



NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT

“WINDOWS ON NEW MILFORD”

**A Summary of Major Testing Programs in the District
2011-2012**

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 assessments, 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.

Joshua Smith
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 extent to which students are prepared for college level work.. 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. Traditionally, fewer than one in every four sophomores across the state meets the goal on all of the subtests. 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 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. 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. The DRP is currently used as a universal screen in the fall of grades 4-9 to establish a student baseline for the district to compare improvement in grade-level competencies and standards by the end of the school year.

Language Assessment Skills (LAS) – The district assesses the language skills of all English Language Learners (ELL) annually. In 1995 the district had fewer than twenty-five ELL students. In the 2011-2012 school year 146 students were tested, 35 were exited from the program as proficient and 111 students were provided language support services.. 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 level of “highly proficient” on the results of the assessment, s/he can be dismissed from ELL services.

Scholastic Aptitude Test (now SAT I) – Approximately 86% 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.

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

Summary Statement

Prior to the 2012 waiver granted to Connecticut:

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.

In 2011 the Connecticut State Department of Education applied for and received a waiver from the United States Department of Education. The waiver will replace the federal AYP process with one developed by Connecticut and outlined below.

- ▶ Schools will not be identified as “in need of improvement” based on this year’s data
- ▶ Schools that have already been “in need of improvement” will not be required to implement certain NCLB sanctions:
 - Supplemental Education Services
 - Public School Choice
 - Corrective Action measures
 - Restructuring measures

ESEA Waiver:

REQUIREMENTS WAIVED:

1. SES and NCLB Public School Choice – 20% Reservation

Districts and schools are no longer required to offer SES/NCLB public school choice and to reserve 20 percent of Title I funds for such programs.

These Funds become regular Title I funds for allowable Title I activities. They may be allocated to Title I schools to provide SRBI for Title I students or for extended-day intervention

programs for Title I students. Funds may also be allocated to district-wide programs such as summer school programs for students from Title I schools, preschool programs for eligible children, or professional development. Where applicable, districts and schools must ensure sufficient support for implementation of interventions in Turnaround and Focus schools by leveraging the funds they would otherwise be obligated to spend for choice-related transportation and SES.

See: *ESEA Flexibility FAQ B-9 and B/10; ESEA Flexibility FAQ Addendum A/17, B/10a, and B/10b*

2. Professional Development – 10% Reservation

District and school improvement 10 percent reservations for professional development are no longer required. Such funds become regular Title I funds for allowable Title I activities. See: ESEA Flexibility FAQ B/10

3. 40% Poverty Threshold for School-wide Interventions:

The forty percent eligibility poverty threshold is waived for Turnaround and Focus schools implementing a whole school intervention.

Districts and schools currently operating targeted assistance programs may convert the school to a school-wide program in order to carry out a whole school program in Turnaround or Focus schools. Any school-wide program must be based on the needs of the students in the school and be designed to enhance the entire educational program in that school, as appropriate. See: ESEA Flexibility FAQ B/17 and C/28 Summary of NCLB Waiver Flexibilities 2

4. Transferability of Funds Limitation Under NCLB

Schools not identified for improvement or corrective action could transfer 50 percent of the funds they received under some programs. Schools identified for improvement or corrective action could only transfer 30 percent of such funds. Both of these requirements have been waived. Districts may now transfer 100 percent of their Title II funds into Title I Part A or for use under another covered program (Title II, Part D Ed. Technology; Title IV, Safe and Drug Free Schools; Title V, Innovative Programs).

Districts and schools cannot transfer funds out of Title I Part A. Additionally, districts and schools may not transfer funds out of certain other programs, such as funds for specific populations of underserved students. Equitable participation requirements have not been waived: schools and districts seeking to transfer funds must engage in timely and meaningful consultation with appropriate private school officials, where necessary. See: FAQ B/19, B/20, B/21, B/22; ESEA Flexibility FAQ Addendum Four B/22a

5. Limits on Rural Funds:

Districts or schools receiving Small Rural School Achievement Program or Rural and Low Income School Program funds may now use funds for any purpose authorized by above programs. Districts and schools are encouraged to use these funds for needs identified under the State differentiated recognition, accountability, and support system. See: ESEA Flexibility FAQ B/14

6. Agreement on use of Title II Funds:

The requirement that the state and districts or schools to agree on an improvement plan for the use of Title II, Part A funds for districts or schools that miss AYP or High Quality Teacher goals is waived. In addition, the hiring restrictions for Title I, part A paraprofessionals are waived. Except for the improvement plan and Title II funds restrictions, the basic highly qualified teacher requirements have not been waived. See: ESEA Flexibility FAQ B/18

For the 2012-2013 school year, the focus of our professional development will center on the state and national curriculum, assessment and evaluation initiatives. As a nation we are working collectively to redefine educational standards, instructional practice and student assessment. As a district we will be working on preparing our schools, teachers and students to not only meet, but exceed the challenges ahead.

Major shifts in the scope and implementation of state assessment tools:

<u>NCLB</u>	<u>CT's new indicators</u>
Target is Proficient	Target is – on average – at Goal
Get to 100% by 2014	Halfway to target by 2018
Only math and reading count	Math, reading, writing, and science count
Only capture progress from Basic to Proficient	Count progress between all levels
School progress only measured by standardized test scores	School progress also measured by high school graduation rates (4-year and extended)
Accountable for subgroups of students, “n” size = 40	Still accountable for subgroups of students, “n” size = 20; majority of subgroups approach

Level of Performance	“Credit”
Goal, Advanced	1.0
Proficient	0.67
Basic	0.33
Below Basic	0.0

Calculating District/School/Subgroup Performance Index

- **Step 1: Calculate an Individual Performance Index (IPI) for each student.**

Example: 5th grader

Reading – G:	1.0
Writing – P:	.67
Science – B:	.33
Math–P:	.67



Average these values (x100) to get Individual Performance Index = 67

Example: 4th grader

Reading – B:	.33
Writing – P:	.67



Average these values (x100) to get Individual Performance Index = 33

- **Step 2: Calculate the District/School/Subgroup Performance Index.**

Example:

5th grader IPI =	67
4th grader IPI =	33



Average all students IPIs (in the relevant group) to get the Performance Index = 50

Excelling Schools		
Description	Performance Targets	Interventions
<p><u>Meet state targets:</u></p> <ul style="list-style-type: none"> ▶ SPI > 88 ▶ 4yr grad > 94% ▶ Ext. grad > 96% ▶ Maj. of subgp. gaps < 10 and > 25% Adv. In three of four subjects 	<ul style="list-style-type: none"> ▶ Maintain SPI > 88 ▶ Maintain 4yr grad > 94% ▶ Maintain Ext. grad > 96% ▶ If subgp. SPI < 88, increase so that ½ way to 88 by 2018 	<ul style="list-style-type: none"> ▶ Drive own improvement

Progressing Schools		
Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ SPI >88 <p><u>and miss one of:</u></p> <ul style="list-style-type: none"> ▶ Maj. of subgp. gaps < 10 ▶ 4 yr grad > 94% ▶ Ext. grad > 96% <p><u>or</u></p> <ul style="list-style-type: none"> ▶ 64 < SPI < 88 <p><u>and meet all of:</u></p> <ul style="list-style-type: none"> ▶ Performance target for SPI ▶ 4yr grad > 90% ▶ Ext. grad > 93% ▶ Maj. of subgp. gaps < 10 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ Self-review

