NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT

"WINDOWS ON NEW MILFORD"

A Summary of Major Testing Programs in the District
2010-2011

Connecticut Mastery Test (CMT)
American College Testing (ACT)
Scholastic Aptitude Test: Reasoning (SAT I)
Scholastic Achievement Test: Subject Tests (SAT II)
Advanced Placement (AP)
Connecticut Academic Performance Test (CAPT)
Language Assessment Skills (LAS)

A Message to the Reader

This is a summary of our students' performance on various state and national assessments given in the New Milford Public School District. The Degrees of Reading Power (DRP), the Connecticut Mastery Test (CMT), and the Connecticut Academic Performance Test (CAPT) are *criterion-referenced* tests: that is, students are scored according to how well they do against a set standard or benchmark. The test results are interpreted by what the student can do without reference to what others of the same age can do. Most standardized tests are *norm-referenced.* They rank students in percentiles according to how they score in comparison to other test-takers.

In addition to state-mandated tests, students are also given *formative assessments* and *performance-based assessments* that help us monitor their progress and drive our instruction. Students are also assessed using *summative* tests to determine how well the student learned the material at the end of a unit or period of study; it is commonly used for grading (see glossary for additional assessment terms).

State and national test results are typically the high-stakes tests by which student performance is measured. It is important to note, however, that our students are accomplished in many other areas such as community service, theatre, music, art, and athletics that contribute to make the New Milford Public Schools a source of pride and accomplishment for our community.

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Assistant Superintendent of Schools

Assessments Administered in the New Milford Public Schools

Advanced Placement Testing Results (AP) – The AP tests are criterion-referenced content exams. A student is expected to master a body of academic work; a standard is set, and they are measured on how well they have met that standard. Scores on these tests range from a 5 or 4, which the Educational Testing Service describes as comparable to a college grade of A, to a 3 which is deemed comparable to a grade of B at many colleges, and to a 2 or 1. The most capable students take these tests nationally.

American College Testing (ACT) – The ACT consists of curriculum-based tests in English, mathematics, reading, science, and writing (optional). The tests are designed to measure the skills that students need for success in their first year of coursework. The number of students at the high school level that have taken the ACT has grown significantly over the last five years.

Connecticut Academic Performance Test (CAPT) – In March each year, sophomores are required to take the CAPT. The test encompasses four areas: Mathematics, Science, Reading across the Disciplines (Response to Literature & Reading for Information), and Writing Across the Disciplines (Interdisciplinary Writing & Editing and Revising). The Connecticut Department of Education set a standard for these criterion-referenced exams. The exam's standards are rigorous. Traditionally, fewer than one in every four sophomores across the state meets the goal on all of the subtests. In New Milford, over 90% of the students perform at the proficiency levels. The tests are given to all students except those exempted by their special education plan as designated by the Planning and Placement Team (PPT) or those students in an English Language Learner (ELL) programs whose level of English proficiency makes taking the test impractical.

Connecticut Mastery Tests (CMT) – Connecticut General Statutes provide that the State Board of Education administer an annual statewide mastery test to students in grades 3-8 that focuses on the following skills: Mathematics, Degrees of Reading Power (DRP), Reading Comprehension, Direct Assessment of Writing, and Editing and Revising. Students in grades five and eight are also tested in science. These tests are administered in March. They are criterion-referenced tests; that is to say their results are reported as the percent of students who meet a set goal or standard. The goals the State of Connecticut has set are lofty; students attaining goal levels are performing well above grade level. Students scoring in the proficiency range are considered to be performing in the grade level range. The CMT is designed to improve statewide evaluation of students and to ensure student academic strengths and weaknesses are identified. The tests are given to all students except those exempted by their special education plan as designated by the Planning and Placement Team (PPT) or those students in an English Language Learner (ELL) programs whose level of English proficiency makes taking the test impractical.

Degrees of Reading Power (DRP) – The DRP measures how well students construct meaning from paragraphs that become progressively more difficult in terms of vocabulary and comprehension. DRP employs the cloze method, which calls for students to make a correct word choice based on vocabulary and comprehension. The content becomes progressively more difficult the higher the DRP number. We compare DRP results in the fall to those in the spring in every classroom in grades 3 – 8 in order to measure student growth. The DRP is also part of the reading comprehension score on the CMT. In 2011-2012, we will use the DRP as a universal screen in the fall of grades 4-9 to establish where students should be functioning in order to attain grade-level competencies and standards by the end of the school year.

Language Assessment Skills (LAS) – The district is now required to assess all English Language Learners (ELL) students' language skills annually. In 1995 the district had fewer than twenty-five ELL students. We now service 144 students which is up significantly from the 108 students who received support last year. Students are administered the LAS test which allows a student to demonstrate his/her language skills proficiency. Students are tested in reading, writing, listening, and speaking. Should a student reach a highly proficient level on the results of the assessment, s/he can be dismissed from ELL services.

Scholastic Aptitude Test (now SAT I) – Approximately 88% of our seniors took this exam last year. The test is a reasoning test – not strictly an achievement test. Research does say that there are a number of variables that influence the scores students obtain. Those variables include gender, race, and family per capita income; however, it is also believed that SAT scores can vary somewhat by nature of the academic experiences students have – the more advanced the level of mathematics course a student has completed, the greater chance scores will be higher; the greater amount a student reads rigorous literature regularly, the better the chance of scoring well in the verbal sections of the SAT's. Of the three SAT sections (reading, writing, and mathematics), the writing section most accurately predicts academic success in college. While high school grades are a very useful indicator of how students will perform in college, there is great variation in grading standards and course rigor within and across high schools. More than eighty years ago the College Board created the first standardized college entrance test to help colleges and universities identify students who could succeed at their institutions and to connect students with educational opportunities beyond high school. Over 1.6 million high school seniors took the SAT last year, the most since the test was first administered in 1926.

Scholastic Achievement Test (now SAT II) – The SAT II are subject tests; that is students may opt to take such an exam after they have completed study in an academic area. For example, a student may opt to take a U.S. history achievement test after completing a U.S. history/American studies course. They are optional and are often taken by students seeking admission to the more competitive colleges. As a rule, New Milford has a greater percentage of students taking these tests than other schools with demographics similar to ours. That fact has importance in that the greater the percent of test-takers, the harder it becomes to achieve a median score. In most cases, our students manage to score at or above the median.

Summary Statement

No Child Left Behind (NCLB)

NCLB requires states to set specific student achievement goals that all schools must meet each year. Achievement goals for Connecticut students are based on the grades 3-8 CMT and the grade 10 CAPT results.

For an elementary or middle school to make adequate yearly progress (AYP) for the 2010-2011 school year, the federal law requires:

- 95 percent of students who attend the school in grades 3-8 take the test;
- 89 percent score proficient or above in reading;
- 91 percent score proficient or above in mathematics; and
- 70 percent score basic or above in writing or the percentage at or above basic improves from previous year.

For a high school to make adequate yearly progress (AYP) for the 2010-2011 school year, the federal law requires:

- 95 percent of students who attend the school in grade 10 take the test;
- 91 percent score proficient or above in reading;
- 90 percent score proficient or above in mathematics; and
- 85 percent graduation rate or the percentage of seniors graduating improves from previous the year.

If a school has not made AYP for two or more consecutive years, it is identified as "in need of improvement." This year the district made "safe harbor." Safe harbor means that there was a 10% reduction in students NOT proficient from last year; we had a 95% participation rate, and we met the additional academic indicator in writing (CMT) and in the graduation rate (CAPT).

For the 2011-2012 school year, the focus of our professional development will continue to be on the Scientific Research-Based Initiative. More specifically, professional development is in place for the use of data teams, progress monitoring, and Tier I interventions. Work that began last summer on the development of curricula using the new curriculum format that imbeds the standards of the Common Core, essential questions, enduring understandings, and assessments will continue throughout the year. The curricula clearly define the learning plan listing both the teaching strategies and the learning activities.

Connecticut Mastery Test Results
Grades 3-8

Spring 2011

Connecticut Mastery Test (CMT)

Students in grades three through eight took the CMT in March 2011. Students in grades three, four, five, and seven had more students reach proficiency than the state in all areas measured: mathematics, reading, writing, and science (grade five). Students in grades six and eight were above the state in proficiency in all areas except writing.

The goal of NCLB is to have 100% of all students be proficient by 2014. Except for third grade reading and eighth grade writing, New Milford students were more than 80% proficient in all areas. An area of concern, however, is the increase in the number of students who have fallen into the basic and below basic levels especially in writing.

When comparing students from 2006-2011, New Milford did not show the same amount of growth as the state in mathematics and reading, the two areas compared using vertical scores (see vertical scale charts).

In comparison to the districts in our reference group, we consistently fell into the bottom ten in mathematics, reading, and writing in all six grades. We were at the bottom in sixth grade writing (see state by district/school reports).

Number of DRG Districts Who Fell Below New Milford in Percent At/Above Goal

	Mathematics	Reading	Writing
Grade 3	5	5	2
Grade 4	1	7	3
Grade 5	2	7	4
Grade 6	3	6	0
Grade 7	7	10	8
Grade 8	4	1	1

New Milford's Degree's of Reading Power (DRP) results were better than the state's in all six grades (see DRP comparison chart). Our average, holistic writing score was below the state in all grades except grade four (see holistic writing score comparison chart).

The changes made in the mathematics program last year may explain why some grade levels did not do well on the CMT. Those students who had previously been using Saxon may have had difficulty transitioning into EDM as the two programs are quite different. In addition, Saxon lacks the rigor and higher order thinking skills required for the CMT. The gaps created by merging two programs were expected as was the learning curve of both students and teachers using EDM for the first time.

The Asst. Superintendent has met with the new mathematics coach to go over the CMT results. The mathematics coach has already analyzed the data to identify the strands above the state average and those that fell below 80%. This information is being shared with teachers during collaboration meetings.

The mathematics coach has been given the task to improve the transition from grade two to grade three. She will be working with second grade teachers to familiarize them with some of the language and games used in EDM, so these can begin to be implemented in second grade. At the same time, she will be working with the third grade teachers to assist them in recognizing what was missed in the first three years of EDM while the students were using Saxon in kindergarten through grade two, so those gaps can be filled.

Steps are already in place to address those areas in need of improvement in reading. Committees continued to work this summer on the LA curriculum units in grades 2-8. This year's kindergarten data have shown marked improvement from the past due to a structured literacy program implemented this year. We will continue this program into grade one this fall. This should give our emerging readers a strong foundation in literacy. We are also requiring that guided reading and the readers' workshop model be used in all classrooms. Our reading specialists are doing more push-in instruction modeling for teachers and working with small groups of students. As we consistently move forward with programs across the district that have proven successful, we should begin to see improved reading scores.

In only a few months, the literacy coaches have proven to be a valuable asset to the district as they worked with teachers individually and in grade levels. They are assisting with curriculum development and its implementation. They meet regularly with teachers and provide a plethora of support both in materials and with instructional interventions. The book closets are being organized to reflect the need for leveled books that are "just right" for each student. Classroom libraries are being structured into baskets by genre and levels for student choice.

