

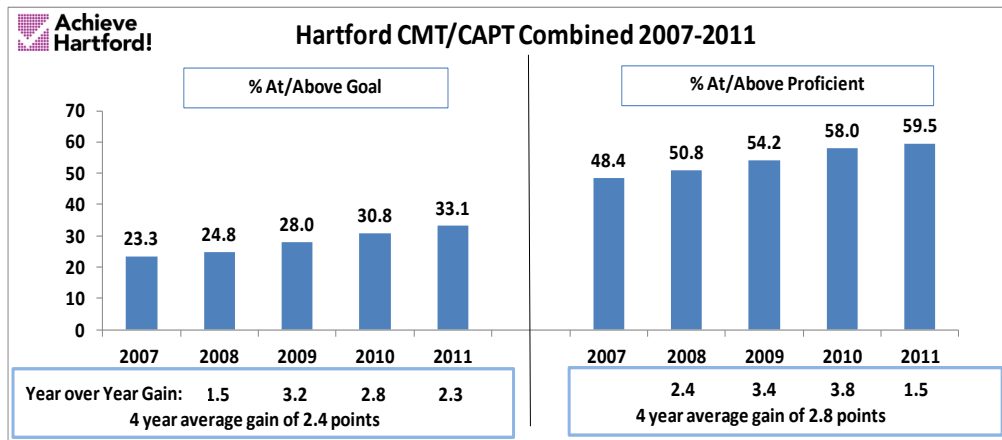


Hartford Public School District 2011 CMT and CAPT Results: A Summary

Each year in July, the Connecticut State Department of Education releases the results of the standardized tests administered to students in the 3rd through 8th grades (the Connecticut Mastery Test or **CMT**) and the 10th grade (the Connecticut Academic Performance Test or **CAPT**). These two tests assess how well students, schools and districts in Connecticut are meeting the standards of achievement established by the State Board of Education. This report summarizes and provides perspective for Hartford's 2011 CMT and CAPT results, highlighting performance at the "Proficient" and "Goal" levels. While the percentage of students scoring at or above Proficient represents the standard for adequate achievement under No Child Left Behind, the State uses the Goal level as its standard for adequate performance.

Highlights

In 2011, the Hartford Public School District (the "District") demonstrated a fourth consecutive year of overall gains as measured by CMT and CAPT scores. While this year's gain is smaller than what Hartford has experienced the three previous years, it is measurable progress.



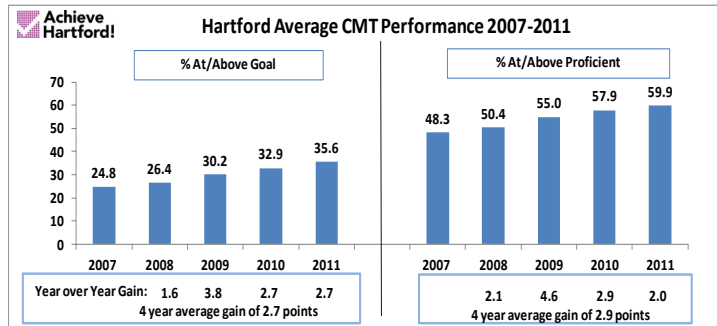
- The combined CMT/CAPT gain has been 11.1 points at Proficient since 2007, the highest among Hartford's peer districts and more than three times the gain made by the State over that time.
 - In 2011, CMT scores improved by 2.7 points at Goal and 2.0 points at Proficient.
 - Since 2007, CMT scores have improved 10.8 points at Goal and 11.6 at Proficient.
 - In 2011, CAPT scores declined by 0.5 points at Goal and by 1.0 point at Proficient.
 - Since 2007, CAPT scores have increased by a total of 3.7 points at Goal and 8.8 points at Proficient.
- In 2011, 20 schools in Hartford made improvements at Proficient, while 15 schools declined and 6 remained the same.
- New and redesigned schools continue to demonstrate progress, though challenges remain among some elementary redesigns.
- The graduation rate - calculated by the District using the National Governors' Association model which adjusts for students who transfer in and out - improved by 6.6 points in 2011 to 59.9%, up from 34.5% in 2007.
- Hartford's achievement gap with the state continues to shrink, averaging a reduction of almost 2 points per year, though a gap of 23.5 points still remains at Proficient.

Hartford CMT and CAPT Results - District Overall

The Connecticut Mastery Test (CMT) is administered to all students in the 3rd through 8th grades annually, while the Connecticut Academic Performance Test (CAPT) is administered only to students in the 10th grade annually. The information below summarizes Hartford's performance over the past four years, per state reported data.