Transition Schools		
Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ 64 < SPI < 88 <p><u>and miss one of:</u></p> <p>Performance target for SPI</p> <ul style="list-style-type: none"> ▶ 4yr grad > 90% ▶ Ext. grad > 93% ▶ Maj. of subgp. gaps < 10 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ District-led review

Schools in need of the greatest support		
Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ SPI < 64 <u>or</u> ▶ 4yr grad < 60 <u>or</u> ▶ Part. rate < 95% <u>or</u> ▶ Subgroups among lowest performing in state (Focus Schools) 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 or 3 pts. ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ Eligible for Commissioner's Network ▶ Otherwise, district-led focused and/or comprehensive School Redesign Plans and interventions

Schools in need of the greatest support		
Turnaround	Focus	Review
<ul style="list-style-type: none"> ▶ SIG Schools ▶ Lowest 5% of Title I Schools ▶ CSDE will be involved in interventions in these schools 	<ul style="list-style-type: none"> ▶ Lowest performing subgroups: eligible for F/R lunch, SWD, ELL, Black, Hispanic ▶ 4-yr grad rate < 60% ▶ Interventions must occur in 2012-13; identified based on 2011 data 	<ul style="list-style-type: none"> ▶ School Performance Index lower than 64 for "all students" ▶ Interventions occur in 2013-14 and 2014-15

**Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year**

NEW MILFORD

HILL AND PLAIN

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	85.9	81.7	82.2
SPI: Students with Disabilities				
SPI: Eligible for Free or Reduced Price Lunch	100.0%	80.0	80.0	80.7
SPI: Black				
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	99.1%	81.3	77.6	78.5
SPI Subject: Mathematics	99.1%	92.1	87.4	87.4
SPI Subject: Writing	100.0%	84.7	80.2	80.9
SPI Subject: Science				

**Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year**

NEW MILFORD

JOHN PETTIBONE

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	76.6	79.0	79.7
SPI: Students with Disabilities				
SPI: Eligible for Free or Reduced Price Lunch				
SPI: Black				
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	100.0%	77.0	78.7	79.5
SPI Subject: Mathematics	100.0%	77.3	80.5	81.1
SPI Subject: Writing	100.0%	75.4	77.9	78.7
SPI Subject: Science				

**Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year**

NEW MILFORD

NORTHVILLE

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	80.1	81.5	82.0
SPI: Students with Disabilities				
SPI: Eligible for Free or Reduced Price Lunch				
SPI: Black				
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	99.3%	76.0	77.2	78.1
SPI Subject: Mathematics	100.0%	83.1	85.5	85.7
SPI Subject: Writing	99.3%	84.2	82.6	83.1
SPI Subject: Science				

**Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year**

NEW MILFORD

SARAH NOBLE

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	82.2	82.4	82.9
SPI: Students with Disabilities	100.0%	51.7	52.3	55.3
SPI: Eligible for Free or Reduced Price Lunch	100.0%	71.0	69.9	71.4
SPI: Black	100.0%	60.3	62.6	64.7
SPI: Hispanic	100.0%	68.5	72.2	73.5
SPI: English Language Learners	100.0%	56.8	56.8	59.4
SPI Subject: Reading	99.7%	82.2	81.5	82.0
SPI Subject: Mathematics	100.0%	82.3	83.0	83.5
SPI Subject: Writing	99.7%	82.3	82.7	83.1
SPI Subject: Science	99.3%	86.3	83.5	83.8

Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year

NEW MILFORD

SCHAGHTICOKE

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	86.2	84.5	84.8
SPI: Students with Disabilities	100.0%	55.3	53.1	56.0
SPI: Eligible for Free or Reduced Price Lunch	100.0%	73.4	72.9	74.2
SPI: Black				
SPI: Hispanic	100.0%	74.8	73.7	74.9
SPI: English Language Learners	100.0%	53.2	53.2	56.1
SPI Subject: Reading	99.9%	88.5	87.3	87.3
SPI Subject: Mathematics	100.0%	84.5	84.8	85.0
SPI Subject: Writing	99.9%	85.6	81.4	81.9
SPI Subject: Science	100.0%	88.4	85.3	85.5

Connecticut Mastery Test Results

Grades 3-8

Spring 2012



Connecticut Mastery Test (CMT)

Students in grades three through eight took the CMT in March 2012. Students in grades three and eight had more students reach proficiency than the state in all areas measured: mathematics, reading, writing, and science (grade five).

Prior to the State of Connecticut's waiver of the NCLB requirements, all students needed to be at the goal level by 2014. Beginning this year, that standard has been replaced with new assessments targets that will need to be met in the 2012-2013 school year.

When comparing students from 2006-2012, 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. In most instances this is a result of our peers making greater improvements rather than a local regression. Beginning in the 2011-12 school year, the district increased its support in the areas of literacy and mathematics to address this. As the district continues to increase support in these areas, we anticipate seeing the results reflected in the state and national assessment scores.

DRG Ranking of students At/Above Goal

	Grade	3	4	5	6	7	8
Math	DRG AVG	75.3	77.4	72.5	72.5	77.9	77.7
	New Milford	72.9	60.2	61.8	61.8	67.8	77.7
	State	66.8	68.2	64.1	64.1	68.3	67.4
	Rank in DRG	17	24	22	22	22	11
Reading	DRG AVG	67.9	72.5	72.5	76.8	88.2	86
	New Milford	67.2	61.8	61.8	83.4	81	86.6
	State	59.2	64.1	64.1	74.2	79.9	76.8
	Rank in DRG	14	22	22	11	23	13
Writing	DRG AVG	72.3	72.5	72.5	77.6	75.3	78.4
	New Milford	67.7	61.8	61.8	64.9	71.1	75.4
	State	62.7	64.1	64.1	67.5	65.6	68.4
	Rank in DRG	20	22	22	23	19	17

