



NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT

"WINDOWS ON OUR SCHOOLS"

TEST RESULTS

CMT
SAT I
SAT II (Achievement)
AP
CAPT
LAS

2006 - 2007

A Message to the Reader

The New Milford Schools keep a close eye on student performance. This document, “Windows on New Milford Schools”, is designed to allow its readers a look at our schools’ academic performance.

There are lots of numbers associated with the scores on the following pages. Many of those numbers – most actually – present New Milford’s students’ achievement in a favorable light; students ordinarily do pretty well in achievement areas. However, occasionally some do not. We make no attempt to hide our blemishes. We use that data to work with staff to improve performance and to address areas of concern.

There also is a veritable alphabet of assessment measures that educators use to look at to chart student performance – CAP, IRI, DRP, SAT, SAT II, CMT, CAPT, LAS, and AP. Some of these tests we use internally to help monitor progress of students and our curricula; others reflect more public measures. The first section of this booklet attempts to provide a very brief explanation of those tests to the non-professional educator without the jargon and without the “educationese” that often accompanies such test results. Our explanations are designed to be straightforward and easy to grasp. Sometimes in doing so, we risk not explaining a nuance about a test that may be important to educators, but perhaps is not as vital to the reader. If we have over simplified some explanations, we apologize, but we hope that the reader will appreciate that this document is designed to be read. Creating too technical a document will mean it probably won’t be read. We hope this report provides a snapshot of how our students are performing in a context that helps parents see both the system’s successes and the challenges that remain.

The bulk of this report centers on reporting data from the most public external assessments of our students – CMT’s, CAPT’s, SAT’s, SAT II, AP, and LAS.

One last item of note is that this document does not include mention of significant successes that don’t get measured by an alphabet of common assessments, but that are important to many of our students and teachers. For example, neither student performance in juried art shows nor the high school band’s winning performance at a music festival nor our champion athletic teams get measured in a quantifiable way that can be reflected here as test results. Yet all of those events represent powerful and significant learning experiences for the students involved in them.

As a rule, New Milford’s students perform above state and national averages. Our students’ performance remains competitive when compared to communities that are deemed as demographically most like us. As a general rule, the longer at student is with us, the better they tend to perform against both state and national averages. Our high school results look much stronger as a rule than do our fourth grade results.

Thomas A. Mulvihill
Assistant Superintendent of Schools
September 25, 2007

Introduction

All New Milford's students are tested annually in the autumn and the spring in grades three through eight. (Please note: beginning in 2005-2006 many of these assessments like CAPT and CMT's were moved to March testing dates per direction of the State Department of Education as part of their response to No Child Left Behind assessment requirements.) The tests are given all students except those exempted by their special education plan as designated by the Planning and Placement Team (PPT) or those few students in an English Language Learner (ELL) programs, whose level of English proficiency makes taking the test impractical.

The students are tested in the areas of reading, language arts and mathematics using a variety of assessment tools. Those tools are:

Concepts About Print (CAP) - CAP is used to verify reading readiness skills with every kindergartner. It is administered in the fall and the spring. We use these results internally to assess students readiness for reading.

Individualized Reading Inventory (IRI) - In grades 1-5 The IRI measures students grasp of vocabulary and comprehension. We use it with all grade 1 and 2 students and students who do not exceed "benchmarks" by 10% in grades 3-5. The IRI's are administered several times annually in the early grades and are used at diagnostic tools for teachers.

Reading - Degrees of Reading Power (DRP) - The DRP measures how well students construct meaning from paragraphs that get progressively more difficult in terms of vocabulary and comprehension. DRP employs the Cloz method, which calls for students to make a correct word choice based on vocabulary and comprehension (see Exhibit 2 and Table 1 that follows). 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 grades 3 - 8 to examine how students have grown. With spring CMT testing giving us a measure of reading annually, we now use the DRP to verify student performance.

Connecticut Mastery Tests (CMT) - Connecticut General Statutes provide that the State Board of Education administer an annual statewide mastery test in language arts, reading and mathematics students in grades 3 through 8. These tests are administered in March. Those tests 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 as performing in the grade level range.

The Mastery Test is designed to improve statewide evaluation of students and ensure those students' academic strengths and weaknesses are identified. The content areas focus on the following skills: Mathematics, Degrees of Reading Power (DRP), Reading Comprehension, Writing and Written Communication.

SAT I - Students at the high school take SAT exams. Approximately 95% of our seniors take the exam each year (compared to a national figure of about 48%). SAT scores are reported at this time also. The test is an aptitude 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 higher level of math 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 SATs.

SAT II Achievement Tests - SAT II tests are achievement 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. Some New Milford seniors and juniors elect to take those tests. Those tests are optional and are often taken in New Milford and nationally by students seeking admission to the more competitive colleges. Those scores are reported in this packet as well. As a rule, New Milford has a greater percentage of students taking such tests as a portion of the student body than other schools similar in demographics to us. Why that fact is important is that the greater the percent of test-takers, the harder it becomes to achieve a median score. Happily in most cases our students manage to score at or above the median anyway.

Advanced Placement Testing Results - Advanced Placement tests are criterion-referenced content exams; that is a student is expected to master a body of academic work - a standard is set and they are measured on how well they've met that standard. Scores on those tests range from a 5 or 4, which the Educational Testing Service describes as "comparable to college grades of A" and 3 "comparable to grades of B at many colleges", to a 2 or 1. The most capable students take these tests nationally. New Milford's students' grades on those tests are also reported here.

One hundred twenty eight (128) students (unduplicated count; some take more than one AP test) students took 228 Advanced Placement Exams in 2007 at New Milford High School. Keep in mind the scores are reported on a 1-5 basis: 5 = Extremely Qualified; 4 = Well Qualified; 3 = Qualified; 2 = Possibly Qualified; 1 = No Recommendation. Those scores are also reported in this packet.

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 less than 25 ESL or ELL students. Now the number exceeds 120 students.

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, they can be dismissed from ELL services. Results are shared in this packet as well.