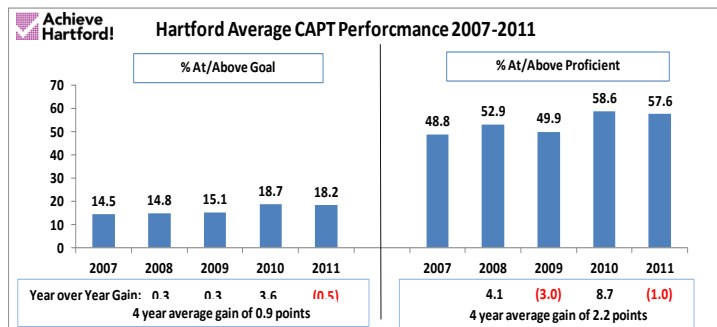
Grades 3 - 8 (CMT) Scores

In 2011, the elementary and middle grades saw an increase of 2.7 points at Goal, and 2.0 points at Proficient on the CMT. Since 2007, Hartford scores have increased a total of 10.8 points at Goal, an average of 2.7 points per year. At Proficient, Hartford scores have increased by 11.6 points over the past 4 years, an average of 2.9 points per year.



Grade 10 (CAPT) Scores

Performance in Grade 10, however, did not see the same increase. Scores in 2011 produced an average decrease of 0.5 points at Goal, and a 1.0 point decrease at Proficient. Since 2007, Goal scores have increased by only 3.7 points, an average of just under 1 point per year, though Proficient scores have increased by a total of 8.8 points since 2007, an average increase of 2.2 points per year.



Grade / Subject Breakdown

In 2011, Grades 3, 4, 5 and 7 saw increases in all subject areas. Reading and Writing gains were positive across all elementary grades, while Grade 10 posted a large decrease in Reading and Grade 8 posted decreases across every subject.

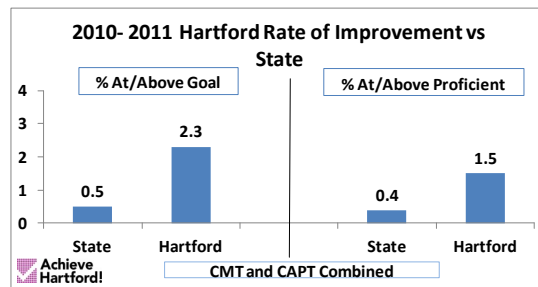
Grade	Math	Reading	Writing	Science	Total
3	1.2	6.9	0.9		3.0
4	1.9	9.3	1.3		4.2
5	0.7	6.2	5.1	3.0	3.8
6	-2.6	0.3	0.9		-0.5
7	2.5	6.6	6.5		5.2
8	-3.0	-2.6	-5.3	-3.7	-3.7
10	1.0	-6.8	2.4	-0.9	-1.1

Since 2007, Hartford has posted significant gains across almost all grades and subjects. For example, Grade 3 Reading scores have improved by 22.3 points, with 52.6% of students now testing at Proficient. It is notable that outside of 8th grade writing, every subject in every grade has shown improvement since 2007.

Grade	Math	Reading	Writing	Science	Total
3	14.3	22.3	6.8		14.5
4	18.3	15.1	11.2		14.9
5	17.2	5.7	10.5	n/a	11.1
6	15.1	20.8	6.7		14.2
7	20.9	22.8	1.6		15.1
8	12.3	11.5	-5.5	n/a	6.1
10	9.8	7.7	13.9	3.7	8.8

The Hartford : State Achievement Gap

Hartford continued to steadily close the achievement gap with the State in 2011. This year, Hartford improved by 1.5 points on its overall CMT/CAPT combined score at Proficient, while the State improved by only 0.4 points. This means that Hartford narrowed the achievement gap by 1.1 points in 2011.

