Mansfield Public Schools
Group Test Results

2009-2010

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Executive Summary

The purpose of this executive summary is to provide in a succinct manner the most salient points related to the Mansfield Public Schools Group Test Report. Detailed information supporting the points made is embedded throughout the report as noted by the page number references.

- Group test results provide both individual scores and summary results, which serve both the individual, needs of students as well as provide district feedback on program effectiveness in selected curriculum areas.

- District testing in grades three, four, five, six, seven, and eight involves an extremely high percentage of all eligible students.

- The grade one criterion referenced test administered from 2000 - 2004 was eliminated as part of a district revision of Literacy Assessments. Early intervention programs will continue at each elementary school, as well as year six implementation of an all day kindergarten program and the expansion of our preschool program enrollment.

- Connecticut Mastery Test Fourth Generation scores in grade three, four, five, six, seven, and eight indicate the following:
    - Participation rates on grade level tests are high (100%).
    - A substantial percentage of students achieved an advanced level score (26.5%-53.8%).
    - A low percentage of students achieved either a basic or below basic score (.8% - 12.5%).
    - Approximately two thirds (65.3%) of all students reached or exceeded the state goal on all tests (52.6% - grade 3) (70.2% - grade 4) (59.1% - grade 5)(67.8% - grade 6) (71.3% - grade 7) (70.2% - grade 8)
    - District scores exceeded the state average in each grade and in each area tested.
    - Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
    - Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
    - Sub-group data regarding ethnicity indicates a consistent pattern of achievement by grade level, but varied patterns of achievement between grade levels due to small number of students.
    - Sub-group data regarding socioeconomic status indicates students not receiving free/reduced lunch consistently outscored students receiving free/reduced lunch regardless of grade and/or subtest.
    - Sub-group data regarding gender indicates that in mathematics males scored higher in three grades with females scoring higher in the other three grades; females exceeded males in writing in all six of the grades tested; females exceeded males in four of six grades tested in reading; and females exceeded males in both grades tested in science.
    - Sub-group data regarding special education indicates that non-special education students consistently outscored special education students regardless of grade and/or subtest.

Connecticut Mastery Test - Fourth Generation Results 2009-2010

Gr.		MATHEMATICS		WRITING		READING		SCIENCE	
		# of Students	*%*	*# of Students*	*%*	*# of Students*	*%*	*# of Students*	*%*
3	**Advanced**	45	33.8	35	26.5	38	28.8	N/A	N/A
	Goal	56	42.1	44	33.3	55	41.7	N/A	N/A
	Proficient	16	12.0	32	24.2	14	10.6	N/A	N/A
	Basic	10	7.5	12	9.1	9	6.8	N/A	N/A
	Below Basic	6	4.5	9	6.8	16	12.1	N/A	N/A
	Total	133	99.9	132	99.9	132	100	N/A	N/A
	Percent of Change		-9 | N/A		-12.4 | N/A		-3.2 | N/A	N/A	N/A
4	**Advanced**	70	53.8	51	38.9	38	29.2	N/A	N/A
	Goal	39	30.0	55	42.0	68	52.3	N/A	N/A
	Proficient	15	11.5	19	14.5	11	8.5	N/A	N/A
	Basic	4	3.1	5	3.8	6	4.6	N/A	N/A
	Below Basic	2	1.5	1	0.8	7	5.4	N/A	N/A
	Total	130	99.9	131	100	130	100	N/A	N/A
	Percent of Change		+.5 | -1.1	+8.7	+6.7		+5.7 | +7.8	N/A	N/A
5	**Advanced**	48	35.6	53	39.0	40	29.4	50	36.5
	Goal	62	45.9	52	38.2	51	37.5	57	41.6
	Proficient	18	13.3	23	16.9	22	16.2	19	13.9
	Basic	4	3.0	6	4.4	6	4.4	9	6.6
	Below Basic	3	2.2	2	1.5	17	12.5	2	1.5
	Total	135	100	136	100	136	100	137	100.1
	Percent of Change		+10.2 | -1.8		+4.9 | +3.0		-6.9 | -8.9	N/A	-2.2 | N/A
6	**Advanced**	58	39.7	49	33.6	60	41.1	N/A	N/A
	Goal	58	39.7	66	45.2	62	42.5	N/A	N/A
	Proficient	23	15.8	24	16.4	13	8.9	N/A	N/A
	Basic	5	3.4	3	2.1	4	2.7	N/A	N/A
	Below Basic	2	1.4	4	2.7	7	4.8	N/A	N/A
	Total	146	100	146	100	146	100	N/A	N/A
	Percent of Change		-7 | +8.1		+.9 | +6.5		-2.3 | +9.8	N/A	N/A
7	**Advanced**	75	52.4	68	47.6	70	49.0	N/A	N/A
	Goal	40	28.0	46	32.2	57	39.9	N/A	N/A
	Proficient	19	13.3	17	11.9	2	1.4	N/A	N/A
	Basic	4	2.8	6	4.2	8	5.6	N/A	N/A
	Below Basic	5	3.5	6	42	6	4.2	N/A	N/A
	Total	143	100	143	100.1	143	100.1	N/A	N/A
	Percent of Change		+2.1 | +.3		-1.1 | +1.9		-.3 | +3.0	N/A	N/A
8	**Advanced**	57	41.3	57	40.4	61	43.9	50	36.0
	Goal	55	39.9	58	41.1	56	40.3	67	48.2
	Proficient	20	14.5	10	7.1	11	7.9	13	9.4
	Basic	2	1.4	9	6.4	4	2.9	5	3.6
	Below Basic	4	2.9	7	5.0	7	5.0	4	2.9
	Total	138	100	141	100	139	100	139	100.1
	Percent of Change		-.7 | +2.4		-5.4 | +.6		-2.6 | -3.0	N/A	-4.6 | N/A

* Percentage +/- changes from last year's students at a given grade to this year's students at that grade.

** Percentage +/- change from the same group of students from last year's test to this year's test.

- Data relevant to sub-groups (i.e. ethnicity, socio-economic, and gender will be reviewed by schools to determine its effect, if any, on student results.

- A district review of all aspects related to the district assessment plan to include the specific assessment, purpose of the assessment, group to take the assessment, time of year taken, and number of times taken will take place given changes to the Connecticut Mastery Test and the development of Response to Intervention (RTI)/Scientific Research Based Intervention (SRBI) progress monitoring assessments.

- A continued district review of all aspects related to the Mathematics and Language Arts Programs and their alignment to the CMT 4th Generation will be conducted by district K-8 staff.

- The district continues to implement an intervention program at all schools for every student at risk of not reaching or current not at the state goal in reading, writing, and mathematics and lead to increased achievement during the grades three through eight Connecticut Mastery Testing.

- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests, as well as state requirements, involving the use of online testing for selected subgroups of students on selected tests.

- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.

- Science teachers participate in a program review during the 2010-2011 school year to include review the State of Connecticut grade level expectations in light of our K-8 scope and sequence in order to prepare students for a CMT science test which is administered in grades five and eight.

- A revised Language Arts Curriculum continues to be implemented this year which aligns with State of Connecticut Frameworks and Connecticut Mastery Test objectives.

- A revised K-8 Mathematics Curriculum has been implemented.

- Building principals will develop, recommend, and implement additional supplemental programs for students not at goal in one or more areas in an effort to increase student confidence, motivation to learn and student achievement in the regular classroom, and in future assessments.

- Language Arts Consultant and Coaches will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.

- Mathematics Consultant will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.

- Literacy How Training will be conducted with all K, 1, and 2 teachers to provide instructional strategies and formative assessments to assist both regular classroom teachers and support service staff on the identification and instruction of reluctant readers.

- Mathematics training for Mansfield Middle School mathematics teachers will focus on a targeted number of Connecticut Mastery Objectives which a numbers of students have struggled.

- District has initiated the development of a software product which will allow staff to review individual and group progress in Mathematics, Reading, and Writing for pk-8.

- Students in grades three through eight will participate in an online assessment in Mathematics and Reading three times per year which matches the grade level expectations to the extent possible using strictly a multiple choice assessment. These assessments will be supplemented as needed by other district assessments.

- Professional development time will be devoted to extending and strengthening staff knowledge and abilities regarding RTI/SRBI. This will include but not be limited to SRBI and Connecticut Accountability for Learning Initiative (CALI).