Connecticut Academic Performance Test - In March each year, sophomores are required to take the Connecticut Academic Performance Test (CAPT). The test is made up of four parts. A mathematics section, a science section, a section entitled Reading Across the Disciplines where students are given a short piece of fiction and non-fiction to read and analyze in essay form. Finally, an Interdisciplinary test entitled Writing Across the Disciplines requires students to sort through a variety of pieces of information about a chosen subject using graphs, charts, maps and primary and secondary source materials, take a position on the subject and write a balanced, persuasive essay about their position. The State of Connecticut Department of Education, as they did in the CMT's, set a standard in these criterion-referenced exams. The exam's standards are rigorous. Traditionally, less than one in every four sophomores across the state meet the goal on each and every one of the subtests. In New Milford, 43.4% met the goals in every subject area and over 90% of the students perform at the proficiency level. Those results in 2007 were far above state averages and are reported here.

Educational Reference Group - (DRG) - Some tests - Connecticut Mastery Tests and Connecticut Academic Performance Tests - are reported by the State Department of Education officials by something called the DRG. The Demographic Reference Group factors in a number of demographic traits of a town such as - per capita income, percentage of the population with college or professional degrees, and the percentage of the population receiving economic aid. New Milford is deemed a DRG "D" town, which groups it with twenty other communities.

DRG communities in which New Milford is grouped include:

Berlin	East Granby	North Haven	Wallingford
Bethel	East Hampton	Old Saybrook	Waterford
Branford	East Lyme	Rocky Hill	Watertown
Clinton	Ledyard	Shelton	Wethersfield
Colchester	Milford	Southington	Windsor
Cromwell	Newington	Stonington	

New Milford's performance on the CMT and CAPT can be compared by DRG. We have included such CMT data at grade 3, 6 & 8 and for the CAPT at grade 10. In some areas, New Milford looks particularly strong, but at some grades, there is room for improvement.

Summary Statement - The data in this report show that New Milford students perform above state averages on most every measure.

The school system is not satisfied. There are lots of opportunities for improvement. Reading scores tend to be not quite as strong as mathematics results. For example, our grade 5 results in 2007 were disappointing. Yet our results in grade 3 (CMT) and grade 10 were the best we have ever performed. We think we understand some factors that lead to the weak showing of our 5th grades and we are making some instructional and curricula changes to address those results. System educators look carefully at these results and create school and system-wide initiatives to always improve student performance.

SAT results in year two of the new SAT test format, which includes a required writing section, jumped considerably in mathematics and writing and inched up in reading. We are well above national averages and that is despite the fact that nearly twice the percentage of our students take the test compared to national averages. Again, the greater the percentage of test takers is above the mean, the more scores revert below the mean. So we are pleased with those results.

Lastly, but importantly, the sub-group population of special education students continues to not perform at a level high enough to have two of our schools, Schaghticoke and Sarah Noble, dismissed from the list of schools that are in “need of improvement” under No Child Left Behind. So while we can say that results overall have never been better, we must also add that we continue to have work to do to help every child meet standards set by the No Child Left Behind legislation.

**CONNECTICUT MASTERY TESTS
RESULTS**

March 2007

GRADES 3 - 8

CONNECTICUT MASTERY RESULTS

New Milford's 2007 Connecticut Mastery Test results appear to match or exceed state results at all grade levels on all tests.

Connecticut Mastery results in New Milford in 2007 reflect many areas of significant gains, one grade level with puzzling results and one grade level with remarkable growth.

Areas of Growth

Mathematics performance improved at each grade in grades 3-7. Growth in grades 4 through 7 was modest and ranged from just under 2 percentage points in grade 4 to just under 4 points in grade 7 (3.7%). At grade 8, mathematics fell one point, which is statistically not significant. The 8th grade score remains similar to last year's results which were well above state averages.

Growth was also noted on the percentages of students at goal in writing in grades 6-8. Those scores improved significantly:

Grade 6	+ 4.9%
Grade 7	+ 9.6%
Grade 8	+ 7.1%

Our staff in those grades had received training on steps that could assist students in improving performance and that training appears to have helped.

At grades 7 and 8, the results also looked strong relative to the state average of "at goal" students, exceeding the average by 19% and 17% in mathematics at grades 7 and 8 respectively, by 7% and 4% in reading and by 11% and 5% in writing. Significantly better scores were reflected in the writing subtests at the middle school in 2007 when compared to 2006.

The results in grades 4-6 (Sarah Noble) were at state averages in mathematics at grade 4 and above it in grade 5. At grade 6 results in mathematics were 16% better than the state average.

Reading scores exceeded the state average at grade 4 by 5%, were at the state average at grade 5 and exceeded the average by 4% at grade 6.

Writing scores were 7% above state averages at grades 4 and 6 and at state averages at grade 5.

Student writing performance clearly improved at grades 3, 6, 7 and 8.

Mathematics results also improved - and in some cases dramatically in all grades 3 through 7.

Areas to Watch/Puzzling Performance

There were several areas where students' performance fell slightly from levels that represented among the highest scores New Milford had previously obtained. Those areas included 4th grade student writing and reading (both down less than 2 points from previous high-water marks).

A puzzling area of performance, one that will receive much focus this year, was the results of our fifth graders in the language arts area (reading and language arts). Results at grade 5 in reading dipped 8% and in writing nearly 10% (9.4%). In the reading area, the proficiency results also dropped by 11.7%. These results were puzzling in that for the most part this is the same cohort of students that had reached record high benchmarks the year before as fourth graders in the CMTs in reading and writing. Upon further discussion with staff, we think two factors, both of which we are correcting, are likely to have negatively impacted our students scores. First, our writing curricula did not introduce the expository essay until the beginning of grade 5. We plan to introduce that type of writing essay now just after the CMT's are administered in March as we had done in the past. Secondly, last year not all fifth grade classes had a full block of 90 uninterrupted minutes for language arts instruction as they had had in the past. We have resumed our past practice. We expect these changes will help both teachers and students.

Third Grade Results - Record-Setting

Lastly, and certainly not least, the third grade results were the best we have ever seen! System-wide 80% of the students met the goal in math and 93.5% were judged as proficient. Nearly 80% (79%) of the students also met the writing goal. Students' reading performance jumped more than 5% from the previous year - a significant increase.