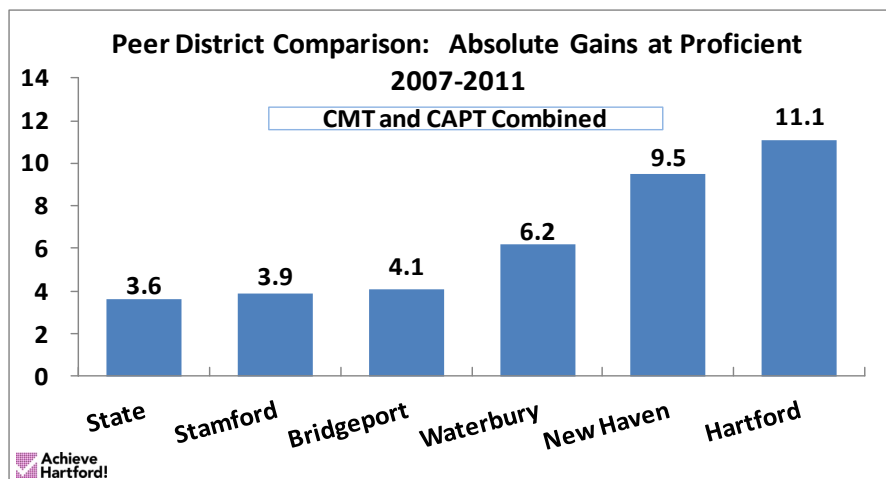


Achievement Gap at Proficient			
Year	Hartford	State	Gap
2011	59.5	83.0	(23.5)
2010	58.0	82.6	(24.6)
2010	54.2	81.9	(27.7)
2008	50.8	80.2	(29.4)
2007	48.4	79.4	(31.0)

Despite the continued narrowing of the gap, only 59.5% of Hartford students in grades that were tested scored at Proficient in 2011, compared with a State average of 83%. Since 2007, when the achievement gap was a 31 point difference between Hartford students and the State, Hartford has managed to narrow the gap by 7.5 points, or nearly 2 points per year.

2007-2011 Peer District Comparison

Hartford continues to make gains at a faster pace than its peer districts, outpacing New Haven, Waterbury, Bridgeport, and Stamford over the past four years. From 2007-2011, Hartford has improved its combined CMT and CAPT scores at the Proficient level by 11.1 points, more than doubling the gains posted by Stamford and Bridgeport.



Despite the large gains, Hartford still lags behind many peer districts in absolute scores at Proficient.

Peer District 2011 CMT/CAPT Average	
District	Combined Average
State	83.0
Stamford	78.2
Waterbury	65.1
New Haven	64.4
Hartford	59.5
Bridgeport	55.8

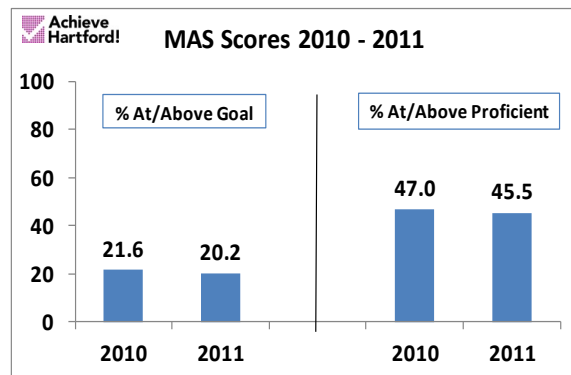
Subgroup Breakout: Special Education

In Hartford, almost 13% of students receive special education. This past year, Hartford special education scores demonstrated a 3.5 point improvement over 2010 at Proficient. Since 2007, special education student scores have increased by 18.3 points, going from 11.8% of students proficient in 2007 to 30.1% of students in 2011 - an average gain of 4.6 points per year.

Year	% at/above Proficient	% SPED Test Takers
2007	11.8	15%
2008	12.2	14%
2009	20.3	10%
2010	26.6	9%
2011	30.1	9%

However, it must be noted that because of changes in special education testing policy at the state level beginning in 2009, a large percentage of special education students were removed from the standard testing pool and administered a new test. The change in the mix of test takers has caused a migration up of the overall student performance of the District, but the overall direction of improvement has not been impacted.

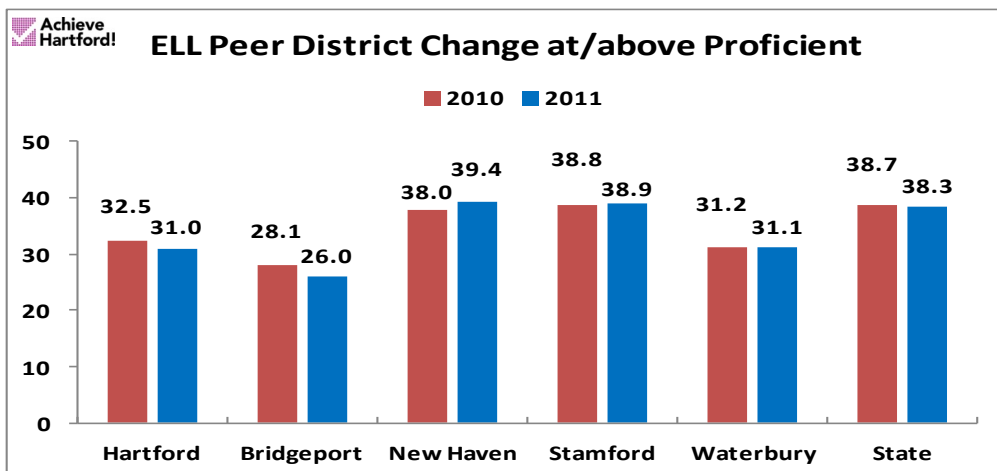
The new test - called the Modified Assessment System, or **MAS** - was piloted in 2009 and experienced its baseline year in 2010. It was specifically designed to provide a better measure than the standard CMT and CAPT to assess many special education students.



