



NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT

“WINDOWS ON OUR SCHOOLS”

TEST RESULTS

DRP
CMT
SAT I
SAT II (Achievement)
AP
CAPT
LAS

2004 – 2005

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 student performance – DRP, SAT, SAT II, CMT, CAPT, LAS, and AP. 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.

One last thing 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 All New England Cross-Country champions 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.

New Milford’s students perform as a rule well above state and national averages. Our students’ performance remains highly 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 state and national averages.

Thomas A. Mulvihill
September 15, 2005

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 will be 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:

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.

In 2004-2005, students in grades four, six and eight were tested in the autumn using the Connecticut Mastery Test (CMT). The CMT uses a DRP as one measure to assess reading. In those grades, we take the DRP scores on the CMT as the fall score and compare them to a similar DRP test given in the spring. In grades 3, 5, and 7 we administer a DRP in the fall and the spring and keep track of students' results to determine their levels of proficiency.

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 to all fourth, sixth, and eighth grade students. These tests were generally administered in September, 2004. Those tests are criterion-referenced tests; that is to say their results are reported as the percent of students who meet a set goal. The goals the State of Connecticut have 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, SAT II and AP Tests – Students at the high school take SAT I 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 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.

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 seventy-one students (unduplicated count; some take more than one AP test) students took 218 Advanced Placement Exams in 2005 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 approaches 125 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 May 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, four in ten students did meet the goal in 2005.

Educational Reference Group – (ERG) – Some tests – Connecticut Mastery Tests and Connecticut Academic Performance Tests – are reported by the State Department of Education officials by something called the ERG. The Educational Reference Group (ERG) 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 an ERG “D” town, which groups it with twenty other communities: Berlin, Branford, Clinton, Colchester, Columbia, East Hampton, East Lyme, Hamden, Newington, North Branford, North Haven, Old Saybrook, Rocky Hill, Shelton, Southington, Tolland, Watertown, Wethersfield, Windsor, Region 12 (Washington, Roxbury, Bridgewater).

New Milford’s performance on the CMT and CAPT can be compared by ERG. Where that data are available we have reported the figures.

Summary Statement – The data and report show that New Milford students perform above state averages on most every measure. Our students usually perform at or above ERG averages as well. Generally, the scores against the state national or ERG averages improve the longer the student is in New Milford’s schools.

That is not to suggest the school system is satisfied. There are lots of opportunities for improvement. Reading scores tend to be not quite as strong as mathematics or writing results for example. As a result of system-wide initiative exists at every school to improve student reading performance this year.

DRP

DEGREES OF READING POWER

2004 – 2005

The summaries below apply to the charts that follow:

Grade 3 DRP Summary

The reading progress of third graders grew more than any time since 2000. Over 64% of the third graders met the Excellence goal in reading – a slight increase over prior years. However, a concern is that 18.6% of the third graders' performance in reading fell into the Intervention range. Further, the average DRP units mastered (51.5) are a bit lower than in past years. The usual range was 52-53. The percentages of students falling into the Intervention range have ranged from 13% to 16% in recent years. These third graders have not had the benefit of summer school programs during their school career as they were eliminated for budgetary reasons. Hill and Plain School had 56.8% of its students meet the goal, Northville 64.1% and Pettibone 72.4%.

Grade 4 DRP Summary

The fourth grade reading results are strong. Better than three out of every four students (75.3%) met the goal and under ten percent remained in the Intervention category (8.6%). Students improved their performance by 8.6 DRP units the biggest gain in any one-year at fourth grade since 2001.

Grade 5 DRP Summary

Grade five results showed improvement from the previous year's fifth graders. Nearly 2 out of every three students met the goal for Excellence (64.4%) and under ten percent (9.3%) fell into the Intervention range – the first time ever we have had less than 10% of fifth graders needing Intervention services. Title I services have helped address students' needs.

The average DRP unit of 62.7 is in the range of scores we have seen in recent years (61.3 to 63.1).

