native Hawaiian or Other Pacific Islander	140	98.6	-	-	Yes	137	99.3	-	-	Yes	76.3	8.8	85.1	No	74.3	9.2	83.5	Yes
More than one race	3,999	99.9	-	-	Yes	3,989	99.9	-	-	Yes	84.0	2.6	86.6	No	76.7	3.4	80.2	No
English Language Learners	13,053	99.1	99.2	99.2	Yes	11,770	98.8	99.3	99.3	Yes	58.0	2.4	60.4	No	38.0	3.2	41.2	Yes
Students with Disabilities	31,211	99.1	99.3	99.4	Yes	31,134	98.8	99.3	99.4	Yes	59.2	2.3	61.5	No	51.2	3.1	54.3	No
Economically Disadvantaged	89,970	99.4	99.5	99.5	Yes	88,986	99.3	99.5	99.5	Yes	69.2	2.2	71.5	No	59.4	3.1	62.5	No

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

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					Mathematics (90% proficient needed)				Reading (91% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
State	42,821	98.0	98.1	98.0	Yes	42,764	98.2	98.2	98.0	Yes	75.5	3.7	79.2	No	77.8	8.4	86.2	No
American Indian or Alaska Native	199	95.0	97.0	97.2	Yes	200	98.0	99.0	98.6	Yes	60.4	8.8	69.2	No	62.4	11.5	73.9	No
Asian	1,723	99.5	99.4	99.3	Yes	1,726	99.1	97.5	98.0	Yes	85.7	4.2	89.9	Yes	85.0	8.6	93.6	Yes
Black or African American	5,686	95.8	96.0	95.7	Yes	5,650	96.3	96.3	96.0	Yes	46.5	4.0	50.5	No	54.1	8.5	62.6	No
Hispanic/Latino	7,016	95.1	99.2	99.5	Yes	6,990	96.1	98.6	99.1	Yes	52.0	4.0	56.0	No	57.6	8.5	66.1	No
White	27,725	99.1	97.1	97.7	Yes	27,727	99.1	99.1	99.1	Yes	87.0	3.7	90.8	Yes	87.5	8.4	95.9	Yes
Native Hawaiian or Other Pacific Islander	52	98.1	-	-	Yes	52	98.1	-	-	Yes	46.2	16.5	62.7	No	53.8	18.1	72.0	No
More than one race	420	97.6	-	-	Yes	419	98.1	-	-	Yes	74.0	6.2	80.2	No	77.8	9.6	87.4	No
English Language Learners	1,770	93.3	95.3	96.8	Yes	1,769	94.2	96.3	97.6	Yes	26.4	4.4	30.9	No	27.0	8.7	35.7	No
Students with Disabilities	5,075	94.8	96.2	95.8	Yes	5,072	95.8	96.2	95.6	Yes	37.1	4.0	41.1	No	45.4	8.5	54.0	No
Economically Disadvantaged	13,167	96.1	94.5	94.9	Yes	13,121	96.0	97.2	96.7	Yes	50.6	3.9	54.5	No	55.5	8.4	63.9	No

Additional Academic Indicator: Graduation Rate	AYP Target Met?	No
------------------------------------------------	-----------------	----

Legend:

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

# 2011 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 2011 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	250,599	249,703	99.7	92.1	84.3	31.5	250,603	249,692	99.7	84.7	77.9	24.5	92.0
<b>Subgroup Achievement</b>													
American Indian or Alaska Native	857	853	99.5	90.0	79.5	18.9	857	852	99.4	79.1	70.9	13.7	88.8
Asian	11,073	11,049	99.8	96.9	94.0	54.6	11,073	11,045	99.8	89.9	85.6	37.7	94.9
Black or African American	32,847	32,650	99.4	82.7	66.6	9.6	32,848	32,645	99.4	71.4	59.5	7.4	86.0
Hispanic/Latino	46,198	45,859	99.3	82.8	68.2	12.1	46,201	45,878	99.3	67.9	57.1	7.8	83.2
White	155,485	155,162	99.8	96.5	92.2	40.4	155,485	155,141	99.8	92.1	87.4	32.2	95.7
Native Hawaiian or Other Pacific Islander	140	138	98.6	88.4	75.4	28.3	140	139	99.3	80.6	72.7	15.1	87.8
More than one race	3,999	3,992	99.9	92.2	83.9	29.9	3,999	3,992	99.9	84.8	76.5	24.0	92.8
English Language Learners	13,053	12,932	99.1	68.0	48.4	<5%	13,057	12,913	98.9	37.6	25.3	<5%	63.6
Students with Disabilities	31,211	30,931	99.1	68.8	56.8	<5%	31,214	30,828	98.8	56.2	48.7	<5%	63.1
Economically Disadvantaged	89,970	89,378	99.4	83.5	68.7	11.5	89,971	89,365	99.3	70.0	58.8	7.5	84.4
Male	128,969	128,450	99.6	91.2	83.5	31.6	128,973	128,396	99.6	82.7	75.7	23.0	89.0
Female	121,630	121,253	99.7	93.1	85.3	31.5	121,630	121,296	99.7	86.8	80.2	26.1	95.2