While special education scores on the standard CMT and CAPT produced large gains in 2011, scores on the MAS declined this past year. MAS scores at Goal declined by 1.4 points, while scores at Proficient decreased by 1.5 points.

Subgroup Breakout: English Language Learners

Nearly 15% of all students taking the CMT and CAPT in Hartford were English Language Learners (ELL). In 2011, scores for ELL students in Hartford dropped slightly from the previous year, and only slight gains have been made since 2007. Currently, only 31% of ELL students score at Proficient, compared to 59.5% of all Hartford students. Performance among ELL students in 2011 declined or was flat within Hartford's peer districts, which, like the State as a whole, have lacked meaningful improvement since 2007.



District Measures and Targets

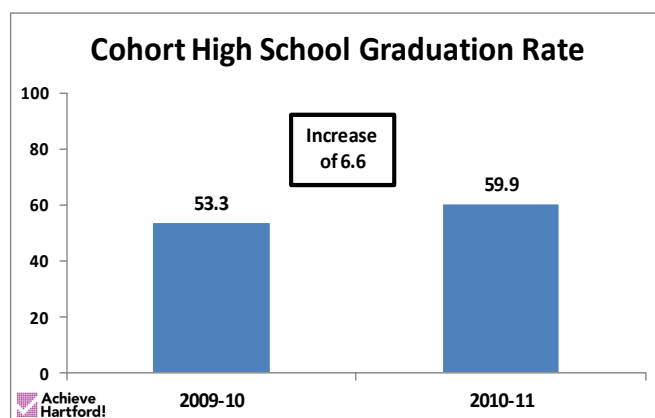
The School District maintains a set of key grade and subject performance metrics with specific internal targets set for each year. These measures provide a snapshot of key areas of Hartford's performance and essentially represent the District's and Superintendent's report card. Below is a chart that demonstrates performance against those metrics:

MEASURE	2009-2010 Actual	2010-2011 Target	2010-2011 Actual	Δ 2011 Actual/ 2011 Target	Target Met?
3RD GRADE READING	45.7	45.7	52.6	6.9	Y
4TH GRADE MATHEMATICS	58.9	58.9	60.8	1.9	Y
5TH GRADE WRITING	66.9	72.8	72.0	(0.8)	N
7TH GRADE MATHEMATICS	65.8	65.8	68.3	2.5	Y
8TH GRADE SCIENCE	44.4	44.4	40.7	(3.7)	N
10th GRADE READING	64.3	65.8	57.5	(8.3)	N
10th GRADE WRITING	68.1	72.6	70.5	(2.1)	N

While only 3 of the District's subject area performance targets were met this past year, Hartford showed improvement in 5 of the 7 district measures.

High School Graduation Rate

With the State adopting the National Governors' Association (NGA) model for calculating the graduation rate, Hartford has begun to calculate its graduation rate using this methodology as well. The new calculation divides the number of students who graduate in a given year by the number of students who entered high school four years earlier and provides adjustment each year for students who have transferred in and out of Hartford.



Using this calculation, graduation rates in Hartford high schools increased 6.6 points from 2010 to 2011, with 59.9% of students graduating in four years, compared to only 53.3% in 2010, as reported by the District. Graduation rates in 2011 are up 25.4 points since 2007, when 34.5% of Hartford high school students graduated on time - a meaningful improvement.

Hartford CMT and CAPT Results - By School

Individual School Improvement

In 2011, 20 Hartford schools demonstrated improvement over last year (highlighted in green), while 15 schools declined (shown in red) according to State data. In addition, 6 schools were relatively flat compared to 2010 data (shown in yellow), and three schools were in a baseline year in 2011. A handful of Hartford schools are not listed because they lack a grade that is tested. The schools below are listed in order of their 2011 performance level at Proficiency.