Grade 6 DRP Summary

Grade six results are much stronger in 2004-2005 than in 2003-2004. The average DRP unit score of 67.7 is again comparable to the range we had grown accustomed to. In 2004 it was 61.3. The percent at goal grew from 58% in 2004 to 67.3% in 2005. The percent of students at the Intervention level stayed flat and is a bit higher in the last two years than it was earlier in the decade. In 2001 8.9% needed remediation at grade six; in 2002 it was 9%. The last two years those percentages rose to 13.4% and 13.6% respectively.

Grade 7 DRP Summary

Grade 7 results were a tad weaker than in recent years, but remained competitive. The unit score of 70.8 is about 2 – 3 points lower than the results in previous years, but the growth of 5DRP units is better than we usually see. The percentage of students at the Excellence level is in the range (68% - 72%) that we often see and the percent needing remediation is also in the range 6% - 9% we have seen this decade. The grade 7 special education results reflect the CMT results of the school. There is a School Improvement Plan in place to address those numbers.

Grade 8 DRP Summary

We attempted to complete testing in April for grade eight students. We did so because it was observed that grade 8 students had not always put forward their best effort on this test. However, in holding the testing earlier and raising the bar for performance the test data did not look as strong in April as it did in September.

After analysis of the results we actually are not concerned. The DRP average level of 73 in April still represents a very sophisticated level of reading performance. What we feel we are seeing here is a “topping out effect”. The 78.3 DRP unit level of the autumn is so high and was reached by 87% of the students. As a consequence there are virtually no places for many of the students to grow on this particular test.

HOW TO READ THE DRP CHART

The column marked “class” is blank, however, each school’s leadership has a report for his/her school that lists the teachers’ names.

“Fall/Spring” columns list the average DRP unit score for the class in the fall of 2003 and in June, 2004. The difference between the two averages is recorded in the “Increase” column.

The district has set benchmarks for excellence and proficiency, at each grade level in both the fall and the spring. Obviously, what we might expect as excellence level in the fall would not be the excellence level in the spring. Students who fail to reach either the “excellence” or “proficiency” levels are classified as requiring intervention.

In the columns marked “Percentages Fall/Spring”, the first number that appears in the column reflects the percentage of students in that class at the level designated in that column in the fall. Then, after the “slash” appears, the second number in the column is the percentage of students in that class so designated in the spring when new benchmarks are applied.

Following the grade 8 chart is a sample DRP passage to give the readers an idea of how the test looks to a student. The example happens to be from an elementary level test.

Also, there are samples of the DRP levels on the page following the sample test. As a rule, we expect the average grade eight student to approach the DRP 73 level (i.e. the except about Hellenistic literature) in their reading process.

**NEW MILFORD PUBLIC SCHOOLS
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**DRP ANALYSIS - GRADE 3
FALL 2004 – SPRING 2005**

HILL & PLAIN

Class	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '04	Spring '05		Excellence	Proficiency	Intervention
	35.7	47.6	+11.9	31.8 / 45.4	45.5 / 27.3	22.7 / 27.3
	40.3	52.3	+12.0	39.1 / 63.6	47.8 / 22.7	13.0 / 13.6
	42.8	53.3	+10.5	45.5 / 68.2	39.1 / 27.3	4.3 / 4.5
	36.3	47.5	+11.2	33.3 / 52.4	42.9 / 14.3	23.8 / 33.3
	37.9	50.4	+12.5	47.8 / 56.5	30.4 / 30.4	21.7 / 13.0
	40.5	50.0	+9.5	54.5 / 54.5	27.3 / 18.2	18.2 / 27.3
	38.9	50.2	+11.3	43.8 / 56.8	38.8 / 23.4	17.3 / 19.8

PETTIBONE

Class	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '04	Spring '05		Excellence	Proficiency	Intervention
	44.8	54.5	+9.7	68.4 / 73.7	15.8 / 10.5	15.8 / 15.8
	38.9	54.5	+15.6	38.9 / 84.2	33.3 / 10.5	27.8 / 5.3
	44.0	55.3	+11.3	44.4 / 83.3	50.0 / 11.1	5.6 / 5.6
	41.8	53.4	+11.6	55.0 / 60.0	30.0 / 30.0	15.0 / 10.0
	42.3	53.8	+11.5	44.4 / 68.4	50.0 / 15.8	5.6 / 15.8
	39.4	52.0	+12.6	44.4 / 73.7	33.3 / 5.3	22.2 / 21.0
	41.5	48.6	+7.1	52.6 / 63.2	42.1 / 10.5	5.3 / 26.3
	41.8	53.2	+11.4	49.7 / 72.4	36.4 / 13.4	13.9 / 14.2