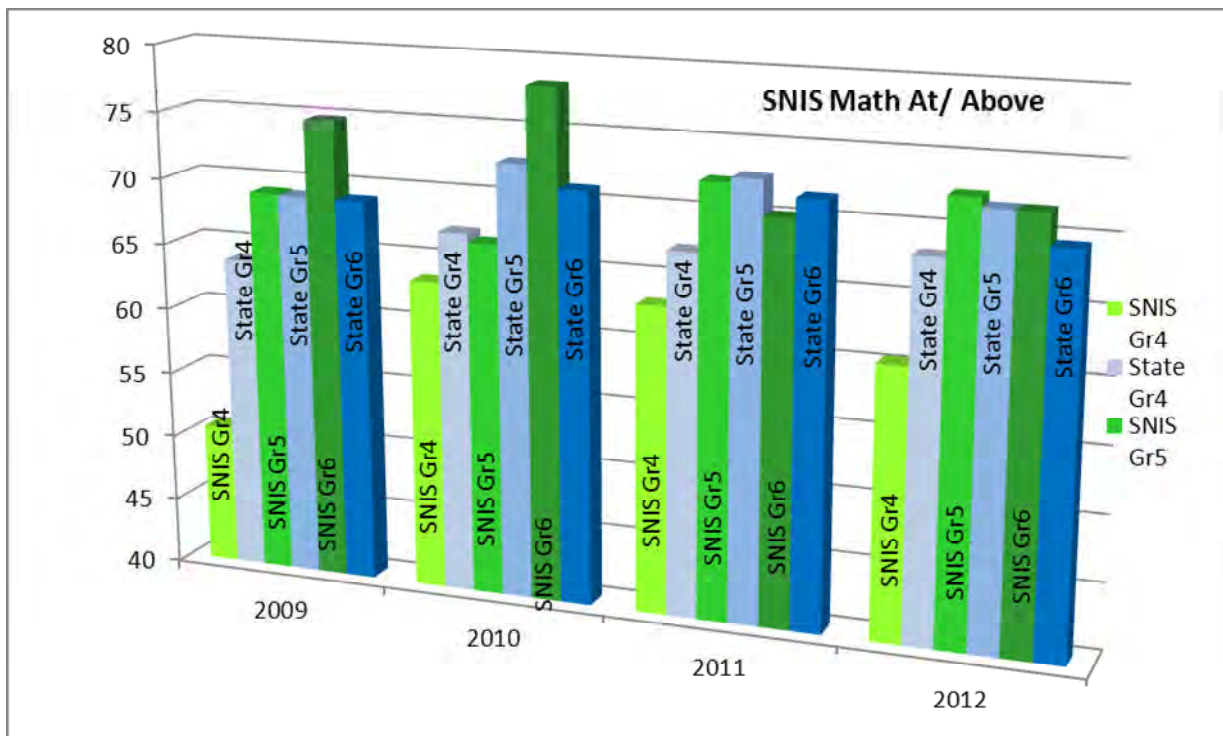
*24 district in the same DRG as New Milford

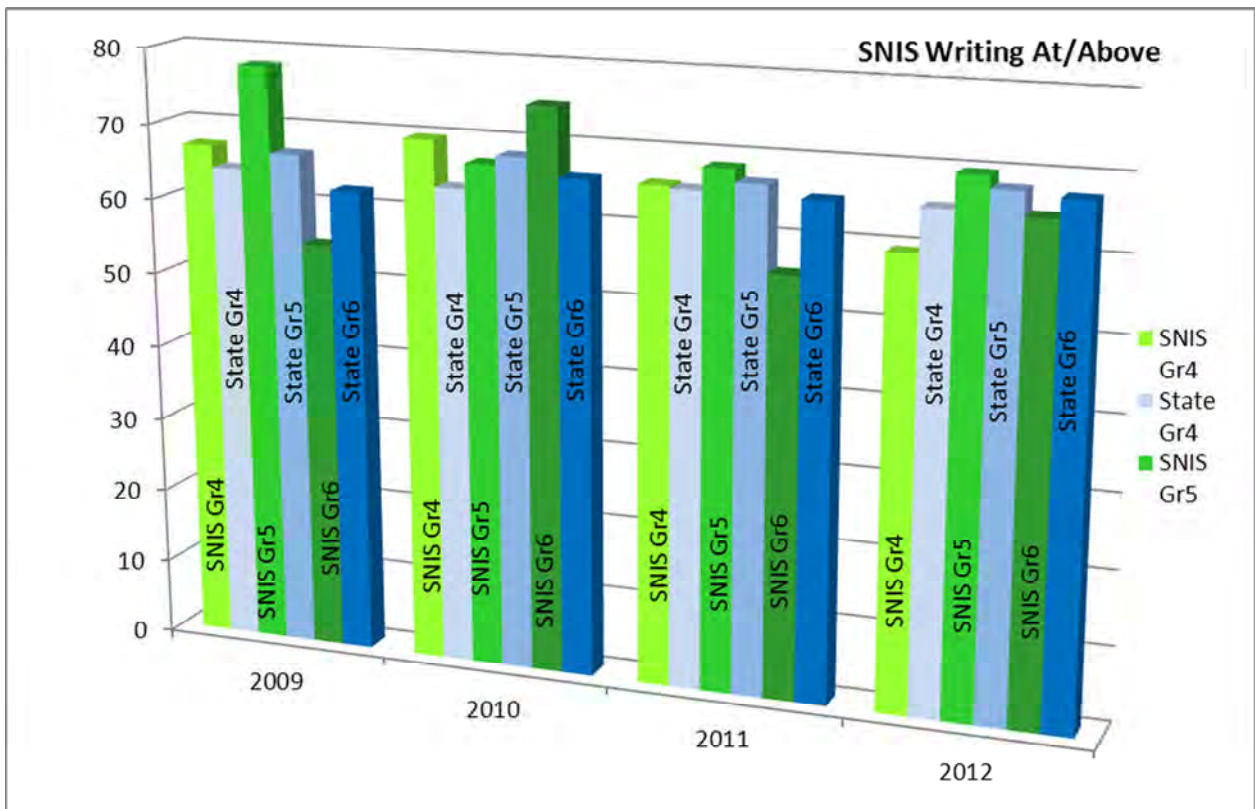
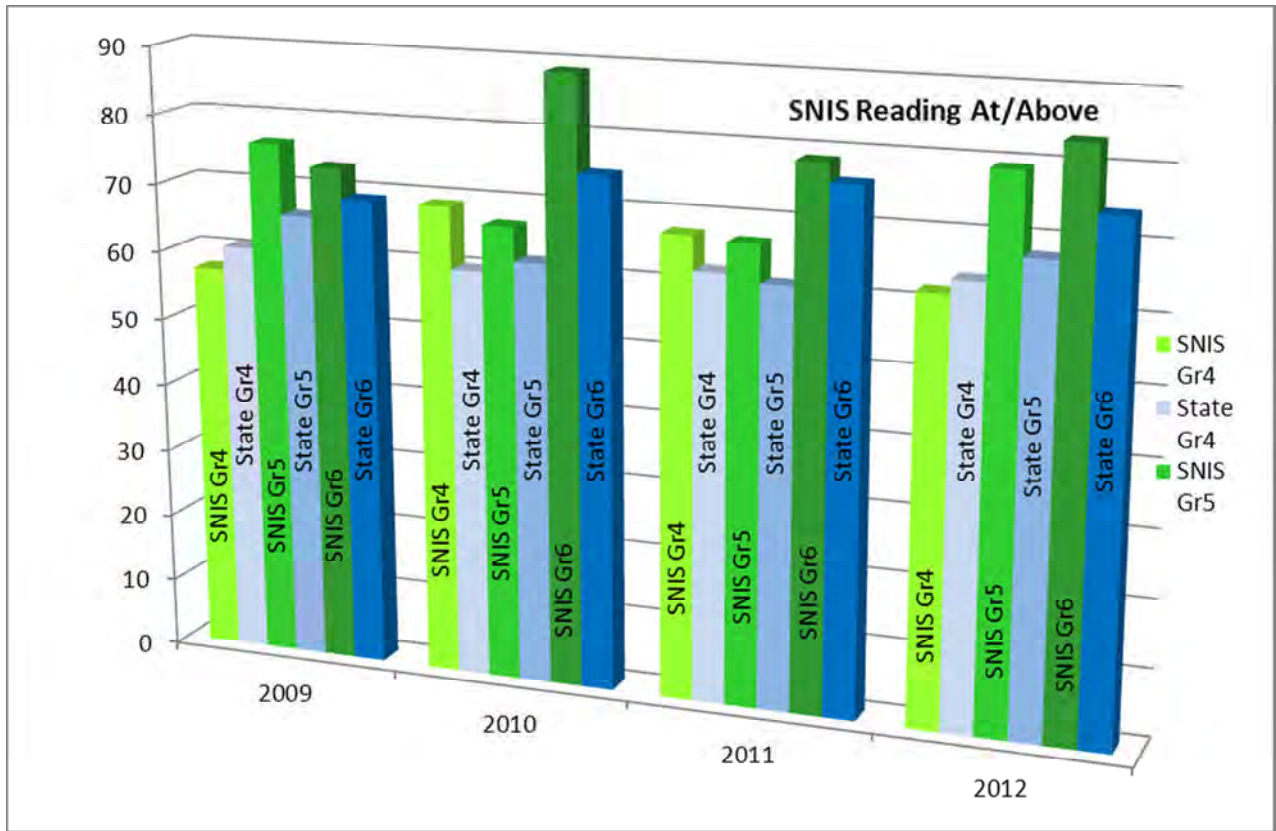
After one year, the literacy coaches have proven to be a valuable asset to the district as they worked with teachers individually and by grade level. They are assisting with curriculum development and its implementation. They meet regularly with teachers and provide support both in materials and with 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 structured into baskets by genre and levels for student choice.