To address the weakness in writing, there will continue to be three district-wide writing prompts that will be administered prior to the March CMT. The Asst. Superintendent has developed a revision checklist for administrators to use when observing writing lessons. Writers' workshop is being implemented in grades K-8. We still need to use a common language and procedure across the district to teach writing in order for the writing scores to improve on statewide assessments.

There were a lot of initiatives that were introduced this year, and the teachers were willing to learn these new approaches to classroom instruction. The message of what needs to be in place for our students to be successful has been clearly laid out through our professional development, so the teachers now have a better understanding of what should be happening in their classrooms. Their dedication to do what is good for the children of New Milford should soon manifest itself in improved results.

State by District/School Report
Grade 3

		Mathematics		Reading		Writing	
		Total Mathematics		Total Reading		Total Writing	
Group	Year	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency
State	2011	63.2	84.3	58.3	73.9	61.1	81.1
Berlin	2011	70.6	92.5	70.5	82.5	69.3	88.6
Bethel	2011	87.3	97.0	80.0	89.7	83.2	93.4
Branford	2011	74.6	92.1	66.7	82.9	62.6	79.0
Clinton	2011	66.3	85.9	63.2	78.5	73.8	90.5
Colchester	2011	58.6	85.1	62.9	78.1	63.7	83.7
Cromwell	2011	82.6	94.2	73.2	86.2	78.3	91.3
East Granby	2011	81.5	94.4	81.1	90.6	83.3	90.7
East Hampton	2011	68.8	90.3	70.6	86.0	73.8	86.6
East Lyme	2011	79.2	96.0	79.0	89.0	80.2	93.2
Ledyard	2011	75.0	95.1	66.0	81.5	65.3	86.8
Milford	2011	73.2	94.0	68.0	82.0	66.2	86.8
Newington	2011	76.3	93.4	72.3	84.5	77.8	95.4
New Milford	2011	65.7	87.0	61.8	75.8	57.8	81.3
North Haven	2011	68.2	92.5	59.8	79.2	75.4	90.1
Old Saybrook	2011	62.2	94.1	74.2	91.7	82.9	93.5
Rocky Hill	2011	75.7	91.5	69.4	87.3	73.0	90.3
Shelton	2011	65.6	87.0	63.7	77.7	68.5	86.8
Southington	2011	84.5	95.7	70.5	86.0	76.4	91.1
Stonington	2011	70.3	93.1	73.0	84.5	66.9	86.2
Wallingford	2011	71.6	91.2	60.6	79.3	64.8	86.7
Waterford	2011	70.0	87.2	70.9	82.3	77.9	89.7
Watertown	2011	58.2	87.0	48.8	69.0	54.2	77.4
Wethersfield	2011	67.3	88.3	59.5	73.5	58.7	83.0
Windsor	2011	52.8	78.6	46.8	64.7	43.7	72.4

NA : Not Available
- Results are not presented for groups fewer than 20.

State by District/School Report
Grade 4

		Mathematics		Reading		Writing	
		Total Mathematics		Total Reading		Total Writing	
Group	Year	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency
State	2011	67.2	85.1	62.5	74.7	65.5	85.4
Berlin	2011	76.0	91.4	76.5	87.4	80.8	95.7
Bethel	2011	84.1	94.4	74.9	86.6	79.2	96.1
Branford	2011	75.7	92.2	60.4	83.8	64.2	89.7
Clinton	2011	74.7	92.5	68.8	85.4	71.4	91.2
Colchester	2011	72.6	93.0	69.9	81.7	72.6	93.5
Cromwell	2011	76.7	89.0	70.6	81.3	72.6	89.6
East Granby	2011	76.0	94.7	70.7	78.7	75.0	94.7
East Hampton	2011	73.8	91.3	72.3	88.5	63.0	87.0
East Lyme	2011	85.1	94.0	77.0	85.5	78.9	95.6
Ledyard	2011	83.7	95.8	73.8	86.0	78.6	95.8
Milford	2011	73.9	91.1	66.0	76.9	69.6	91.0
Newington	2011	80.1	95.7	71.8	85.2	76.1	92.8
New Milford	2011	63.1	87.4	67.4	83.0	65.6	89.3
North Haven	2011	74.6	90.2	67.2	81.1	78.5	91.9
Old Saybrook	2011	85.7	96.2	85.4	94.2	89.5	97.1
Rocky Hill	2011	75.1	94.4	73.7	81.1	76.2	92.8
Shelton	2011	71.5	90.7	73.5	84.2	77.5	92.3
Southington	2011	89.2	96.3	77.5	87.9	80.7	94.3
Stonington	2011	66.3	87.1	71.5	83.1	67.0	87.4
Wallingford	2011	74.9	93.8	66.9	79.9	73.7	89.8
Waterford	2011	78.7	93.6	74.8	87.1	80.7	95.0
Watertown	2011	64.3	85.0	64.6	83.0	68.4	85.5
Wethersfield	2011	71.7	90.3	66.1	80.7	70.2	90.8
Windsor	2011	60.8	85.5	60.9	72.9	61.1	83.3

NA : Not Available
- Results are not presented for groups fewer than 20.

State by District/School Report
Grade 5

		Mathematics		Reading		Writing	
		Total Mathematics		Total Reading		Total Writing	
Group	**Year**	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency
State	2011	72.7	87.6	61.4	75.1	66.8	88.0
Berlin	2011	88.7	97.0	82.8	90.5	82.3	95.4
Bethel	2011	86.6	96.8	77.0	88.5	89.3	98.6
Branford	2011	91.2	97.3	73.1	86.1	77.8	92.1
Clinton	2011	81.8	94.6	72.8	87.1	77.5	91.4
Colchester	2011	87.7	94.0	74.9	85.1	78.4	96.3
Cromwell	2011	91.0	98.1	73.5	87.7	87.3	94.9
East Granby	2011	92.8	97.1	81.2	89.9	81.4	97.1
East Hampton	2011	80.8	95.4	78.5	92.3	78.2	94.0
East Lyme	2011	90.0	97.5	82.0	90.5	82.0	95.6
Ledyard	2011	82.4	94.1	76.6	86.2	71.4	91.4
Milford	2011	78.3	91.0	64.8	81.1	63.4	90.8
Newington	2011	78.7	92.4	63.7	79.7	70.3	90.3
New Milford	2011	72.3	87.6	66.8	80.8	68.5	88.7
North Haven	2011	74.8	91.5	65.2	83.4	79.9	94.2
Old Saybrook	2011	89.1	96.6	75.6	89.9	86.6	98.3
Rocky Hill	2011	86.2	96.8	76.6	90.2	81.7	94.2
Shelton	2011	78.8	94.1	68.9	84.7	74.5	93.3
Southington	2011	89.5	97.4	71.8	87.1	73.3	92.6
Stonington	2011	78.3	91.1	68.9	82.2	69.7	87.6
Wallingford	2011	77.9	92.7	65.9	80.3	67.5	90.4
Waterford	2011	81.9	94.1	69.4	83.3	83.7	96.4
Watertown	2011	66.0	86.3	60.5	77.8	66.7	91.3
Wethersfield	2011	81.4	93.2	62.6	77.6	72.2	90.6
Windsor	2011	67.4	85.6	61.0	74.6	53.0	82.8

NA : Not Available
- Results are not presented for groups fewer than 20.

State by District/School Report
Grade 6

		Mathematics		Reading		Writing	
		Total Mathematics		Total Reading		Total Writing	
Group	Year	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency
State	2011	71.6	88.5	76.0	86.5	65.3	86.1
Berlin	2011	80.4	95.2	87.6	93.8	82.5	94.9
Bethel	2011	92.2	97.2	92.5	95.8	87.2	95.0
Branford	2011	75.0	94.3	78.7	89.7	64.1	86.7
Clinton	2011	62.2	91.6	82.4	95.1	69.4	89.8
Colchester	2011	79.5	94.5	83.1	91.3	77.2	94.5
Cromwell	2011	75.2	88.5	78.2	90.3	63.6	87.9
East Granby	2011	81.7	93.3	78.3	93.3	69.4	91.9
East Hampton	2011	86.2	96.2	84.8	94.3	73.8	91.5
East Lyme	2011	91.3	99.0	92.6	97.1	85.6	94.2
Ledyard	2011	85.5	97.7	87.6	96.4	79.2	96.0
Milford	2011	79.1	94.4	82.9	92.8	75.7	93.1
Newington	2011	81.3	95.1	88.2	94.3	79.2	93.8
New Milford	2011	69.9	89.9	78.7	90.6	55.5	83.2
North Haven	2011	71.8	92.7	77.1	90.7	67.6	90.4
Old Saybrook	2011	84.4	96.9	91.8	97.9	92.9	98.0
Rocky Hill	2011	90.4	98.0	90.9	96.5	71.3	94.1
Shelton	2011	86.2	96.5	89.2	94.1	78.8	94.1
Southington	2011	88.6	97.7	85.7	94.1	69.8	90.8
Stonington	2011	70.1	92.1	75.7	90.4	57.3	81.1
Wallingford	2011	76.2	94.6	80.9	92.5	63.3	88.5
Waterford	2011	79.7	94.1	85.7	93.2	81.7	95.7
Watertown	2011	62.6	89.4	81.0	92.7	74.8	92.5
Wethersfield	2011	85.0	94.6	77.5	88.4	66.8	87.3
Windsor	2011	66.9	92.5	72.8	88.9	66.5	87.2

NA : Not Available
- Results are not presented for groups fewer than 20.