Northville School saw the biggest gains over the previous year with nearly a 30% growth in the percentage of students attaining goal in mathematics and a 17.6% improvement in reading.

Lots of attention was given mathematics instruction this year with the introduction of a hybrid program, which calls for teachers to use both Saxon and Everyday Math materials at grade 3. It is too early to say if these materials may be responsible for the growth in that area. We know there has also been some changes in special education numbers, more training in mathematic instructional strategies and some staff changes which may have contributed to the spike in scores. Still, the progress made was dramatic and deserves acknowledgment.

Three teachers, Jennifer McStravick, Kathy Shemeley and Gayle Stewart, lead the changes in math by writing a "cross-over" document for teachers last summer and by conducting workshops throughout the year with colleagues. Those three teachers and the elementary principals deserve a special pat on the back.

Gender Difference in Language Arts – Other Points of Interest

The CMT does demonstrate that girls perform better than boys in language arts areas.

The percent of boys and girls at goal by grade in reading and writing follows:

GRADE	READING		WRITING	
	BOYS	GIRLS	BOYS	GIRLS
3	63.1	70.3	73.9	84.8
4	57.7%	67.6%	63.7	79.3
5	55.6	66.3	56.5	71.4
6	67.0	68.6	65.0	73.9
7	65.3	82.7	55.4	87.7
8	64.7	79.0	57.1	80.1

Clearly, the chart above shows a gap exists in both reading and writing performance. The only exception was in the reading performance of grade 6 where the differences were minimal. As a rule, the difference grew wider in the middle school years.

Last Word

Finally, while we have much to celebrate, the AYP targets were met at all three primary schools. They were not met for the sub-group special education population at Sarah Noble and at Schaghticoke. Further, economically disadvantaged students did not meet the AYP target at Sarah Noble in reading only. Those two schools will remain as identified as in “Need of Improvement” under “No Child Left Behind” legislation.

Attached are summary charts by grade/school levels.

**New Milford Public Schools
Office of the Assistant Superintendent**

**CMT Results Grade 3 – 2007
Percent Attaining Goal and Proficiency and Comparison with 2006 Results**

	Math		Reading		Writing	
	Goal	Proficiency	Goal	Proficiency	Goal	Proficiency
2007	80.4	93.5	66.7	81.8	79.2	91.2
2006	63.1	82.9	60.4	74.8	69.9	88.0
Diff +/-	+17.3	+10.6	+6.3	+7.0	+9.3	+3.2
HPS						
2007	79.2	95.3	60.4	81.1	75.5	90.6
2006	67.6	84.8	62.9	74.3	68.6	87.3
Diff +/-	+11.6	+10.5	-2.5	+6.8	+6.9	+3.3
JPS						
2007	79.5	90.6	65.4	78.0	75.5	90.6
2006	71.5	85.4	63.7	78.2	69.7	85.2
Diff +/-	+8.0	+5.2	+1.7	-0.2	+5.8	+5.4
NES						
2007	83.1	95.8	73.7	86.4	79.7	91.5
2006	52.9	80.0	56.1	72.7	71.2	90.6
Diff +/-	+30.2	+15.8	+17.6	+13.7	+8.5	+0.9

Major gains were noted district-wide in all three tests. A major reason for the improvement is due to third graders' performance at Northville School, which was dramatically improved over the previous year. There were big gains made in writing and math at all three schools. Reading scores dramatically improved at Northville School. The percent "at-goal" in reading at Hill and Plain School decreased slightly, but the percent at proficiency improved significantly. Pettibone's scores in reading remained statistically about the same.

These results represent the strongest results this district has enjoyed at grade 3 since we have tracked our CMT results.

**New Milford Public Schools
Office of the Assistant Superintendent**

**CMT Results Grade 4 – 6 - 2007
Percent Attaining Goal and Proficiency and Comparison with 2006 Results**

	Math		Reading		Writing	
	Goal	Proficiency	Goal	Proficiency	Goal	Proficiency
Grade 4						
2007	58.8	82.7	62.7	73.2	71.4	89.5
2006	57.0	83.4	64.9	75.1	72.6	87.9
Diff +/-	+1.8	-0.7	-1.8	-1.9	-1.2	+1.6
Grade 5						
2007	63.3	83.6	61.6	69.4	64.8	87.6
2006	60.2	84.2	69.8	81.1	74.2	88.5
Diff +/-	+3.3	-0.6	-8.2	-11.7	-9.4	-0.9
Grade 6						
2007	75.1	91.3	67.9	79.7	69.5	87.9
2006	73.0	89.6	68.6	81.0	64.6	85.7
Diff +/-	+2.1	+1.7	-0.7	-1.3	+4.9	+2.2

Math results in grades 4-6 showed a slight improvement over past scores. The percent at proficiency in all three grades remained virtually unchanged –down less than a percent in grades 4 and 5, up in grade 6 slightly.

Reading scores declined. The decline in grade 6 and 4 was slight. The decrease in grade five was noticeable. There was a large drop in the results at the proficiency level at 4 and 5. We will ensure all fifth grade classes have an uninterrupted 90 minute minimum block for language arts this year. Last year they did not. We believe that should help our reading instruction.

Writing scores also dipped considerably at grade 5. At grade 4, they dropped just one point from an all time best mark set in 2006. In grade six the writing scores improved nearly 5 percentage points. We believe the introduction of the expository essay to students as fifth graders needs to be changed. We will introduce the format in March and April of fourth grade. We believe the extra instructional time on that topic will help both students and the fifth grade teachers.

**New Milford Public Schools
Office of the Assistant Superintendent**

**CMT Results Grade 7 - 8 - 2007
Percent Attaining Goal and Proficiency and Comparison with 2006 Results**

	Math		Reading		Writing	
	Goal	Proficiency	Goal	Proficiency	Goal	Proficiency
Grade 7						
2007	75.6	92.1	73.5	84.8	70.6	88.2
2006	71.9	87.8	70.9	81.6	61.0	84.2
Diff +/-	+3.7	+4.3	+2.6	+3.2	+9.6	+4.0
Grade 8						
2007	74.6	88.8	71.1	81.0	67.4	86.0
2006	75.6	90.9	70.2	82.4	60.3	85.2
Diff +/-	-1.0	-2.1	+0.9	-1.4	+7.1	+0.8

Grade 7 results showed improvement on each test both in the percentage of students attaining goal and in the percent attaining proficiency. Particularly strong gains were made in the percent of students attaining goal on the writing test. That percent increased nearly by 10% (9.6%).