- The Connecticut State Department of Education's adoption of the Common Core State Standards (CCSS) in Language Arts and Mathematics will require our current grade level objectives to insure that students are prepared for future state and/or national assessments.

Students At/Above Goal Level on the Content Areas of Mathematics, Writing, Reading and Science

Current Grade	Tested Grade	0 #/%	1 #/%	2 #/%	All 3 #/%	All 4 #/%	Total Test Issues*	Total # of Students/% of Total
4	**3 (133)**	21/15.8	21/15.8	21/15.8	70/52.6	n/a	126	63/47.4
5	**4 (131)**	9/6.9	15/11.5	15/11.5	92/70.2	n/a	72	39/29.9
6	**5 (137)**	13/9.5	14/10.2	2/8.8	17/12.4	81/59.1	115	46/40.9
7	**6 (146)**	10/6.8	18/12.3	19/13.0	99/67.8	n/a	85	47/32.1
8	**7 (143)**	13/9.1	6/4.2	22/15.4	102/71.3	n/a	70	41/28.7
9	**8 (141)**	13/9.2	6/4.3	10/7.1	13/9.2	99/70.2	103	42/29.8

* Students needing to reach goal in one, two, or three subject areas.

2009-2010 GROUP TEST RESULTS

INTRODUCTION

As an introduction to the data presented in this report the reader should be aware of the purpose of this testing program and the ways in which scores are used.

INDIVIDUAL SCORES from these group tests are used in one or more of the following ways: (1) They are considered to be objective evidence of a child's achievement or non-achievement of basic skills. Scores are included in each child's permanent record, shared with the parents and student when requested as well as with other schools if the child moves from Mansfield; (2) Scores are used by Special Education, Title I, and Enrichment teachers to identify children who may be eligible for, or in need of, one of these programs; (3) Teachers use these results to identify instructional needs of their students. This is accomplished by reviewing an item analysis of the tests and analyzing the types of questions that children answered incorrectly; (4) To meet the requirement of P.A. 79-128 (Educational Evaluation and Remedial Assistance - EERA), test scores identify students who may require additional individual evaluations to determine the need for remedial instruction.

SUMMARY RESULTS for the entire population are utilized in a somewhat different way. These mean (average) scores are used to evaluate programs; to identify general population characteristics; and to make inter-district comparisons. The most important of these uses is program evaluation which is the logical first step in curriculum planning. An achievement test which covers various skill areas is valuable in judging the long term effectiveness of a curriculum. These group test results indicate whether or not we are teaching information and skills which, by consensus, should be taught and how effectively we are doing so.

These are the potentially beneficial uses of test results, however, we should not leave this discussion without considering some of the precautions necessary to avoid misuse. These scores should not be accepted as the only measure of achievement. This is true of group results as well as individual scores. Individual differences in children, school systems and test conditions can partially invalidate results. Decisions significantly affecting individual children or total school programs should not be based on test results alone. Test results should be considered as SOME evidence of achievement or non-achievement but not the ONLY evidence.

BACKGROUND

Since the early 1970's Mansfield students have taken a nationally standardized group achievement test each fall. Initially these tests were administered in grades 2, 4, 6 and 8. In 1985 this pattern of testing was altered by the introduction of a State Mandated Basic Skills Mastery Test for 4th graders. To avoid a duplication of testing during the 1985-86 school year the national achievement test was administered in grades 2, 3, 6 and 8 and the State Mastery Test in grade 4.

In 1986 the use of the State Mastery Test was extended to grades 6 and 8. Again, to avoid a duplication of effort Mansfield's group testing program was adjusted so that students took a nationally normed test in grades 2, 3, 5 and 7 and the State Mastery Test in grades 4, 6 and 8.

In 1990, a nationally normed test in grade 2 was replaced by a locally developed criterion referenced test. Other aspects of the testing program remained the same.

In the fall of 1993 students in grades 4, 6, and 8 were given the Connecticut Mastery Test - Second Generation.

Beginning in May 2000, the locally developed criterion reference test was administered to grade one students. This change eliminated the need for grade two testing in the fall.

In the fall of 2000, students in grade 4, 6, and 8 were given the Connecticut Mastery Test - Third Generation.

In the fall of 2002, students in grades 3, 5, and 7 were given the Off Level Connecticut Mastery Test replacing the Stanford Achievement Test. This was done for a total of three years in preparation for Connecticut Mastery Testing.

In March 2006, students in grades 3, 4, 5, 6, 7, and 8 were given the Connecticut Mastery Test - Fourth Generation.

In May 2006, the locally developed criterion test was made optional due to revisions made in our district Literacy Assessment Plan.

CONNECTICUT MASTERY TEST
TESTING PLAN AND PARTICIPATION RATE
During March 2010, the following tests were administered:

Grade	N	Test
Grade 3	133	Total Mathematics
(133)	132	Total Writing*
	132	Total Reading
	1	Modified Assessment
	0	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 4	130	Total Mathematics
(133)	131	Total Writing
	130	Total Reading
	1	Modified Assessment
	2	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 5	135	Total Mathematics
(138)	136	Total Writing*
	136	Total Reading
	137	Total Science
	2	Modified Assessment
	1	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 6	146	Total Mathematics
(150)	146	Total Writing
	146	Total Reading
	0	Modified Assessment
	4	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 7	143	Total Mathematic
(144)	143	Total Writing
	143	Total Reading
	0	Modified Assessment
	1	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 8	138	Total Mathematics**
(143)	141	Total Writing
	139	Total Reading*
	139	Total Science**
	1	Modified Assessment
	1	Skills Checklist
	0	Absent
	1	ELL Exempt

** 1-No Valid Score* *** 2-NoValid Score*

At the time of testing, the total census for grades 3, 4, 5, 6, 7 and 8 was 841 students. Of this total, 1 student was English Language Learners Exempt and 0 students were absent for one or more tests. 841 (100%) children were included in the appropriate testing program. This total number of students tested represents 100% of the eligible population.