NORTHVILLE

Class	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '04	Spring '05		Excellence	Proficiency	Intervention
	38.5	50.0	+11.5	31.8 / 60.9	50.0 / 17.4	18.2 / 21.7
	32.0	48.1	+16.1	31.8 / 56.5	40.9 / 13.0	27.3 / 30.4
	36.3	50.5	+14.2	39.1 / 52.2	30.4 / 21.7	30.4 / 26.1
	33.2	51.0	+17.8	21.7 / 68.2	39.1 / 9.1	39.1 / 22.7
	40.0	56.0	+16.0	45.5 / 82.6	45.5 / 8.7	9.0 / 8.7
	36.0	51.1	+15.1	34.0 / 64.1	41.2 / 14.0	24.8 / 21.9

DISTRICT

Class	Fall '04	Spring '05	Increase	Excellence	Proficiency	Intervention
	38.9	51.5	+12.6	42.5 / 64.4	38.8 / 16.9	18.7 / 18.6

**NEW MILFORD PUBLIC SCHOOLS
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**DRP ANALYSIS - GRADE 4
FALL 2004– SPRING 2005**

SARAH NOBLE INTERMEDIATE SCHOOL

Class	DRP Avg. Unit Score			Percentages Fall/Spring		
	Fall '04	Spring '05	Increase	Excellence	Proficiency	Intervention
	48.8	59.3	+10.5	47.8 / 78.3	34.8 / 13.0	17.4 / 8.7
	55.3	64.0	+8.7	70.8 / 87.5	20.5 / 12.5	8.3 / 0.0
	53.7	62.5	+8.8	56.0 / 84.0	24.0 / 12.0	20.0 / 4.0
	50.3	59.5	+9.2	54.5 / 72.7	27.3 / 13.6	18.2 / 13.6
	51.8	59.3	+7.5	47.8 / 78.3	34.8 / 17.4	17.4 / 4.3
	52.2	57.9	+5.7	61.9 / 71.4	14.3 / 4.8	23.8 / 23.8
	54.3	62.3	+8.0	66.6 / 71.4	9.5 / 14.3	23.8 / 14.3
	51.2	57.3	+6.1	60.8 / 75.0	13.0 / 16.7	26.1 / 8.3
	56.3	63.4	+7.1	79.2 / 88.0	8.3 / 12.0	12.5 / 0.0
	47.6	58.3	+10.7	34.8 / 75.0	26.1 / 16.7	39.1 / 8.3
	48.7	61.2	+12.5	56.0 / 60.0	4.0 / 32.0	40.0 / 8.0
	54.4	61.5	+7.1	59.1 / 78.3	27.3 / 21.7	13.6 / 0.0
	46.8	55.8	+9.0	37.5 / 66.6	33.3 / 16.7	29.2 / 16.7
	49.9	55.0	+5.1	57.1 / 58.3	19.0 / 29.2	23.8 / 12.5
	53.2	60.0	+6.8	57.9 / 85.0	10.5 / 10.0	31.6 / 5.0
	46.9	57.6	+10.7	36.3 / 63.6	45.5 / 27.3	18.2 / 9.1
	53.2	63.4	+10.2	63.6 / 86.4	22.7 / 4.5	13.6 / 9.1
District	51.4	60.0	+8.6	55.7 / 75.3	22.1 / 16.1	22.2 / 8.6

*When numbers do not total 100%, it is due to rounding of the results.