Individual School Gains 2010-2011			
Elementary School	2011	2010	Change
Annie Fisher Montessori	89.7	100.0	-10.3
Noah Webster MicroSociety	85.4	78.4	7.0
Annie Fisher STEM	80.2	66.4	13.8
Achievement First	76.0	71.4	4.6
Breathrough Magnet	75.7	76.6	-0.9
Kinsella Performing Arts	75.5	71.5	4.0
Parkville	74.9	73.1	1.8
Rawson Elementary*	66.3	54.0	12.3
Hooker Environmental Sciences	65.2	58.3	6.9
Burr	61.1	59.7	1.4
Global Communications (IB)	61.0	59.6	1.4
Sanchez	59.0	52.0	7.0
Batchelder	56.5	48.8	7.7
Kennelly	54.7	58.0	-3.3
Naylor	53.6	53.1	0.5
Wish	53.5	60.7	-7.2
West Middle Elementary	52.9	51.2	1.7
Simpson-Waverly	52.5	56.9	-4.4
Clark	49.7	44.2	5.5
Martin Luther King	49.4	53.9	-4.5
Breathrough 2	47.6	34.9	12.7
Moylan	47.0	49.2	-2.2
Rawson Middle Grades	46.3	n/a	n/a
America's Choice at SAND	45.9	49.3	-3.4
CommPACT at MD Fox	45.5	50.9	-5.4
Asian Studies (Dwight-Belizzi)	45.2	n/a	n/a
Betances Early Reading Lab School	43.5	n/a	n/a
McDonough	41.2	50.6	-9.4
Latino Studies at Burns	34.1	35.3	-1.2
Core Knowledge at Milner	31.9	32.5	-0.6
Secondary School	2011	2010	Change
University High Science Engineering	85.3	85.1	0.2
Hartford Magnet Middle	80.3	81.6	-1.3
Sport & Medical Sciences	79.4	79.7	-0.3
Classical Magnet	79.0	81.2	-2.2
Capital Prep	70.9	74.8	-3.9
Pathways to Technology	68.8	60.9	7.9
Bulkeley Lower School	55.3	66.5	-11.2
High School Inc	53.6	37.4	16.2
Law & Government	47.0	43.4	3.6
Culinary Arts	46.9	46.6	0.3
Engineering and Green Technology	42.3	35.6	6.7
Nursing Academy	41.9	47.0	-5.1
Journalism and Media	36.2	35.2	1.0
OPPportunity High School	27.7	23.5	4.2

*Rawson Elementary scores for 2011 do not include Grades 6-8.

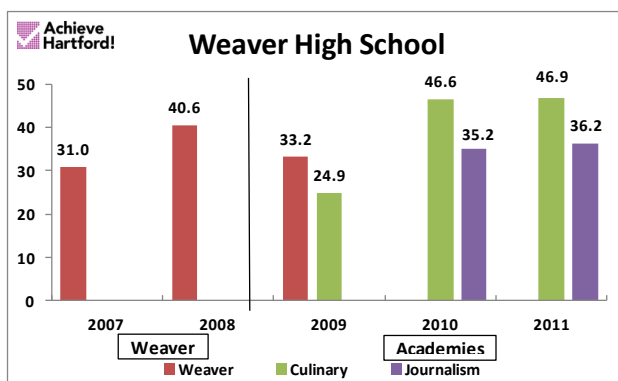
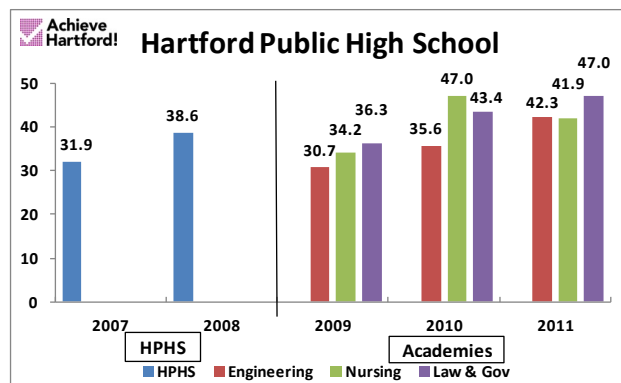
The Impact of Reform Strategies

The District's Theory of Action focuses on the creation of a portfolio of diverse schools for students and families to choose from. Over the past 3 years, the District has closed down chronically low-performing schools and created new theme-based academies using nationally proven models. The various reform strategies applied to schools throughout the District are highlighted below.