Connecticut Mastery Test - Fourth Generation
Grades 3 and 4 by School

		MATHEMATICS # of Students/Percentage					WRITING # of Students/Percentage					READING # of Students/Percentage				
Gr.		*2006*	*2007*	*2008*	*2009*	*2010*	*2006*	*2007*	*2008*	*2009*	*2010*	*2006*	*2007*	*2008*	*2009*	*2010*
3	**Advanced**															
	Goodwin	18/43.9	9/24.3	14/34.1	16/44.4	14/43.8	13/31.7	10/26.3	7/18.1	15/41.7	7/21.9	16/39.0	9/24.3	6/14.6	11/30.6	10/31.3
	Southeast	19/40.4	22/44.9	9/24.3	28/56.0	15/29.4	21/45.7	17/34.7	7/18.9	11/22.0	15/29.4	16/34.0	14/28.6	6/16.2	14/28.0	11/22.0
	Vinton	13/30.2	20/46.5	27/61.4	30/63.8	16/32.0	18/41.9	11/26.2	15/34.1	20/42.6	13/26.5	14/32.6	9/21.4	14/31.8	15/31.9	17/34.0
	Goal															
	Goodwin	15/36.6	16/43.2	16/39.0	11/30.6	9/28.1	16/39.0	14/36.8	26/63.4	10/27.8	11/34.4	16/39.0	17/45.9	24/58.5	16/44.4	11/34.4
	Southeast	15/31.9	11/22.4	14/37.8	16/32.0	27/52.9	13/28.3	17/34.7	18/48.6	23/46.0	18/35.3	23/48.9	21/42.9	11/29.7	23/46.0	26/52.0
	Vinton	18/41.9	6/14.0	16/36.4	12/25.5	20/40.0	15/34.9	15/35.7	22/50.0	17/36.2	15/30.6	19/44.2	17/40.5	22/50.0	19/40.4	18/36.0
	Proficient															
	Goodwin	3/7.3	9/24.3	5/12.2	5/13.9	6/18.8	7/17.1	7/18.4	5/12.2	6/16.7	6/18.8	2/4.9	7/18.9	3/7.3	2/5.6	2/6.3
	Southeast	8/17.0	11/22.4	8/21.6	5/10.0	4/7.8	7/15.2	10/20.4	10/27.0	11/22.0	11/21.6	6/12.8	3/6.1	10/27.0	5/10.0	4/8.0
	Vinton	6/14.0	13/30.2	1/2.3	5/10.6	6/12.0	5/11.6	8/19.0	6/13.6	7/14.9	15/30.6	3/7.0	8/19.0	4/9.1	5/10.6	8/16.0
	Basic															
	Goodwin	2/4.9	1/2.7	4/9.8	2/5.6	2/6.3	3/7.3	7/18.4	3/7.3	4/11.1	6/18.8	4/9.8	1/2.7	3/7.3	1/2.8	4/12.5
	Southeast	3/6.4	4/8.2	2/5.4	1/2.0	3/5.9	5/10.9	3/6.1	2/5.4	5/10.0	3/59.9	0/0.0	6/12.2	4/10.8	4/8.0	5/10.0
	Vinton	2/4.7	2/4.7	0/0.0	0/0.0	5/10.0	3/7.0	6/14.3	1/2.3	3/6.4	3/6.1	4/9.3	2/4.8	1/2.3	4/8.5	0/0.0
	Below Basic															
	Goodwin	3/7.3	2/5.4	2/4.9	2/5.6	1/3.1	2/4.9	0/0.0	0/0.0	1/2.8	2/6.3	3/7.3	3/8.1	5/12.2	6/16.7	5/15.6
	Southeast	2/4.3	1/2.0	4/10.8	0/0.0	2/3.9	0/0.0	2/4.1	0/0.0	0/0.0	4/7.8	2/4.3	5/10.2	6/16.2	4/8.0	4/8.0
	Vinton	4/9.3	2/4.7	0/0.0	0/0.0	3/6.0	2/4.7	2/4.8	0/0.0	0/0.0	3/6.1	3/7.0	6/14.3	3/6.8	4/8.5	7/14.0
4	**Advanced**															
	Goodwin	11/26.8	20/47.6	11/27.5	15/39.5	21/61.8	9/22.0	18/42.9	11/28.2	9/23.7	13/38.2	19/46.3	20/47.6	12/30.8	12/31.6	10/29.4
	Southeast	13/32.5	15/27.8	14/29.2	12/33.3	16/33.3	16/40.0	20/37.7	18/38.3	7/17.9	18/37.5	11/27.5	19/35.2	11/23.4	7/19.4	10/20.8
	Vinton	14/28.0	18/38.3	19/43.2	27/58.7	33/68.8	18/36.0	17/36.2	16/36.4	17/36.2	20/40.8	12/24.0	15/31.9	12/27.3	17/37.0	18/37.5
	Goal															
	Goodwin	21/51.2	13/31.0	18/45.0	14/36.8	8/23.5	22/53.7	16/38.1	16/41.0	19/50.0	12/35.3	13/31.7	12/28.6	14/35.9	18/47.4	20/58.8
	Southeast	18/45.0	29/53.7	18/37.5	14/38.9	21/43.8	20/50.0	23/43.4	20/42.6	18/46.2	23/47.9	22/55.0	26/48.1	21/44.7	16/44.4	29/60.4
	Vinton	19/38.0	19/40.4	12/27.3	18/39.1	10/20.8	14/28.0	15/35.7	14/31.8	22/46.8	20/40.8	23/46.0	19/40.4	19/43.2	21/45.7	19/39.6
	Proficient															
	Goodwin	4/9.8	2/4.8	7/17.5	6/15.8	3/8.8	6/14.6	2/4.8	10/25.6	9/23.7	6/17.6	3/7.3	4/9.5	7/17.9	4/10.5	2/5.9
	Southeast	7/17.5	9/16.7	4/8.3	5/13.9	9/18.8	2/5.0	8/15.1	5/10.6	11/28.2	5/10.4	6/15.0	6/11.1	6/12.8	10/27.8	5/10.4
	Vinton	13/26.0	4/8.5	11/25.0	0/0.0	3/6.3	12/24.0	8/17.0	11/25.0	6/12.8	8/16.3	4/8.0	5/10.6	3/6.8	4/8.7	4/8.3
	Basic															
	Goodwin	1/2.4	3/7.1	2/5.0	2/5.3	2/5.9	1/2.4	2/4.8	2/5.1	0/0.0	3/8.8	2/4.9	2/4.8	3/7.7	3/7.9	1/2.9
	Southeast	1/2.5	0/0.0	11/22.9	5/13.9	2/4.2	0/0.0	1/1.9	4/8.5	3/7.7	2/4.2	1/2.5	1/1.9	2/4.3	1/2.8	0/0.0
	Vinton	4/8.0	5/10.6	2/4.5	1/2.2	0/0.0	6/12.0	3/6.4	3/6.8	2/4.3	0/0.0	5/10.0	1/2.1	6/13.6	3/6.5	5/10.4
	Below Basic															
	Goodwin	4/9.8	4/9.5	2/5.0	1/2.6	0/0.0	3/7.3	4/9.5	0/0.0	1/2.6	0/0.0	4/9.8	4/9.5	3/7.7	1/2.6	1/2.9
	Southeast	1/2.5	1/1.9	1/2.1	0/0.0	0/0.0	2/5.0	1/1.9	0/0.0	0/0.0	0/0.0	0/0.0	2/3.7	7/14.9	2/5.6	4/8.3
	Vinton	0/0.0	1/2.1	0/0.0	0/0.0	2/4.2	0/0.0	2/4.3	0/0.0	0/0.0	1/2.0	6/12.0	7/14.9	4/9.1	1/2.2	2/4.2