**NEW MILFORD PUBLIC SCHOOLS
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**DRP ANALYSIS - GRADE 5
FALL 2004 – SPRING 2005**

SARAH NOBLE INTERMEDIATE SCHOOL

Class	DRP Avg. Unit Score			Percentages Fall/Spring		
	Fall '04	Spring '05	Increase	Excellence	Proficiency	Intervention
	57.9	62.2	+4.3	63.6 / 61.9	18.2 / 19.0	18.2 / 19.0
	52.0	59.6	+7.6	33.3 / 45.8	45.8 / 45.8	20.8 / 8.3
	56.6	63.7	+7.1	65.2 / 73.9	26.1 / 17.4	8.6 / 8.7
	52.2	58.5	+6.3	41.6 / 45.8	37.5 / 33.3	20.8 / 20.8
	58.0	64.7	+6.7	57.1 / 56.5	38.1 / 39.1	4.8 / 4.3
	56.1	62.8	+6.7	59.1 / 68.2	31.8 / 27.3	9.1 / 4.5
	56.2	63.7	+7.5	59.1 / 61.9	36.4 / 38.1	4.5 / 0.0
	54.6	61.0	+6.4	60.8 / 50.0	13.0 / 40.9	26.1 / 9.1
	57.2	59.3	+2.1	56.5 / 59.1	34.8 / 27.3	8.7 / 13.6
	59.1	68.3	+9.2	75.0 / 95.5	20.8 / 4.5	4.2 / 0.0
	54.4	64.5	+10.1	47.8 / 63.6	39.1 / 27.3	13.0 / 9.1
	56.3	64.6	+8.3	64.0 / 80.0	24.0 / 16.0	12.0 / 4.0
	57.1	65.8	+8.7	47.6 / 85.0	52.4 / 15.0	0.0 / 0.0
	56.6	62.3	+5.7	69.6 / 65.2	26.1 / 34.8	4.3 / 0.0
	52.9	55.7	+2.8	56.5 / 52.4	21.7 / 19.0	21.7 / 28.6
	58.9	64.5	+5.6	68.4 / 61.9	10.5 / 19.0	21.2 / 19.0
	56.3	64.1	+7.8	63.6 / 68.2	18.2 / 22.7	18.2 / 9.1
District	56.0	62.7	+6.7	58.2 / 64.4	29.1 / 26.3	12.7 / 9.3

*When numbers do not total 100%, it is due to rounding of the results.

**NEW MILFORD PUBLIC SCHOOLS
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**DRP ANALYSIS - GRADE 6
FALL 2004 – SPRING 2005**

SARAH NOBLE INTERMEDIATE SCHOOL

Class	DRP Avg. Unit Score			Percentages Fall/Spring		
	Fall '04	Spring '05	Increase	Excellence	Proficiency	Intervention
	64.2	66.0	+1.8	64.0 / 69.2	20.0 / 11.5	16.0 / 19.2
	64.9	63.3	-1.6	76.2 / 60.0	19.0 / 8.0	4.8 / 32.0
	56.3	63.3	+7.0	45.0 / 54.2	20.0 / 20.8	35.0 / 25.0
	65.4	66.4	+1.0	72.0 / 60.0	20.0 / 32.0	8.0 / 8.0
	64.8	70.0	+5.2	56.5 / 75.0	30.4 / 20.8	13.0 / 4.2
	71.2	72.5	+1.3	84.0 / 72.0	12.0 / 20.0	4.0 / 8.0
	67.4	73.7	+6.3	76.0 / 76.0	12.0 / 16.0	12.0 / 8.0
	66.4	72.0	+5.6	76.0 / 88.0	20.0 / 8.0	4.0 / 4.0
	60.2	66.4	+6.2	58.3 / 62.5	20.8 / 25.0	20.8 / 12.5
	62.0	67.3	+5.3	76.9 / 69.2	3.8 / 15.4	19.2 / 15.4
	62.3	64.3	+2.0	60.8 / 47.8	21.7 / 30.4	17.4 / 21.7
	59.8	65.8	+6.0	56.0 / 70.8	24.0 / 8.3	20.0 / 20.8
	65.4	69.8	+4.4	71.4 / 78.6	17.9 / 10.7	10.7 / 10.7
	68.0	69.5	+1.5	83.3 / 69.2	12.5 / 19.2	4.2 / 11.5
	62.8	67.2	+4.4	62.5 / 68.0	12.5 / 28.0	25.0 / 4.0
	63.8	66.3	+2.5	60.9 / 56.5	34.8 / 30.4	4.3 / 13.0
District	64.1	67.7	+3.6	67.5 / 67.3	18.8 / 19.0	13.6 / 13.6

