APPENDIX A

Connecticut Mastery Test Supplementary Information

Appendix A

Appendix A provides district data related to the number and percent of students by grade who have achieved at or above the state goal. We must remember that these are different groups of students. The challenge to our regular classroom teachers is to increase the percentage of students reaching and exceeding the state goals while addressing individual student needs.

TABLE 1A presents Connecticut Mastery Test First Generation results for the 1985-1992 school years. Results indicate that, by grade 8, students are showing generally high levels of mastery of the skills measured by this test. In addition, a longitudinal comparison of groups of students from year to year indicates a consistent improvement in scores. This would suggest that our efforts to provide remedial assistance, both in the classroom and with support services provided favorable results.

TABLE 1B presents Connecticut Mastery Test Second Generation results by school for 1993-1999.

TABLE 1C presents Connecticut Mastery Test Third Generation results for 2000-2004.

Cumulative data for grade eight students, including the Connecticut Mastery Test, Stanford Achievement Test, and Off Level Connecticut Mastery Test results are provided in graphic form in TABLES 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

Performance Level Report

Percent of Students by Performance Levels

Mathematics

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	3	2011	130	2.3	4.6	8.5	32.3	52.3	93.1	84.6
Male	3	2011	69	2.9	2.9	7.2	30.4	56.5	94.2	87.0
Female	3	2011	61	1.6	6.6	9.8	34.4	47.5	91.8	82.0
Black or African Am	3	2011	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
Hisp/Lat or any race	3	2011	6	0.0	0.0	16.7	50.0	33.3	100.0	83.3
White	3	2011	108	2.8	4.6	8.3	30.6	53.7	92.6	84.3
Asian	3	2011	10	0.0	0.0	0.0	40.0	60.0	100.0	100.0
Two or more races	3	2011	5	0.0	0.0	20.0	40.0	40.0	100.0	80.0
F/R Meals	3	2011	30	3.3	13.3	20.0	26.7	36.7	83.3	63.3
Full Price	3	2011	100	2.0	2.0	5.0	34.0	57.0	96.0	91.0

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Reading

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	3	2011	130	9.2	7.7	10.8	46.2	26.2	83.1	72.3
Male	3	2011	69	8.7	2.9	11.6	56.5	20.3	88.4	76.8
Female	3	2011	61	9.8	13.1	9.8	34.4	32.8	77.0	67.2
Black or African Am	3	2011	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Hisp/Lat or any race	3	2011	6	16.7	0.0	0.0	83.3	0.0	83.3	83.3
White	3	2011	108	9.3	9.3	13.0	39.8	28.7	81.5	68.5
Asian	3	2011	10	0.0	0.0	0.0	70.0	30.0	100.0	100.0
Two or more races	3	2011	5	0.0	0.0	0.0	100.0	0.0	100.0	100.0
F/R Meals	3	2011	30	20.0	6.7	13.3	43.3	16.7	73.3	60.0
Full Price	3	2011	100	6.0	8.0	10.0	47.0	29.0	86.0	76.0

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Writing

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	3	2011	128	5.5	6.3	15.6	45.3	27.3	88.3	72.7
Male	3	2011	68	4.4	8.8	17.6	54.4	14.7	86.8	69.1
Female	3	2011	60	6.7	3.3	13.3	35.0	41.7	90.0	76.7
Black or African Am	3	2011	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hisp/Lat or any race	3	2011	6	0.0	0.0	50.0	33.3	16.7	100.0	50.0
White	3	2011	107	6.5	7.5	13.1	43.9	29.0	86.0	72.9
Asian	3	2011	10	0.0	0.0	0.0	70.0	30.0	100.0	100.0
Two or more races	3	2011	5	0.0	0.0	60.0	40.0	0.0	100.0	40.0
F/R Meals	3	2011	29	13.8	10.3	17.2	37.9	20.7	75.9	58.6
Full Price	3	2011	99	3.0	5.1	15.2	47.5	29.3	91.9	76.8

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Mathematics

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	4	2011	131	1.5	4.6	13.7	36.6	43.5	93.9	80.2
Male	4	2011	73	1.4	6.8	13.7	34.2	43.8	91.8	78.1
Female	4	2011	58	1.7	1.7	13.8	39.7	43.1	96.6	82.8
Black or African Am	4	2011	5	0.0	0.0	60.0	20.0	20.0	100.0	40.0
Hisp/Lat or any race	4	2011	11	0.0	0.0	18.2	45.5	36.4	100.0	81.8
White	4	2011	97	2.1	5.2	11.3	38.1	43.3	92.8	81.4
Asian	4	2011	10	0.0	0.0	0.0	30.0	70.0	100.0	100.0
Two or more races	4	2011	8	0.0	12.5	25.0	25.0	37.5	87.5	62.5
F/R Meals	4	2011	28	3.6	3.6	17.9	46.4	28.6	92.9	75.0
Full Price	4	2011	103	1.0	4.9	12.6	34.0	47.6	94.2	81.6

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

				Reading						
				Percent by Level						
Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	4	2011	130	7.7	6.9	10.0	48.5	26.9	85.4	75.4
Male	4	2011	72	5.6	4.2	13.9	45.8	30.6	90.3	76.4
Female	4	2011	58	10.3	10.3	5.2	51.7	22.4	79.3	74.1
Black or African Am	4	2011	5	0.0	0.0	40.0	40.0	20.0	100.0	60.0
Hisp/Lat or any race	4	2011	10	10.0	0.0	30.0	20.0	40.0	90.0	60.0
White	4	2011	97	7.2	6.2	7.2	56.7	22.7	86.6	79.4
Asian	4	2011	10	10.0	0.0	10.0	10.0	70.0	90.0	80.0
Two or more races	4	2011	8	12.5	37.5	0.0	37.5	12.5	50.0	50.0
F/R Meals	4	2011	27	22.2	7.4	7.4	44.4	18.5	70.4	63.0
Full Price	4	2011	103	3.9	6.8	10.7	49.5	29.1	89.3	78.6