Connecticut Mastery Test - Fourth Generation/
Grades 5 - 8

		Mathematics # of Students/Percentage					Writing # of Students/Percentage					Reading # of Students/Percentage					Science # of Students/Percentage				
Gr		*2006*	*2007*	*2008*	*2009*	*2010*	*2006*	*2007*	*2008*	*2009*	*2010*	*2006*	*2007*	*2008*	*2009*	*2010*	*2006*	*2007*	*2008*	*2009*	*2010*
5	Advanced	47/31.8	41/30.8	66/46.8	49/36.0	48/35.6	50/33.8	50/37.6	62/44.9	56/40.9	53/39.0	51/34.5	37/27.8	40/28.4	32/23.4	10/29.4	N/A	N/A	52/36.9	60/43.8	50/36.5
	Goal	58/39.2	55/41.4	49/34.8	48/35.3	62/45.9	57/38.5	49/36.8	54/39.1	43/31.4	52/38.2	60/405	59/44.4	69/48.9	69/50.4	51/37.5	N/A	N/A	69/48.9	50/36.5	57/41.6
	Proficient	27/18.2	23/17.3	13/9.2	22/16.2	18/13.3	20/13.5	22/16.5	15/10.9	23/16.8	23/16.9	11/7.4	12/9.0	16/11.3	11/8.0	22/16.2	N/A	N/A	15/10.6	21/15.3	19/13.9
	Basic	9/6.1	10/7.5	8/5.7	14/10.3	4/3.0	12/8.1	6/4.5	4/2.9	12/8.8	6/4.4	11/7.4	8/6.0	5/3.5	10/7.3	6/4.4	N/A	N/A	5/3.5	3/2.2	9/6.6
	Below Basic	7/4.7	4/2.6	5/3.5	3/2.2	3/2.2	9/6.1	6/4.5	3/2.2	3/2.2	2/1.5	15/10.1	17/12.8	11/7.8	15/10.9	17/12.5	N/A	N/A	0/0.0	3/2.2	2/1.5
	Total # Students	148	133	141	136	135	148	133	138	137		148	133	141	137	136	N/A	N/A	0/0.0	137	137
6	Advanced	33/24.3	64/41.8	47/34.6	65/46.1	58/39.7	47/34.6	46/29.9	29/21.3	48/34.3	49/33.6	54/39.7	58/37.7	48/35.6	54/38.6	60/41.1	N/A	N/A	N/A	N/A	N/A
	Goal	70/51.5	50/32.7	56/41.2	48/34.0	58/39.7	52/38.2	58/37.7	63/46.3	61/43.6	66/45.2	16/41.2	60/39.6	58/43.0	66/47.1	62/42.5	N/A	N/A	N/A	N/A	N/A
	Proficient	17/12.5	28/18.3	21/15.4	17/12.1	23/15.8	22/16.2	33/21.4	26/19.1	18/12.9	24/16.4	8/5.9	17/11.0	11/8.1	3/2.1	13/8.9	N/A	N/A	N/A	N/A	N/A
	Basic	13/9.6	7/4.6	5/3.7	6/4.3	5/3.4	11/8.1	12/7.8	10/7.4	7/5.0	3/2.1	7/5.1	8/5.2	9/6.7	5/3.6	4/2.7	N/A	N/A	N/A	N/A	N/A
	Below Basic	3/2.2	4/2.6	7/5.1	5/3.5	2/1.4	4/2.9	5/3.2	8/5.9	6/4.3	4/2.7	11/8.1	10/6.5	9/6.7	12/8.6	7/4.8	N/A	N/A	N/A	N/A	N/A
	Total # Students	136	153	136	141		136	153	136	140	146	136	153	135	140	146	N/A	N/A	N/A	N/A	N/A
7	Advanced	68/41.0	50/35.2	70/44.3	57/42.9	75/52.4	77/45.8	56/39.4	75/47.2	54/39.7	68/47.6	79/47.6	65/46.1	81/51.6	54/40.6	70/49.0	N/A	N/A	N/A	N/A	N/A
	Goal	57/34.3	64/45.1	56/35.4	48/36.1	40/28.0	52/31.0	54/38.0	50/31.4	56/41.2	4632.2	54/32.5	56/39.7	54/34.4	62/46.6	57/39.9	N/A	N/A	N/A	N/A	N/A
	Proficient	21/12.7	17/12.0	26/16.5	20/15.0	19/13.3	17/10.1	20/14.1	18/11.3	12/8.8	17/11.9	11/6.6	5/3.5	6/3.8	7/5.3	2/1.4	N/A	N/A	N/A	N/A	N/A
	Basic	7/4.2	6/4.2	3/1.9	7/5.3	4/2.8	13/7.7	7/4.9	10/6.3	6/4.4	6/4.2	5/3.0	7/5.0	6/3.8	5/3.8	8/5.6	N/A	N/A	N/A	N/A	N/A
	Below Basic	13/7.8	5/3.5	3/1.9	1/0.8	5/3.5	9/5.4	5/3.5	6/3.8	8/5.9	6/4.2	17/10.2	8/5.7	10/6.4	5/3.8	6/4.2	N/A	N/A	N/A	N/A	N/A
	Total # Students	166	142	158	133		168	142	159	136	143	166	141	57	133	143	N/A	N/A	N/A	N/A	N/A
8	Advanced	75/46.9	74/43.8	45/30.2	63/39.4	57/41.3	68/42.8	73/43.2	45/30.2	84/52.5	57/41.0	77/47.8	80/47.1	58/3/.9	75/47.2	61/43.9	N/A	N/A	48/32.0	83/52.2	50/36.2
	Goal	55/34.4	61/36.1	66/44.3	68/42.5	55/39.9	64/40.3	59/34.9	72/48.3	55/34.4	58/41.7	64/39.8	63/37.1	/7/45.0	63/39.6	56/40.3	N/A	N/A	79/52.7	59/37.1	67/48.6
	Proficient	23/14.4	17/10.1	24/16.1	20/12.5	20/14.5	19/11.9	21/12.4	16/10.7	12/7.5	10/7.2	9/5.6	7/4.1	8/5.4	8/5.0	11/7.9	N/A	N/A	11/7.3	8/5.0	13/9.4
	Basic	5/3.1	6/3.6	9/6.0	5/3.1	2/1.4	4/2.5	11/6.5	8/5.4	7/4.4	9/6.5	2/1.2	5/2.9	5/3.4	6/3.8	4/2.9	N/A	N/A	3/2.0	5/3.1	5/3.6
	Below Basic	2/1.3	11/6.5	5/3.4	4/2.5	4/2.9	4/2.5	5/3.0	8/5.4	2/1.3	5/3.6	9/5.6	15/8.8	11/7.4	7/4.4	7/5.0	N/A	N/A	9/6.0	4/2.5	3/2.2
	Total # Students	160	169	159	160	138	159	169	149	160	139	161	170	149	159	139	N/A	N/A	150	159	138

PURPOSE OF THE CMT INTERPRETIVE GUIDE

The *Connecticut Mastery Test (CMT) Interpretive Guide* is designed to help students, parents, educators, the general public, and members of the media understand and explain the results of the CMT. This guide provides interpretation rules to consider when analyzing CMT data and information about making valid comparisons of student performance.

Sample paper reports (e.g., Individual Student Report, School Diagnostic Report) are included in this guide. A complete list of paper reports provided to each school district is located on page 78.

CMT results are also available on the Connecticut CMT Online Reports Web site (www.ctreports.com). The Public Summary Performance Reports site provides school district personnel and the general public access to state, district, and school performance results. The data can be disaggregated by gender, race/ethnicity, free/reduced meal, special education, and English language learner (ELL) status. The Individual Student Performance Reports site is password protected and provides school district users access to individual student performance results.

The CMT is only one indicator of student performance. CMT results should be used along with other information such as class work and other tests, when making educational decisions.

Additional information about the CMT is available through the Student Assessment link on the Connecticut State Department of Education (CSDE) Web site (www.ct.gov/sde). General questions about the CMT should be directed to the Student Assessment Office at 860-713-6860.

Specific questions about individual student results should be directed to local school personnel.

THE TESTS

Connecticut General Statutes (Section 10-14n) mandate that the State Board of Education shall administer an annual statewide mastery test to all public school students enrolled in Grades 3 through 8. Students are assessed in reading, writing, mathematics, and science (Grades 5 and 8). The purpose of the CMT is to provide for a statewide evaluation of student performance and to ensure that students' academic strengths and weaknesses are identified.

THE STANDARD CMT

The standard CMT assesses essential reading, writing, mathematics, and science (Grades 5 and 8) skills. The content included in the CMT was reviewed and revised by content consultants and committees of educators from across the state. Pilot tests were administered during the years prior to actual test form construction. The tests focus on the following skills and strands:

The **Mathematics** test is administered in two test sessions in Grades 3 and 4, and in three test sessions in Grades 5 through 8. The test draws from 25 content strands that align with the content and performance standards delineated in the *Pre-K - 8 Connecticut Mathematics Curriculum Standards*. Students respond to multiple choice, grid-in (Grades 5 – 8 only) and open-ended test items. Additional information about the Mathematics test is available in the *CMT Mathematics Handbook*.

The **Science** test is administered in Grades 5 and 8. The test assesses science knowledge and abilities described in the *2004 Core Science Curriculum Framework*. The Grade 5 test includes expected performances and inquiry standards for Grades 3, 4, and 5. The Grade 8 test includes expected performances and inquiry standards for Grades 6, 7, and 8. Students respond to multiple-choice and open-ended test items. Additional information about the Science test is available in the *CMT Science Handbook* and the *CMT Science Test Format*.

The **Reading** test is comprised of three test sessions, the **Degrees of Reading Power® (DRP)** and two test sessions of **Reading Comprehension**. The DRP is a holistic, multiple-choice measure of reading ability that includes passages on a variety of topics. This test measures a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty. The Reading Comprehension test sessions consist of narrative and informational passages on a variety of topics. Students respond to multiple-choice and open-ended questions after reading each passage.

The **Writing** test is comprised of two test sessions, the **Direct Assessment of Writing (DAW)** and **Editing & Revising.** The DAW test session requires students to write a response to a prompt. The DAW assesses how well students can communicate written ideas in a coherent, elaborated, and organized way. The Editing & Revising test session is a multiple-choice test that measures the writing process. Students are provided with scenarios and rough drafts followed by sets of questions.

The Reading and Writing tests draw from content and performance standards delineated in the *Pre-K - 8 Connecticut English Language Arts Curriculum Standards*. Additional information about the Reading and Writing tests are available in the *CMT Language Arts Handbook*.

Degrees of Reading Power® is a registered trademark of Questar Assessments, Inc.

THE CMT MODIFIED ASSESSMENT SYSTEM (MAS)

The CMT Modified Assessment System (MAS) is an alternate assessment designed to be more appropriate for those special education students whose disability would preclude them from achieving grade-level proficiency on the standard CMT. The student's Individualized Education Program (IEP) team determines if a student meets the eligibility criteria to be assessed with the CMT MAS in mathematics and/or reading. Students who are administered the CMT MAS in mathematics and/or reading participate in the standard grade-level CMT for all other content areas. Additional information about the CMT MAS is available on the CSDE Web site.