Grade 8 results in writing showed an increase in the percent at goal (7.1%). The results in mathematics and reading were about the same as the previous year's class - slightly down in math (1.0%) and slightly up in reading (0.9%) in the percentage of students at goal.

Looking at CMT Results compared to districts similar to New Milford - (DRG D)

In looking at DRG D results for the CMT's at grades 3, 6 and 8, one sees that New Milford 3rd graders strongly compared to other DRG D communities. Grade 6 scores ranged in the lower half of the DRG and grade 8 in the upper third in mathematics and the bottom third in language arts.

The intermediate and middle school population (grade 8) did not have summer school available to them from third grade to the present. Last year's third graders did have the summer school program available to them. It is not clear whether there is a correlation, however, it is something to consider. However, for the most part, the increase in five or six aggregate points can move a town's relative ranking significantly. One can easily see how even small variables may change a district's rankings on this list several places in either direction.

**NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT**

**2007 CONNECTICUT MASTERY TEST
GRADE 3 - % AT/ABOVE GOAL**

Rank	MATH		Rank	READING		Rank	WRITING	
1	Southington	81.6	1	Berlin	75.6	1	Old Saybrook	83.6
2	New Milford	80.4	2	East Lyme	73.2	2	East Lyme	80.9
3	Bethel	80.3	3	Old Saybrook	71.9	3	New Milford	79.2
4	Berlin	79.9	4	Bethel	71.0	4	Berlin	78.3
5	East Lyme	79.2	5	Clinton	69.9	5	Clinton	77.9
6	Stonington	76.3	6	Branford	69.6	6	East Hampton	76.0
7	East Granby	74.4	7	Stonington	68.9	7	Milford	74.4
8	Branford	73.1	8	New Milford	66.7	8	Waterford	73.7
9	Milford	72.0	9	East Hampton	66.1	9	Stonington	72.6
10	Waterford	71.4	10	Waterford	64.1	10	Newington	72.0
11	Old Saybrook	69.5	11	Newington	63.0	11	North Haven	71.3
12	Clinton	69.3	12	East Granby	62.2	12	East Granby	70.7
13	East Hampton	68.3	13	North Haven	60.7	13	Bethel	70.6
14	North Haven	68.1	14	Milford	60.4	14	Southington	70.4
15	Newington	67.1	15	Cromwell	60.2	15	Ledyard	66.8
16	Wethersfield	64.0	16	Wallingford	60.2	16	Watertown	66.7
17	Wallingford	62.0	17	Southington	59.0	17	Rocky Hill	66.4
18	Colchester	61.9	18	Wethersfield	58.8	18	Shelton	66.1
19	Shelton	60.8	19	Shelton	58.7	19	Cromwell	65.6
20	Rocky Hill	60.7	20	Ledyard	58.1	20	Colchester	64.1
21	Watertown	60.7	21	Watertown	56.2	21	Wallingford	63.7
22	Ledyard	59.6	22	Colchester	54.4	22	Wethersfield	63.1
23	Cromwell	59.0	23	Rocky Hill	53.2	23	Branford	59.9
24	Windsor	50.8	24	Windsor	47.9	24	Windsor	52.3

**NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT**

**2007 CONNECTICUT MASTERY TEST
GRADE 6 - % AT/ABOVE GOAL**

Rank	MATH		Rank	READING		Rank	WRITING	
1	Bethel	84.9	1	Wethersfield	81.8	1	Old Saybrook	89.9
2	Wethersfield	84.9	2	East Lyme	80.3	2	Berlin	87.9
3	East Lyme	83.8	3	East Hampton	79.4	3	Rocky Hill	81.9
4	East Granby	81.7	4	Rocky Hill	78.4	4	Newington	78.6
5	East Hampton	80.6	5	East Granby	78.0	5	Branford	77.9
6	Rocky Hill	80.3	6	Waterford	77.7	6	Watertown	77.6
7	Stonington	78.0	7	Berlin	77.6	7	Wethersfield	77.2
8	Southington	77.5	8	Stonington	77.0	8	Bethel	76.2
9	Branford	76.5	9	Old Saybrook	76.6	9	East Lyme	75.2
10	Berlin	75.9	10	Branford	76.5	10	Cromwell	74.7
11	Ledyard	75.6	11	Shelton	76.2	11	East Hampton	74.0
12	Clinton	75.3	12	Newington	76.1	12	Waterford	71.0
13	New Milford	74.9	13	Clinton	75.2	13	Shelton	70.9
14	Newington	74.5	14	Bethel	75.0	14	Southington	69.8
15	Waterford	74.3	15	Watertown	74.8	15	New Milford	69.3
16	Shelton	74.1	16	Ledyard	74.7	16	Milford	68.7
17	Old Saybrook	73.6	17	Milford	70.6	17	Wallingford	68.4
18	Colchester	70.1	18	Southington	70.2	18	Colchester	67.0
19	Milford	69.5	19	New Milford	67.8	19	East Granby	63.4
20	Cromwell	66.5	20	Cromwell	67.1	20	Ledyard	63.3
21	North Haven	65.3	21	Colchester	66.5	21	Stonington	61.5
22	Wallingford	65.0	22	Wallingford	65.4	22	Windsor	60.5
23	Windsor	65.0	23	North Haven	63.7	23	Clinton	59.1
24	Watertown	62.3	24	Windsor	58.0	24	North Haven	58.6

**NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT**

**2007 CONNECTICUT MASTERY TEST
GRADE 8 - % AT/ABOVE GOAL**

Rank	MATH		Rank	READING		Rank	WRITING	
1	East Lyme	84.1	1	Rocky Hill	91.8	1	Rocky Hill	94.6
2	Old Saybrook	84.0	2	Old Saybrook	91.6	2	Old Saybrook	89.9
3	Rocky Hill	82.6	3	East Lyme	86.1	3	Watertown	85.0
4	East Granby	81.6	4	Watertown	85.9	4	Berlin	81.9
5	Berlin	80.8	5	East Granby	83.9	5	Cromwell	80.7
6	Bethel	77.2	6	Berlin	82.0	6	Newington	80.4
7	Wethersfield	74.9	7	Stonington	80.6	7	Ledyard	79.7
8	New Milford	74.6	8	Waterford	79.7	8	East Lyme	79.4
9	East Hampton	72.8	9	Newington	78.9	9	East Granby	78.2
10	Southington	72.8	10	Ledyard	78.8	10	Waterford	75.5
11	Waterford	72.4	11	Clinton	77.4	11	Clinton	74.0
12	Watertown	72.4	12	Milford	76.8	12	Bethel	73.2
13	Ledyard	71.2	13	Wethersfield	75.7	13	Milford	72.5
14	Colchester	70.9	14	Southington	73.3	14	Stonington	72.5
15	Wallingford	70.9	15	Bethel	73.1	15	Colchester	70.1
16	Milford	69.1	16	Shelton	72.7	16	Southington	69.8
17	Newington	68.6	17	Cromwell	71.8	17	East Hampton	69.0
18	Clinton	68.4	18	Wallingford	71.4	18	Wethersfield	67.9
19	Stonington	66.4	19	New Milford	71.1	19	New Milford	67.4
20	Branford	66.3	20	Branford	70.6	20	Shelton	67.3
21	Cromwell	66.3	21	East Hampton	70.1	21	Wallingford	66.9
22	Shelton	63.4	22	Colchester	69.7	22	North Haven	61.6
23	Windsor	56.4	23	North Haven	65.7	23	Branford	58.2
24	North Haven	53.2	24	Windsor	60.9	24	Windsor	52.6

Local Comparisons - CMT's

The following three pages take three snapshots of local areas town's performances on Connecticut Mastery Tests. We chose 3rd grade, 6th grade and 8th grade as they are the "exit" year for our three levels of schools in our K-3, 4-6, 7-8, 9-12 district. Later on in this packet, there is a similar page showing local area school performance on the Connecticut Academic Performance Test (CAPT).

One item that should be noted is the column entitled DRG (Demographic Reference Group). Communities are grouped by a number of common demographic factors including per capita wealth, the percent of residents holding professional jobs, the amount of education of the average citizen in the community, the percent of students receiving free or reduced lunch and other key factors economic or social factors. As a rule, the town's performances line-up closely by DRG; that is the town's labeled "DRG A" outperform DRG B towns and DRG B towns outperform DRG C towns and so on. However, that is not always the case. It is possible for a DRG town to be competitive with towns that are a bit wealthier on occasion as data show.

New Milford's performance in mathematics and occasionally in writing is highly competitive within the region. In the reading area, our student's performance while tending to be competitive with DRG D towns, lags behind DRG A, B or C communities.

2007 CONNECTICUT MASTERY TEST

LOCAL TOWN COMPARISONS GREATER DANBURY AREA

Grade 3

TOWN	DRG	% AT/ABOVE GOAL		
		TOTAL MATH	TOTAL READING	TOTAL WRITING
Ridgefield	A	78.3	76.6	88.1
Brookfield	B	78.9	73.2	81.5
New Fairfield	B	63.5	63.9	64.4
Newtown	B	81.9	78.8	81.7
Sherman	C	71.7	67.4	82.6
Region 12	C	86.2	75.9	79.3
Bethel	D	80.3	71.0	70.6
New Milford	D	80.4	66.7	79.2
Danbury	H	63.9	39.7	51.0
State		59.4	52.3	60.8

Grade 3 results in mathematics and writing look to be highly competitive. Reading results are competitive, but do lag somewhat behind many area communities.

One can see the New Milford and most area communities results far exceed state averages at grade 3.

2007 CONNECTICUT MASTERY TEST

LOCAL TOWN COMPARISONS GREATER DANBURY AREA

Grade 6

TOWN	DRG	% AT/ABOVE GOAL		
		TOTAL MATH	TOTAL READING	TOTAL WRITING
Ridgefield	A	87.9	90.8	87.3
Brookfield	B	83.2	79.8	80.3
New Fairfield	B	87.1	82.0	80.4
Newtown	B	86.3	84.1	77.1
Region 12	C	73.8	78.8	67.5
Sherman	C	68.5	75.9	68.5
Bethel	D	84.9	75.0	76.2
New Milford	D	74.9	67.8	69.3
Danbury	H	55.4	54.3	44.3
State		63.9	64.3	63.0

Grade 6 results in math in 2007 are competitive and a bit stronger than some area DRG C results. Bethel, another DRG D community, obtained outstanding mathematic results at grade 6 in 2007. The mathematics and writing results mirror one another. Reading results trail many other surrounding communities, but are above state averages.

Mathematics and writing results are again well above state averages.

2007 CONNECTICUT MASTERY TEST

LOCAL TOWN COMPARISONS GREATER DANBURY AREA

Grade 8

TOWN	DRG	% AT/ABOVE GOAL		
		TOTAL MATH	TOTAL READING	TOTAL WRITING
Ridgefield	A	87.4	89.9	88.1
Brookfield	B	82.6	81.8	87.9
New Fairfield	B	84.7	85.1	84.8
Newtown	B	85.4	81.7	85.2
Region 12	C	78.2	75.9	70.1
Sherman	C	80.7	89.5	89.5
Bethel	D	77.2	73.1	73.2
New Milford	D	74.6	71.1	67.3
Danbury	H	50.1	59.8	54.2
State		60.8	66.6	64.0

Eighth grade results while well above state averages and competitive with an other DRG D town (Bethel), do lag behind the wealthier communities in the local area.

NEW MILFORD HIGH SCHOOL

TEST RESULTS

2006 – 2007

**CONNECTICUT ACADEMIC PERFORMANCE
TEST**

SCHOLASTIC APTITUDE TESTS

SAT II ACHIEVEMENT TESTS

ADVANCED PLACEMENT TESTS

CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

RESULTS - 2007

Below are listed the CAPT test results for the year 2007.