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Writing

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	4	2011	131	3.1	7.6	13.7	38.9	36.6	89.3	75.6
Male	4	2011	73	5.5	9.6	15.1	39.7	30.1	84.9	69.9
Female	4	2011	58	0.0	5.2	12.1	37.9	44.8	94.8	82.8
Black or African Am	4	2011	5	0.0	0.0	20.0	60.0	20.0	100.0	80.0
Hisp/Lat or any race	4	2011	11	0.0	0.0	36.4	18.2	45.5	100.0	63.6
White	4	2011	97	3.1	8.2	11.3	42.3	35.1	88.7	77.3
Asian	4	2011	10	0.0	10.0	0.0	30.0	60.0	90.0	90.0
Two or more races	4	2011	8	12.5	12.5	25.0	25.0	25.0	75.0	50.0
F/R Meals	4	2011	28	7.1	14.3	17.9	46.4	14.3	78.6	60.7
Full Price	4	2011	103	1.9	5.8	12.6	36.9	42.7	92.2	79.6

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Mathematics

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	5	2011	141	0.7	2.1	8.5	34.8	53.9	97.2	88.7
Male	5	2011	63	0.0	1.6	11.1	30.2	57.1	98.4	87.3
Female	5	2011	78	1.3	2.6	6.4	38.5	51.3	96.2	89.7
Black or African Am	5	2011	2	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Hisp/Lat or any race	5	2011	14	7.1	7.1	7.1	28.6	50.0	85.7	78.6
White	5	2011	107	0.0	1.9	10.3	38.3	49.5	98.1	87.9
Asian	5	2011	17	0.0	0.0	0.0	11.8	88.2	100.0	100.0
Am Ind or AK Native	5	2011	1	0.0	0.0	0.0	0.0	100.0	100.0	100.0
F/R Meals	5	2011	32	3.1	9.4	12.5	46.9	28.1	87.5	75.0
Full Price	5	2011	109	0.0	0.0	7.3	31.2	61.5	100.0	92.7

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Reading

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	5	2011	141	6.4	4.3	10.6	41.1	37.6	89.4	78.7
Male	5	2011	63	4.8	3.2	15.9	42.9	33.3	92.1	76.2
Female	5	2011	78	7.7	5.1	6.4	39.7	41.0	87.2	80.8
Black or African Am	5	2011	2	0.0	0.0	50.0	50.0	0.0	100.0	50.0
Hisp/Lat or any race	5	2011	14	28.6	7.1	0.0	35.7	28.6	64.3	64.3
White	5	2011	107	3.7	3.7	12.1	46.7	33.6	92.5	80.4
Asian	5	2011	17	5.9	5.9	5.9	11.8	70.6	88.2	82.4
Am Ind or AK Native	5	2011	1	0.0	0.0	0.0	0.0	100.0	100.0	100.0
F/R Meals	5	2011	31	16.1	9.7	19.4	38.7	16.1	74.2	54.8
Full Price	5	2011	110	3.6	2.7	8.2	41.8	43.6	93.6	85.5

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Writing

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	5	2011	141	0.7	3.5	17.0	31.9	46.8	95.7	78.7
Male	5	2011	62	0.0	6.5	17.7	37.1	38.7	93.5	75.8
Female	5	2011	79	1.3	1.3	16.5	27.8	53.2	97.5	81.0
Black or African Am	5	2011	2	0.0	0.0	50.0	50.0	0.0	100.0	50.0
Hisp/Lat or any race	5	2011	14	7.1	7.1	14.3	35.7	35.7	85.7	71.4
White	5	2011	107	0.0	3.7	18.7	30.8	46.7	96.3	77.6
Asian	5	2011	17	0.0	0.0	5.9	35.3	58.8	100.0	94.1
Am Ind or AK Native	5	2011	1	0.0	0.0	0.0	0.0	100.0	100.0	100.0
F/R Meals	5	2011	32	3.1	12.5	34.4	21.9	28.1	84.4	50.0
Full Price	5	2011	109	0.0	0.9	11.9	34.9	52.3	99.1	87.2

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Science

Percent by Level

Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	5	2011	142	1.4	1.4	12.0	41.5	43.7	97.2	85.2
Male	5	2011	63	0.0	1.6	12.7	39.7	46.0	98.4	85.7
Female	5	2011	79	2.5	1.3	11.4	43.0	41.8	96.2	84.8
Black or African Am	5	2011	2	0.0	0.0	50.0	0.0	50.0	100.0	50.0
Hisp/Lat or any race	5	2011	15	13.3	0.0	26.7	33.3	26.7	86.7	60.0
White	5	2011	107	0.0	1.9	10.3	45.8	42.1	98.1	87.9
Asian	5	2011	17	0.0	0.0	5.9	29.4	64.7	100.0	94.1
Am Ind or AK Native	5	2011	1	0.0	0.0	0.0	0.0	100.0	100.0	100.0
F/R Meals	5	2011	32	6.3	3.1	15.6	56.3	18.8	90.6	75.0
Full Price	5	2011	110	0.0	0.9	10.9	37.3	50.9	99.1	88.2

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Mathematics

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	6	2011	140	1.4	3.6	16.4	35.7	42.9	95.0	78.6
Male	6	2011	71	1.4	4.2	16.9	33.8	43.7	94.4	77.5
Female	6	2011	69	1.4	2.9	15.9	37.7	42.0	95.7	79.7
Black or African Am	6	2011	4	0.0	0.0	50.0	50.0	0.0	100.0	50.0
Hisp/Lat or any race	6	2011	13	0.0	7.7	30.8	61.5	0.0	92.3	61.5
White	6	2011	109	1.8	3.7	15.6	33.9	45.0	94.5	78.9
Asian	6	2011	13	0.0	0.0	0.0	23.1	76.9	100.0	100.0
Am Ind or AK Native	6	2011	1	0.0	0.0	0.0	0.0	100.0	100.0	100.0
F/R Meals	6	2011	32	3.1	3.1	31.3	37.5	25.0	93.8	62.5
Full Price	6	2011	108	0.9	3.7	12.0	35.2	48.1	95.4	83.3