The **MAS Mathematics** test is administered in two test sessions in Grades 3 and 4, and in three test sessions in Grades 5 through 8. The test draws from 25 content strands which are represented and aligned with the content and performance standards delineated in the *Pre-K - 8 Connecticut Mathematics Curriculum Standards*. The CMT MAS Mathematics test includes multiple-choice and a limited number of open-ended questions. The test question formats are similar to those on the standard Mathematics test with modifications such as more accessible presentation of text and graphics, embedded graphic organizers, and scaffolding of multi-step problems.

The **MAS Reading** test is comprised of three test sessions, the **MAS Degrees of Reading Power® (DRP)** and two test sessions of **MAS Reading Comprehension**. The MAS DRP is a holistic, multiple-choice measure of reading ability that includes passages on a variety of topics. This test is designed to measure a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty. The test is similar to the standard DRP with the modifications of more accessible presentation of text, a combination of shortened and full length DRP passages, and four answer choices rather than five. The MAS Reading Comprehension test sessions consist of narrative and informational passages on a variety of topics. Students respond to multiple-choice and a limited number of open-ended questions after reading each passage. The test question formats are similar to those on the standard Reading Comprehension test with modifications such as more accessible presentation of text and embedded scaffolding within questions.

Degrees of Reading Power® is a registered trademark of Questar Assessments, Inc.

THE CMT SKILLS CHECKLIST

The CMT Skills Checklist is an alternate assessment designed for students with significant cognitive impairments. The student's Individualized Education Program (IEP) team must determine that the student meets ALL of the following criteria to be assessed with the CMT Skills Checklist:

1. The student has a significant cognitive disability
2. The student requires intensive individualized instruction to acquire, maintain, or generalize skills that students without disabilities typically develop outside of a school setting
3. The student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school, and community
4. The student's instructional program includes participation in the general education curriculum to the extent appropriate and may also include a functional and life skills component

The CMT Skills Checklist is used to assess academic skills in language arts, mathematics, and science (Grades 5 and 8). The academic skills sections of the CMT Skills Checklist corresponds to grade-level performance standards and specific expected performance statements that are found in the Connecticut curriculum frameworks.

The CMT Skills Checklist includes Access Skills that are rated on the following:

- Communication (Receptive, Expressive, and Social Interactive Communication)
- Basic Literacy
- Quantitative (Basic Spatial Relationships)

Additional information about the CMT Skills Checklist is available through the Student Assessment link on the CSDE Web site.

THE SCORES (Standard and MAS)

Each student who completes the CMT (standard and MAS) receives a total scale score for each content area. Scale scores are based on the raw scores (i.e., number of points earned). These raw scores are converted to scale scores to ensure accurate comparisons of student performance across different forms of the test by adjusting for slight differences in difficulty between test forms. Established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the test form. For example, if a student receives a scale score of 270 on one form of the test and another student earns a 270 on a later form of the same test, the scaling process ensures that both scores represent the same level of performance. Based on this, scale scores are especially suitable for comparing the performance of **different** groups of students in the same grade from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across forms in a given content area within the same grade, they are **not** comparable across content areas or grades. For instance, a scale score on the Mathematics test should not be compared with a scale score on the Reading test, nor should a scale score on a Grade 3 test be compared with a scale score on a Grade 4 test. See page 20 for additional information about analyzing CMT scores.

MATHEMATICS (Standard and MAS)
A total mathematics scale score ranging from 100 to 400 is reported. A total mathematics raw score is reported as well as a score relative to the mastery criteria for each tested content strand.

SCIENCE
A total science scale score ranging from 100 to 400 is reported. A total science raw score is reported for each content strand and dimension. There are no established mastery criteria for this test.

READING (Standard and MAS)
A total reading scale score ranging from 100 to 400 is based on a combination of scores from two reading tests, the Degrees of Reading Power® (DRP) and Reading Comprehension. A DRP unit score is reported, as well as a score relative to the mastery criteria for the four Reading Comprehension content strands. Each test accounts for 50% of the total reading scale score.

WRITING
A total writing scale score ranging from 100 to 400 is based on a combination of scores from two writing tests, the Direct Assessment of Writing (DAW) and Editing & Revising. A DAW holistic score that ranges from 2 to 12 is reported. A student may receive an NS, non-scorable, if the written response is:

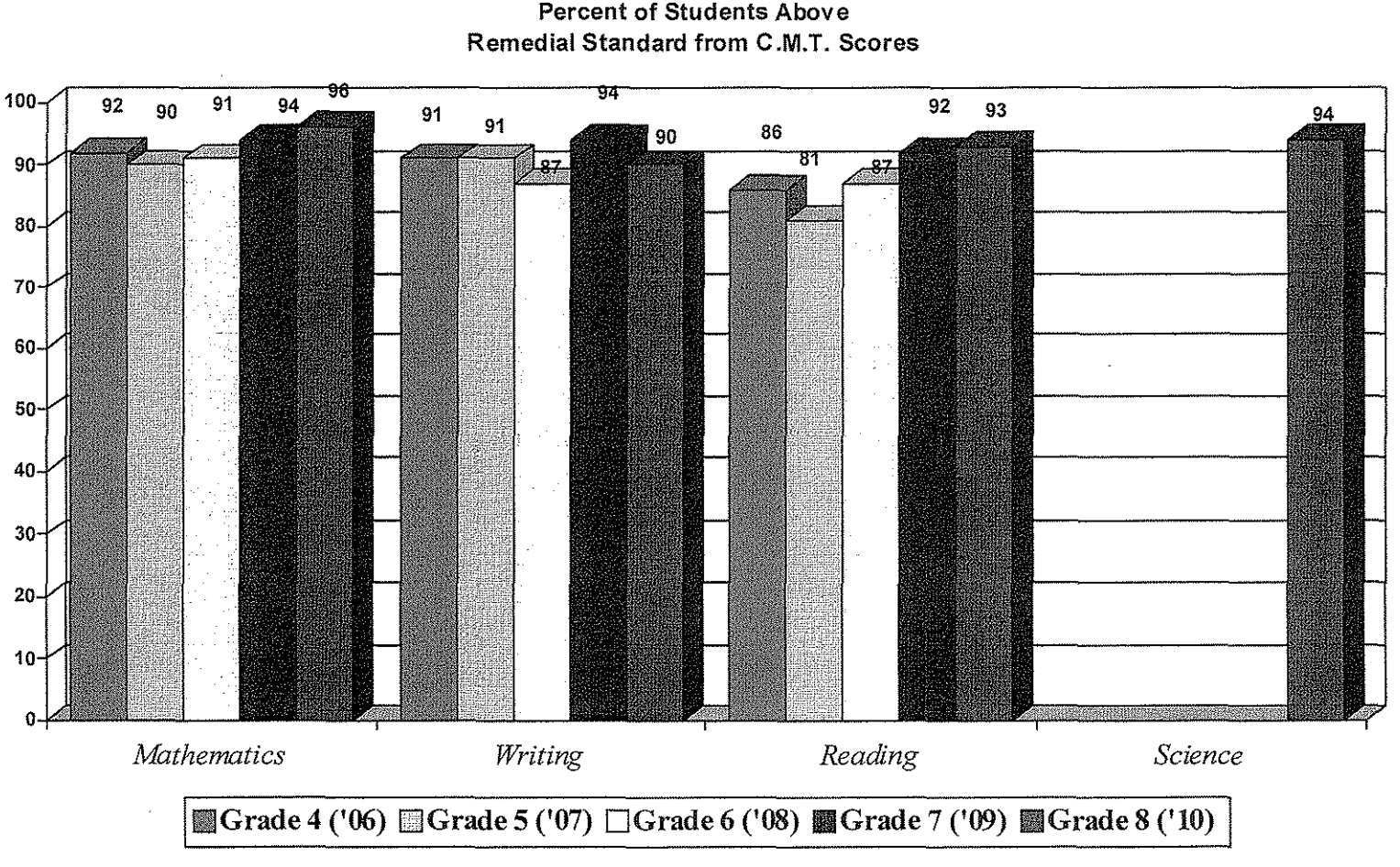
(1) A copy of the prompt
(2) Written in a language other than English
(3) Too brief to score
(4) Illegible
(5) Written about something other than the topic indicated by the prompt

A score relative to the mastery criteria for the two Editing & Revising content strands is also reported. The DAW accounts for 60% and Editing & Revising accounts for 40% of the total writing scale score.

Detailed information regarding the calculation of scale scores is available in the *2010 CMT Score Conversion Tables/Technical Bulletin* available on the CSDE Web site (www.ct.gov/sde).