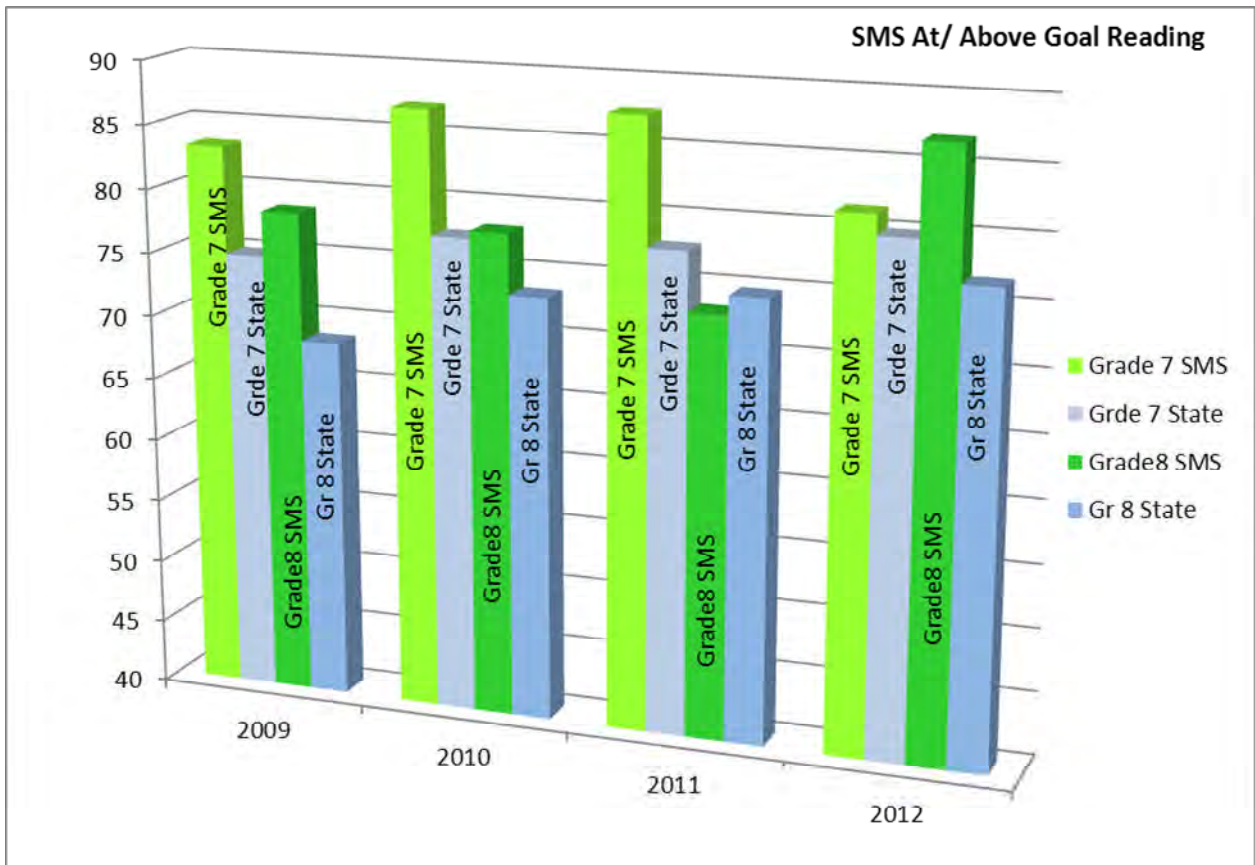
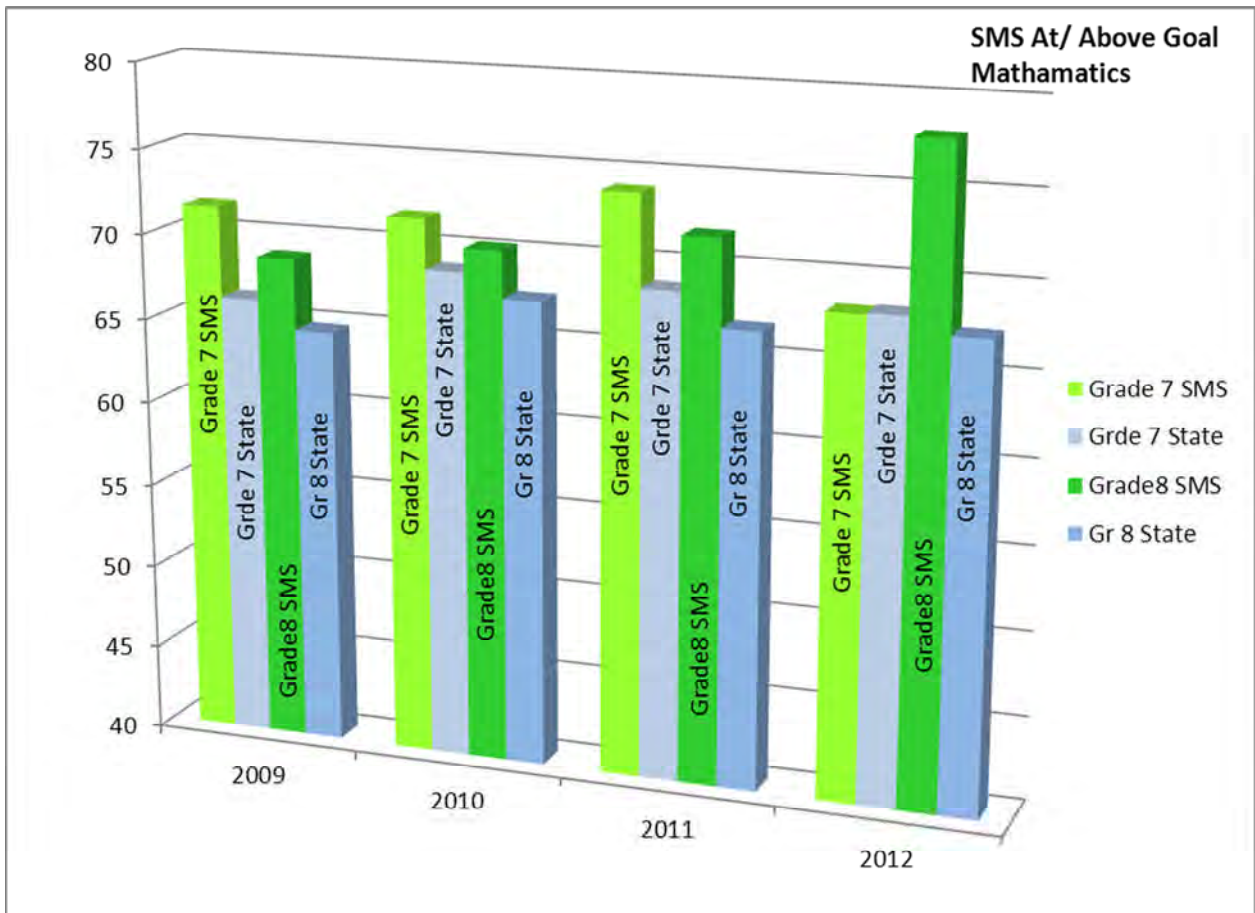
To address the weakness in writing, there will continue to be three district-wide writing prompts that will be administered prior to the March CMT. There is a district wide, standard revision checklist for administrators to use when observing writing lessons. Writers’ workshop is being implemented in grades K-8 with a focus on the use of common language and procedures across the district to teach writing. Although our scores have stagnated over the past few years, we expect these improvements to have a positive impact in the near future.