State by District/School Report
Grade 7

		Mathematics		Reading		Writing	
		Total Mathematics		Total Reading		Total Writing	
Group	Year	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency
State	2011	68.7	87.2	77.8	85.7	58.9	79.8
Berlin	2011	84.3	95.6	91.2	97.6	80.5	92.2
Bethel	2011	86.2	98.7	89.6	95.0	72.8	91.2
Branford	2011	78.9	93.1	87.8	91.9	54.9	82.7
Clinton	2011	64.2	89.9	88.8	96.3	74.8	92.0
Colchester	2011	80.5	95.3	88.9	94.4	75.1	92.8
Cromwell	2011	74.1	95.7	91.9	96.3	77.0	93.9
East Granby	2011	87.3	96.2	88.8	92.5	65.4	88.9
East Hampton	2011	79.2	96.0	89.6	95.4	77.1	92.7
East Lyme	2011	82.5	95.8	88.6	93.8	71.4	88.3
Ledyard	2011	80.7	95.3	84.1	91.0	63.8	84.9
Milford	2011	79.8	94.4	86.3	93.3	64.7	84.0
Newington	2011	66.8	88.8	85.9	91.7	68.8	88.4
New Milford	2011	73.8	93.6	87.4	93.3	64.7	84.0
North Haven	2011	73.4	93.3	84.3	91.1	61.8	81.7
Old Saybrook	2011	71.8	92.4	87.7	91.5	69.7	90.9
Rocky Hill	2011	87.2	98.6	95.4	97.2	75.4	93.3
Shelton	2011	73.8	93.1	81.1	88.9	63.8	85.6
Southington	2011	87.7	97.2	85.4	91.7	61.7	84.7
Stonington	2011	75.2	93.6	86.5	91.0	51.7	82.6
Wallingford	2011	78.9	95.6	86.3	93.0	52.9	80.8
Waterford	2011	82.1	96.2	86.3	93.4	73.4	91.1
Watertown	2011	62.6	89.3	89.3	94.3	72.2	90.7
Wethersfield	2011	82.2	94.0	83.6	91.0	64.9	86.3
Windsor	2011	63.5	89.6	71.1	81.0	51.9	76.7

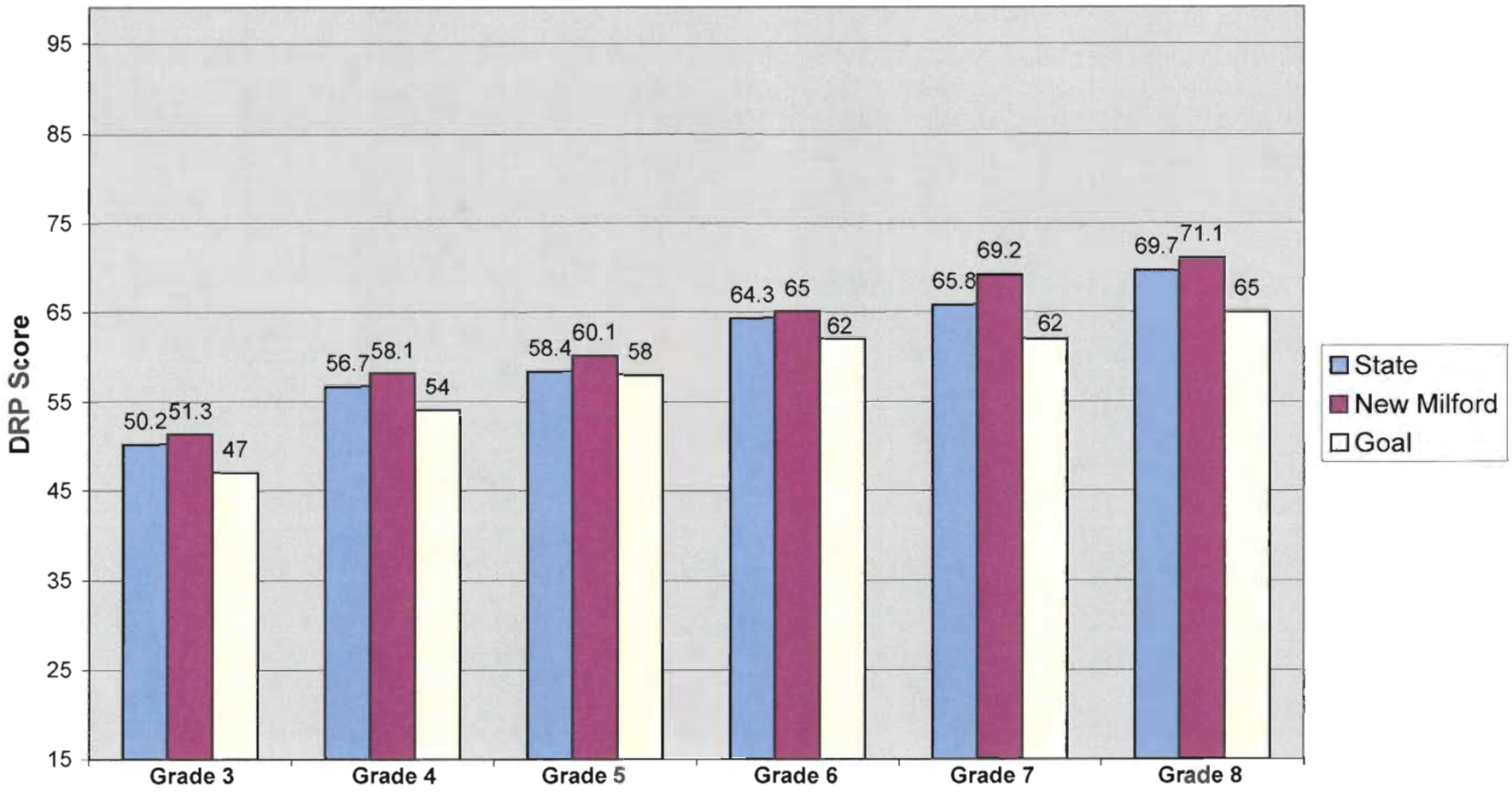
NA : Not Available
- Results are not presented for groups fewer than 20.

State by District/School Report
Grade 8

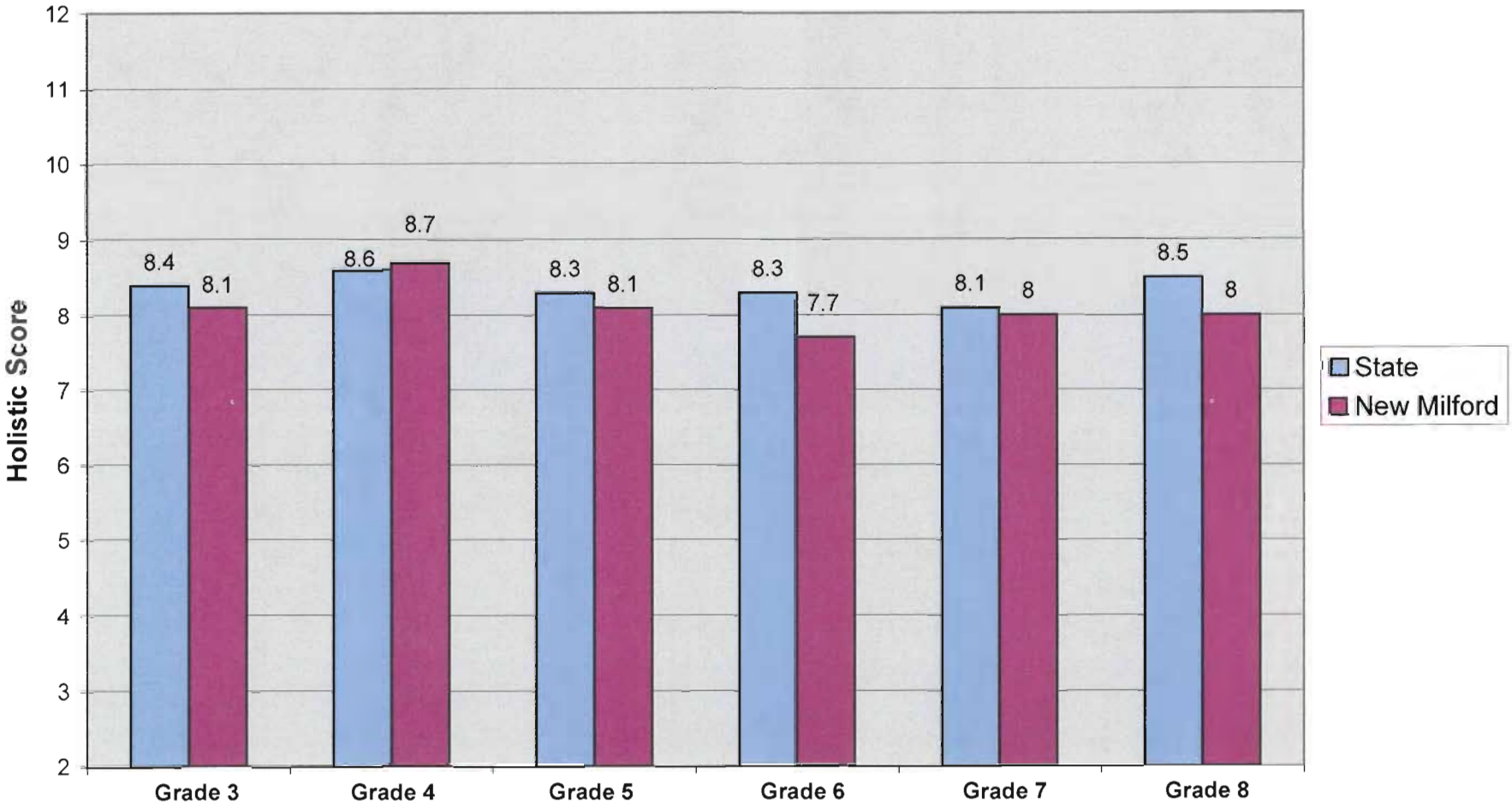
		Mathematics		Reading		Writing	
		Total Mathematics		Total Reading		Total Writing	
Group	Year	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency
State	2011	66.8	86.0	74.7	83.4	64.8	81.6
Berlin	2011	82.1	95.6	90.0	96.5	76.8	90.3
Bethel	2011	81.0	96.3	87.1	91.2	79.9	91.3
Branford	2011	72.6	90.3	80.3	89.4	73.6	88.8
Clinton	2011	74.6	90.4	80.7	88.1	70.1	84.7
Colchester	2011	73.4	94.2	79.7	88.4	75.3	87.2
Cromwell	2011	82.2	92.6	84.4	90.4	82.1	94.3
East Granby	2011	90.9	95.5	92.4	95.5	86.6	92.5
East Hampton	2011	79.6	96.8	86.4	93.5	83.8	94.4
East Lyme	2011	88.4	98.6	90.9	94.7	85.6	95.7
Ledyard	2011	79.3	93.3	80.2	90.8	72.9	87.4
Milford	2011	78.0	94.7	87.7	93.1	73.7	89.9
Newington	2011	68.9	91.6	82.6	90.7	75.1	87.5
New Milford	2011	71.8	90.9	73.2	84.7	61.6	78.3
North Haven	2011	74.9	90.0	82.9	87.1	73.1	87.2
Old Saybrook	2011	69.5	94.1	84.7	88.1	78.2	88.2
Rocky Hill	2011	79.1	97.1	90.8	93.7	82.5	91.5
Shelton	2011	80.2	95.0	83.8	91.3	78.8	92.1
Southington	2011	85.4	96.3	84.6	91.7	78.5	90.5
Stonington	2011	78.3	91.9	85.7	92.3	76.5	88.2
Wallingford	2011	72.3	91.6	79.8	92.4	64.8	81.6
Waterford	2011	73.1	94.0	87.7	92.4	80.9	93.2
Watertown	2011	64.6	85.0	83.2	91.2	77.3	89.1
Wethersfield	2011	79.2	96.0	85.7	94.1	68.4	87.8
Windsor	2011	57.6	88.6	70.0	83.3	59.6	80.9

NA : Not Available
- Results are not presented for groups fewer than 20.