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**NEW MILFORD PUBLIC SCHOOLS
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**DRP ANALYSIS - GRADE 7
FALL – 2004 – Spring 2005**

SCHAGHTICOKE

Team	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '04	Spring '05		Excellence	Proficiency	Intervention
	65.6	70.4	+4.8	56.3 / 73.3	25.8 / 18.8	17.9 / 7.9
	66.6	70.8	+4.2	56.7 / 67.0	31.0 / 28.4	12.3 / 4.6
	65.3	70.9	+5.6	50.9 / 65.2	30.6 / 27.7	18.5 / 7.1
	65.6	71.0	+5.4	54.2 / 68.6	31.2 / 23.5	14.6 / 7.9
DISTRICT	65.8	70.8	+5.0	54.5 / 68.5	29.7 / 24.6	15.8 / 6.9
SP. ED.	52.1	55.3	+3.2	19.1 / 20.1	16.4 / 27.4	64.5 / 52.5

**NEW MILFORD PUBLIC SCHOOLS
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**DRP ANALYSIS - GRADE 8
FALL 2004– SPRING 2005**

SCHAGHTICOKE

Team	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '04	Spring '05		Excellence	Proficiency	Intervention
	76.9	72.1	-4.8	83.8 / 46.9	12.9 / 33.4	3.3 / 19.7
	78.6	74.2	-4.4	90.8 / 57.4	7.9 / 30.0	1.3 / 12.6
	79.6	71.7	-7.9	90.1 / 49.6	6.1 / 26.3	3.8 / 24.1
	78.1	73.4	-4.7	83.3 / 50.2	13.0 / 32.1	3.0 / 18.5
DISTRICT	78.3	72.9	-5.5	87.0 / 51.0	13.2 / 30.5	3.0 / 18.5
SPED	61.3	62.7	+1.4	38.7 / 15.9	23.4 / 30.0	37.9 / 54.1

**CONNECTICUT MASTERY TESTS
RESULTS**

2004

GRADES 4, 6, 8

CONNECTICUT MASTERY TEST RESULTS – 2004

New Milford vs. ERG and State Averages

The results of September 2004 CMT testing are listed below.

PERCENT AT GOAL			
GRADE 4 RESULTS	MATH	READING	WRITING
State Average	56.8%	52.8%	63.3%
ERG "D" Average	61.1%	58.4%	69.2%
New Milford Average	50.3%	56.5%	64.7%
GRADE 6 RESULTS	MATH	READING	WRITING
State Average	60.9%	60.5%	61.3%
ERG "D" Average	68.7%	68.1%	67.0%
New Milford Average	68.4%	70.0%	66.3%
GRADE 8 RESULTS	MATH	READING	WRITING
State Average	55.7%	64.9%	60.7%
ERG "D" Average	64.9%	73.0%	68.7%
New Milford Average	70.2%	75.4%	67.6%

Please note: These results reflect September, 2004 performance. Ordinarily CMT testing has been conducted in September at 4th, 6th, and 8th grades. Beginning in the 2005-2006 school year, CMT testing will occur in all grades 3-8 and be conducted in March in order to comply with the state's No Child Left Behind assessment plan.

New Milford's students' performance at grade 4 was cause for concern. The results fell below the state average in mathematics and was below the ERG D average for all three academic areas. The results do not appear attributable to any one factor. There was a great deal of staff changes in one school at grade three the previous year which may have contributed to depressed scores, particularly in mathematics. The elementary summer school designed for marginal or weak students was not offered for most of the fourth graders years in school. The district is looking at using Title I funds to provide more support in school for those students; and we have re-written our mathematics curriculum and are piloting new programs that may help us address the low scores. However, it is possible those scores may represent a one-year anomaly.

The grade six and eight scores both well-above state averages, are very competitive with ERG D results. These results bear out what we've seen before. Students in upper graders perform very competitively against state and ERG averages.