High School Redesigns

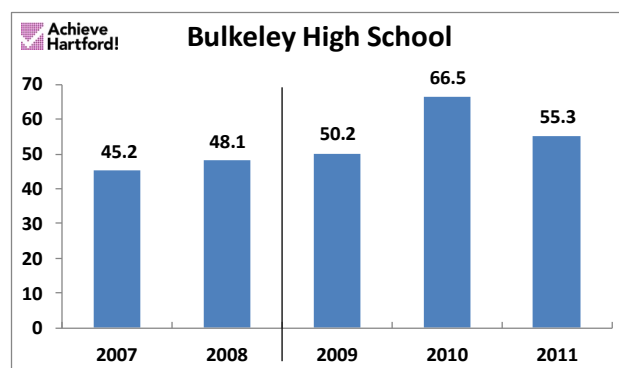
In the 2008-2009 school year, Hartford's three high schools - Hartford Public High School, Weaver High School and Bulkeley High School - were redesigned into smaller schools.

Hartford Public High School was divided into four themed academies: the Academy of Engineering and Green Technology, the Nursing Academy, the Law & Government Academy and the Freshman Academy. From the graph at the right, which aggregates the performance of 10th grade students at Proficient across all subjects each year, we see that all three of the newly designed academies tested have improved against their baseline 2009 scores. Furthermore, both Engineering and Law & Government saw gains in 2011 over their 2010 scores.



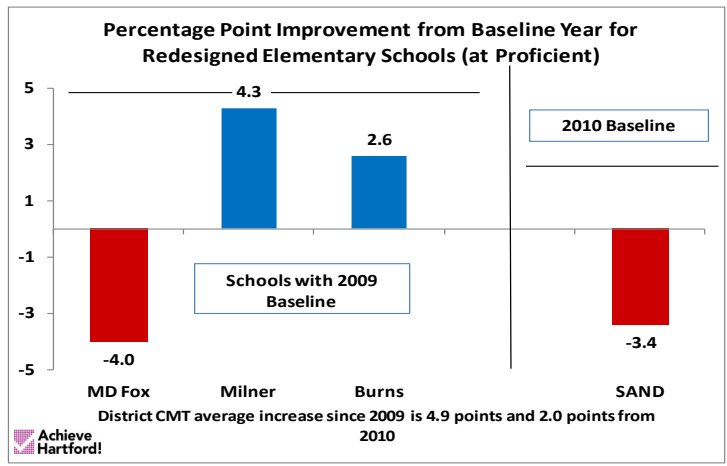
Academies were also created in Weaver High School - the Culinary Arts Academy in 2008-2009 and the Journalism & Media Academy in 2009-2010. In the graph at the left, we can see the difference between the performance of Weaver students before and after redesign. Both the Culinary Arts and Journalism and Media academies improved on their 2010 scores in 2011. Development of additional academies located at Weaver is underway.

Also in 2008-2009, Bulkeley High School was redesigned into two smaller schools, one serving grades 9-10 and the other serving grades 11-12. Because of this, only Bulkeley Lower School uses CAPT scores to measure its performance. Looking at the graph on the right, we see that while Bulkeley experienced a significant increase between its baseline year (2009) and second year, its third year in 2011 has shown a meaningful decline over 2010.



Elementary Redesigns

Of the schools redesigned by the District, nine are neighborhood elementary schools. Both Moylan and McDonough were redesigned for the current 2011-2012 school year, while Rawson Middle Grades Academy, Betances Early Reading Lab School, and the Asian Studies Academy at Dwight-Bellizzi all had a baseline year in 2010-2011. Performance gains for these five schools cannot yet be reported.

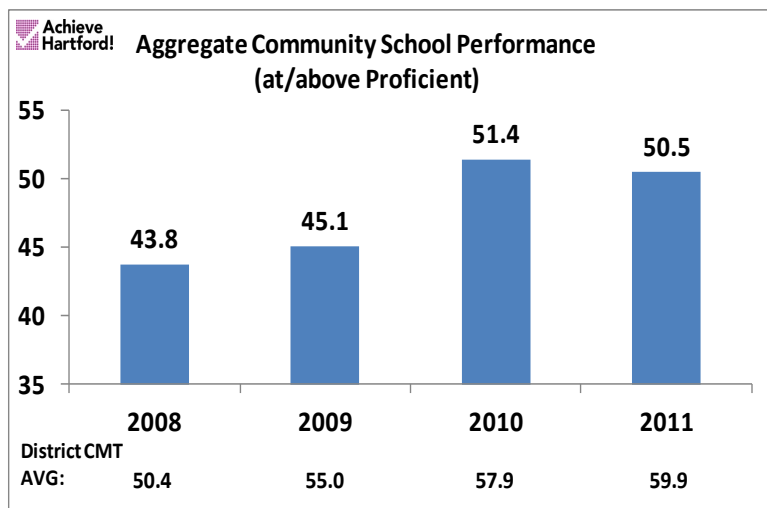


Of the three schools redesigned for the 2008-2009 school year, Core Knowledge at Milner Academy and Latino Studies at Burns Academy have seen modest improvements, though still perform below the District’s CMT average increase since 2009. CommPACT at MD Fox has declined. Per the District, all three of these schools have faced challenges related to implementation fidelity in their school designs. After having posted a 14.7 point increase in its baseline year 2009-2010, America’s Choice at SAND has decreased since baseline by 3.4 points at Proficient.