As we continue to promote instructional best practice and invest in teacher development, we expect to see the district results improve on both state and the upcoming national assessments. The move from standalone professional development towards embedded job coaching raises the effectiveness of the learning and improves our instructional practice.

In addition to the changes to how we deliver professional development, we are also looking to increase the amount and variety of high quality diagnostic tools that are available to teachers. By better understanding the individual needs of each student, the better we can address the learner.









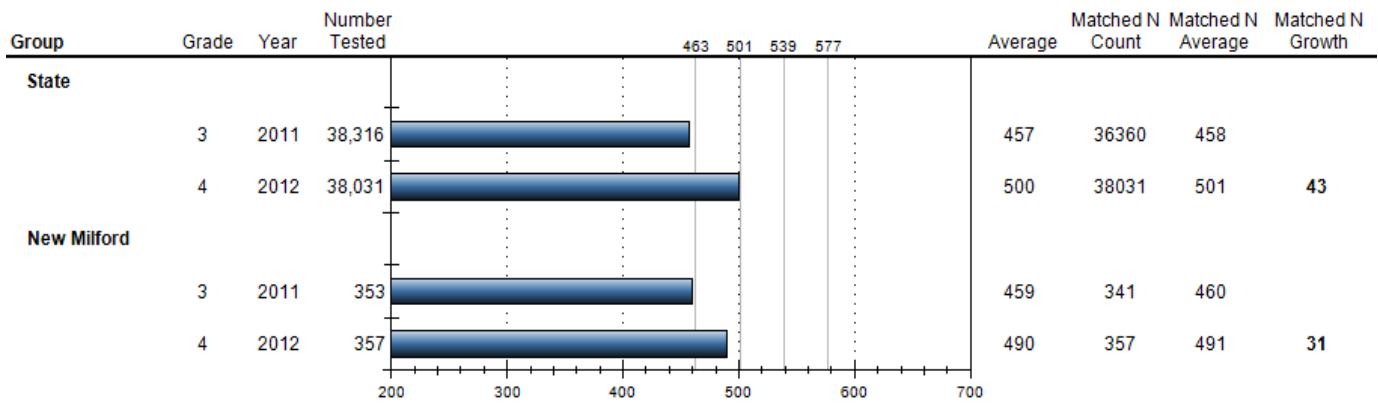
CMT Interpretation Guide

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.

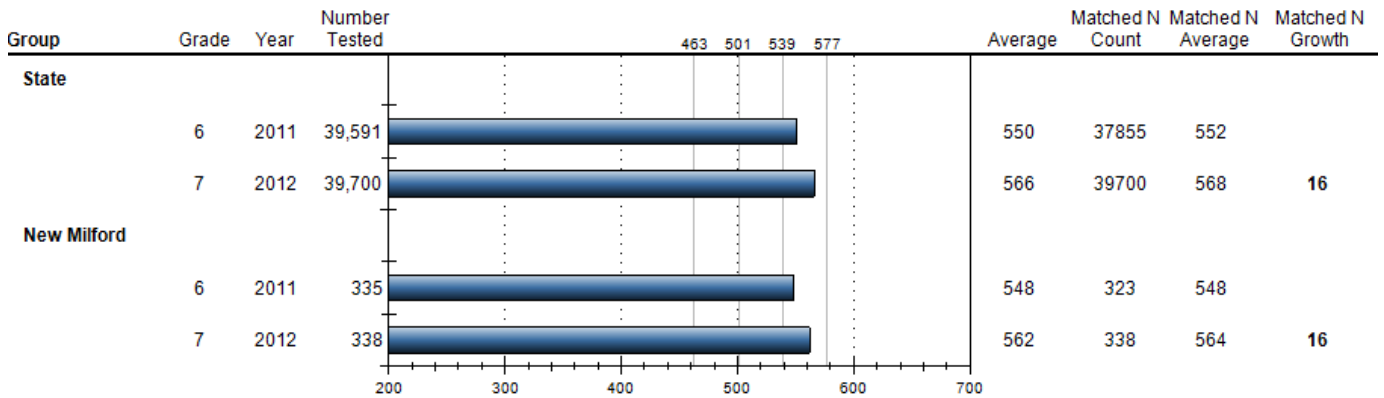
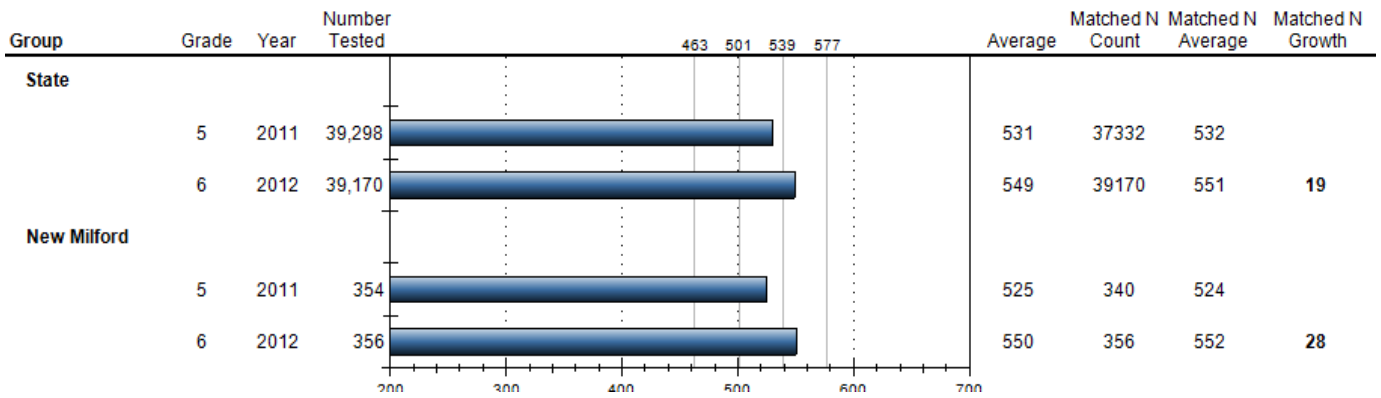
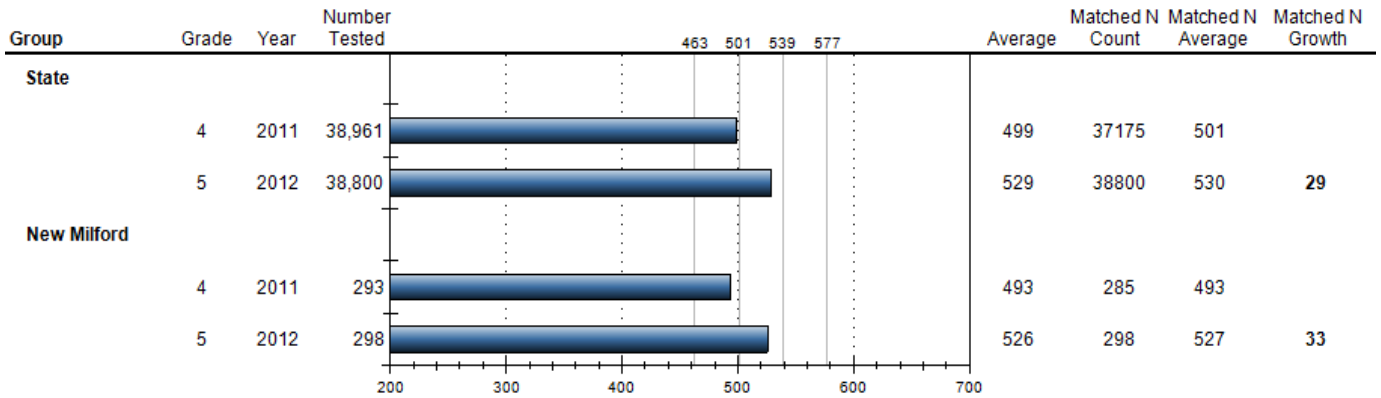
For example, the established goal range in Grade 7 mathematics is not the same as the goal range in Grade 8 mathematics. Although the scale score ranges for each performance level are similar, a specific scale score in one grade is not equivalent to the same scale score in another grade.