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Reading

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	6	2011	140	2.9	7.1	12.1	35.7	42.1	90.0	77.9
Male	6	2011	71	2.8	8.5	14.1	31.0	43.7	88.7	74.6
Female	6	2011	69	2.9	5.8	10.1	40.6	40.6	91.3	81.2
Black or African Am	6	2011	4	0.0	50.0	25.0	0.0	25.0	50.0	25.0
Hisp/Lat or any race	6	2011	13	0.0	15.4	23.1	30.8	30.8	84.6	61.5
White	6	2011	109	3.7	5.5	11.0	37.6	42.2	90.8	79.8
Asian	6	2011	13	0.0	0.0	0.0	38.5	61.5	100.0	100.0
Am Ind or AK Native	6	2011	1	0.0	0.0	100.0	0.0	0.0	100.0	0.0
F/R Meals	6	2011	32	3.1	12.5	21.9	34.4	28.1	84.4	62.5
Full Price	6	2011	108	2.8	5.6	9.3	36.1	46.3	91.7	82.4

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Writing

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	6	2011	140	2.9	3.6	18.6	40.0	35.0	93.6	75.0
Male	6	2011	70	4.3	5.7	20.0	40.0	30.0	90.0	70.0
Female	6	2011	70	1.4	1.4	17.1	40.0	40.0	97.1	80.0
Black or African Am	6	2011	4	0.0	25.0	25.0	25.0	25.0	75.0	50.0
Hisp/Lat or any race	6	2011	13	0.0	0.0	38.5	46.2	15.4	100.0	61.5
White	6	2011	109	3.7	3.7	17.4	39.4	35.8	92.7	75.2
Asian	6	2011	13	0.0	0.0	7.7	38.5	53.8	100.0	92.3
Am Ind or AK Native	6	2011	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
F/R Meals	6	2011	32	6.3	9.4	18.8	40.6	25.0	84.4	65.6
Full Price	6	2011	108	1.9	1.9	18.5	39.8	38.0	96.3	77.8

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Mathematics

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	7	2011	142	0.0	5.6	17.6	33.1	43.7	94.4	76.8
Male	7	2011	61	0.0	6.6	14.8	37.7	41.0	93.4	78.7
Female	7	2011	81	0.0	4.9	19.8	29.6	45.7	95.1	75.3
Black or African Am	7	2011	10	0.0	20.0	20.0	40.0	20.0	80.0	60.0
Hisp/Lat or any race	7	2011	8	0.0	0.0	37.5	37.5	25.0	100.0	62.5
White	7	2011	114	0.0	5.3	16.7	34.2	43.9	94.7	78.1
Asian	7	2011	10	0.0	0.0	10.0	10.0	80.0	100.0	90.0
Am Ind or AK Native	7	2011	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F/R Meals	7	2011	32	0.0	15.6	28.1	34.4	21.9	84.4	56.3
Full Price	7	2011	110	0.0	2.7	14.5	32.7	50.0	97.3	82.7

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Reading

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	7	2011	140	5.7	5.7	6.4	39.3	42.9	88.6	82.1
Male	7	2011	60	8.3	8.3	1.7	46.7	35.0	83.3	81.7
Female	7	2011	80	3.8	3.8	10.0	33.8	48.8	92.5	82.5
Black or African Am	7	2011	10	30.0	20.0	0.0	30.0	20.0	50.0	50.0
Hisp/Lat or any race	7	2011	8	0.0	12.5	12.5	50.0	25.0	87.5	75.0
White	7	2011	112	3.6	4.5	7.1	41.1	43.8	92.0	84.8
Asian	7	2011	10	10.0	0.0	0.0	20.0	70.0	90.0	90.0
Am Ind or AK Native	7	2011	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F/R Meals	7	2011	31	12.9	16.1	12.9	45.2	12.9	71.0	58.1
Full Price	7	2011	109	3.7	2.8	4.6	37.6	51.4	93.6	89.0

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Writing

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	7	2011	143	2.1	7.0	15.4	32.9	42.7	90.9	75.5
Male	7	2011	62	1.6	11.3	19.4	33.9	33.9	87.1	67.7
Female	7	2011	81	2.5	3.7	12.3	32.1	49.4	93.8	81.5
Black or African Am	7	2011	10	10.0	20.0	40.0	10.0	20.0	70.0	30.0
Hisp/Lat or any race	7	2011	8	0.0	12.5	12.5	50.0	25.0	87.5	75.0
White	7	2011	114	0.9	6.1	14.9	34.2	43.9	93.0	78.1
Asian	7	2011	10	0.0	0.0	0.0	30.0	70.0	100.0	100.0
Am Ind or AK Native	7	2011	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0
F/R Meals	7	2011	33	6.1	18.2	24.2	36.4	15.2	75.8	51.5
Full Price	7	2011	110	0.9	3.6	12.7	31.8	50.9	95.5	82.7

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Mathematics

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	8	2011	145	4.1	4.1	11.7	31.7	48.3	91.7	80.0
Male	8	2011	90	4.4	3.3	10.0	33.3	48.9	92.2	82.2
Female	8	2011	55	3.6	5.5	14.5	29.1	47.3	90.9	76.4
Black or African Am	8	2011	6	16.7	0.0	16.7	33.3	33.3	83.3	66.7
Hisp/Lat or any race	8	2011	10	10.0	10.0	20.0	30.0	30.0	80.0	60.0
White	8	2011	113	2.7	3.5	12.4	34.5	46.9	93.8	81.4
Asian	8	2011	13	0.0	0.0	0.0	7.7	92.3	100.0	100.0
Am Ind or AK Native	8	2011	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Two or more races	8	2011	2	50.0	50.0	0.0	0.0	0.0	0.0	0.0
F/R Meals	8	2011	32	12.5	3.1	25.0	34.4	25.0	84.4	59.4
Full Price	8	2011	113	1.8	4.4	8.0	31.0	54.9	93.8	85.8

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Reading

Group	Grade	Year	Number Tested	Percent by Level: Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	8	2011	145	8.3	2.8	3.4	33.1	52.4	89.0	85.5
Male	8	2011	90	8.9	3.3	3.3	35.6	48.9	87.8	84.4
Female	8	2011	55	7.3	1.8	3.6	29.1	58.2	90.9	87.3
Black or African Am	8	2011	6	16.7	0.0	0.0	33.3	50.0	83.3	83.3
Hisp/Lat or any race	8	2011	10	30.0	10.0	0.0	50.0	10.0	60.0	60.0
White	8	2011	113	5.3	2.7	4.4	35.4	52.2	92.0	87.6
Asian	8	2011	13	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Am Ind or AK Native	8	2011	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Two or more races	8	2011	2	100.0	0.0	0.0	0.0	0.0	0.0	0.0
F/R Meals	8	2011	32	25.0	6.3	3.1	37.5	28.1	68.8	65.6
Full Price	8	2011	113	3.5	1.8	3.5	31.9	59.3	94.7	91.2