DRP Comparison
State vs. New Milford
Spring 2011



Holistic Writing Score Comparison
State v. New Milford
2011



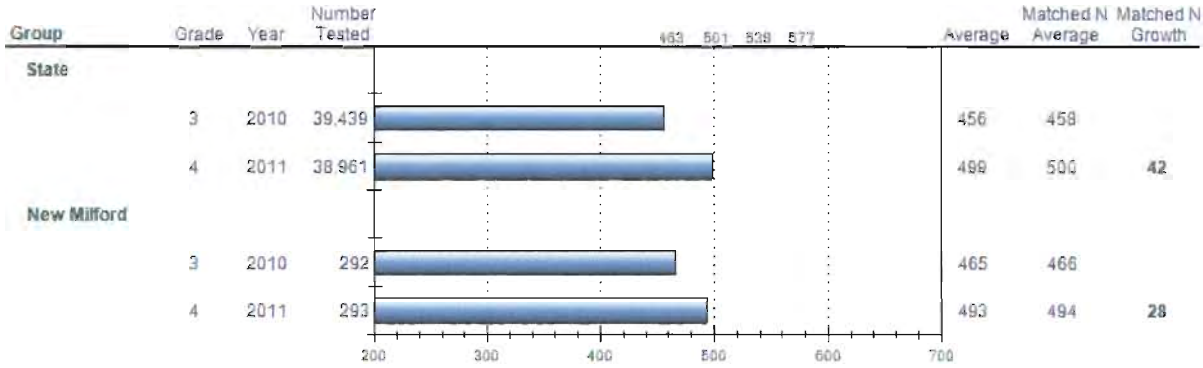
CMT Interpretation Guide

Making comparisons of performance levels across grades within a content area will result in inaccurate interpretations. For example, one cannot legitimately compare Grade 7 performance in the goal range in 2007 to Grade 8 performance in the goal range in 2007. In addition, one cannot legitimately compare Grade 7 performance in the goal range in 2007 to Grade 8 performance in the goal range in 2008. This will result in inappropriate data analysis because the standards across the grades are not identical.

For example, the established goal range in Grade 7 mathematics is not the same as the goal range in Grade 8 mathematics. Although the scale score ranges for each performance level are similar, a specific scale score in one grade is not equivalent to the same scale score in another grade.

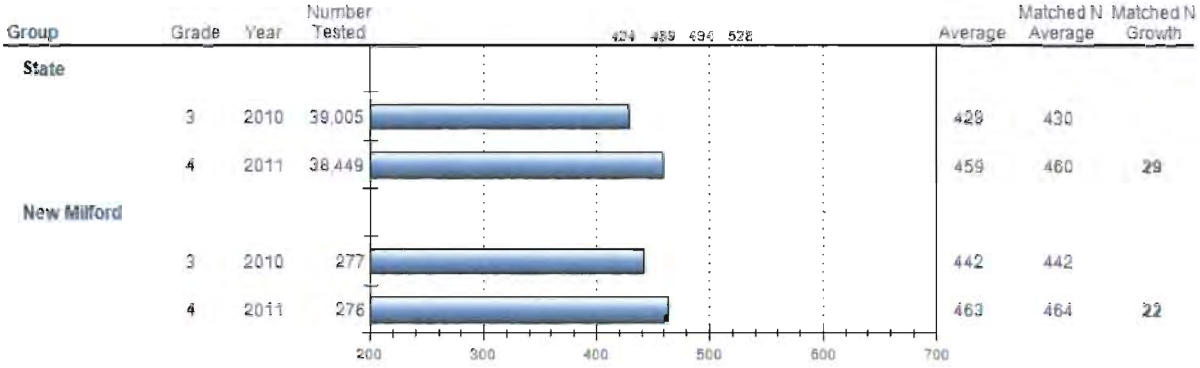
The CMT vertical scales are designed to measure growth (or change) across grades (i.e., from Grade 3 to Grade 4, from Grade 4 to Grade 5, etc.) on tests that have different characteristics and items but have similar content. Vertical scales have been established in the content areas of **mathematics and reading**. The vertical scales were constructed so that each vertical scale score represents the same theoretical achievement level whether derived from a Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, or Grade 8 CMT scale score. Each grade-level CMT scale score (range 100 - 400) in mathematics or reading corresponds to a specific value on a common mathematics or reading vertical scale score (range 200 - 700). Thus, students in different grades taking different tests can have the same vertical scale score representing the same level of achievement defined by the vertical scale. This vertical scale score allows for valid interpretations of growth across time using tests differing in content, length, and item difficulty.

Average Vertical Scale Score: Mathematics



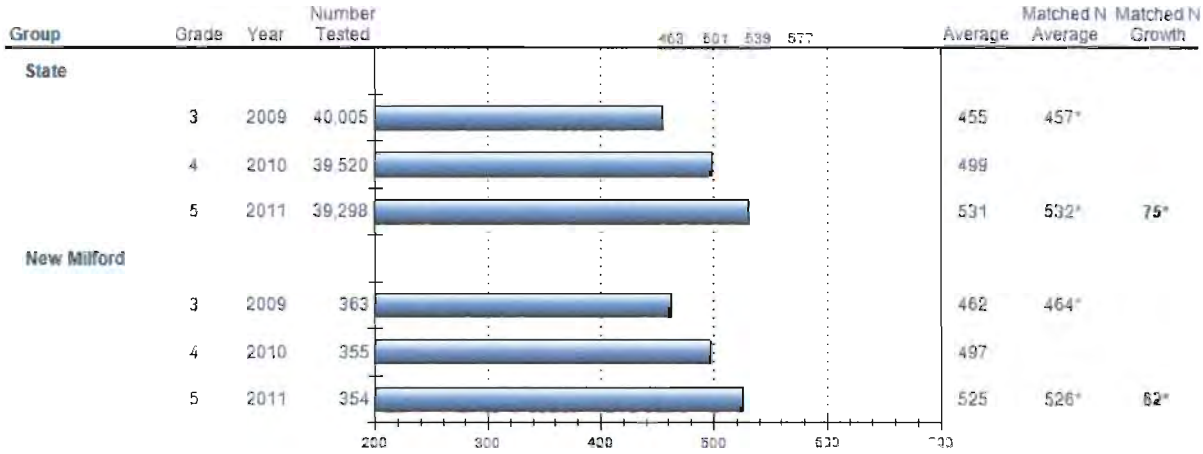
Note: This report does not include ELL-exempt students.This report does not include groups of students less than 20. Number Tested and Average are based on unmatched student groups; Matched Average and Growth are based on matched student groups.

Average Vertical Scale Score: Reading



Note: This report does not include ELL-exempt students.This report does not include groups of students less than 20. Number Tested and Average are based on unmatched student groups; Matched Average and Growth are based on matched student groups.

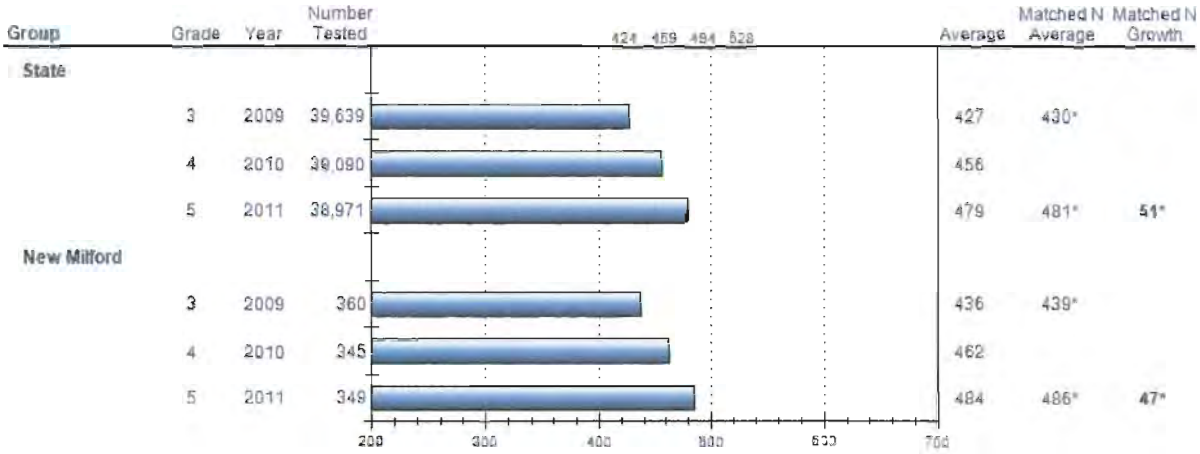
Average Vertical Scale Score: Mathematics



Note: This report does not include ELL-exempt students.This report does not include groups of students less than 20. Number Tested and Average are based on unmatched student groups; Matched Average and Growth are based on matched student groups.

* Matched Average and Matched Growth reflect from 2009 to 2011.

Average Vertical Scale Score: Reading



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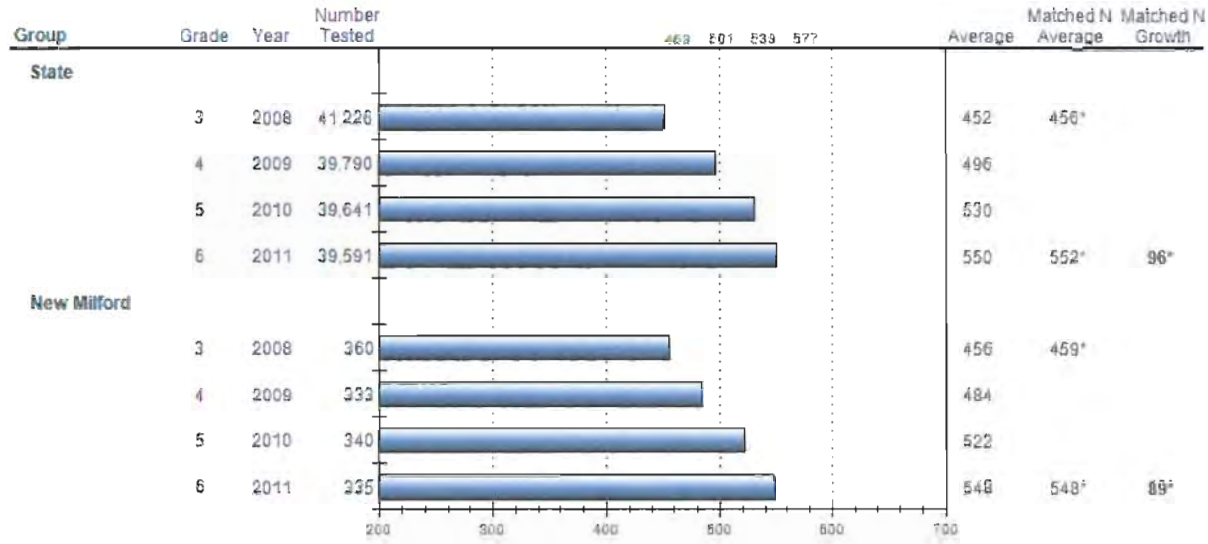
Average Vertical Scale Score: Mathematics