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.

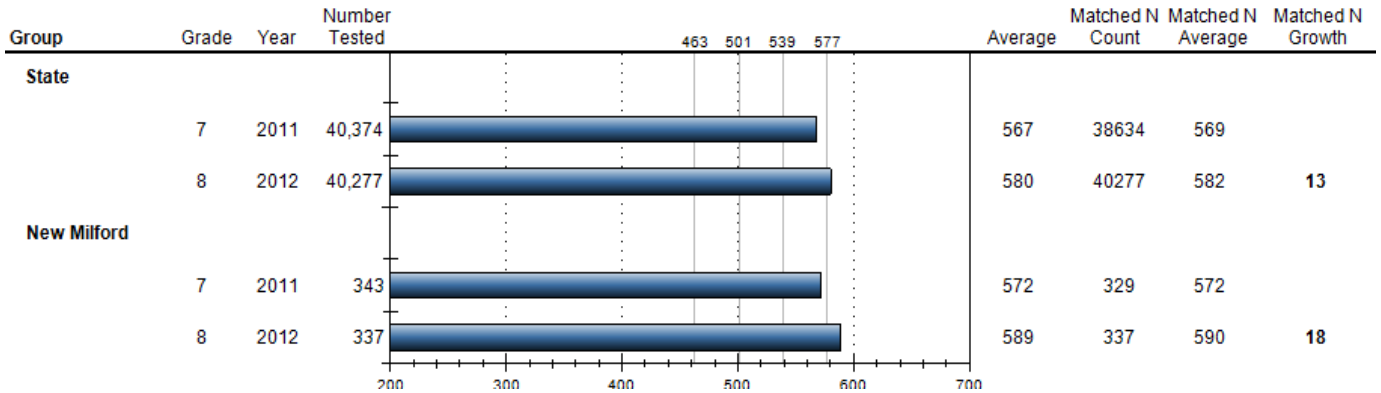
Average Vertical Scale Score: Mathematics



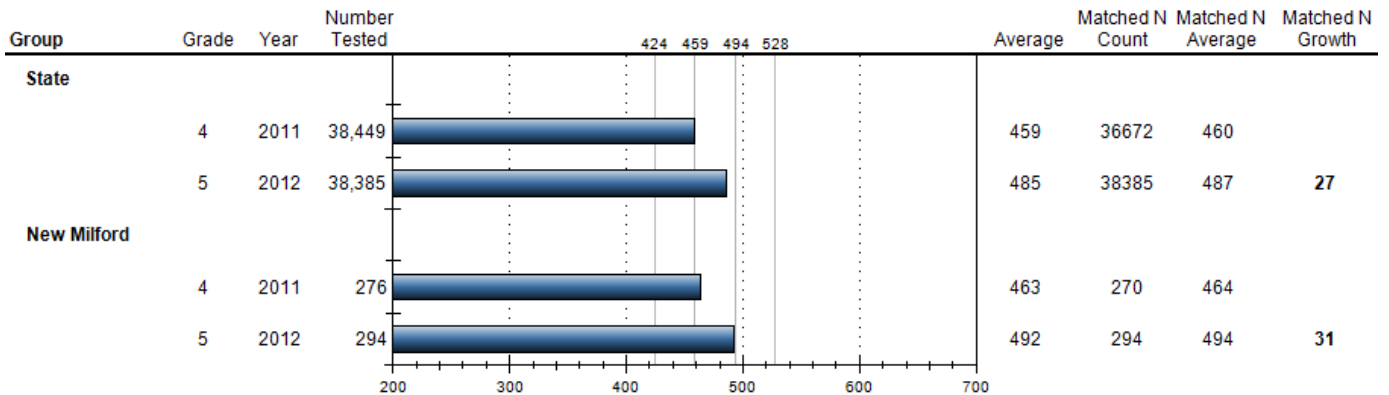
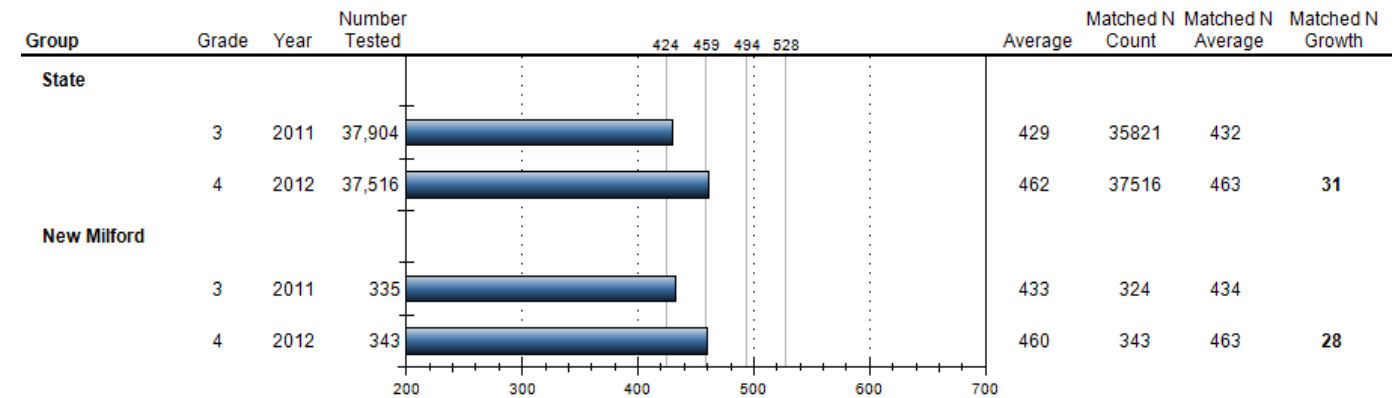
Average Vertical Scale Score: Mathematics