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Writing

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	8	2011	147	6.1	2.0	8.2	46.3	37.4	91.8	83.7
Male	8	2011	92	8.7	2.2	9.8	50.0	29.3	89.1	79.3
Female	8	2011	55	1.8	1.8	5.5	40.0	50.9	96.4	90.9
Black or African Am	8	2011	6	16.7	0.0	0.0	83.3	0.0	83.3	83.3
Hisp/Lat or any race	8	2011	10	20.0	0.0	20.0	40.0	20.0	80.0	60.0
White	8	2011	115	3.5	2.6	8.7	47.8	37.4	93.9	85.2
Asian	8	2011	13	0.0	0.0	0.0	23.1	76.9	100.0	100.0
Am Ind or AK Native	8	2011	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Two or more races	8	2011	2	100.0	0.0	0.0	0.0	0.0	0.0	0.0
F/R Meals	8	2011	32	12.5	6.3	12.5	43.8	25.0	81.3	68.8
Full Price	8	2011	115	4.3	0.9	7.0	47.0	40.9	94.8	87.8

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

Performance Level Report

Percent of Students by Performance Levels

Science

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	8	2011	145	4.1	2.1	4.8	48.3	40.7	93.8	89.0
Male	8	2011	90	4.4	3.3	4.4	44.4	43.3	92.2	87.8
Female	8	2011	55	3.6	0.0	5.5	54.5	36.4	96.4	90.9
Black or African Am	8	2011	6	16.7	0.0	0.0	83.3	0.0	83.3	83.3
Hisp/Lat or any race	8	2011	10	20.0	0.0	30.0	30.0	20.0	80.0	50.0
White	8	2011	113	2.7	1.8	2.7	53.1	39.8	95.6	92.9
Asian	8	2011	13	0.0	0.0	0.0	7.7	92.3	100.0	100.0
Am Ind or AK Native	8	2011	1	0.0	0.0	100.0	0.0	0.0	100.0	0.0
Two or more races	8	2011	2	0.0	50.0	0.0	50.0	0.0	50.0	50.0
F/R Meals	8	2011	32	9.4	9.4	9.4	56.3	15.6	81.3	71.9
Full Price	8	2011	113	2.7	0.0	3.5	46.0	47.8	97.3	93.8

Note: This report does not include ELL-exempt students.
By federal law, race/ethnicity categories were changed in 2011.

TABLE 1A

CONNECTICUT MASTERY TEST RESULTS
FIRST GENERATION
1985 - 1992

TESTS	# of Students Above Remedial Level		# of Students Above Remedial Level		# of Students Above Remedial Level		# of Students Above Remedial Level		# of Students Above Remedial Level		# of Students Above Remedial Level		# of Students Above Remedial Level		# of Students Above Remedial Level	
	1985		1986		1987		1988		1989		1990		1991		1992	
	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent
GRADE 4																
Mathematics	69/89	78%	102/114	89%	96/105	91%	102/105	97%	118/123	96%	129/131	98%	134/136	99%	134/139	96%
Language Arts: Writing	64/86	74%	79/114	69%	94/105	89%	99/105	94%	110/123	89%	126/131	96%	130/136	96%	131/137	96%
*Reading (DRP)**	61/86	71%	87/114	76%	89/105	85%	85/105	81%	107/123	87%	109/131	83%	120/136	88%	117/137	85%
GRADE 6																
Mathematics	N/A**	N/A**	98/108	86%	78/91	86%	106/115	92%	94/104	90%	109/115	95%	108/116	93%	128/133	96%
Language Arts: Writing	N/A**	N/A**	72/108	66%	82/91	90%	92/115	80%	90/104	86%	99/115	86%	108/116	93%	128/133	96%
*Reading (DRP)**	N/A**	N/A**	98/108	92%	75/91	82%	91/115	79%	89/104	86%	97/115	84%	101/116	87%	121/133	91%
GRADE 8																
Mathematics	N/A**	N/A**	96/108	89%	99/100	99%	104/106	98%	85/90	94%	106/111	95%	110/113	97%	105/107	98%
Language Arts: Writing	N/A**	N/A**	97/108	90%	96/100	96%	103/106	97%	86/90	96%	110/111	99%	111/113	98%	108/108	100%
*Reading (DRP)**	N/A**	N/A**	89/108	82%	87/100	87%	98/106	92%	79/90	88%	97/111	87%	106/113	94%	99/108	92%