Community Schools

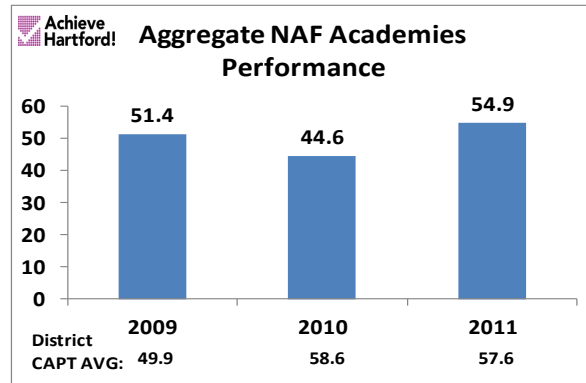
Tasked with supporting the development of the whole child, a “Community School” maintains a unique operating strategy whereby the school partners with a lead community agency to create and administer resources that support students' academic, social, emotional and physical development.

Community Schools in Hartford include the Hartford Magnet Trinity College Academy, Burr Elementary, the Latino Studies Academy at Burns, the Core Knowledge Academy at Milner, and the Asian Studies Academy at Dwight-Bellizzi. While 2011 demonstrated a 0.9 point decrease at Proficient from last year’s scores, aggregate Community School gains since 2008 have been 6.7 points. This improvement indicates good progress over time, but lags behind the District’s average CMT gain, which has been 9.5 points since 2008. Two more schools - West Middle Elementary School and Clark Elementary - have adopted the Community School strategy beginning in 2011-2012.



NAF Academies

The National Academy Foundation's (NAF) educational model includes industry-focused curricula, work-based learning experiences, and business partner expertise from within four themes: Finance, Hospitality & Tourism, Information Technology, and Engineering. In Hartford, the three NAF academies are the Academy of Insurance and Finance (High School Inc.), Pathways to Technology Magnet School, and the Academy of Engineering and Green Technology. Because High School Inc. did not open until 2009-2010, the 2009 aggregate NAF Academy score shown at the right only reflects scores from Pathways to Technology and the Academy of Engineering and Green Technology.

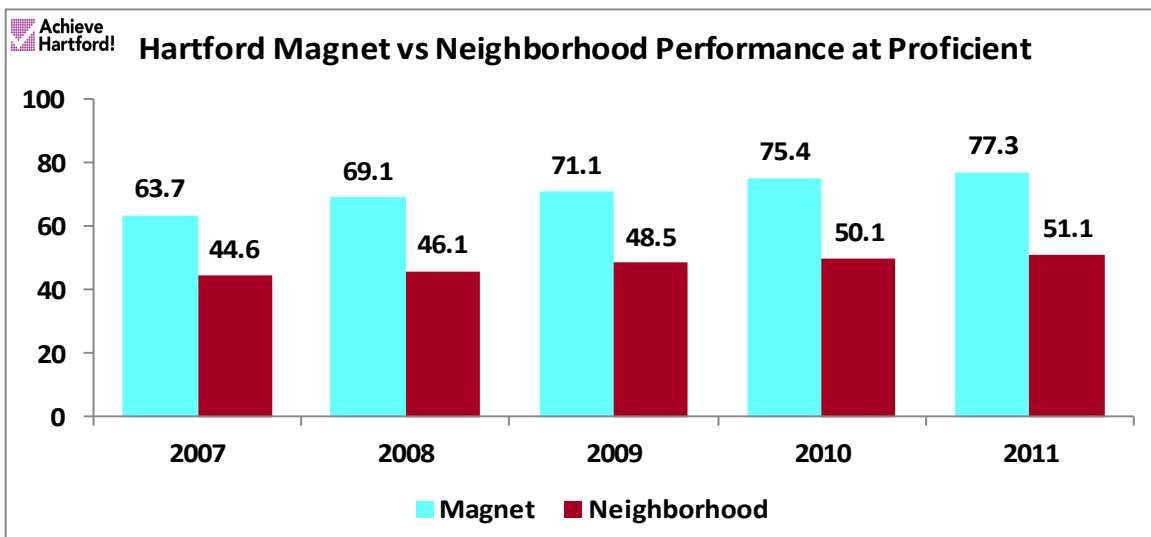


NAF Academies saw an increase of 10.3 points over 2010 scores at Proficient, with all three schools posting gains this year at Proficient. The District CAPT average decreased by 1 point. While improving, the NAF academies in the aggregate are still performing slightly below the District's overall CAPT averages.