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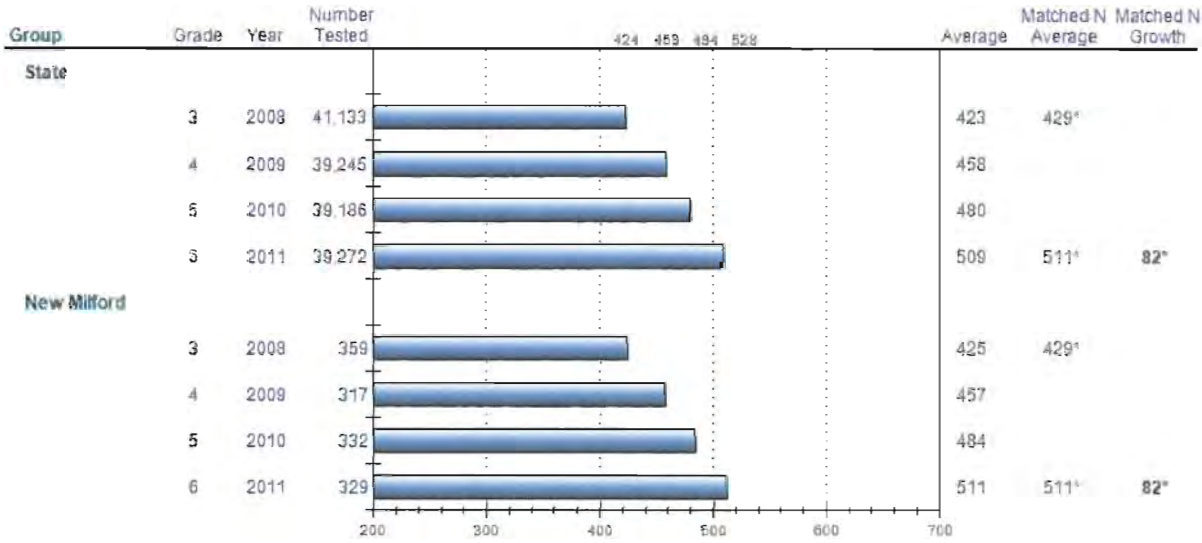
* Matched Average and Matched Growth reflect from 2008 to 2011.

Average Vertical Scale Score: Reading



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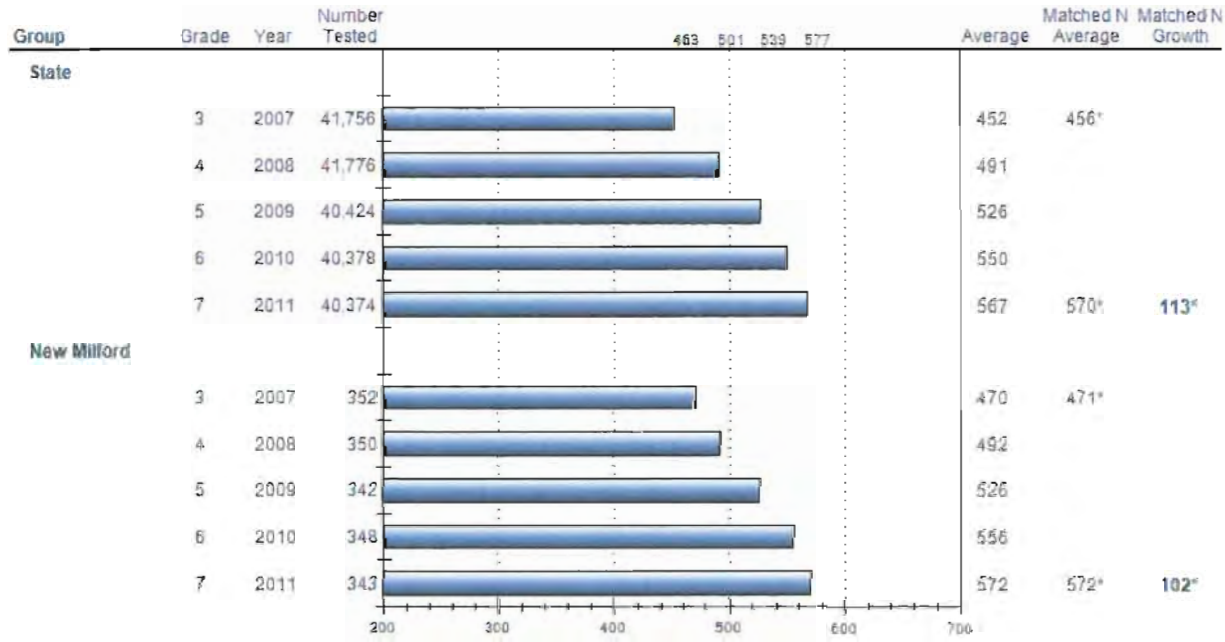
Average Vertical Scale Score: Mathematics



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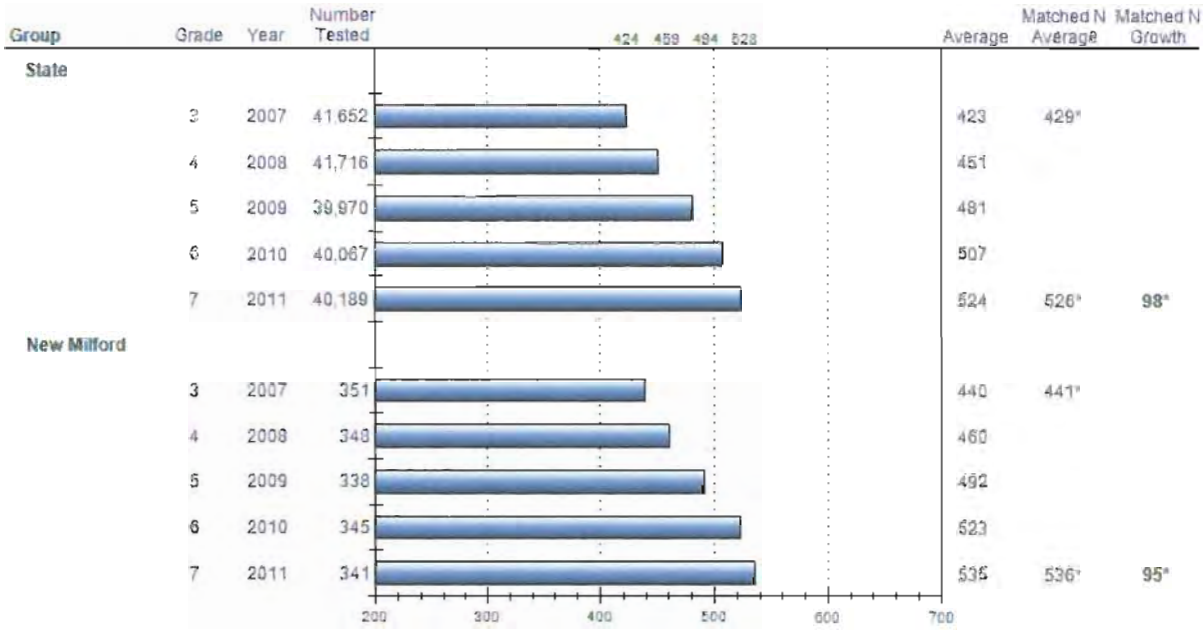
* Matched Average and Matched Growth reflect from 2007 to 2011.

Average Vertical Scale Score: Reading



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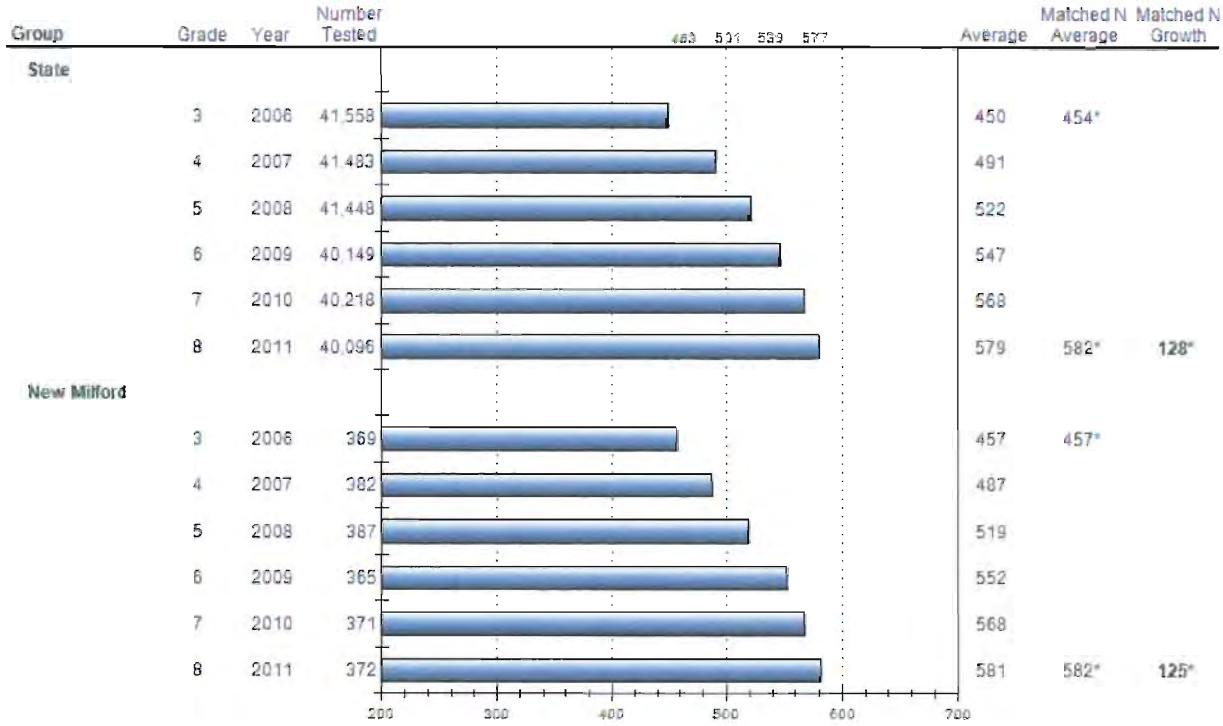
Average Vertical Scale Score: Mathematics



