

# NEWS

Connecticut Department of Education

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## **State Releases 2006 Connecticut Academic Performance Test Results**

HARTFORD – Fewer Connecticut 10th-graders met the state goal in reading, writing, mathematics and science in 2006 than in 2005, according to results of the Connecticut Academic Performance Test (CAPT) released today by the State Department of Education.

Although student performance dropped in all four areas of the CAPT in the last year, performance is up in each of the four areas from 2001-2006. In addition, participation rates for all four areas of the CAPT increased in 2006 to some of the highest levels ever.

“The trend over time of students meeting the state goal has been positive,” said Interim Commissioner of Education George A. Coleman. “This one-year drop in scores after three or four years of increases is a bit surprising. School systems need to carefully examine the areas where student performance dropped and take immediate steps to help these 10th-graders, now juniors, improve if they are going to graduate from high school and be ready to succeed in the postsecondary world.”

### **Statewide CAPT Results for Mathematics, Science, Reading and Writing**

Average participation across the four tests was 94.4 percent in 2006, up from 94 percent in 2005. Between 2005 and 2006, the percentage of students scoring at or above the state goal decreased 1.5 percentage points in mathematics and 2.7 percentage points in science. From 2005 to 2006, the percentage of students scoring at or above goal decreased 2.6 percentage points in reading and 2.8 percentage points in writing.

Given in Grade 10, the CAPT assesses student performance in mathematics, science, reading and writing. Statewide results for the spring 2006 administration of the CAPT show several trends since the beginning of the test’s second generation in 2001. Results show the following:

- From 2001 to 2006, the percentage of Grade 10 students meeting or exceeding the state goal increased in each of the four content areas despite a large increase in the percentage of test-takers.

- The percentage of Grade 10 students who did not meet the state goal on any of the tests decreased from 2001 to 2006.
- The participation rate of about 95 percent for Grade 10 students in 2006 was up nearly 9 percentage points from 2001.
- Since 2001, the percentage of students from racial and ethnic minorities and economically disadvantaged students meeting the goal has been increasing, although at lower rates than that of their higher-performing counterparts.
- From 2001 to 2006, Grade 10 students from the Connecticut Technical High Schools meeting the state goal for each of the four content areas increased by an average of 16.1 percentage points.
- From 2001 to 2006, the percentage of students achieving the advanced level declined in three of the four content areas.

Table 1 summarizes the statewide participation rates and percentages of students achieving at or above the state goal level on the CAPT by content area, along with the changes in percentages from 2001 to 2006. Between 2005 and 2006, there were small decreases in the percentage of students scoring at or above goal and modest decreases in the percentage of students scoring at the advanced level. The proportion of students participating in the CAPT in 2006 showed small increases in three of the four content areas when compared to 2005 and stayed the same for the fourth.

**Table 1: CAPT Participation and Performance for All Grade 10 Students from 2001 Through 2006**

Content Area	Year	Participation Rate	Percent At/Above Goal Level	Percent At Advanced Level
Mathematics	2001	85.9	44.6	20.2
	2002	87.4	44.0	19.6
	2003	89.8	45.1	21.3
	2004	94.6	46.1	21.4
	2005	93.9	47.8	24.2
	2006	94.6	46.3	19.8
	Change 2001-06	+ 8.7	+ 1.7	- 0.4
Science	2001	86.0	43.4	20.7
	2002	89.2	43.2	17.7
	2003	90.8	43.2	19.2
	2004	94.8	47.4	23.0
	2005	94.0	47.3	26.1
	2006	94.6	44.6	21.3
	Change 2001-06	+ 8.6	+ 1.2	+ 0.6
Reading Across the Disciplines	2001	86.2	42.2	21.9
	2002	88.5	44.8	19.2
	2003	89.9	47.0	19.3
	2004	94.4	48.0	22.4
	2005	94.4	49.1	21.4
	2006	94.4	46.5	20.1
	Change 2001-06	+ 8.2	+ 4.3	- 1.8
Writing Across the Disciplines	2001	84.1	48.7	21.8
	2002	86.7	51.0	20.3
	2003	88.8	52.8	20.7
	2004	93.6	53.7	23.9
	2005	93.5	55.2	24.4
	2006	93.9	52.4	20.0
	Change 2001-06	+ 9.8	+ 3.7	- 1.8

Table 2 compares the percentages of Grade 10 students who took the CAPT and met the state goal on all four tests to those who did not meet the goal on any of the tests, from 2001 through 2006. Overall, the percentage of students achieving the state goal on all four tests increased by 4.2 percentage points, while the percentage of students who did not meet the goal on any test decreased by 3.6 percentage points between 2001 and 2006.