TABLE 1

MANSFIELD MIDDLE SCHOOL
CLASS OF 2010



Mansfield Public Schools
District Language Arts/Reading Assessments
2010-2011

Gr.	Subject		Administration							
	Assessment(s)	Purpose	1 to 1	Group	Oral	Paper/ Pencil	Computer	Month(s)	Time per Administration	Total Time per School Year
K	Inventory of Basic Skills	Measures basic school readiness skills	X		X	X		Sept	5-10 min.	5-10 min. per student
	Bedrock Word List	Assesses knowledge of high-frequency sight words	X		X			Jan, May	1- 3 min.	2-6 min. per student
	Literacy Assessment	Subtests assess phonological and phonemic skills	X		X	X		Jan, May	Varies as needed	20 min. per student
	DRA 2	Identifies independent reading level (word accuracy, fluency, and comprehension)	x		X			Jan, May	5-10 minutes	10-20 min. per student
1	Bedrock Word List	Assesses knowledge and automatic reading of high-frequency sight words	X		X			Sep, Jan, May	5 -8 min.	15 -24 min. per student
	Literacy Assessment	Subtests assess phonological and phonemic skills	X	X	X	X		Sep, Jan, May	5 min 1-1 15 min group As needed Jan, May	15 min per st. 45 min group As needed
	DRA 2	Identifies independent reading level (word accuracy, fluency, and comprehension)	X		X			Jan. May	5-15 min.	10 -30 min. per student
	Writing Prompt	Assesses a narrative written response (organization, elaboration, and fluency)		X		X		May	Up to 45 min.	Up to 45 min.
2	Bedrock Word List	Assesses knowledge and automatic reading of high-frequency sight words	X		X			Sep, Jan, May	5-8 min.	15 -24 min. per student
	Literacy Assessment	Subtests assess phonological and phonemic skills	X	X		X		Sep, Jan, May	5 min 1-1 15 min group As needed Jan , May	15 min. per st 45 min. As needed
	DRP	A holistic measure of how well a student comprehends nonfiction text.		X		X		March	Up to 70 min.	70 min.
	DRA 2	Identifies independent reading level (word accuracy, fluency, and comprehension)	X		X			Jan, May	10-20 min.	20-40 min. per student
	Comprehension Test	CMT-like test measures the ability to read, respond, and compare grade level text		X		X		May	45 min.	45 min.
	Writing Prompt	Assesses a narrative written response (organization, elaboration, and fluency)		X		X		Sep, Jan, May	45 min.	135 min.

Gr.	Subject		Administration							
	Assessment(s)	Purpose	1 to 1	Group	Oral	Paper/ Pencil	Computer	Month(s)	Time per Administration	Total Time per School Year
3	DRP	A holistic measure of how well a student comprehends nonfiction text.		X		X		Sept	Up to 70 min.	70 min.
	Comprehension Test	CMT-like test measures the ability to read, respond, and compare grade level text		X		X		Sep, Jan, May	45 min.	135 min.
	DRA 2	Identifies independent reading level (word accuracy, fluency, and comprehension)	X	X	X	X		Jan, May	10-25 min. As needed May	20-50 min. per student As needed
	Writing Prompt	Assesses a narrative written response (organization, elaboration, and fluency)		X		X		Sep, Jan, May	45 min.	135 min.
	CBAS	Assesses understanding of State Grade Level Expectations		X			X	Oct, Feb, Apr	Untimed	Untimed
	CMT			X		X		March		
4	DRP	A holistic measure of how well a student comprehends nonfiction text.		X		X		Sept	Up to 70 min.	70 min.
	Comprehension Test	CMT-like test measures the ability to read, respond, and compare grade level text		X		X		Sep, Jan, May	45 min.	135 min.
	DRA 2	Identifies independent reading level (word accuracy, fluency, and comprehension)	X	X	X	X		Jan, May	As needed 10-25 min.	As needed 20-50 min. per student
	Writing Prompt	Assesses 2 narrative and one expository written response (organization, elaboration, and fluency)		X		X		Sep, Jan, May	45 min.	135 min.
	CBAS	Assesses understanding of State Grade Level Expectations		X			X	Oct, Feb, Apr	Untimed	Untimed
	CMT			X		X		March		
5	DRP	A holistic measure of how well a student comprehends nonfiction text.		X		X		Sept	Up to 70 min.	70 min.
	Comprehension Test	CMT-like test measures the ability to read, respond, and compare grade level text		X		X		Sep, Dec Feb,May	45 min.	180 min.
	Writing Prompt	Assesses an expository written response (organization, elaboration, and fluency)		X		X		Sep, Jan, May	45 min.	135 min.
	CBAS	Assesses understanding of State Grade Level Expectations		X			X	Oct, Feb, Apr	Untimed	Untimed
	CMT			X		X		March		

Gr.	Subject		Administration							
	Assessment(s)	Purpose	1 to 1	Group	Oral	Paper/ Pencil	Computer	Month(s)	Time per Administration	Total Time per School Year
6	DRP	A holistic measure of how well a student comprehends nonfiction text.		X		X		Sept	Up to 70 min.	70 min.
	Comprehension Test	CMT-like test measures the ability to read, respond, and compare grade level text		X		X		Sep, Dec Feb,May	45 min.	180 min.
	Writing Prompt	Assesses 2 expository and one persuasive written response (organization, elaboration, and fluency)		X		X		Sep, Jan, May	45 min.	135 min.
	CBAS	Assesses understanding of State Grade Level Expectations		X			X	Oct, Feb, Apr	Untimed	Untimed
	CMT			X		X		March		
7	DRP	A holistic measure of how well a student comprehends nonfiction text.		X		X		Sept	Up to 75 min.	75 min.
	Writing Prompt	Assesses a persuasive written response (organization, elaboration, and fluency)		X		X		Sep, Jan, May	45 min.	135 min.
	CBAS	Assesses understanding of State Grade Level Expectations		X			X	Oct, Feb, Apr	Untimed	Untimed
	CMT			X		X		March		
8	DRP	A holistic measure of how well a student comprehends nonfiction text.		X		X		Sept	Up to 75 min.	75 min.
	Writing Prompt	Assesses a persuasive written response (organization, elaboration, and fluency)		X		X		Sep, Jan, May	45 min.	135 min.
	CBAS	Assesses understanding of State Grade Level Expectations		X			X	Oct, Feb, Apr	Untimed	Untimed
	CMT			X		X		March		

Mansfield Public Schools
District Mathematics Assessments
2009-2010

Gr.	Subject		Administration							
	Assessment(s)	Purpose	1 to 1	Group	Oral	Paper/Pencil	Computer	Month(s)	Time per Administration	Total Time per School Year
K	Kindergarten Cumulative Math	Assess math skills	X	X	X	X		End of October, Feb, & May/Jun	20-30 min per student	60-90 min per student
	Basic Skills	Assess beginning math skills	X		X			Sept.	20-30 min. per student	60-90 min per student
1	Unit Post-Assessments	Assess math objectives for the unit	X	X	X	X		End of each Unit (5)	30-60 minutes	150-300 min per student
	Number Corner Assessments	Assess math objectives covered in Number Corner	X	X	X	X		Monthly (10)	10-15 minutes	100-150 min per student
	Goals 2000 (CRT)	Assess math objectives		X		X		Nov., Mar., June	60 minutes	180 minutes
2	Unit Post-Assessments	Assess math objectives for the unit		X		X		End of each unit (5-6)	45-60 minutes	225-300 min per student
	Number Corner Assessments	Assess math objectives covered in Number Corner		X		X		Sept., End Oct., End Jan, End Mar, June	60 minutes	300 min per student
	District Computation Test	Assess computational fluency		X		X		May	60 minutes	60 min. per student
	Goals 2000 (CRT)	Assess math objectives		X		X		Nov., Mar., June	60 minutes	300 minutes per student
3	Unit Post-Assessments	Assess math objectives for the unit		X		X		End of each unit (7)	45-60 minutes	315-420 min per student
	Number Corner Assessments	Assess math objectives covered in Number Corner		X		X		Sept., End Oct., End Jan, End Mar, June	60 minutes	300 min per student
	District Computation Test	Assess computational fluency		X		X		Dec. & May	60 minutes	120 min per student
	CBAS	Assess math objectives		X			X	Oct., Feb., Apr.	45-90 min	135-270 min per student
	CMT	Math portion		X		X		March	90 min.	90 min. per student