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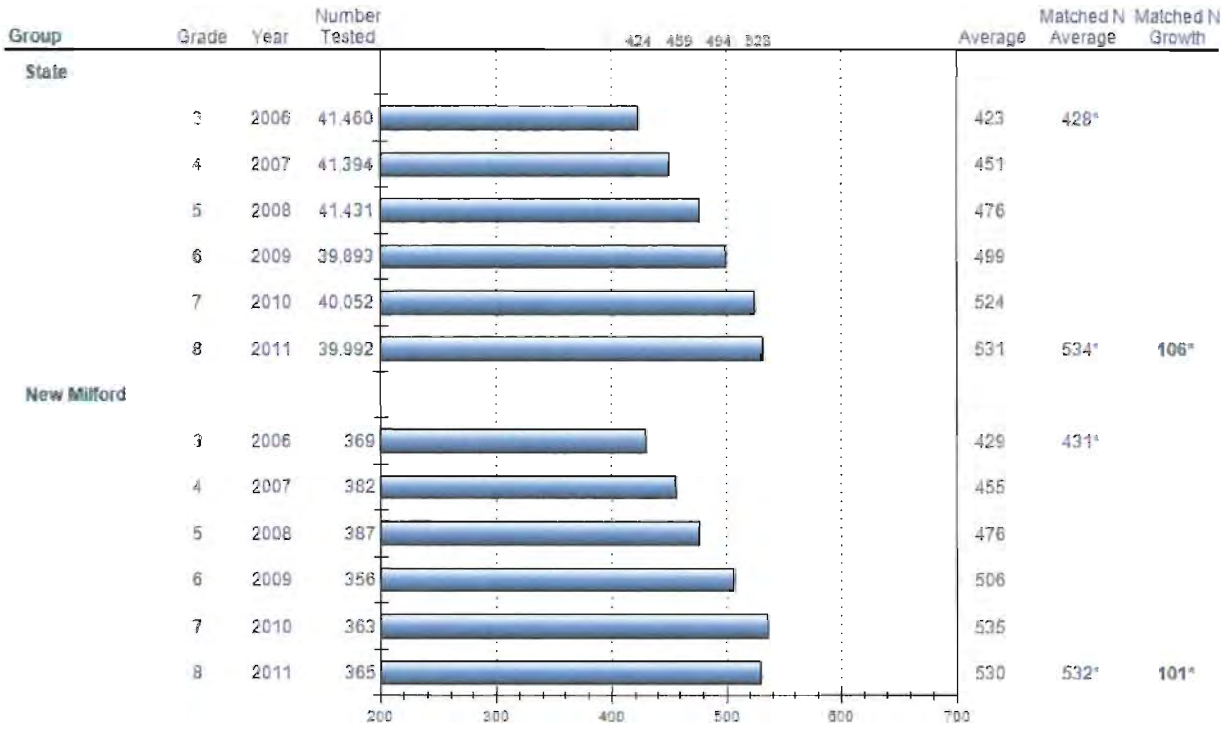
Average Vertical Scale Score: Reading



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* Matched Average and Matched Growth reflect from 2006 to 2011.

New Milford High School

Test Results
2010-2011

CONNECTICUT ACADEMIC PERFORMANCE TEST

SCHOLASTIC APTITUDE TESTS

SAT II ACHIEVEMENT TESTS

ADVANCED PLACEMENT TESTS

AMERICAN COLLEGE TESTING

Connecticut Academic Performance Test (CAPT)

Students in grade ten took the CAPT in March 2011. New Milford had significantly more students at/above goal than the state in all four areas: mathematics, reading, writing, and science. As with the CMT, the goal of NCLB is to have 100% of all students be proficient by 2014. New Milford High School currently has over 90% of its students at/above proficiency in science, reading, and writing. Mathematics dropped slightly this year to 88% at/above proficiency.

The number of students at/above goal in mathematics, science, and reading is below what was achieved last year; however, the students at/above goal in writing are greater than last year. This is the second year in a row in which the mathematics and science scores have gone down. We have reduced the number of students in basic and below basic in science, reading, and writing compared to last year.

New Milford students dropped slightly in rank compared to the twenty-three other districts in its reference group in science and mathematics. They were #4 in science and # 9 in mathematics (with Ledyard). New Milford High School rose slightly in rank in reading and writing. They were #9 in reading (with Rocky Hill) and #10 in writing (with Clinton).

The rate of change in the percent of students at/above goal fell below the state in mathematics and reading. New Milford is not showing the same rate of average growth as the other districts in our DRG.

2011 Connecticut Academic Performance Test - Grade 10
Overall Summary for New Milford (096)

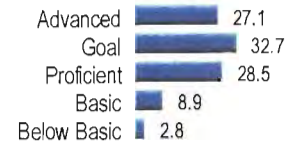
Total Population: 377

Mathematics

Standard CAPT Score Summary

Average scale score (range 100-400)	265.9
Percent at/above goal level	59.8
Percent at/above proficient level	88.3

Standard CAPT Results by Level



Advanced: 290-400, Goal: 260-289, Proficient: 221-259, Basic: 191-220, Below Basic: 100-190

Assessment Participation

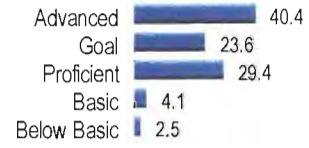
Standard CAPT	358 /	95.0%
Skills Checklist	7 /	1.9%
Modified Assessment	3 /	0.8%
*ELL Exempt	0 /	0.0%
**No Valid Score	7 /	1.9%
Total Participation	375 /	99.5%
Absent	2 /	0.5%
Total Enrollment	377 /	100.0%

Science

Standard CAPT Score Summary

Average scale score (range 100-400)	283.6
Percent at/above goal level	64.0
Percent at/above proficient level	93.4

Standard CAPT Results by Level



Advanced: 295-400, Goal: 265-294, Proficient: 215-264, Basic: 190-214, Below Basic: 100-189

Assessment Participation

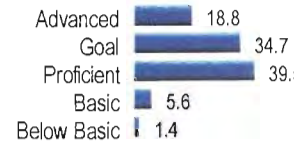
Standard CAPT	364 /	96.6%
Skills Checklist	7 /	1.9%
*ELL Exempt	0 /	0.0%
**No Valid Score	4 /	1.1%
Total Participation	375 /	99.5%
Absent	2 /	0.5%
Total Enrollment	377 /	100.0%

Reading Across the Disciplines

Standard CAPT Score Summary

Average scale score (range 100-400)	253.3
Average Reading for Information raw score (range 0-24)	14.0
Average Response to Literature raw score (range 2-12)	7.3
Percent at/above goal level	53.5
Percent at/above proficient level	93.0

Standard CAPT Results by Level



Advanced: 283-400, Goal: 251-282, Proficient: 205-250, Basic: 174-204, Below Basic: 100-173

Assessment Participation

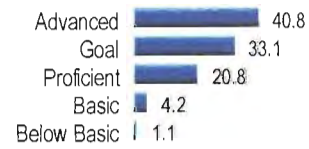
Standard CAPT	357 /	94.7%
Skills Checklist	7 /	1.9%
Modified Assessment	8 /	2.1%
*ELL Exempt	0 /	0.0%
**No Valid Score	4 /	1.1%
Total Participation	376 /	99.7%
Absent	1 /	0.3%
Total Enrollment	377 /	100.0%

Writing Across the Disciplines

Standard CAPT Score Summary

Average scale score (range 100-400)	274.2
Average Interdisciplinary Writing I Score (range 2-12)	7.9
Average Interdisciplinary Writing II Score (range 2-12)	7.9
Average Editing & Revising Score (range 0-18)	14.1
Percent at/above goal level	73.9
Percent at/above proficient level	94.7

Standard CAPT Results by Level



Advanced: 286-400, Goal: 250-285, Proficient: 210-249, Basic: 182-209, Below Basic: 100-181

Assessment Participation

Standard CAPT	360 /	95.5%
Skills Checklist	7 /	1.9%
*ELL Exempt	0 /	0.0%
**No Valid Score	7 /	1.9%
Total Participation	374 /	99.2%
Absent	3 /	0.8%
Total Enrollment	377 /	100.0%

Students At/Above Goal/Proficient Level on the content areas of Mathematics, Science, Reading, and Writing:

	Tested	None of the Areas		Only One Area		Only Two Areas		Only Three Areas		All Four Areas	
	N	N	%	N	%	N	%	N	%	N	%
Goal	367	64	17.4	42	11.4	57	15.5	68	18.5	136	37.1
Proficient	367	10	2.7	13	3.5	14	3.8	32	8.7	298	81.2

Connecticut Academic Performance Test Results
Spring 2011
District Reference Group D

Percent at/above Goal

Mathematics		Reading		Writing		Science	
East Lyme	75	East Lyme	71	East Lyme	86	East Lyme	71
East Granby	73	East Hampton	68	East Hampton	84	East Hampton	65
East Hampton	72	Old Saybrook	64	Old Saybrook	83	Old Saybrook	65
Bethel	66	Berlin	60	Wethersfield	82	New Milford	64
Berlin	65	Waterford	60	Cromwell	80	Southington	63
Newington	63	Bethel	58	Berlin	78	Rocky Hill	62
Southington	63	Clinton	57	Branford	77	Wethersfield	60
Stonington	63	Southington	57	East Granby	77	Bethel	58
Wethersfield	63	Wethersfield	56	Bethel	76	Berlin	58
North Haven	61	Newington	55	Newington	76	East Granby	58
Ledyard	60	New Milford	54	Waterford	76	Newington	58
New Milford	60	Rocky Hill	54	Watertown	75	Branford	56
Old Saybrook	59	Ledyard	53	Clinton	74	Waterford	56
Cromwell	58	Wallingford	53	New Milford	74	Ledyard	55
Shelton	58	East Granby	52	North Haven	73	Cromwell	54
Waterford	58	Cromwell	50	Rocky Hill	71	Clinton	52
Rocky Hill	57	Branford	49	Ledyard	70	Shelton	52
Wallingford	56	North Haven	48	Stonington	65	Watertown	52
Branford	55	Shelton	47	Milford	63	Stonington	51
Clinton	54	Stonington	47	Southington	63	Colchester	50
Colchester	50	Colchester	45	Wallingford	61	North Haven	50
Watertown	46	Watertown	44	Shelton	60	Wallingford	50
Milford	45	Milford	40	Colchester	58	Milford	47
Windsor	34	Windsor	27	Windsor	44	Windsor	34
State	**50**	**State**	**45**	**State**	**61**	**State**	**47**

Scholastic Aptitude Tests (SAT)

