

For the first time since the 2001-2002 school year, the Middletown Public Schools achieved adequate yearly progress (AYP) for Mathematics (82% of students in grades 3-8 at Proficient Level) and Reading (79% of student in grades 3-8 at Proficient Level) on the Connecticut Mastery Test. This marks 4 years of steady progress beginning with the 2007 administration of the CMT and culminating with this year's more significant improvement, most specifically for sub-group students. The 2009-2010 school year is the first time in eight years of NCLB, that all sub-groups met the AYP criteria for Safe Harbor by achieving a 10 percent reduction in the percent NOT Proficient from the 2008-2009 school year.

This past school year Middletown made significant strides in closing the achievement gap, particularly for its economically disadvantaged students. Forty percent (970) of the 2,400 Middletown students who took the CMT in spring of 2010 are members of this subgroup. In addition, Woodrow Wilson Middle School and Keigwin Middle School, with 1,450 of the district's 2,400 CMT students and 45% of the Economically Disadvantaged CMT students made AYP after eight and five years respectively of failing to achieve this goal.

MATHEMATICS CMT

	Growth 2006-10	2010	2009	2008	2007	2006
Whole District	+9	83	77	78	76	74
Black	+16	74	64	64	62	58
Hispanic	+11	71	62	65	63	60
White	+7	89	86	86	84	82
SPED	+18	46	26	29	31	28
ELL	+18	65	49	48	44	47
Econ. Dis.	+13	73	63	64	62	60

READING CMT

	Growth 2006-10	2010	2009	2008	2007	2006
Whole District	+14	76	71	70	65	62
Black	+20	62	53	53	46	42
Hispanic	+17	63	54	55	49	46
White	+11	84	82	80	76	73
SPED	+24	39	22	22	16	15
ELL	+19	42	25	23	21	23
Econ. Dis.	+18	62	53	52	47	44

This improvement in student achievement came as a result of systemic change in Middletown's educational community. As a district identified by the State as being "In Need of Improvement", Middletown became part of the State's "CALI Initiative" (Connecticut Accountability for Learning Initiative). The foundation of this initiative is data-driven decision making at the district, school, subject area, grade level and

classroom levels. Improvement plans and Data Teams are working at all levels to design instruction that will meet the needs of every student. Research-based instructional strategies and interventions are being implemented district-wide. During the 2009-2010 school year, Middletown implemented “Scientifically Research-Based Intervention” (SRBI) for at-risk students in grades Kindergarten through grade eight. The above data indicates that this targeted, additional instruction was extremely effective in closing the achievement gap.