***DRP stands for Degree of Reading Power**

****Not administered in 1985**

TABLE 1B

CONNECTICUT MASTERY TEST RESULTS
SECOND GENERATION
1993 – 1999

	MATHEMATICS Students/Percentage							LANGUAGE ARTS: WRITING Students/Percentage							READING Students/Percentage						
	1993	*1994*	*1995*	*1996*	*1997*	*1998*	*1999*	*1993*	*1994*	*1995*	*1996*	*1997*	*1998*	*1999*	*1993*	*1994*	*1995*	*1996*	*1997*	*1998*	*1999*
GRADE 4																					
Excellence (State Goal)																					
Goodwin	27/57 %	37/60 %	29/73 %	40/63 %	35/74%	44/67%	30/68%	18/38 %	26/42 %	18/45 %	27/44 %	28/58%	32/49%	24/57%	26/55 %	34/58 %	24/62%	40/63 %	33/69%	41/62%	35/80%
Southeast	18/69 %	29/81 %	28/76 %	25/74 %	28/85%	27/61%	28/67%	10/45 %	16/47 %	12/32 %	17/52 %	14/47%	29/73%	26/65%	16/64 %	22/61 %	27/69 %	26/79 %	26/84%	28/67%	22/52%
Vinton	33/67 %	35/69 %	40/77 %	35/74 %	45/76%	31/63%	34/76%	23/52 %	24/51 %	25/49 %	37/77 %	40/68%	31/71%	30/75%	25/56 %	32/65 %	32/63 %	34/72 %	46/78%	29/59%	28/65%
Proficient																					
Goodwin	15/32 %	17/27 %	9/22 %	19/30 %	7/15%	16/24%	11/25%	18/38 %	22/35 %	13/33 %	30/48 %	15/32%	22/33%	14/33%	8/17 %	8/14 %	7/18 %	12/19 %	11/23%	11/17%	4/9%
Southeast	5/19 %	7/19 %	7/20 %	9/25 %	5/15%	13/30%	12/28%	8/36 %	14/41 %	23/60 %	14/42 %	14/46%	9/22%	12/30%	2/8 %	7/20%	8/21 %	5/15 %	5/16%	9/21%	9/21%
Vinton	14/29 %	15/29 %	12/23 %	9/19 %	12/21%	11/23%	7/16%	16/36 %	20/43 %	17/33 %	8/17 %	13/22%	8/18%	9/22%	13/29 %	10/21 %	11/22 %	7/15 %	9/15%	8/16%	9/21%
Intervention (Remedial)																					
Goodwin	5/11 %	8/13 %	2/5 %	4/7 %	5/11%	6/9%	3/7%	11/23 %	14/23 %	9/22 %	5/8 %	5/10%	12/18%	4/10%	13/28 %	17/28 %	8/20 %	11/18 %	4/8%	14/21%	5/11%
Southeast	3/12 %	0/0 %	1/4 %	1/1 %	0/0%	4/9%	2/5%	4/18 %	4/12 %	3/8 %	2/6 %	2/7%	2/5%	2/5%	7/28 %	7/20%	4/10 %	2/6 %	0/0%	5/12%	11/26%
Vinton	2/4 %	1/2 %	0/0 %	3/7 %	2/3%	7/15%	4/9%	5/11 %	3/6 %	9/18 %	3/6 %	6/10%	5/11%	1/3%	7/16 %	7/14 %	8/15 %	6/13 %	4/7%	12/25%	6/14%
# OF STUDENTS TESTED	122	149	128	144	139	159	131	113	143	129	143	137	150	122	117	144	129	143	138	157	129
GRADE 6																					
Excellence (State Goal)	84/62 %	92/61 %	82/67 %	95/64 %	88/62%	102/64%	116/78%	64/47 %	61/41 %	64/52 %	99/67 %	82/58%	106/66%	115/77%	90/67 %	107/72%	100/82%	115/78%	98/69%	121/76%	130/88%
Proficient	44/32 %	55/37 %	33/27 %	44/30 %	48/33%	51/32%	29/20%	33/24 %	54/37 %	34/28 %	39/26 %	54/38%	46/29%	32/21%	25/19 %	27/18 %	14/11 %	15/10 %	26/18%	23/15%	10/7%
Intervention (Remedial)	8/6 %	3/2 %	8/6 %	9/6 %	7/5%	6/49%	3/2%	38/28 %	33/22 %	24/20 %	10/7 %	6/4%	8/5%	2/1%	19/14 %	14/10 %	8/7 %	18/12 %	18/13%	15/9%	8/5%
# OF STUDENTS TESTED	136	150	123	148	143	159	148	135	148	122	148	142	159	149	134	148	122	148	142	159	148
GRADE 8																					
Excellence (State Goal)	94/73 %	89/72 %	94/73 %	112/75%	96/73%	130/80%	114/75%	83/64 %	82/67 %	63/50 %	114/77%	98/73%	128/80%	104/69%	99/76 %	89/71 %	90/69 %	121/82%	107/80%	138/85%	108/72%
Proficient	31/24 %	34/27 %	30/24 %	32/22 %	33/25%	29/18%	33/22%	35/27 %	34/28 %	46/37 %	22/15 %	24/18%	24/15%	43/28%	15/12 %	26/21 %	23/18 %	20/13 %	18/13%	17/10%	30/20%
Intervention (Remedial)	4/3 %	1/1 %	4/3 %	5/3 %	3/2%	4/2%	4/3%	12/9 %	7/5 %	17/13 %	13/8 %	12/9%	9/5%	4/3%	16/12 %	10/8 %	17/13 %	7/5 %	9/7%	8/5%	12/8%
# OF STUDENTS TESTED	129	124	128	149	132	163	151	130	123	125	149	134	161	151	130	125	130	148	134	163	150