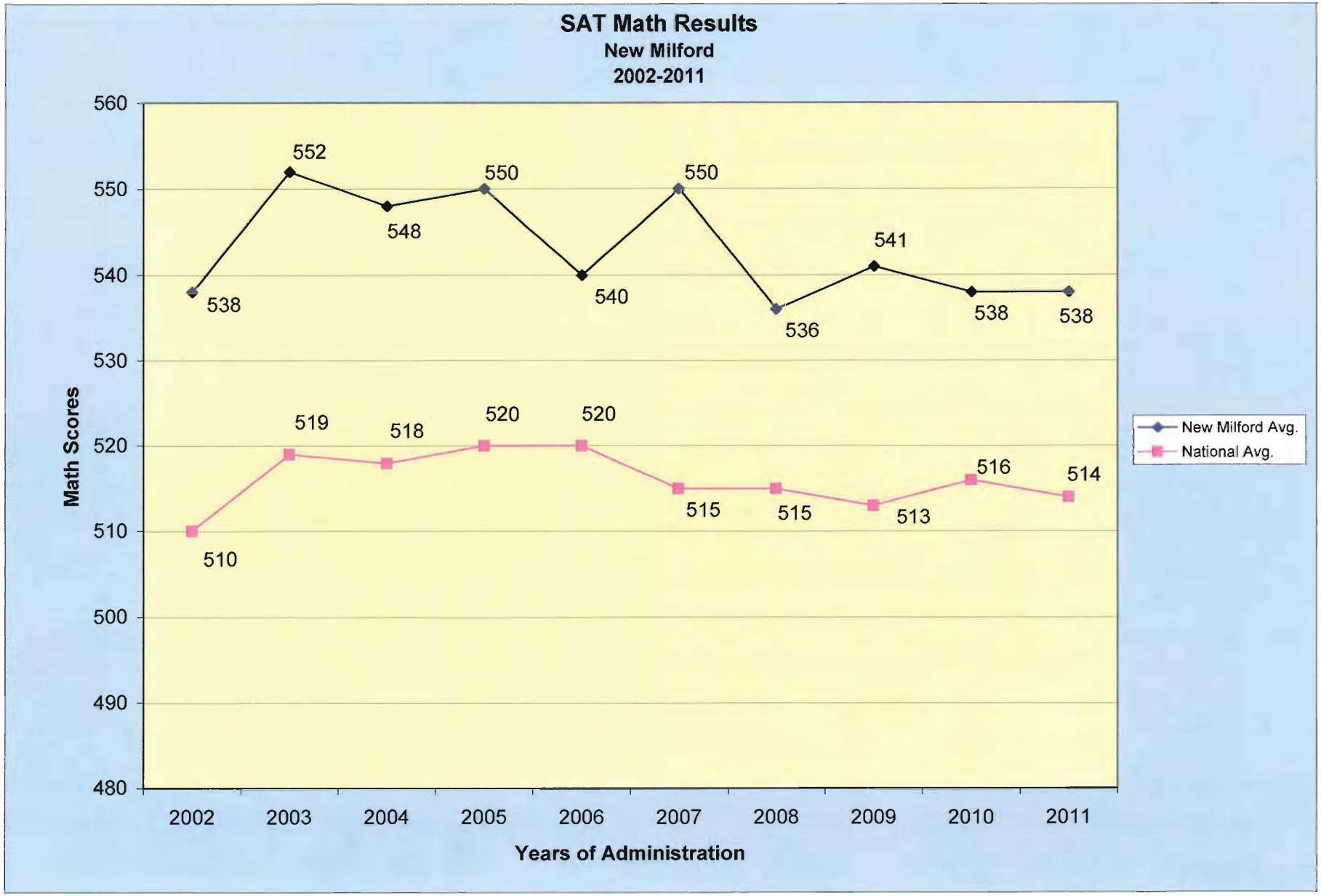
	CRITICAL READING				MATHEMATICS				WRITING			NM
YEAR	NM	CT	NAT'L		NM	CT	NAT'L		NM	CT	NAT'L	% TESTED
1995	**510**	510	508		**516**	504	508					83
1996	**522**	507	505		**536**	504	508					84
1997	**518**	509	505		**543**	507	512					78
1998	**516**	510	505		**529**	509	512					82
1999	**513**	510	505		**535**	509	511					81
2000	**526**	508	505		**551**	509	514					81
2001	**533**	509	506		**545**	510	514					86
2002	**520**	509	504		**538**	509	516					89
2003	**522**	512	507		**552**	514	519					90
2004	**528**	515	508		**548**	515	518					95
2005	**533**	517	508		**550**	517	520					96
2006	**507**	505	500		**540**	510	520		**501**	504	490	97
2007	**509**	510	502		**550**	512	515		**520**	511	488	96
2008	**505**	509	502		**536**	513	515		**513**	513	494	90
2009	**510**	509	501		**541**	513	515		**515**	512	493	78
2010	**517**	509	501		**538**	514	516		**517**	513	492	80
2011	**514**	509	497		**538**	513	514		**516**	513	489	88

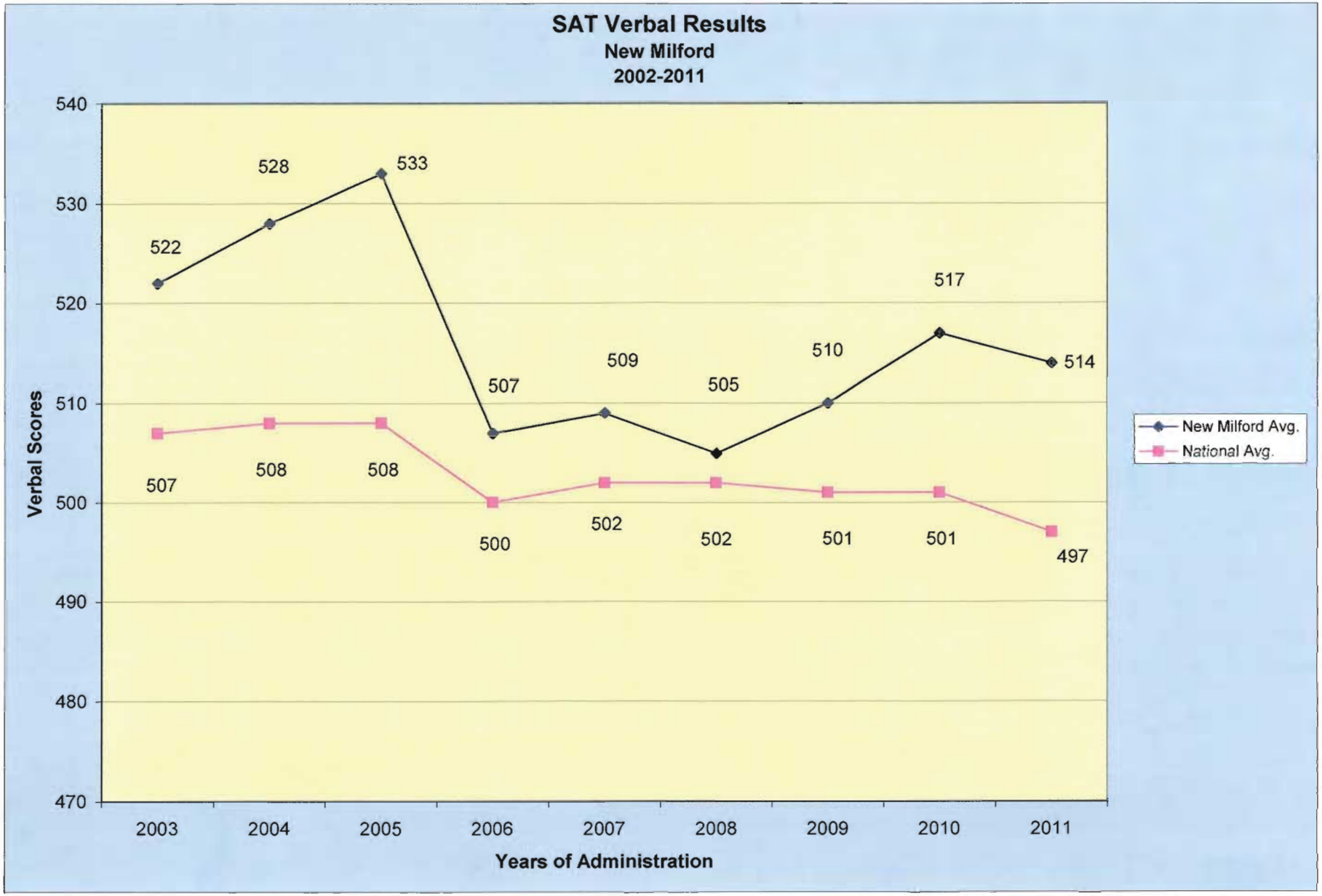
This year's students performed similarly to last year's test takers. In all three areas (critical reading, mathematics, and writing), New Milford scored higher than the state and national averages.

SAT II Achievement Tests (SAT II)

Test	# Tested	2007	2008	2009	2010	2011
Literature	5	589	638	559	614	682
US History	25	622	685	624	618	656
Math Level 1	18	617	608	622	633	645
Math Level 2	25	683	662	656	661	660
Biology M	15	564	627	655	695	728
Chemistry	17	595	539	598	635	664

Except for math Level 2, this year's SAT II results were significantly higher than they were last year. Literature, math level 1, biology M, and chemistry are the highest scores achieved in the last five years. Four more students took the SAT II's this year compared to last year.


SAT Math Results
New Milford
2002-2011
Math Scores
560
550
540
530
520
510
500
490
480
552
548
550
540
550
536
541
538
538
538
519
518
520
520
515
515
513
516
514
510
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
Years of Administration
New Milford Avg.
National Avg.


SAT Verbal Results
New Milford
2002-2011
Verbal Scores
540
530
520
510
500
490
480
470
522
528
533
507
509
505
510
517
514
507
508
508
500
502
502
501
501
497
2003
2004
2005
2006
2007
2008
2009
2010
2011
Years of Administration
New Milford Avg.
National Avg.