**Table 2: Percentage of Grade 10 Students Meeting State Goal from ‘No Tests’ to All Four Tests on the CAPT from 2001 Through 2006**

Number of Tests (Number Tested)	2001 (34,914)	2002 (37,096)	2003 (38,602)	2004 (40,514)	2005 (42,426)	2006 (43,150)	Change 2001-06
All Four Tests	22.6	23.7	26.6	27.7	29.2	26.8	+ 4.2
Three Tests	12.9	12.7	12.3	13.5	13.2	13.0	+ 0.1
Two Tests	13.4	13.7	12.6	13.1	12.6	12.6	- 0.8
One Test	13.7	13.7	12.8	13.3	12.8	13.7	0.0
No Tests	37.4	36.1	35.7	32.4	32.3	33.8	- 3.6

### Results by Subgroup

Table 3 contains a summary of the subgroup results for the CAPT from 2001 through 2006. Results are summarized by subgroup and content area in terms of the percentage of students meeting the state goal.

**Table 3: Percentage of Grade 10 Subgroups Meeting State Goal on CAPT from 2001 Through 2006**

Subgroup	Content Area	2001	2002	2003	2004	2005	2006	Change 2001-2006
Asian	Math	60.0	55.5	60.2	60.3	64.9	64.2	+ 4.2
	Science	55.9	50.2	55.8	57.1	60.0	57.8	+ 1.9
	Reading	54.8	54.6	58.3	59.0	61.6	58.2	+ 3.4
	Writing	63.0	61.4	63.4	63.5	66.3	65.2	+ 2.2
Black	Math	11.0	9.6	10.0	10.1	13.3	11.1	+ 0.1
	Science	10.5	10.8	10.2	12.1	12.8	11.2	+ 0.7
	Reading	14.6	15.2	16.8	19.0	18.8	16.6	+ 2.0
	Writing	20.4	21.9	23.7	23.6	25.8	25.2	+ 4.8
Hispanic	Math	13.8	11.9	13.2	13.7	17.0	15.0	+ 1.2
	Science	13.1	12.5	12.3	14.7	15.1	15.0	+ 1.9
	Reading	14.6	17.6	17.8	19.2	20.5	19.0	+ 4.4
	Writing	19.9	21.4	23.5	23.2	25.4	25.7	+ 5.8
White	Math	53.2	52.8	54.7	56.4	58.7	57.8	+ 4.6
	Science	51.8	52.0	52.6	57.8	58.6	55.6	+ 3.8
	Reading	49.5	52.4	55.6	56.6	59.1	56.5	+ 7.0
	Writing	56.1	58.7	61.1	62.7	65.1	61.6	+ 5.5
Eligible for Free/Reduced Price Meals	Math	13.4	12.5	13.1	14.6	17.0	16.1	+ 2.7
	Science	12.7	13.3	12.4	15.9	15.3	15.4	+ 2.7
	Reading	13.5	16.2	16.8	18.9	19.9	18.2	+ 4.7
	Writing	18.9	21.0	22.7	24.2	25.6	25.8	+ 6.9
Non-eligible for Free/Reduced Price Meals	Math	49.6	48.9	51.7	52.7	55.2	54.8	+ 5.2
	Science	48.4	47.9	49.8	54.0	55.1	52.8	+ 4.4
	Reading	46.8	49.3	53.3	54.0	56.2	54.3	+ 7.5
	Writing	53.4	55.7	59.0	59.7	62.3	59.8	+ 6.4
ELL	Math	13.4	7.4	9.8	10.9	13.6	10.1	- 3.3
	Science	9.7	3.3	5.3	6.6	8.0	6.6	- 3.1
	Reading	9.3	2.6	5.8	10.8	12.0	8.5	- 0.8
	Writing	18.1	4.6	6.5	9.3	12.8	14.8	- 3.3

**Table 3: Percentage of Grade 10 Subgroups Meeting State Goal on CAPT from 2001 through 2006 (cont.)**

Subgroup	Content Area	2001	2002	2003	2004	2005	2006	Change 2001-2006
Non-ELL	Math	44.8	44.6	45.8	47.1	48.7	47.5	+ 2.7
	Science	43.6	43.8	44.0	48.5	48.4	45.8	+ 2.2
	Reading	42.3	45.4	47.8	48.9	50.1	47.6	+ 5.3
	Writing	48.8	51.7	53.7	54.8	56.3	53.6	+ 4.8
Special Ed.	Math	14.2	13.4	12.9	13.2	13.7	12.3	- 1.9
	Science	15.2	14.4	13.4	17.1	16.7	13.9	- 1.3
	Reading	10.1	11.7	12.2	12.6	13.3	10.0	- 0.1
	Writing	13.1	14.6	15.6	13.9	14.8	13.2	+ 0.1
Non-Special Ed.	Math	47.5	47.0	48.6	50.1	51.8	50.3	+ 2.8
	Science	46.1	46.1	46.5	51.1	51.0	48.2	+ 2.1
	Reading	45.2	48.1	50.7	52.3	53.3	50.7	+ 5.5
	Writing	52.0	54.6	56.7	58.4	60.0	57.0	+ 5.0
Female	Math	43.0	41.0	43.8	43.4	46.6	44.1	+ 1.1
	Science	39.8	39.8	41.2	44.7	44.8	41.3	+ 1.5
	Reading	50.4	52.5	54.6	54.2	55.8	52.6	+ 2.2
	Writing	58.7	61.1	63.1	63.0	64.8	61.7	+ 3.0
Male	Math	46.3	47.2	46.5	48.8	48.9	48.6	+ 2.3
	Science	47.2	46.5	45.2	50.0	49.8	47.8	+ 0.6
	Reading	33.7	37.0	39.3	41.7	42.4	40.5	+ 6.8
	Writing	38.3	40.7	42.3	44.3	45.6	43.3	+ 5.0