	Percent at Goal	Percent at Proficient
Mathematics	69.4	92.8
Science	72.3	94.3
Reading Across Disciplines	56.5	91.4
Writing Across Curriculum	74.1	92.5

Comparison of the results of students at goal for the last four years.

	Mathematics	Science	Reading	Writing
2004	67.8	63.3	55.0	64.8
2005	70.4	66.8	52.9	70.6
2006	67.6	66.5	53.0	63.4
2007	69.4	72.3	56.5	74.1

Science scores have improved in the last four years. Math and reading scores have remained in about the same range. In the case of the math, the scores are strong. In reading, the scores are in the mid-range.

Writing

Those writing scores have tended to jump back and forth over the years of this type of test. See below:

2001	63.4
2002	70.1
2003	70.4
2004	64.8
2005	70.6
2006	63.4
2007	74.1

Variance in the scores may be due to a variety of factors including the nature of the prompt, which usually calls for examining certain materials, analyzing them and then writing an essay based on that analysis.

We, of course, will continue to monitor outcomes in writing as well as the other subjects.

The Special Education population performed at a level that fell below the AYP (Average Yearly Progress) mandates for No Child Left Behind, when students who are sophomores, but educated out of district are factored in the results. The high school will not be placed on the In Need of Improvement status, but the district will because the special education results at three levels have not met AYP (Sarah Noble and Schaghticoke too).

As a point of interest 97% of non-special education students met the proficiency standard for mathematics and 96% did so in reading. In other words, of the non-special education population in a class of 411 test-takers, between 12-16 students failed to meet the proficiency standard in 2006.

Finally, CAPT results indicate very little difference in the performance of males and females in science and math, but a significant difference in performance by gender in reading and writing tasks. Girls far out-performed boys there.

Percent At Goal - Male and Female - 2007 CAPT Tests			
	Male	Female	Male to Female Difference
Mathematics	68.8%	68.7%	0.1%
Science	72.0%	70.5%	1.50%
Reading	47.1%	64.1%	-17%
Writing	61.7%	83.9%	-22.2

This trend is not new nor is it unique to New Milford High School. It is pervasive throughout the state and the nation. It begins to show up in intermediate schools and becomes increasingly pronounced through the early stages of high school. It does not show up nearly as strongly on SAT results so far.

We have had workshops aimed at combating this trend, but so far we cannot see any change.

We will continue to monitor the situation. We have been operating on a premise that it isn't so much that boy's can't perform; rather there almost appears to be a culture where they see little interest in performing on these tasks until they are older, attending college or other programs.

Lastly, the proficiency rate for all tasks has both genders performing much more similarly.

	Male	Female	Male to Female Difference
Mathematics	90.0%	95.0%	-5.0%
Science	93.5%	94.0%	-0.50%
Reading	85.3%	95.0%	-9.7%
Writing	86.8%	96.1%	9.3%

CAPT Performance – 2007**Results Order By Town - DRG "D" At or Above Goal Performance**

Rank	MATH		SCIENCE		READING		WRITING	
1	East Lyme	73.1	New Milford	72.3	East Granby	75.9	Clinton	83.4
2	Old Saybrook	72.0	East Lyme	68.8	Old Saybrook	75.2	East Granby	81.0
3	New Milford	69.4	Old Saybrook	66.4	East Lyme	66.8	Old Saybrook	79.3
4	Berlin	63.9	Waterford	65.0	Berlin	63.8	East Lyme	76.0
5	Clinton	62.7	Wethersfield	62.9	Bethel	61.6	Cromwell	74.8
6	Stonington	61.5	Southington	61.1	East Hampton	60.7	New Milford	74.1
7	East Granby	60.3	Cromwell	58.5	Newington	60.1	Bethel	71.3
8	Newington	60.3	East Hampton	58.3	Rocky Hill	56.6	East Hampton	71.0
9	East Hampton	59.9	East Granby	57.9	Branford	56.5	Branford	70.8
10	Bethel	57.3	Berlin	57.5	New Milford	56.5	Shelton	69.6
11	Rocky Hill	57.3	Bethel	57.0	Stonington	56.4	Waterford	65.3
12	Southington	56.2	Stonington	56.4	Shelton	55.9	Berlin	64.1
13	North Haven	54.7	Branford	56.0	Cromwell	55.7	Rocky Hill	63.8
14	Shelton	53.8	Ledyard	55.9	Southington	55.7	Wethersfield	63.7
15	Wethersfield	53.8	Colchester	55.8	Clinton	54.9	Stonington	63.4
16	Watertown	52.1	Newington	55.3	Wethersfield	54.2	Newington	62.0
17	Waterford	51.4	Clinton	55.2	Waterford	51.4	Milford	57.3
18	Wallingford	50.0	Rocky Hill	55.1	Milford	47.0	Southington	56.7
19	Ledyard	49.7	Shelton	51.1	North Haven	45.8	Wallingford	56.4
20	Cromwell	48.8	Watertown	50.4	Wallingford	42.2	North Haven	55.8
21	Colchester	47.6	Milford	49.6	Colchester	39.8	Colchester	54.5
22	Milford	46.6	North Haven	42.2	Watertown	36.7	Windsor	50.7
23	Branford	44.3	Wallingford	42.0	Ledyard	36.0	Ledyard	49.5
24	Windsor	41.1	Windsor	28.1	Windsor	35.1	Watertown	46.6

New Milford High School's students performed at the top of the DRP in mathematics and science and in the top third in writing. Reading results in 2006 were in the top half of the DRG.

CONNECTICUT ACADEMIC PERFORMANCE TEST

LOCAL TOWN COMPARISONS GREATER DANBURY AREA 2007

TOWN	DRG	% AT/ABOVE GOAL			
		TOTAL MATH	TOTAL SCIENCE	TOTAL READING	TOTAL WRITING
Ridgefield	A	82.0	77.6	84.0	87.4
Brookfield	B	58.0	63.9	60.0	78.7
New Fairfield	B	62.4	71.6	75.5	72.1
Newtown	B	68.7	63.5	57.2	60.6
Region 12	C	63.0	73.7	64.0	65.3
Bethel	D	57.3	57.0	61.6	71.3
New Milford	D	69.4	72.3	56.5	74.1
Danbury	H	24.1	28.8	35.1	41.9
State		45.2	44.4	45.6	52.9

New Milford's CAPT results in 2007 are very competitive within the region in mathematics, science and writing. The reading results, while competitive, do lag behind the wealthier communities.