NEW MILFORD HIGH SCHOOL

TEST RESULTS

2004 – 2005

**CONNECTICUT ACADEMIC PERFORMANCE
TEST**

SCHOLASTIC APTITUDE TESTS

SAT II ACHIEVEMENT TESTS

ADVANCED PLACEMENT TESTS

New Milford Public Schools Office of the Assistant Superintendent

Connecticut Academic Performance Test Results – 2005

Test	Average Scale Score	% at Goal	% Level 3	% Level 2	% at Intervention
Mathematics	272.7	70.4%	18.3%	9.0%	2.3%
Science	279.7	66.8%	28.0%	2.3%	2.8%
Reading Across Curriculum	254.2	52.9%	36.5%	7.1%	3.5%
Writing Across Curriculum	268.3	70.6%	22.9%	5.4%	1.0%

Mathematics and Science CAPT results are the highest ever. Reading dipped by about 2% at the goal level, but remained virtually unchanged in the overall proficiency rating. Writing improved by 5% to a range more typical of past CAPT performances.

	Comparison of 2005 Results with 2004 and 2003		
	Percent at Goal		
	2005	2004	2003
Mathematics	70.4%	67.8%	66.5%
Science	66.8%	63.3%	63.3%
Reading Across Curriculum	52.9%	55.0%	56.5%
Writing Across Curriculum	70.6%	65.2%	70.3%

Percent at Proficiency

“No Child Left Behind” requires that 100% of all tenth graders meet proficiency level standards by 2014. If that proficiency level was applied now, the percent of New Milford students who would meet that criterion based on 2005 CAPT results are:

Mathematics 88.7%	Science 94.8%
Reading 89.4%	Writing 93.5%

Connecticut Academic Performance Test, Second Generation

Comparison of Student Achievement for 2001-2005, Grade 10

District	Year	Mathematics				Science				Reading Across the Disciplines				Writing Across the Disciplines			
		N Tested	Average Scale Score	% Goal Range	% At/Above Proficient Level	N Tested	Average Scale Score	% Goal Range	% At/Above Proficient Level	N Tested	Average Scale Score	% Goal Range	% At/Above Proficient Level	N Tested	Average Scale Score	% Goal Range	% At/Above Proficient Level
ERG D View Graph	2001	4724	260.3	53.5	85.2	4723	259.1	50.7	89.6	4757	258.1	48.1	86.3	4669	259.4	57.9	89.3
	2002	4819	259.6	52.3	86.9	4906	258.9	52.3	89.5	4897	259.4	52.5	87.8	4811	259.0	62.0	88.8
	2003	5117	258.8	53.5	83.5	5138	260.1	51.4	89.3	5126	259.3	55.4	87.0	5042	259.1	63.5	89.0
	2004	5485	259.3	55.4	84.5	5467	264.8	56.1	89.5	5496	256.3	54.7	86.5	5442	259.7	62.2	90.0
	2005	5636	259.7	55.6	83.2	5635	264.6	54.2	89.1	5661	256.5	54.6	86.1	5638	258.2	62.4	88.2
New Milford View Graph	2001	317	266.9	60.3	88.6	317	264.6	58.7	89.6	316	258.0	49.7	88.6	314	263.1	63.4	92.0
	2002	341	262.4	54.8	88.6	336	265.1	56.3	92.3	329	261.0	56.8	89.7	324	266.0	70.1	92.0
	2003	382	271.5	66.2	88.7	366	270.7	63.1	93.2	372	263.0	56.5	89.2	365	265.6	70.4	91.0
	2004	387	270.7	67.4	91.0	389	274.2	63.0	94.9	391	254.4	54.7	88.7	386	261.8	64.8	93.5
	2005	388	272.7	70.4	88.7	386	279.7	66.8	94.8	395	254.2	52.9	89.4	388	268.3	70.6	93.6

N/A: Results not presented for groups fewer than 20 students.

The chart above indicates that New Milford High School students out perform other ERG D students in mathematics, science, and writing in both the percent at goal and the percent deemed proficient. Especially in science and mathematics our performance at New Milford High School has improved more readily than other ERG D communities. The chart indicates that reading scores, while improving some over the years, and while still above the ERG D proficiency averages, fell below the ERG D average of student at goal level in 2005 by just under 2%. The high school and middle school are taking steps to address this dip in our score.