Gr.	Subject		Administration							
	Assessment(s)	Purpose	1 to 1	Group	Oral	Paper/ Pencil	Computer	Month(s)	Time per Administration	Total Time per School Year
4	Unit Post-Assessment	Assess math objectives for the unit		X		X		End of each unit (8)	60 min.	480 min. per student
	Number Corner Assessments	Assess math objectives covered in Number Corner		X		X		Sept., End Oct., End Jan, End Mar, June	60 minutes	300 minutes per student
	District Computation Test	Assess computational fluency		X		X		Dec. & May	60 minutes	120 min per student
	CBAS	Assess math objectives		X			X	Oct., Feb., Apr.	45-90 min	135-270 min per student
	CMT	Math portion		X		X		March	90 min.	90 min. per student
5	Unit Post-Assessment	Assess math objectives for the unit		X		X		End of each unit (6)	45 minutes	270 min per student
	District Computation Test	Assess computational fluency		X		X		Dec. & May	60 minutes	120 min per student
	CBAS	Assess math objectives		X			X	Oct., Feb., Apr.	45-90 min	135-270 min per student
	CMT	Math portion		X		X		March	135 min.	135 min. per student
6	District Computation Test	Assess computational fluency		X		X		Dec. & May	60 minutes	120 min per student
	CBAS	Assess math objectives		X			X	Oct., Feb., Apr.	45-90 min	135-270 min per student
	CMT	Math portion		X		X		March	135 min.	135 min. per student
7	District Computation Test	Assess computational fluency		X		X		Dec. & May	60 minutes	120 min per student
	CBAS	Assess math objectives		X			X	Oct., Feb., Apr.	45-90 min	135-270 min per student
	CMT	Math portion		X		X		March	135 min.	135 min. per student
8	District Computation Test	Assess computational fluency		X		X		Dec. & May	60 minutes	120 min per student
	CBAS	Assess math objectives		X			X	Oct., Feb., Apr.	45-90 min	135-270 min per student
	CMT	Math portion		X		X		March	135 min.	135 min. per student

SUMMARY/DISCUSSION

Introduction

This school year student achievement was evaluated with the Connecticut Mastery Test (grades 3, 4, 5, 6, 7, and 8). The Connecticut Mastery Test is a criterion-referenced instrument developed by the Connecticut State Department of Education for use by schools in this state. Administration of this test is mandated by state statute.

A criterion referenced test measures student performance against a specific standard of expected achievement (the criterion) and does not typically make provisions for comparing one group of students with another.

The value of a particular score largely depends on the extent to which there is an appropriate match between test items and local curriculum. Acknowledging that one of the objectives of testing is to evaluate our instructional effectiveness, then clearly the tests we use should measure objectives that are in our curriculum and that have been taught. For this reason the questions that one should ask when reviewing test results are: (1) to what extent do these results accurately measure the movement of our students through our established curriculum; (2) if there is not a "good" match between test and curriculum how can this be corrected; and (3) is the fact that national test items do not always match our curriculum cause for concern? Stated differently, are we confident that our local curriculum offerings are those that are best for our students, irrespective of what other states or other communities have chosen to teach?

In summary, the best tests are those that closely parallel the scope and sequence of the curriculum being taught. The selection or development of tests that provide for such a match should always be of primary concern when designing a testing program.

2009-2010 Results - Findings, Issues, and Actions

- Participation rates on grade level tests are exceptional (100%).
- A substantial percentage of students achieved an advanced level score (26.5% - 53.8%).
- A low percentage of students achieved either a basic or below basic score (.8% - 12.5%).
- Approximately two thirds (65.3%) of all students reached or exceeded the state goal on all tests (52.6% - grade 3) (70.2% - grade 4) (59.1% - grade 5)(67.8% - grade 6) (71.3% - grade 7) (70.2% - grade 8).
- District scores exceeded the state average in each grade and in each area tested. District Reference Group (DRG) comparison indicates the need for focused interventions.
- Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
- Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
- The Mansfield Public Schools K-8 program continues to produce a high percentage of students who meet or exceed Connecticut Mastery Test proficiency standards (88.7%) as grade eight students.
- Results for grade eight students who have taken the Connecticut Mastery Test- Fourth Generation at four grade levels indicate that 119 students 702% achieved at or above the state goal in all four areas, Mathematics, Reading, Science, and Writing.
- Connecticut Mastery Test scores in grades three, four, five, six, seven, and eight indicate that, although the number of students in need of intervention is relatively low, there are a number of students who have not yet reached the state goal.
- Efforts at remedial assistance will be focused on improving individual student achievement levels over time.
- Mathematics objectives have been revised to include objectives listed in the Connecticut Standards and the fourth generation of the Connecticut Mastery Test. The text series in grades five through eight is being supplemented by additional resources to address computation. Year Three implementation of the *Bridges in Mathematics* Program in grades K-5 has begun.
- The Mansfield Public Schools Literacy Plan continues to focus on addressing the needs of students K-3 who are not progressing at an appropriate pace in Reading. We will continue to implement both remedial reading instruction as well as Success with Early Intervention Techniques (S.W.E.I.T.) instruction to assist students. In addition, through a targeted summer school program, we will provide additional intervention instruction. We are currently in year eleven of a reading series implementation.

- Orientation sessions for newly hired classroom teachers will be held prior to the start of the school year to insure that staff is familiar with the test they will administer in the spring as well as objectives to be taught during the school year to ensure future student success.

- Orientation sessions and printed resources for all staff will be reviewed during the 2010-2011 school year in preparation for spring 2011 administration of the Connecticut Mastery Test – Fourth Generation.

- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests.

- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.

- District Language Arts and Mathematics Consultants and Building-based Literacy Coaches will provide support and assistance to individual classroom teachers and support services teachers to provide enhanced instructional strategies designed to meet individual student needs, as well as assisting the district in the review and purchase of instructional materials and providing timely professional development for teachers.

- Science teachers will review third year results in grades five and eight and focus instruction to address identified areas.

- Principals will meet with grade level teams to review Tier I, II, and III student progress and adjust support and intervention strategies and programs as needed.

The following issues and actions have been identified by teaching and administrative staff and will be addressed as outlined:

ISSUES	ACTIONS TO BE TAKEN
1) **Implementation of a Language Arts Management Plan**	The Language Arts teachers will implement a revised Language Arts Curriculum during the 2010-2011 school year.
	K-6 District staff will implement the anthology, Houghton Mifflin, *Reading, A Legacy of Literacy* (year 9), to support reading as well as writing and spelling in selected grades. The district will review and revise the Literacy Plan to enhance reading opportunities and instruction for all students.
	Administrators and the Language Arts/Reading Consultant will continue to work with current staff members to enhance the writing program, define instructional reading levels at each grade, and provide workshops for all new staff.
	Language Arts Council members and administrators will continue to work with staff to develop formative and summative assessment tools which measure performance in the area of writing, reading, and spelling.
	Administrators will continue to provide professional development training based on staff need.
2) **Implementation of *Bridges in Mathematics* K-5**	K-5 mathematics teachers will implement the *Bridges in Mathematics* year three plan.
	Mathematics consultant and trained teacher leaders will provide support for K-5 during year three implementation.
3) **Review of individual student results:**	Principals, classroom teachers, and support services personnel will review individual student results, implementing a Tier I, II, III protocol .
	Remedial assistance will be planned for and provided as needed.
	Students will be monitored and tested to assess progress.
4) **Grade level building results:**	Grade level teachers, building coaches, district consultants, building principals, and the superintendent will review grade level results and propose strategies to enhance student performance as needed.
5) **Curriculum alignment:**	Appropriate curriculum councils will review Connecticut Mastery Test - Fourth Generation results and recommend test or curriculum adjustments as necessary.
	Language Arts and Mathematics curriculum guides will acknowledge and denote Connecticut Mastery Test - Fourth Generation objectives at appropriate grade levels.
	Appropriate staff will investigate districts that have shown consistently positive results at particular grade levels.
	Science teachers will participate in a program evaluation and will prepare changes to the K-8 scope and sequence in order to prepare for a CMT science test to be administered in grades five and eight.