**Legend:**

- : Fewer than 11 students tested for Students Overall; Fewer than 20 students tested for subgroups

# 2011 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 2011 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	42,821	41,950	98.0	88.8	77.4	21.0	42,764	42,005	98.2	91.4	79.5	19.9	81.8
<b>Subgroup Achievement</b>													
American Indian or Alaska Native	199	189	95.0	78.3	64.0	7.4	200	196	98.0	85.2	63.8	6.1	Graduation rate by subgroup will not be available until the class of 2011
Asian	1,723	1,714	99.5	93.5	86.5	36.3	1,726	1,710	99.1	92.8	85.9	30.6	
Black or African American	5,686	5,450	95.8	73.2	48.7	<5%	5,650	5,440	96.3	82.1	56.7	<5%	
Hispanic/Latino	7,016	6,671	95.1	75.3	55.0	<5%	6,990	6,717	96.1	80.2	60.3	5.2	
White	27,725	27,465	99.1	95.1	88.1	27.7	27,727	27,480	99.1	96.0	88.5	26.3	
Native Hawaiian or Other Pacific Islander	52	51	98.1	58.8	47.1	7.8	52	51	98.1	64.7	54.9	7.8	
More than one race	420	410	97.6	88.8	75.9	18.5	419	411	98.1	92.2	79.1	19.2	
English Language Learners	1,770	1,651	93.3	54.8	28.4	<5%	1,769	1,667	94.2	54.9	28.7	<5%	
Students with Disabilities	5,075	4,812	94.8	55.5	39.3	<5%	5,072	4,857	95.8	66.2	47.5	<5%	
Economically Disadvantaged	13,167	12,559	95.4	74.8	53.3	<5%	13,121	12,592	96.0	80.8	58.2	<5%	
Male	21,932	21,418	97.7	87.7	77.1	22.9	21,930	21,470	97.9	89.1	75.4	16.2	
Female	20,889	20,532	98.3	90.0	77.6	19.0	20,834	20,535	98.6	93.9	83.9	23.7	

Legend:

- : Fewer than 11 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:	33.9
State Percent Minority:	38.1
Percent of Teachers 2 or less years of experience:	10.7
Percent of Teachers with Emergency Certification:	0.4

**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:	36,754
Highly Qualified Teacher FTE:	36,548
Number of Classes Taught by Highly Qualified Teachers:	131,834
Number of Classes Taught by Not Highly Qualified Teachers:	767

**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				
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
State Overall	98.0	98.5	98.7	99.2	99.4	2.0	1.5	1.3	0.8	0.6
State High Poverty Schools	95.9	97.0	97.5	98.3	98.5	4.1	3.0	2.5	1.7	1.5
State Low Poverty Schools	98.9	99.9	99.2	99.6	99.8	1.1	0.1	0.8	0.4	0.2
State High Minority Schools	95.8	96.8	97.5	98.2	98.4	4.2	3.2	2.5	1.8	1.6
State Low Minority Schools	98.6	99.1	99.2	99.5	99.8	1.4	0.9	0.8	0.5	0.2

## 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.

	GRADE 4 NAEP 2009								GRADE 8 NAEP 2009								
	MATHEMATICS				READING				MATHEMATICS				READING				
REPORTING GROUP	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	‡	‡	‡	‡	
<b>CONNECTICUT STUDENT PARTICIPATION RATES</b>																	
<sup>1</sup> NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged." ‡ Reporting standards not met # Rounds to zero						<b>Grade 4</b>		<b>Grade 8</b>						<b>Grade 4</b>		<b>Grade 8</b>	
				<b>Math</b>	<b>Reading</b>			<b>Math</b>	<b>Reading</b>			<b>Math</b>	<b>Reading</b>			<b>Math</b>	<b>Reading</b>
		Students with Disabilities		86	76			86	83	English Language Learners		87	69			89	55

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/>.