CAPT Performance – 2005

Results Order By Town – ERG D At or Above Goal Performance

Rank	Mathematics	Science	Reading Across the Disciplines	Writing Across the Disciplines
1	New Milford	North Branford	North Haven	East Hampton
2	North Haven	Rocky Hill	North Branford	East Lyme
3	Tolland	Tolland	Old Saybrook	North Branford
4	North Branford	New Milford	Rocky Hill	North Haven
5	East Lyme	Colchester	East Lyme	New Milford
6	Region 12	Region 12	East Hampton	Region 12
7	Old Saybrook	East Lyme	Shelton	Rocky Hill
8	Branford	Old Saybrook	Branford	Branford
9	Colchester	North Haven	Wethersfield	Wethersfield
10	Rocky Hill	Wethersfield	Region 12	Newington
11	Shelton	Southington	Watertown	Clinton
12	Wethersfield	Branford	Berlin	Colchester
13	Southington	Newington	New Milford	Shelton
14	Berlin	Watertown	Southington	Old Saybrook
15	East Hampton	East Hampton	Tolland	Berlin
16	Newington	Clinton	Newington	Tolland
17	Watertown	Berlin	Hamden	Southington
18	Clinton	Shelton	Colchester	Watertown
19	Hamden	Hamden	Clinton	Hamden
20	Windsor	Windsor	Windsor	Windsor

New Milford High School's performance within the ERG was strong, finishing among the top schools in mathematics, science and writing. The results in reading are being addressed by a concerted school effort in the 2005-2006 school year.

NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent

SCHOLASTIC APTITUDE TEST RESULTS
(Re-centered)

YEAR	VERBAL			MATH			% Tested
	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

New Milford High School students' composite SAT performance (verbal and math) in 2005 (1083) represented the best results the school has had since 1972 and 1973. The less than 60% of the seniors took the test. Last year, nearly 96% of the graduating seniors took the exam generally, the greater the percentage of students taking the test, the greater the likelihood the students' scores would revert towards a national average. However, in New Milford the distance above the average has remained high, even though the percent of test takers in New Milford has doubled since 1973.

NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT

SAT II ACHIEVEMENT RESULTS
2005

Test	# Tested	NM '05	State	Nat'l	NM '04	NM '03	NM '02	NM '01	NM '00
English-Writing	65	641	639	598	612	615	634	628	623
U.S. History	30	645	620	595	635	669	601	593	549
Math IC	42	608	614	582	633	629	620	623	624
Math IIC	45	663	672	665	659	683	649	687	675
Biology E	5	674	611	599	N/A	N/A	N/A	N/A	N/A
Biology M	12	703	628	632	N/A	N/A	N/A	N/A	617
Chemistry	13	645	637	626	612	556	626	615	630
Physics	6	610	641	646	N/A	N/A	N/A	N/A	N/A

The English Writing Achievement test was significant in two ways. More than 20% of the graduating class took it and the scores have never been better. The greater the percent of tests taken, the closer one would expect the scores to revert to the National mean. So our writing scores, which usually reflect only about 10% of the graduates, bucked the trend. Those results were outstanding.

Likewise, when the numbers of test takers are few, the fluctuations in the scores are likely to be greater. One individual score in either direction (either high or low) can skew the scores. That tended to be the case in Physics this year.

In all areas our numbers are competitive. We have not had the requisite number of test takers in Biology E and Physics for five year to have an average. The Biology M scores are outstanding.

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

ADVANCED PLACEMENT TESTING RESULTS – 2005

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.