TABLE 1C

CONNECTICUT MASTERY TEST RESULTS
THIRD GENERATION
2000-2004

	MATHEMATICS STUDENTS/PERCENTAGE					WRITING STUDENTS/PERCENTAGE					READING STUDENTS/PERCENTAGE				
Grade 4	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Level 5 (Advanced)															
Goodwin	N/A	N/A	18/38%	13/24%	15/25%	N/A	N/A	16/34%	12/22%	12/20%	N/A	N/A	23/49%	16/30%	17/28%
Southeast	N/A	N/A	24/40%	7/23%	9/20%	N/A	N/A	21/35%	9/31%	14/30%	N/A	N/A	20/33%	8/28%	11/23%
Vinton	N/A	N/A	19/35%	14/25%	17/33%	N/A	N/A	14/26%	24/42%	18/35%	N/A	N/A	18/33%	16/28%	24/47%
Level 4 (Goal)															
Goodwin	36/62%	43/81%	22/47%	30/56%	28/47%	32/56%	38/73%	26/55%	31/57%	35/58%	36/62%	40/77%	18/38%	24/44%	29/48%
Southeast	34/67%	35/71%	22/37%	11/37%	20/43%	26/55%	38/79%	27/45%	18/62%	19/40%	35/70%	34/71%	26/43%	16/55%	19/40%
Vinton	38/68%	39/74%	22/40%	28/49%	22/42%	33/61%	39/72%	30/56%	22/39%	22/42%	39/72%	42/78%	19/35%	30/53%	15/29%
Level 3 (Proficient)															
Goodwin	16/28%	7/13%	2/4%	8/15%	9/15%	14/25%	10/19%	4/9%	6/11%	6/10%	7/12%	3/6%	½%	6/11%	6/10%
Southeast	7/14%	9/18%	11/18%	9/30%	7/15%	9/19%	5/10%	8/13%	1/3%	7/15%	2/4%	5/10%	7/11%	2/7%	6/13%
Vinton	13/23%	13/25%	6/11%	13/23%	8/15%	11/20%	10/19%	5/9%	7/12%	5/10%	4/7%	2/4%	5/9%	4/7%	5/10%
Level 2 (Basic)															
Goodwin	3/5%	2/4%	3/6%	2/4%	5/8%	9/16%	2/4%	½%	3/6%	5/8%	8/14%	6/12%	3/6%	3/6%	3/5%
Southeast	7/14%	3/6%	½%	3/10%	6/13%	7/15%	5/10%	2/3%	1/3%	5/11%	4/8%	4/8%	4/7%	1/3%	2/4%
Vinton	2/4%	½%	6/11%	½%	2/4%	4/7%	5/9%	5/9%	3/5%	5/10%	4/7%	7/13%	7/13%	4/7%	1/2%
Level 1 (Below Basic)															
Goodwin	3/5%	½%	2/4%	½%	3/5%	2/4%	2/4%	0/0%	2/4%	2/3%	7/12%	3/6%	2/4%	5/9%	5/8%
Southeast	3/6%	2/4%	2/3%	0/0%	4/9%	5/11%	0/0%	2/3%	0/0%	2/4%	9/18%	5/10%	4/7%	2/7%	9/19%
Vinton	3/5%	0/0%	2/4%	½%	3/6%	6/11%	0/0%	0/0%	½%	2/4%	7/13%	3/6%	5/9%	3/5%	6/12%
# of Students Tested*	**165**	**155**	**162**	**141**	**160**	**158**	**154**	**161**	**140**	**160**	**162**	**154**	**162**	**140**	**160**
Grade 6															
Level 5 (Advanced)	N/A	N/A	40/24%	60/37%	53/31%	N/A	N/A	47/28%	39/24%	56/33%	N/A	N/A	36/22%	57/35%	54/32%
Level 4 (Goal)	104/68%	111/79%	89/53%	75/46%	87/51%	101/66%	102/72%	79/48%	82/50%	61/36%	114/74%	109/77%	88/53%	71/43%	73/43%
Level 3 (Proficient)	28/18%	22/16%	19/11%	24/15%	12/7%	31/20%	22/16%	28/17%	27/17%	28/17%	11/7%	12/8%	17/10%	15/9%	13/8%
Level 2 (Basic)	10/7%	6/4%	12/7%	2/1%	5/3%	11/7%	10/7%	6/4%	11/7%	15/9%	12/8%	7/5%	10/6%	5/3%	7/4%
Level 1 (Below Basic)	11/7%	2/1%	7/4%	2/1%	12/7%	10/7%	7/5%	5/3%	4/2%	8/5%	17/11%	14/10%	15/9%	16/10%	21/13%
# of Students Tested*	**153**	**141**	**167**	**163**	**171**	**153**	**141**	**165**	**163**	**171**	**154**	**142**	**166**	**164**	**171**
Grade 8															
Level 5 (Advanced)	N/A	N/A	47/30%	57/37%	43/26%	N/A	N/A	64/41%	61/39%	60/35%	N/A	N/A	74/47%	73/47%	66/38%
Level 4 (Goal)	112/66%	124/73%	57/36%	63/40%	69/42%	117/69%	128/76%	52/33%	70/45%	61/35%	132/78%	132/78%	53/53%	55/36%	63/37%
Level 3 (Proficient)	37/22%	26/15%	34/21%	27/17%	26/16%	31/18%	22/13%	24/15%	13/8%	29/17%	10/6%	13/8%	8/5%	11/7%	11/6%
Level 2 (Basic)	14/8%	15/9%	9/6%	7/4%	15/9%	7/4%	9/5%	11/7%	6/4%	14/8%	14/8%	10/6%	4/3%	6/4%	13/8%
Level 1 (Below Basic)	6/4%	4/2%	12/8%	2/1%	12/7%	14/8%	10/6%	7/4%	5/3%	8/5%	13/8%	14/8%	20/13%	9/6%	19/11%
# of Students Tested*	**169**	**169**	**159**	**156**	**165****	**169**	**169**	**158**	**155**	**172**	**169**	**169**	**159**	**154**	**172**

*** Includes outplaced students**

**** Does not include 7 students who did not take test due to German exchange trip**

NEWS

Connecticut Department of Education

George Coleman
Acting Commissioner

EMBARGOED UNTIL: **11:00 a.m., Wednesday, July 13, 2011**

Contact: Mark Linabury - 860.713.6525

(HARTFORD, CT)

2011 CMT Results Show Increases from 2010, Continuing a Positive Trend for the Fourth Generation CMT

Student performance on the Connecticut Mastery Test (CMT) is generally better than it was in 2010, continuing a trend of incremental improvement over previous years. The CMT assesses approximately 250,000 students on their application of skills and knowledge in the academic content areas of mathematics, reading and writing in Grades 3 through 8, and science in Grades 5 and 8. This year marks the sixth administration of the Fourth Generation CMT, which was first administered in March 2006. The March 2006 administration serves as a baseline year for examining changes in student performance over the course of the Fourth Generation.

The CMT has five student performance levels for each content area tested: Below Basic, Basic, Proficient, Goal and Advanced. The Proficient level is used to identify schools and districts that are making "Adequate Yearly Progress" (AYP) under No Child Left Behind (NCLB). The Goal level, more challenging than the Proficient level, is the state target for student performance. The CMT also has vertical scales in mathematics and reading to validly measure growth in tested students' performance from 2006 to 2011. Today, complete state-, district- and school-level CMT results can be found on the CMT Online Reports Web site (www.ctreports.com). In September, parents will receive individual student CMT performance results for their children.

"It is encouraging to see that our public schools are making progress by increasing the numbers of students who are moving into the Proficient level of performance and from the Proficient level into the Goal level," commented Acting Commissioner Coleman as he reviewed the 2011 results in comparison to previous years. "However, our greatest challenges are ahead of us. We must accelerate our efforts to improve the outcomes for those students who are at risk of scoring below Proficient, while at the same time challenging all students to perform at higher levels."

Table 1 compares the 2011 CMT results for the percentage of students scoring at or above Proficient and at or above Goal with those from 2006 and 2010.

Table 1: CMT Performance, by Grade, Percent At/Above Goal and Percent At/Above Proficient in Years 2006, 2010 and 2011.