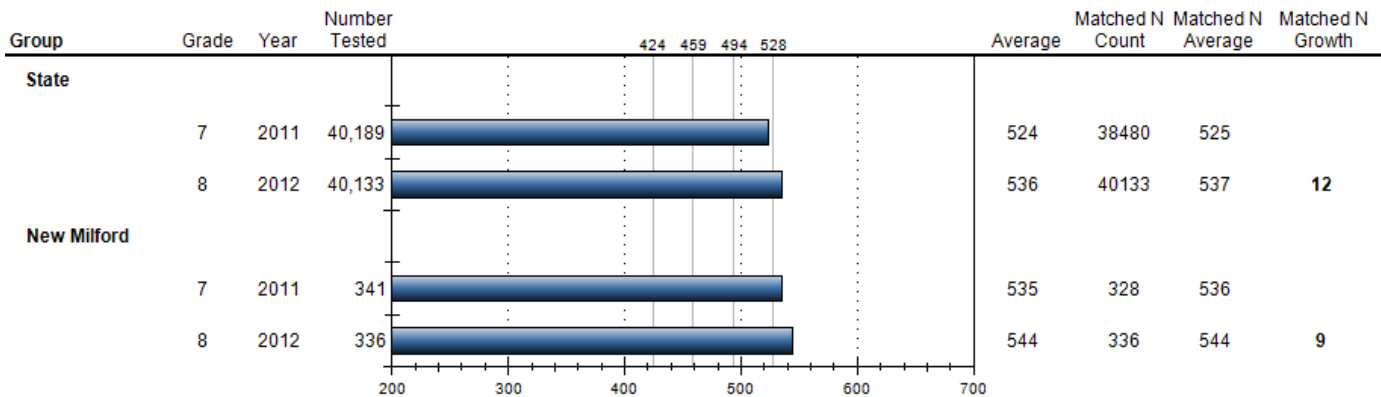
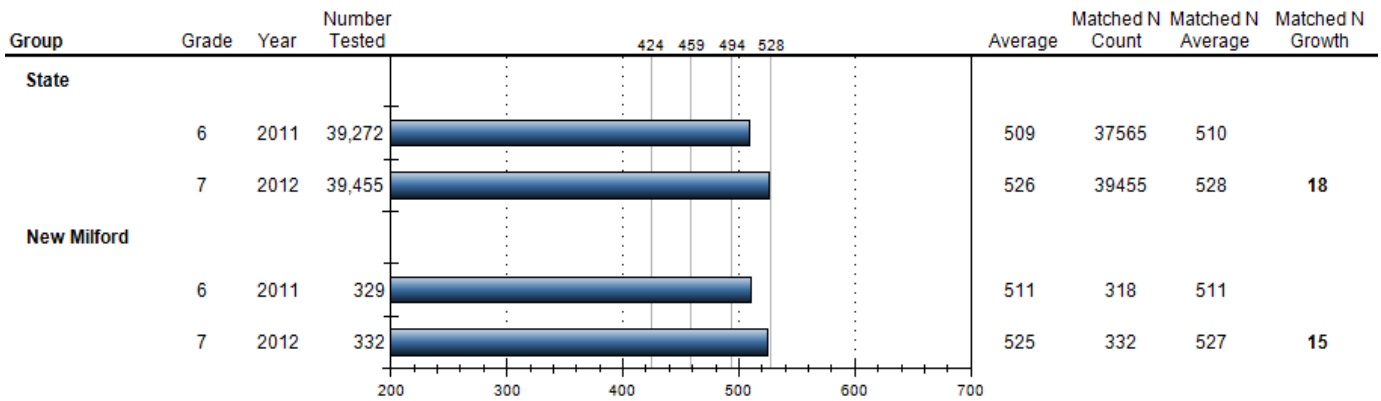
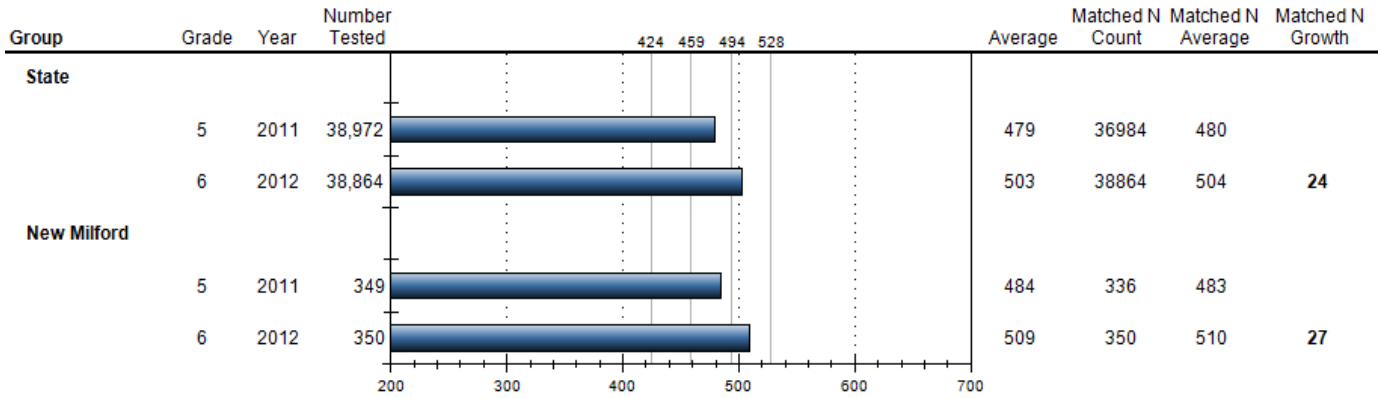
Average Vertical Scale Score: Mathematics