Magnet Schools

Hartford's 12 host magnet schools consistently outperform Hartford neighborhood schools and in 2011 comprised 12 of the top performing 15 schools in the District. Importantly, magnet school gains are driven by the performance of both suburban and Hartford students within each school.

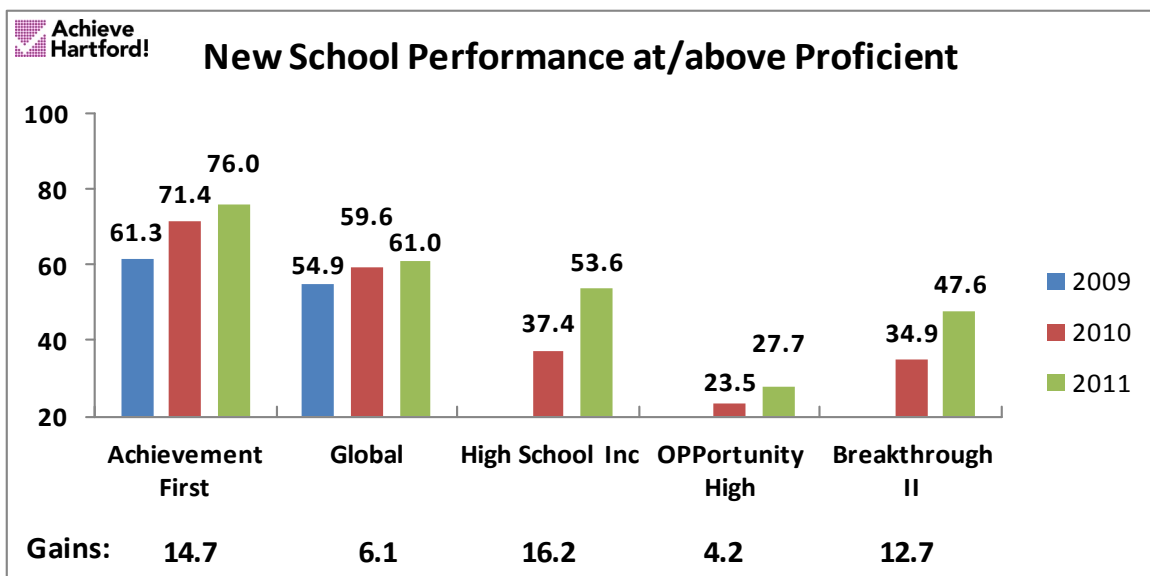
In 2007, 63.7% of all Hartford magnet school students were performing at Proficient, compared to 44.6% of Hartford neighborhood school students. As neighborhood schools have improved over time, so have magnet schools - at an even faster rate. The 2007 magnet-to-neighborhood gap of 19.1 points has actually widened over the past four years. Hartford magnet schools have been increasing their average scores by 3.4 points per year since 2007, while neighborhood schools have only been improving by 1.6 points per year. The gap in 2011 between magnet school performance and neighborhood school performance stands at 26.2 points at Proficient, having widened by just over 7 points in the past four years.



New Schools

Included in the District’s redesign efforts has been the inclusion and creation of five new schools in 2009 and 2010: the Achievement First Hartford Academy, the Global Communications Academy, High School Inc, OPPortunity High School, and Breakthrough II Elementary School. All five schools have improved since their baseline year. Achievement First has made gains of almost 15 points in two years, with 76% of its students performing at Proficient in 2011. High School Inc. and Breakthrough II have also made significant gains from their baseline year in 2010, climbing approximately 16 points and 13 points, respectively, over last year.

OPPortunity High School and Global Communications have also posted year over year gains in their first year of operation post baseline. We do note that High School Inc., OPPortunity High, and Breakthrough II have a meaningfully smaller number of test takers than the average high school and elementary school in Hartford, which can contribute to the levels of performance gains.



Achieve Hartford! is an independent, nonprofit organization of business and community leaders that focuses on student achievement and supporting effective and sustained school reform in the Hartford Public Schools. For more information please visit www.AchieveHartford.org.

Note:

This report summarizes Hartford’s 2011 CMT and CAPT results using data publicly available and reported by the State. We have not included results reported by the District using their Overall School Index (OSI) calculation.