2005 Results

Test	# Tested	5	4	3	2	1	NM% Passed	CT%* Passed	National* % Passed
Art History	11	4	3	3	1	0	90.9%	67.1%	66.5%
Calculus	48	40	5	1	2	0	95.8%	75.4%	64.9%
Chemistry	20	1	5	8	3	3	70.0%	69.6%	55.3%
Eng Lit/Comp	39	11	9	14	5	0	87.2%	76.5%	60.1%
French Language	5	1	2	2	0	0	100.0%	67.5%	53.8%
Physics	19	8	5	4	2	0	89.5%	71.2%	58.2%
Psychology	26	12	8	4	2	0	92.3%	73.1%	68.8%
Spanish Language	13	3	7	3	0	0	100.0%	74.7%	78.1%
U.S. History	37	9	9	9	10	0	73.0%	63.1%	49.1%
Totals	218	89	53	48	25	3			
Percent		40.8%	24.3%	22.9%	11.5%	0.5%	88.0%		

Advanced Placement exam results this year are particularly noteworthy. The number of exams taken has skyrocketed from 170 in 2004, then a record, to 218 in 2005 – a new record! Further, the number of students taking exams also increased to 121 students, the greatest number of students ever to challenge themselves with AP exams at New Milford High School ever in any given year. Twenty-two (22%) of the senior class took at least one AP exam.

(*This year’s percentages have not yet been released. However, the percentages usually do not change greatly from year to year so we are listing last year’s percentages to help one compare approximate results. When the percentages are released for 2005 we will update this chart.)

The numbers of AP exams taken at New Milford High School, the number of students taking these exams, and the percentages of students earning scores of 3 (Qualified) or better since 1993 are listed below:

Year	# Exams Taken	# of Students	Percentage of Scores 3 or better
1993	113	69	86.7%
1994	104	73	88.5%
1995	86	58	80.2%
1996	113	70	82.3%
1997	134	73	75.4%
1998	125	75	82.4%
1999	134	72	76.9%
2000	158	93	95.6%
2001	129	70	90.7%
2002	117	74	90.6%
2003	167	95	81.4%
2004	170	105	88.3%
2005	218	121	88.0%

As enrollments increase one would expect that the absolute number of test-takers would also increase proportionately. One would have expected about a 35 – 40% increase in the numbers of test-takers since the early mid 1990’s. That did not happen except in the year 2000 and 2004; for the most part the number of test-takers remained the same. However, the number of test-takers of 121 in 2005 represents substantial increase beyond what would be proportionately attributed to enrollments and reflects a changing philosophy at the school to encourage more students to stretch themselves academically. School officials have begun encouraging more students – essentially any students with goals of attending college – to challenge themselves to try at least one AP course at some time in their high school years. Therefore we will be looking to see modest increases in the total numbers of students taking AP tests over the next decade when compared to the last decade.

However, it isn’t enough to have more students take the tests. We, of course, expect to see our students perform well. For that reason, we are particularly pleased to note that the percentage of students attaining a score of 3 or better (Qualified or Highly Qualified) remains high and this year even exceeded the percentage of many other years when the numbers of students taking the test was much less.

Results continue to be exceptionally strong in many areas. Spanish and French results indicated that all of their students who took the exam scored very high.

More students took the Calculus AP exam than ever before with 94% of them attaining a score designation of extremely or well qualified, far in excess of national averages.

Art History, Psychology and English Language and Composition results were also most competitive in 2005.

Special note should be made of the AP Physics results, which were the strongest in the high school's history.

U.S. History results are still above national and state averages, but below the range we usually see for our school. We will be examining our curriculum, and ensuring those teachers have an opportunity for advanced AP training in the 2005-2006 academic year.

LANGUAGE ASSESSMENT SKILLS

(LAS)

ENGLISH LANGUAGE LEARNERS (ELL)

LANGUAGE ASSESSMENT SKILLS (LAS)

Since 2003-2004 students, whose native language is not English (ELL)

All English Language Learners (ELL) must take the LAS exam. One hundred twenty-six (126) students were administered the LAS in 2004-2005. Forty-eight (48) scored at a level that was high enough to dismiss them from further ELL services.

The two-year record of New Milford students on the LAS is as follows:

Year	# Tested	# Dismissed from Services	Continued Services
2003-2004	125	41	84
2004-2005	126	48	78

The New Milford ELL services immerses student in English speaking classrooms for most of each day. Students will receive small group or individualized tutoring support in English either in their language skills or in specific concepts about content.

At present, no data is available to us that allows us to meaningful compare our results to those of other communities.