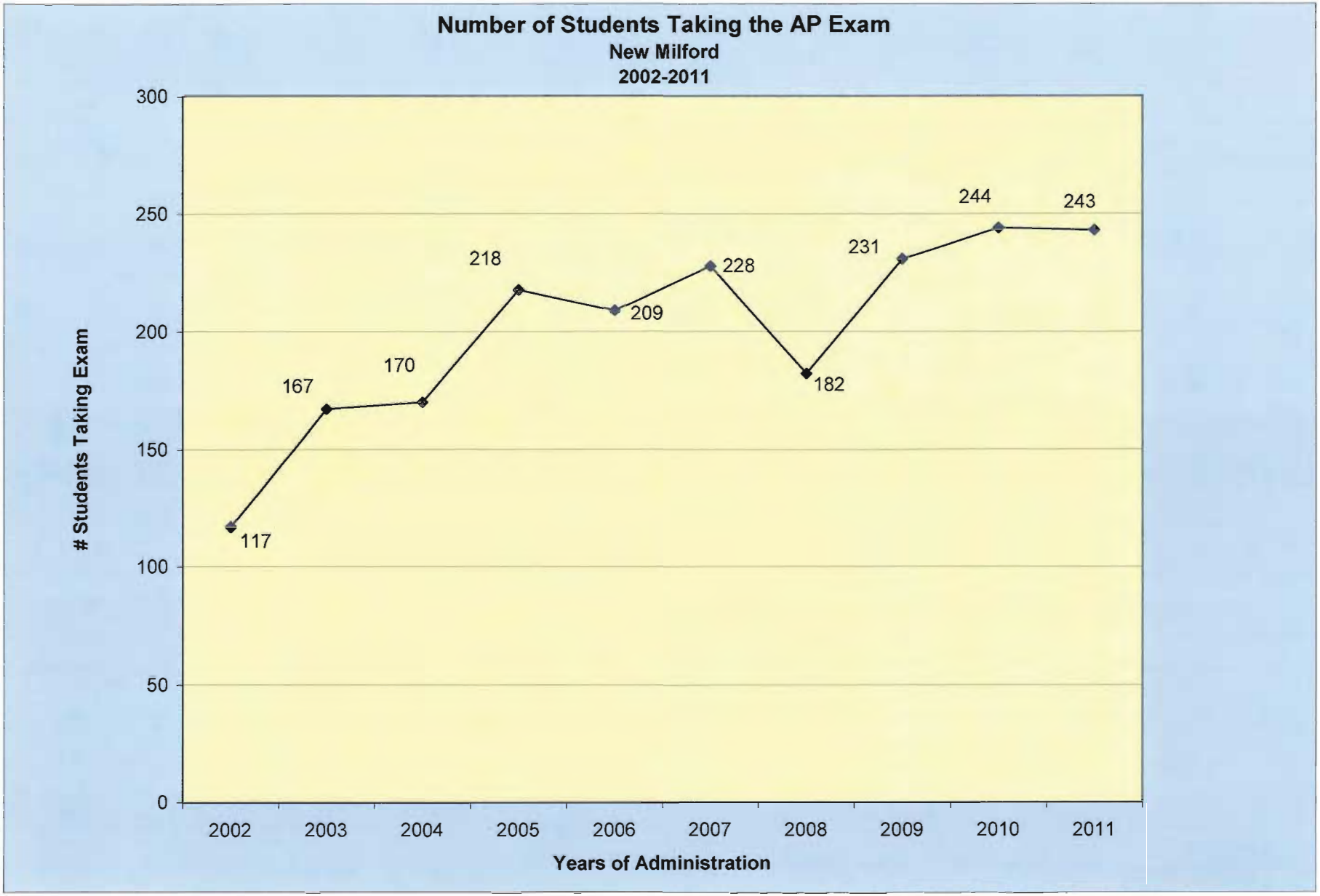
Advanced Placement (AP)

The scores are reported on a 1 to 5 basis:

5 - extremely qualified
4 - well-qualified
3 - qualified
2 - possibly qualified
1 - no recommendation

Test	# Tested	5	4	3	2	1	New Milford Av. Score
Art History	11		2	3	5	1	2.6
Biology	31	19	4	6	2		4.3
Calculus AB	32	15	8	6	3		4.1
Chemistry	18	2	7	7		2	3.4
English Lit/Comp	24	4	9	5	6		3.5
French Language	8	1	2	3	2		3.3
German Language	10	1	3	5		1	3.3
Physics B	9	2	2	4	1		3.6
Psychology	19	7	9	2		1	4.1
Spanish Language	10	5	2	3			4.2
Statistics	31	1	7	7	9	7	2.6
US History	38	3	11	9	11	4	3.0
Total AP Students	152						
Number of Exams	241	60	66	60	39	16	
Percentage of Total		25%	27%	25%	16%	6%	

One hundred fifty-two students took AP exams this year in twelve different subjects. Scores can range from one to five with five being the best. The average score in biology, calculus AB, psychology, and Spanish language was above four. The average score fell below three in statistics. The percentage of students who actually took the AP exams compared to the number of students registered for courses varied significantly. Physics and statistics had the lowest percentage of students taking the exam with 30% and 44% respectively. Biology, chemistry, German, and US history all had over 90% of their students take the exam.


Number of Students Taking the AP Exam
New Milford
2002-2011
Students Taking Exam
300
250
200
150
100
50
0
117
167
170
218
209
228
182
231
244
243
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
Years of Administration

American College Testing (ACT)

This year 106 students took the ACT. This is down significantly from last year. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Percent of Students Ready for College-Level Coursework

	College English Comp.	College Algebra	College Social Studies	College Biology	Students Meeting All 4 Benchmarks
New Milford	83	70	65	45	38
State	86	68	72	46	42
National	66	45	52	30	25

Language Assessment Skills (LAS)

Since 2003-2004 students whose native language is not English are required to be assessed using the LAS, which tests students' ability to read, write, and speak English. Students who excel on all of the measures in the exam may be dismissed from receiving English Language Leaner (ELL) services. In 2005-2006 and again in 2006-2007, the exit criterion was changed; the "bar" for exiting the program was raised statewide; hence, it is difficult to compare the results of last year with previous results.

Students being exited must meet a second standard for dismissal from ELL services besides excelling on the LAS exam. They must also meet proficiency levels on all CMT or CAPT measures. Twenty-seven students will be exited from services in 2011-2012 based on last year's results. The numbers for the previous years and last year are listed below.

There was a significant increase in the number of students exited from ELL services last year because of the additional effort made by those students who were borderline. In the past, most of the students who had scored proficient on the LAS exam had not exited because of the CMT's. The focus on reading in the higher grades helped to move those students out.

Year	# Tested	# Dismissed from Services	Continued Services
2003-2004	125	40	84
2004-2005	126	48	78
2005-2006	114	21	93
2006-2007	125	25	100
2007-2008	137	27	110
2008-2009	134	27	107
2009-2010	126	18	108
2010-2011	144	27	117

Assessment Terminology Glossary

Accountability

The demand by a community (public officials, employers, and taxpayers) for school officials to prove that money invested in education has led to measurable learning. Accountability testing is an attempt to sample what students have learned, how well teachers have taught, and/or the effectiveness of a principal's performance as an instructional leader. Accountability is often viewed as an important factor in education reform. An assessment system connected to accountability can help identify the needs of schools so that resources can be equitably distributed.

Achievement Test

A standardized test designed to efficiently measure the amount of knowledge and/or skill a person has acquired, usually as a result of classroom instruction. Such testing produces a statistical profile used as a measurement to evaluate student learning in comparison with a standard or norm.

Aptitude Test

A test intended to measure the test-taker's innate ability to learn.

Benchmark

It is an actual measurement of group performance against an established standard at defined points along the path toward the standard.

Cohort

It is a group whose progress is followed by means of measurements at different points in time.

Common Formative Assessment

Common formative assessments are typically created collaboratively by a team of teachers responsible for the same grade level or course and are frequently administered throughout the year to measure what the students know. By definition a formative assessment is used to Identify students needing additional time and support and to evaluate the effectiveness of instructional strategies.

Criterion-Referenced Tests

The results can be used to determine a student's progress toward mastery of a content area. Performance is compared to an expected level of mastery in a content area rather than to other students' scores. The "criterion" is the standard of performance established as the passing score for the test. Scores have meaning in terms of what the student knows or can do rather than how the test taker compares to a reference or norm group. Criterion-referenced tests have also been used to provide information for program evaluation, especially to track the success or progress of schools and student populations.

Formative Assessment

Observations which allow one to determine the degree to which students know or are able to do a given learning task and which identify the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning.

Grade Equivalent

It is a score that describes student performance in terms of the statistical performance of an average student at a given grade level. A grade equivalent score of 5.5, for example, might indicate that the student's score is what could be expected of an average student doing average work in the fifth month of the fifth grade. This score allows for a theoretical or approximate comparison across grades. It ranges from September of the kindergarten year (K. O.) to June of the senior year in high school (12.9). Useful as a ranking score, grade equivalents are only a theoretical or approximate comparison across grades. In this case, it may not indicate what the student would actually score on a test given to a midyear fifth grade class.

High Stakes Testing

It is any testing program whose results have important consequences for students, teachers, schools, and/or districts. Such stakes may include promotion, certification, graduation, or denial/approval of services and opportunity. High stakes testing can corrupt the evaluation process when pressure to produce rising test scores results in "teaching to the test" or making tests less complex.

Holistic Method

In assessment, it is assigning a single score based on an overall assessment of performance rather than by scoring or analyzing dimensions individually. The product is considered to be more than the sum of its parts, so the quality of a final product or performance is evaluated rather than the process or dimension of performance.

I. Q. Tests

The first of the standardized, norm-referenced tests developed during the nineteenth century. Traditional psychologists believe that neurological and genetic factors underlie "intelligence" and that scoring the performance of certain intellectual tasks can provide assessors with a measurement of general intelligence. There is a substantial body of research that suggests that I.Q. tests measure only certain analytical skills, missing many areas of human endeavor considered to be intelligent behavior. I.Q. is considered by some to be fixed or static; whereas, an increasing number of researchers are finding that intelligence is an ongoing process that continues to change throughout life.

Mean

It is one of several ways to represent a group with a single, typical score. It is figured by adding up all the individual scores in a group and dividing them by the number of people in the group. It can be affected by extremely low or high scores.

Median

It is the point on a scale that divides a group into two equal subgroups. A median is another way to represent a group's scores with a single, typical score. The median is not affected by low or high scores as is the mean.

Norm

A distribution of scores obtained from a norm group. The norm is the midpoint (or median) of scores or performance of the students in that group. Fifty percent will score above and fifty percent will score below the norm.

Norm Group

It is a random group of students selected by a test developer to take a test to provide a range of scores and establish the percentiles of performance for use in establishing scoring standards.

Norm-Referenced Test

It is a test in which a student or a group's performance is compared to that of a norm group. The student or group scores will not fall evenly on either side of the median established by the original test takers. The results are relative to the performance of an external group and are designed to be compared with the norm group providing a performance standard. Often used to measure and compare students, schools, districts, and states on the basis of norm-established scales of achievement.

Objective Test

A test for which the scoring procedure is completely specified enabling agreement among different scorers. It is a correct-answer test.

Percentile

It is a ranking scale ranging from a low of 1 to a high of 99 with 50 as the median score. A percentile rank indicates the percentage of a reference or norm group obtaining scores equal to or less than the test taker's score. A percentile score does not refer to the percentage of questions answered correctly; it indicates the test taker's standing relative to the norm group standard.

Performance-Based Assessment

It is a direct, systematic observation and rating of student performance of an educational objective, often an ongoing observation over a period of time and typically involving the creation of products. The assessment should be a real-world performance with relevance to the student and the learning community. Assessment of the performance is done using a rubric or analytic scoring guide to aid in objectivity. Performance-based assessment is a test of the ability to apply knowledge in a real-life setting.

Portfolio

It is a systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time.

Rubric

In general, a rubric is a scoring guide used in subjective assessments. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale.

Scale Scores

Scores based on a scale ranging from 001 to 999. Scale scores are useful in comparing performance in one subject area across classes, schools, districts, and other large populations especially in monitoring change over time.

Standardized Test

It is an objective test that is given and scored in a uniform manner. Standardized tests are carefully constructed and items are selected after trials for appropriateness and difficulty. Tests are issued with a manual giving complete guidelines for administration and scoring. The guidelines attempt to eliminate extraneous interference that might influence test results. Scores are often norm-referenced.

Standards

They are agreed upon values used to measure the quality of student performance, instructional methods, and curriculum.

Summative Assessment

It is an evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study.