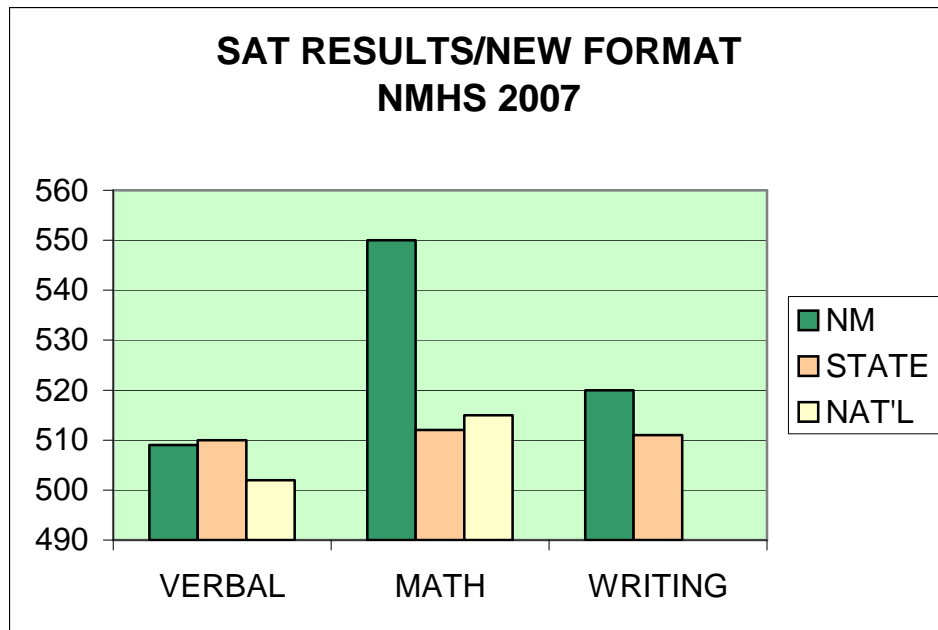
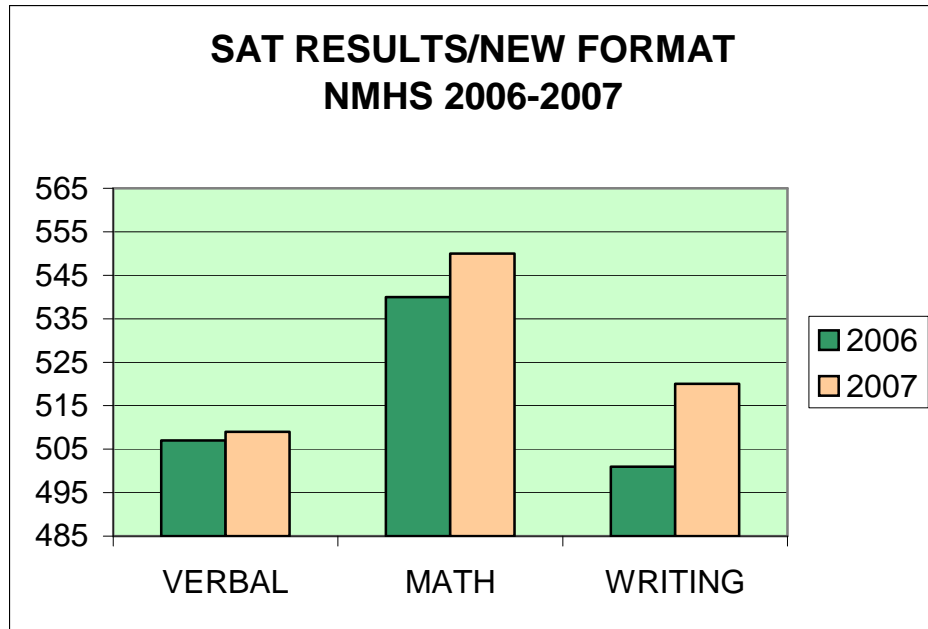
SAT RESULTS

2007

NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent

SCHOLASTIC APTITUDE TEST RESULTS
(Re-centered)

YEAR	VERBAL			MATH			WRITING			NM % Tested
	NM	CT	NAT'L	NM	CT	NAT'L	NM	CT	NAT'L	
1972	562	na	530	522	na	510				58
1973	558	na	524	528	na	507				48
1974	534	na	523	499	na	506				51
1975	520	na	513	504	na	500				47
1976	525	na	510	494	na	500				50
1977	543	na	508	510	na	498				59
1978	541	na	508	516	na	495				51
1979	533	514	506	498	493	495				59
1980	518	514	503	496	493	494				63
1981	514	510	503	492	494	494				66
1982	527	511	501	501	497	497				66
1983	525	512	504	500	494	497				65
1984	519	516	505	504	496	499				65
1985	537	519	510	518	487	502				76
1986	528	519	510	504	501	502				65
1987	526	518	509	511	500	503				81
1988	516	516	507	515	500	503				78
1989	497	514	507	490	501	503				80
1990	506	509	503	507	499	503				81
1991	506	508	501	501	496	501				80
1992	522	509	502	521	498	503				91
1993	517	509	503	517	501	506				85
1994	514	505	502	521	500	507				86
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



These charts indicate comparative scores. The top chart indicates the comparative mean score on the SAT's from 2006-2007 at New Milford High School. The new format of the SAT, which includes a longer timed test with a required writing section, began with the Class of 2006. One can see significant growth was made in both mathematics (up 10 points) and writing (up 19 points). The bottom chart shows New Milford results versus all.

New Milford students performed much more strongly on year two of the revised SAT format. Mathematics scores rose 10 points to 550, among the best results ever for the school, equal to that of 2005 and exceeded only in 2003 and 2000. It is interesting to note that the four best performances on SAT math results in that 37 years have all occurred since 2000.