		Mathematics		Reading		Writing		Science	
Grade	Year	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal
3	2006	78.3	56.3	69.2	54.4	81.7	61.1	NA	NA
3	2010	83.6	62.6	72.3	57.1	80.3	58.3	NA	NA

		Mathematics		Reading		Writing		Science	
Grade	Year	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal
3	**2011**	**84.3**	**63.3**	**74.0**	**58.4**	**81.1**	**61.1**	NA	NA
4	2006	80.3	58.8	71.8	57.8	84.2	62.8	NA	NA
4	2010	85.2	67.2	72.9	60.0	86.5	63.6	NA	NA
4	**2011**	**85.2**	**67.3**	**74.7**	**62.5**	**85.4**	**65.5**	NA	NA
5	2006	80.8	60.7	72.8	60.9	85.3	65.0	NA	NA
5	2010	87.8	72.6	75.4	61.8	87.3	68.2	82.5	59.7
5	**2011**	**87.6**	**72.7**	**75.1**	**61.4**	**88.0**	**66.8**	**82.4**	**60.2**
6	2006	79.8	58.6	75.4	63.6	82.7	62.2	NA	NA
6	2010	88.2	71.0	85.5	74.9	85.5	65.9	NA	NA
6	**2011**	**88.5**	**71.6**	**86.5**	**76.0**	**86.1**	**65.3**	NA	NA
7	2006	77.8	57.0	76.4	66.7	80.9	60.0	NA	NA
7	2010	87.4	68.8	85.3	77.5	79.7	61.3	NA	NA
7	**2011**	**87.2**	**68.7**	**85.7**	**77.8**	**79.8**	**58.9**	NA	NA
8	2006	78.9	58.3	76.6	66.7	81.9	62.4	NA	NA
8	2010	86.6	67.5	82.6	73.4	80.6	62.7	76.0	63.1
8	**2011**	**86.0**	**66.8**	**83.4**	**74.7**	**81.6**	**64.8**	**75.9**	**63.3**

The following section provides a sampling of results by content area tested, highlighting the Goal-level performance for Grade 3 students who took the CMT for the first time in 2011, and for Grade 8 students who are preparing to enter high school this fall. Approximately 41,000 students take the standard grade-level CMT in each of Grades 3 through 8. Each one percentage point increase over time in the percent of students scoring at Goal represents approximately an additional 410 new students moving into that performance level.

Reading

- From 2006 to 2011, the percentage of Grade 3 students who scored at or above Goal in reading increased from 54.4 percent to 58.4 percent, for an increase of four percentage points. This translates into an additional 1,640 students who were meeting Goal in reading in 2011 over the number meeting Goal in 2006.

- In Grade 8, the percentage of students who scored at Goal in reading increased from 66.7 percent in 2006 to 74.7 percent in 2011, for an increase of eight percentage points. This indicates that approximately 3,280 additional 8th-graders met the state's Goal standard for reading in 2011 than met Goal in 2006.

- The percentage of students meeting Goal in reading has increased steadily over the Fourth Generation of the CMT from 2006 to 2011, and is at its highest point in 2011 in every grade except Grade 5.

Mathematics

- The percentage of Grade 3 students meeting Goal for mathematics in 2011 (63.3 percent) is seven percentage points higher than it was in 2006 (56.3 percent). As a result, approximately 2,870 more Grade 3 students are meeting Goal in 2011 than did so in 2006.

- For Grade 8, 66.8 percent of CMT test-takers are meeting Goal in 2011, compared with 58.3 in 2006, for an increase of 8.5 percentage points. This translates into approximately 3,485 additional students within that grade who would have not met Goal in 2006.

- Over the course of the Fourth Generation CMT, there have been steady increases in the percentage of students meeting Goal in mathematics in all six grades, with Grades 5, 6 and 7 registering double-digit gains.

Writing

- For Grade 3 writing, the percentage of students scoring at Goal has remained relatively flat between 2006 and 2011 at 61.1 percent.

- In Grade 8, 64.8 percent of the CMT test-takers scored at Goal in 2011 compared with 62.4 percent in 2006, for an increase of 2.4 percentage points or, approximately, an additional 980 students meeting Goal in 2011.

- Across the grades between 2006 and 2011, the percentage of students scoring at the Goal level in writing increased in Grades 4, 5, 6 and 8, decreased in Grade 7, and did not change in Grade 3.

Science

CMT science has been administered in Grades 5 and 8 since 2008.

- In 2008 (not listed in Table 1), 55.2 percent of Grade 5 students met Goal in science. By 2011, the percentage increased by five percentage points to 60.2 percent. This represents the equivalent of an additional 2,050 students meeting Grade 5 Goal in science.

- From 2008 to 2011, there was a 4.4 percentage point increase in Grade 8 science performance at the Goal level, which accounts for approximately 1,800 additional students meeting Goal in 2011 than in 2008.

Vertical Scale Score Reporting

The CMT vertical scales are designed to measure change or growth in student achievement 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 were developed 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.

Table 2: Grade 3 – 5 CMT Growth by Cohort

Cohort Years	Cohort Grade Levels	Mathematics		Reading	
		Average Vertical Scale Score	Growth	Average Vertical Scale Score	Growth
Cohort 2006	**3**	450		424	
2007	**4**	491	41	451	27
2008	**5**	523	32	477	26
Cohort 2007	**3**	453		424	
2008	**4**	492	39	451	27
2009	**5**	527	35	482	31
Cohort 2008	**3**	452		424	
2009	**4**	496	44	458	34
2010	**5**	531	35	480	22
Cohort 2009	**3**	456		428	
2010	**4**	499	43	456	28
2011	**5**	531	32	480	24

Table 2 compares the growth in student performance from Grades 3 through 5, in mathematics and reading, for four cohorts of matched students who started testing in Grade 3 in 2006 through 2009. The cohort of Grade 3 students that started in 2009 was tested in Grade 5 in 2011. The information in the table can be interpreted in the following manner for the Grade 3 cohort that began in 2009:

- The average mathematics vertical scale score for the 2009 Grade 3 cohort of students was 456; this, on average, is higher than the average score for each of the previous three cohorts.
- When this cohort was tested as Grade 4 students in 2010, the average mathematics vertical scale score was 499, the highest among the four cohorts. The difference of 43 scale points represents the cohort growth in mathematics between Grade 3 and Grade 4.
- When the same cohort was tested in mathematics in 2011, the average vertical scale score was 531, which was as high or higher than the previous three cohorts. The difference of 32 scale points represents the average growth in the students' performance between Grades 4 and 5.