### Race/Ethnicity Results

From 2001-2006, the percentages of students meeting the goal increased in mathematics, science, reading and writing across all race and ethnicity subgroups. The percentage of black students scoring at or above the goal level on each of the four CAPT content area tests increased by an average of 1.9 percentage points; Hispanic students increased by an average of 3.3 percentage points; white students increased by an average of 5.2 percentage points; and Asian students increased by an average of 2.9 percentage points. Black and Hispanic students increased most on the writing test, white students improved most in reading, and Asian students increased most in mathematics.

### Poverty Status Results

The performance of poor students increased at lower rates than those of students who are not poor. Poverty status is identified by eligibility for free or reduced-priced meals. From 2001 to 2006, the percentage of Connecticut students eligible for free or reduced-priced meals who scored at or above the goal level on each of the four CAPT content area tests increased by an average of 4.3 percentage points, compared with an increase of 5.9 percentage points for non-eligible students.

### Special Education Results

The performance of special education students remained steady for reading and writing but declined for mathematics and science from 2001 to 2006. During the six-year period, participation of special education students in the standard assessment has increased substantially. Before 2004, some special education students participated in out-of-level testing. However, in that year the out-of-level testing option was eliminated at the direction of the U.S. Department of Education and CAPT scores since then include scores for students enrolled in special education who had never previously participated in the standard grade level version of the test. Non-special education students continue to score substantially higher than special education students.

### English Language Learner (ELL) Results

The performance of ELL students declined from 2001 to 2006 while the performance of non-ELL students increased. It is important to understand the impact of changing state and federal requirements regarding test participation during this period and the effect it has on student performance. During the six-year period, federal law has changed a number of times to require participation in, and then conversely allow for the exemption of ELLs for certain periods of time. Non-ELL students continue to score substantially higher than ELL students.

### Gender Results

Female students performed substantially better than male students in reading and writing, although the gap between the two groups decreased by 4.6 percentage points in reading and 2 points in writing during the six-year period. Male students continue to outperform female students in mathematics and science with the gap remaining fairly constant from 2001 to 2006.

“To have increases nearly across the board for the last six administrations of the CAPT is good news,” Coleman said. “While I am pleased to see that the performance of our black and Hispanic students increased in all areas of the CAPT from 2001 to 2006, we have enormous gaps between the achievement of white students and black and Hispanic students. That hasn’t changed. The gaps are just as bad, if not worse, today than they were in 2001.

“The consequences of these gaps cannot be understated,” Coleman said. “What this tells us is we have thousands of kids who, unless they make a dramatic turnaround in the last two years of high school, are unlikely this late in the game to graduate with the full set of skills and knowledge they need to succeed in the 21st century. They won’t be as ready for college or the workplace as their white counterparts and may be at a significant disadvantage.

“It is for these reasons,” Coleman said, “that Connecticut is developing and will soon implement a plan to reform the state’s high schools. This plan will have to ensure that our minority students continue to improve academically. It will have to ensure that teachers and school systems use new strategies to zero in on the individual needs of every student and ensure that each student receives the individualized instruction he or she needs.

“Unless and until we serve the unique needs of all our students,” Coleman said, “thousands of our students will continue to under-perform.”

### **Technical High School Results**

Table 4 shows results for Grade 10 students in the Connecticut Technical High Schools (CTHS) from 2001 to 2006. The percentages of students achieving at or above the goal level have increased substantially across all four content areas during the six-year period. These changes in CAPT performance are among the largest in the state. In 2006, 99 percent of students in the technical high schools took the CAPT, compared with 92 percent in 2001.

**Table 4: Percentages of Grade 10 Technical High School Students Meeting State Goal on the CAPT from 2001 through 2006**

Content Area	2001	2002	2003	2004	2005	2006	Change 2001-06
Math	13.9	12.1	15.2	17.8	26.9	29.3	+ 15.4
Science	13.2	14.1	14.2	21.2	24.4	25.4	+ 12.2
Reading	7.6	10.1	13.3	17.5	23.7	23.7	+ 16.1
Writing	11.3	14.3	18.5	23.7	25.7	32.1	+ 20.8

“Our state's technical high school students achieved significant gains in CAPT performance for the second consecutive year. These increases are among the largest in Connecticut,” Coleman said. “I want to congratulate the teachers and administrators who have worked hard to make changes to their curriculum and instruction, and the students for their success. Our technical high school system is becoming a model for school improvement.”

For more comprehensive information on state, district, school and subgroup results on the 2006 CAPT, go to [www.captreports.com](http://www.captreports.com).

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