The writing results improved by 19 points to 520. That we believe is a result of our staff analyzing the format of the test and advising students on strategies to employ to improve their scores.

Reading scores inched upwards for 2006. They are under the state average, which in Connecticut includes all students including those in prep schools. As a public school, our results were 12 points higher than Connecticut Public School averages.

NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT

SAT II ACHIEVEMENT RESULTS
2007

Test	# Tested	NM '07	State	Nat'l	NM '06	NM '05	NM '04	NM '03	NM '02	NM '01
English-Literature	8	598	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
U.S. History	29	622	N/A	N/A	648	645	635	669	601	593
Math IC	37	617	N/A	N/A	623	608	633	629	620	623
Math IIC	33	653	N/A	N/A	670	663	659	683	649	687
Biology M	19	564	N/A	N/A	612	674	N/A	N/A	N/A	N/A
Chemistry	15	595	N/A	N/A	615	645	612	556	626	615
Physics	10	629	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The SAT II state and national averages have not been released yet according to Dr. John Rogers at the CSDE. However, results in U.S. History, Math IC and Math IIC appear to be competitive with past scores and these scores have been highly competitive within both the state and the country. The Physics scores look strong, but we do not have a history of results with that test. The Biology M and Chemistry averages appear to be a bit lower than we have been used to. We are not sure what the cause may be due to. It could be a number of factors including changes in staff in the grade level of some of the test takers (freshman do take the Biology test and sophomores the Chemistry).

**NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT**

ADVANCED PLACEMENT TESTING RESULTS - 2007

Advanced Placement Tests are criterion-referenced content exams. Scores on those tests range from a 5 or 4, which Educational Testing Services describe as “comparable to college grades of A” and 3 “comparable to grades of B at many colleges” to a 2 or 1. These tests are ordinarily taken by the most capable students nationally, though there is a trend to challenge an even greater percentage of the student population with these rigorous exams.

Please keep in mind the scores are reported on a 1-5 basis: 5-Extremely Qualified; 4-Well-Qualified; 3-Qualified; 2-Possibly Qualified; 1 No Recommendation.

2007 Results

Test	# Tested	5	4	3	2	1	NM% Passed	CT%* Passed	National* % Passed
Art History	11	3	3	4	1	0	91%	N/A	N/A
Biology	20	8	6	6	0	0	100%	N/A	N/A
Calculus AB	32	20	8	3	1	0	97%	N/A	N/A
Chemistry	18	1	3	7	4	3	61%	N/A	N/A
Eng. Lit/Comp	31	6	13	11	1	0	97%	N/A	N/A
French Lang.	12	1	6	4	1	0	92%	N/A	N/A
German Lang.	1	1	0	0	0	0	100%	N/A	N/A
Physics B	12	2	3	4	2	1	75%	N/A	N/A
Physics C	1	0	1	0	0	0	100%	N/A	N/A
Physics	1	0	1	0	0	0	100%	N/A	N/A
Psychology	30	7	10	12	1	0	97%	N/A	N/A
Spanish Lang.	15	5	7	2	0	1	93%	N/A	N/A
Statistics*	4	2	1	1	0	0	100%	N/A	N/A
Studio Drawing	1	0	0	0	1	0	0%	N/A	N/A
Studio Portfolio	5	0	0	1	4	0	20%	N/A	N/A
US History	34	18	11	1	4	0	89%	N/A	N/A
Totals	228	74	73	56	20	5			
Percent		32.4%	32.0%	24.6%	8.8%	2.2%			

* Scheduled for release October 15th according to Dr. John Rogers – CSDE.

The Advanced Placement test results for 2007 are particularly strong in Biology, Calculus, English Literature/Composition, French Language, Spanish Language, and US History. One hundred twenty-eight students took a total of 228 exams. Better than one in four students from the graduating class took at least one AP exam. These figures represent all-time high benchmarks for number of exams taken. For example, just five years ago 117 tests were taken by 74 students. In 2002, 91% of the students earned scores of 3 or better compared to 89% in 2007. However, in that same five-year period, there has been an increase of 73% in the number of students tested and a 95% increase in the number of exams taken. To have such a high percentage of students earning grades of "3" or better speaks well of the students, their teachers, the course curricula and the preparation programs leading to the AP experience. We are pleased to see the increase in participation without any significant erosion in our test results.

Having said that, the Studio Art results have not yielded the outcomes we expect. In discussing the issue with the art staff it was felt that students entering that course needed to be further along in developing aspects of their art portfolio than has been the case. We are discussing what can be reasonably done to address this issue. Many places where AP Art Portfolio is offered, it is offered as a two year sequence allowing the student more time to prepare the necessary works required for a portfolio submission. Frankly, we do not have the luxury for such staffing; therefore, we are discussing whether we realistically will continue to offer the experience as an AP offering. We may still offer a portfolio course to assist students intending to pursue careers in art, but not expressly to earn college level recognition for that work while still in high school.

We also felt our chemistry results need studying too. We are in the process of rewriting our AP Chemistry curriculum in 2007-2008.

All other areas of performance in 2007 are viewed as being particularly strong and we are extremely pleased with those results.

At this time, the overall results for the nation or for Connecticut are not yet available. We've been told they will become available in October. Judging from our results and knowing the range of results traditionally obtained at the state and national level, I'm confident New Milford High School overall results will continue to look quite strong.

LANGUAGE ASSESSMENT SKILLS

(LAS)

ENGLISH LANGUAGE LEARNERS (ELL)

LAS ASSESSMENT SKILLS (LAS)

Since 2003-2004 student 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 ELL services. In 2005-2006 and again in 2006-2007, the exit criterion was changed; the “bar” for existing the program was raised statewide, so it is difficult to compare results of last year with previous results.

Students being exited must also 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-five students will be exited from services in 2006-2007 based on last year’s results.

The numbers for the previous years and last year are:

Year	# Tested	# Dismissed from Services	Continued Services
2003-2004	125	41	84
2004-2005	126	48	78
2005-2006	114	21*	93*
2006-2007	125	25	100