ISSUES	ACTIONS TO BE TAKEN
6) Staff development:	A significant amount of professional development time will be devoted to implementing the *Bridges in Mathematics* program to include unit pacing and assessments.
	As veteran staff teaching mathematics and language arts retire, it is important that the district orient and support new staff, providing a clear initial structure for curriculum, instruction, and assessment.
	Additional opportunities for staff training in instructional techniques related to mathematics, writing, reading, and spelling will be provided to enhance teachers' ability to work with students requiring remedial assistance.
	Staff will be encouraged to attend State of Connecticut, Department of Education TEAM training which has a strong emphasis on the teaching and learning process.
	Technology applications will be explored for their benefits in enhancing student proficiency and achievement in all areas currently tested.
	Literacy How will provide three full days of training to all Kindergarten, Grade One and Two teachers and Literacy Coaches this fall.
6) Connecticut Mastery Test – Fourth Generation	Staff will again review changes in the fourth generation of the Connecticut Mastery Test to include: student objectives, testing format, guidelines for testing students, and score report changes with particular attention to the students with disabilities subgroup.
7) Sub-Group Results	The district will continue to review various sub-groups of students to determine if any particular group of students is in need of specific interventions.
8) Additional Support	The district will review current support and interventions available to our students in both Language Arts and Mathematics. We will explore the possibility of extended day, weekend, and summer programming options for students in need of additional support.
	A full day kindergarten program for all students will be implemented at each elementary school (Year 6).
	Additional days of summer school instruction for identified students will be implemented to the extent possible.
	Study Island will be made available to all grade three and four students to provide practice in reading and mathematics (Year 3).

Mansfield School District
Adequate Yearly Progress Status, 2009-10 School Year: Safe Harbor

Based on the 2010 Connecticut Mastery Test (CMT) results

This district remains identified as in need of improvement; Year Improvement = 1

Adequate Yearly Progress (AYP) Targets:	Participation Rate CMT		% At or Above Proficient		Additional Academic Indicator
	Mathematics	Reading	Mathematics	Reading	Writing: 70% At or Above Basic (or annual improvement)
	95%	95%	82%	79%	

Connecticut Mastery Test (CMT) Results

Subgroup	Participation Rate							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole District	100	99.8	99.8	100	99.7	99.7	Yes	93.6	3	96.6	Yes	88.2	4	92.2	Yes
American Indian	**Fewer than 40 students in this subgroup**							100	2.2	100	Yes	100	3.1	98.8	Yes
Asian American	100	100	100	100	100	100	Yes	**Fewer than 40 students in this subgroup**				**Fewer than 40 students in this subgroup**			
Black	**Fewer than 40 students in this subgroup**							**Fewer than 40 students in this subgroup**				**Fewer than 40 students in this subgroup**			
Hispanic	100	100	100	100	100	99.3	Yes	89.4	3.1	100	Yes	80.9	13.7	94.5	Yes
White	100	99.8	99.8	100	99.8	99.7	Yes	94	10.7	97	Yes	89.3	4.1	93.4	Yes
Students with Disabilities	100	99.4	99.4	100	99.7	99.6	Yes	72.4	9.5	81.9	Safe Harbor	59.8	10.6	70.4	Safe Harbor
English Language Learners	100	100	100	100	94	94.6	Yes	**Fewer than 40 students in this subgroup**				**Fewer than 40 students in this subgroup**			
Economically Disadvantaged	**Fewer than 40 students in this subgroup**							85.4	6.8	92.1	Yes	74.4	8.5	82.9	Yes

Additional Academic Indicator: Writing	AYP Target Met?	Yes

Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

Mansfield School District

Dorothy C. Goodwin School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup[1]	Participation Rate [2]							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 66)	100	100	100	100	100	100	Yes	92.4	8.1	100	Yes	83.3	11.2	94.5	Yes
American Indian (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 7)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 5)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 52)	100	100	100	100	100	100	Yes	92.3	9	100	Yes	84.6	12.1	96.7	Yes
Students with Disabilities (n = 9)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 2)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 14)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes

[1] It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

[2] For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

Mansfield School District

Southeast Elementary School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup [1]	Participation Rate [2]							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 100)	100	100	100	100	100	100	Yes	93.7	6.4	100	Yes	86.3	8.9	95.2	Yes
American Indian (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 9)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 9)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 8)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 74)	100	100	100	100	100	100	Yes	94.4	6.9	100	Yes	88.9	9.2	98.1	Yes
Students with Disabilities (n = 12)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 2)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 25)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes

[1] It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

[2] For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

Mansfield School District

Annie E. Vinton School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup [1]	Participation Rate [2]							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 99)	100	100	100	100	100	100	Yes	90.7	7.4	98.1	Yes	86.6	8.7	95.3	Yes
American Indian (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 6)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 7)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 84)	100	100	100	100	100	100	Yes	90.2	8.1	98.3	Yes	85.4	9.7	95	Yes
Students with Disabilities (n = 7)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 18)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes

[1] It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

[2] For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Safe Harbor

Based on the spring 2010 Connecticut Mastery Test (CMT)

Mansfield School District

Mansfield Middle School School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup [1]	Participation Rate [2]							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 574)	100	100	100	100	100	100	Yes	94.6	3.1	97.7	Yes	89.7	4.3	94	Yes
American Indian (n = 3)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 48)	100	99	99	100	100	100	Yes	93.5	8.7	100	Yes	89.1	11.1	100	Yes
Black (n = 24)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 32)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 467)	100	100	100	100	100	100	Yes	95.2	3.2	98.4	Yes	91	4.4	95.4	Yes
Students with [3] Disabilities (n = 96)	100	100	100	100	100	100	Yes	76	10.4	86.4	Yes	76	11.8	76.4	*Safe Harbor
English Language Learners (n = 7)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 117)	100	100	100	100	100	100	Yes	87.3	7.7	95	Yes	75.5	10	85.5	Yes

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes

[1] It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

[2] For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

[3] Students who were identified as a student with a disability on the 2008 and/or 2009 CMT, but not on the 2010 CMT, were included in the percent at or above Proficient calculation for this subgroup.

Understanding NCLB Status
Identification Timeline for Title I Districts

Not Making AYP in the same subject	In Need of Improvement Status	Phase	Consequence(s)
First Year	Not Applicable	Not Applicable	Not Applicable
Second Year	In Need of Improvement Year 1	First Year of District Improvement	• District Improvement Plan • Parent/guardian Notification
Third Year	In Need of Improvement Year 2	Second Year of District Improvement	• District Improvement Plan • Parent/guardian Notification
Fourth Year and Beyond	In Need of Improvement Year 3 and Beyond	Corrective Action	• District Improvement Plan • Parent/guardian Notification • Corrective Action Measures

Note: If a district makes adequate yearly progress (AYP) after being identified as "in need of improvement" a "delay" occurs, that means that the district does not advance to or incur the consequences of the next phase. Instead, the district "retains its current district improvement status and continues implementing all the requirements associated with that status." In the following school year, if the district again makes AYP, the district is no longer identified as "in need of improvement". If, however, the district does not make AYP in the following year the district moves to the next consecutive phase of the district improvement status and is subject to the applicable consequences.

Information and Guidance

Districts receiving Title I Funds and Identified as "In Need of Improvement" – Year 1

All districts who receive Title I funds and are in their first year of as "in need of improvement" are required to:

- develop or revise a district plan in consultation with parents/guardians, school staff and others, within 3 months of identification;
- implement the improvement plan expeditiously, and no later than the beginning of the next school year following the identification;
- notify parents/guardians; and
- reserve not less than 10 percent of its Title I Part A funds for high quality professional development for instructional staff that is specifically designed to improve classroom teaching and continue to reserve and use these funds for this purpose during each fiscal year it is identified for improvement.

The CSDE is not requiring districts to use a particular district improvement planning process, or a standard district improvement template. However, district improvement plans must address the deficiencies in the district that prevent students in its schools from achieving proficiency in the core academic subjects of reading and mathematics. In addition to the required components, the improvement plan should give consideration to the complex and difficult work of the district as it relates to the leadership support for schools, governance and fiscal infrastructures and curriculum and instruction. The end result is to determine which of the district's previous efforts were least effective and to develop a framework of detailed action steps to improve on those efforts.

To assist you, a sample district improvement planning template as well as several district improvement plans can also be found on the CDSE web site at http://www.csde.state.ct.us/public/cedar/nclb/sip/index.htm . **See Part IV. District Improvement Planning** for more information.