Average Vertical Scale Score: Reading

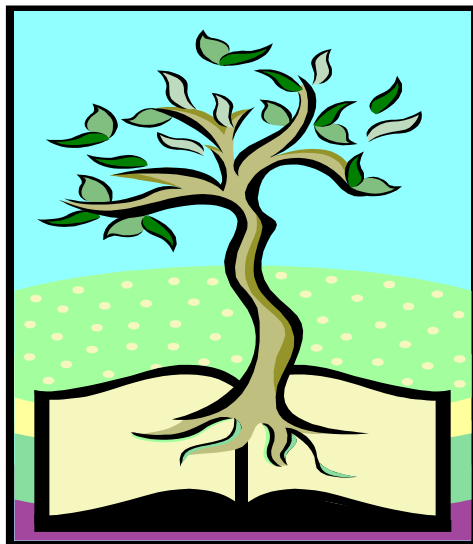


Average Vertical Scale Score: Reading



New Milford High School

Test Results
2011-2012



CONNECTICUT ACADEMIC PERFORMANCE TEST

SCHOLASTIC APTITUDE TESTS

SAT II ACHIEVEMENT TESTS

ADVANCED PLACEMENT TESTS

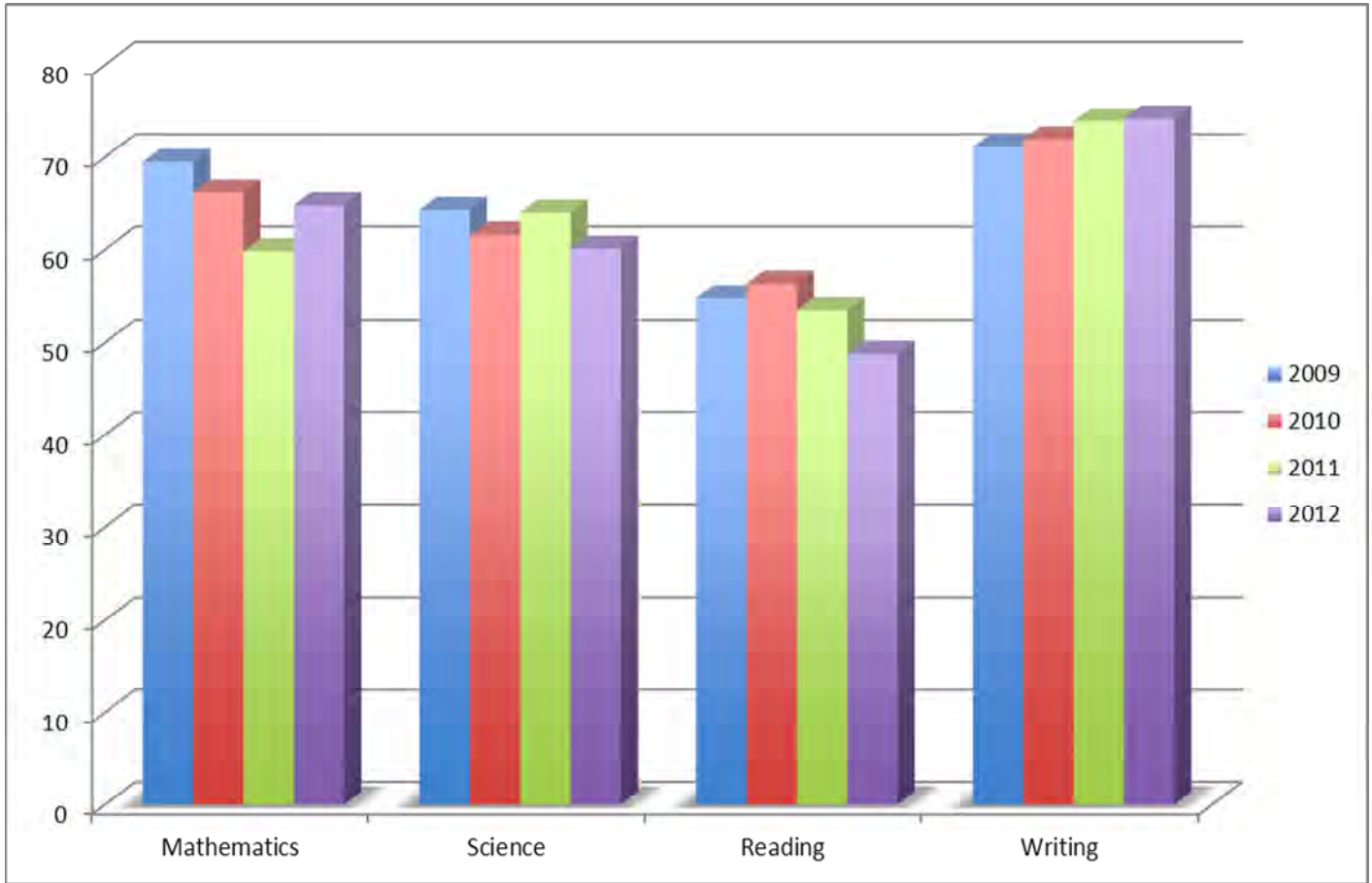
AMERICAN COLLEGE TESTING

Connecticut Academic Performance Test (CAPT)

Students in grade ten took the CAPT in March 2012. 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 85% of its students at/above proficiency in mathematics, science, and reading and 95 % in reading.

The number of students at/above goal in science and reading is below what was achieved last year; however, the students at/above goal in mathematics and writing are greater than last year. New Milford is not showing the same rate of average growth as the other districts in our DRG. All schools have made this a focused area of instruction and targeted professional development around improving student learning.

Connecticut Academic Performance Test



2011-2012 CAPT Scores compared to State and DRG

Math	DRG AVG	58
	New Milford	64.8
	State	49.3
	Rank in DRG	5
Reading	DRG AVG	56.8
	New Milford	48.8
	State	56.8
	Rank in DRG	23
Writing	DRG AVG	72.7
	New Milford	74.2
	State	63.1
	Rank in DRG	12

Scholastic Aptitude Tests (SAT)

YEAR	CRITICAL READING			MATHEMATICS			WRITING			NM % TESTED
	NM	CT	NAT'L	NM	CT	NAT'L	NM	CT	NAT'L	
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
2012	507	498	496	535	504	514	517	502	488	86

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	2012
Literature	4	589	638	559	614	682	
US History	14	622	685	624	618	656	641
Math Level 1	13	617	608	622	633	645	641
Math Level 2	27	683	662	656	661	660	643
Biology M	23	564	627	655	695	728	689
Chemistry	19	595	539	598	635	664	681

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 Average Score
Art History	7	1	1	3	1	1	3.0
Art Drawing (2D)	1	1	0	0	0	0	5.0
Art Drawing (3D)	2	0	2	0	0	0	4.0
Biology	33	12	13	1	5	1	3.8
Calculus AB	39	17	8	6	3	5	3.7
Calculus BC	2	0	2	0	2	0	4.0
Chemistry	15	0	2	10	3	0	2.9
English Language	50	6	13	21	9	1	3.2
English Lit/Comp	21	4	7	10	0	0	3.7
French Language	6	1	3	2	0	0	3.8
German Language	5	1	1	3	0	0	3.6
Physics B	23	3	5	8	6	1	3.1
Psychology	5	3	1	1	0	0	4.4
Spanish Language	8	3	3	0	2	0	3.8
Statistics	29	1	4	12	5	7	2.5
US History	58	5	11	24	14	4	2.9
Total AP Students	176						
Number of Exams	304	58	76	101	48	20	

American College Testing (ACT)

This year 146 students took the ACT. This is up 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	86	75	62	39	32
State	86	68	71	48	43

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 Learner (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. Thirty-five students will be exited from services in 2012-2013 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
2011-2012	146	35	111

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.

Adaptive Assessment

Computerized adaptive testing (CAT) is a form of computer-based test that adapts to the examinee's ability level.

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.

ESEA Waiver

(Elementary & Secondary School Act) The waiver frees Connecticut from adhering to specific federal requirements of the No Child Left Behind Act, 2001 (NCLB). This flexibility will allow the state, its local educational agencies (LEAs), and schools to better focus on improving student learning and increasing the quality of instruction.

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.

S.E.E.D

Connecticut's System for Educator Evaluation and Development

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.