Similar comparisons can be made about the growth of students in Grades 3 through 5 in reading.

Table 3 compares the growth in student performance from Grades 6 through 8 in mathematics and reading for four cohorts of matched students who were tested in Grade 6 in 2006 through 2009, and were tested in Grade 8 in 2008 through 2011.

Table 3: Grade 6 – 8 CMT Growth by Cohort

Cohort Years	Cohort Grade Level	Mathematics		Reading	
		Average Vertical Scale Score	Growth	Average Vertical Scale Score	Growth
Cohort 2006	**6**	533		491	
2007	**7**	555	22	506	15
2008	**8**	571	16	517	11
Cohort 2007	**6**	540		492	
2008	**7**	559	19	513	21
2009	**8**	576	17	521	8
Cohort 2008	**6**	544		496	
2009	**7**	564	20	519	23
2010	**8**	581	17	530	11
Cohort 2009	**6**	548		500	
2010	**7**	568	20	524	24
2011	**8**	580	12	532	8

For these cohorts, reading will be used to illustrate how the vertical scale data can be interpreted. The cohort of Grade 6 students that was started in 2009 was tested as Grade 8 students in 2011. The information in the table for reading can be interpreted in the following manner for the Grade 6 cohort that began in 2009:

- The average reading vertical scale score for the 2009 Grade 6 cohort was 500. This is higher than the average scores of each of the three previous cohorts.
- In 2010, when this cohort was tested in reading as Grade 7 students, their average vertical scale score was 524, higher than that of each of the previous cohorts, and reflecting an overall growth of 24 scale score points.
- For the same cohort, when they were tested in reading as Grade 8 students in 2011, their average vertical score was 532. This was higher than each of the previous 8th-grade cohorts' scale scores, registering an average growth of 8 scale score points between Grade 7 and Grade 8.

Performance by Student Subgroups

Results for the CMT are also disaggregated by subgroups: gender, eligibility for free or reduced-price meals, special education status, English language learner status and Ethnicity/Race. Appendix A contains a summary of subgroup performance at the Proficient and Goal levels for students in Grade 3 and Grade 8. While the overall trends in performance for most subgroups is positive, the results for these subgroups still reveal persistent achievement gaps in student performance that are a major focus of district and state educational efforts. Subgroup results are available for the other grades tested at www.ctreports.com.

"The disparity in student performance here in Connecticut has been an unrelenting problem that not only is evident from these latest CMT results, but also in every other standardized assessment that we report," Acting Commissioner Coleman remarked. "To systematically address this continuing problem, we must

rethink how resources such as time and instructional supports are allocated, and how we can increase the engagement level of our lowest performing students through curriculum and instructional programs that are more culturally relevant."

The following section summarizes the performance trends for Grades 3 and 8, comparing 2011 to 2010, and to the 2006 baseline year for the Fourth Generation CMT.

Gender

- The largest gender difference in the percentages of students scoring at the Goal level is in writing, where about 70 percent of Grade 3 female students meet Goal compared with about 53 percent of Grade 3 male students, and in Grade 8, where about 73 percent of female students meet Goal compared with about 57 percent of male students. These differences have been consistent across Generation 4 CMT.
- In both Grades 3 and 8, more than 60 percent of both male and female students are meeting Goal in 2011, while slightly higher percentages of female students than male students are meeting Goal in reading in both grades and in Grade 8 science.

Eligibility for Free/Reduced Price Meals

Students' eligibility for free or reduced price meals is a proxy for families' social-economic status or economic need.

- Nearly twice the percentages of students who are not eligible for free or reduced price meals scored, and continue to score, at the Goal level in all tested content areas in Grades 3 and 8 than their counterparts who are eligible for free or reduced price meals.
- From 2006 to 2011, the increase in the percentage in the eligible students who have attained Goal has outpaced their non-eligible counterparts in all tested areas in Grade 3, and all but writing in Grade 8.

Special Education Status

About 12 percent of Connecticut's public school population are designated as students with disabilities who are eligible for special education services. These students have several testing options. Depending on their level of disabilities, they may take the standard grade-level CMT (with or without testing accommodations), the Modified Assessment System (MAS) tests in mathematics and/or reading, or the Skills Checklist. The test administered to each student is based on the determination of the student's Individualized Education Program (IEP) team. Appendix A contains Grade 3 and Grade 8 results for special education students who took the standard grade-level CMT. Results for the MAS and Checklist are reported separately below. When examining the performance of students with disabilities on the CMT, the following trends emerge:

- In 2011, as in previous years, smaller percentages of students meet the state Goal than for their non-disabled counterparts.
- From 2006 to 2011, the percentage increase of students with disabilities meeting the Goal standard exceeded that of their non-disabled classmates in both mathematics and reading in both grades, but was lower in writing in Grades 3 and 8 and science in Grade 8.

Student Performance on the Grades 3 and 8 Modified Assessment System

March 2011 was the second administration of the Modified Assessment System (MAS). The MAS is one of two alternate assessments in Connecticut. It is an alternate test of mathematics and reading that is designed for those students who, because of their disabilities, would not likely achieve a minimum of a Proficient score on the standard test, but who might be better able to demonstrate what they know and can do on the modified test. The MAS test is only available in reading and mathematics and a student may qualify for one or both of these alternate tests. These students must also take the standard grade-level writing and science tests. Of the 2011 total tested CMT population, 4.1 percent participated in the MAS Reading Test and 3.3 percent participated in the MAS Mathematics Test.

There are three standards that have been established for performance on the MAS: Basic, Proficient and Goal. Table 4 provides information about the number of students who were administered the MAS

Mathematics and Reading in 2010 and 2011, and the percentage scoring at the Proficient and Goal levels. Over the two year time frame, the percentage of students meeting Proficient and Goal levels of performance on the MAS in Grade 3 mathematics and Grade 8 mathematics and reading has declined, while the percentage of students meeting Proficient and Goal in Grade 3 reading has increased.

Table 4: Grade 3 and 8 CMT MAS Percentage of Students Scoring At/Above Proficient and At/Above Goal

		Mathematics			Reading		
Grade	Year	Number Tested	% At/Above Proficiency	% At/Above Goal	Number Tested	% At/Above Proficiency	% At/Above Goal
3	2010	1082	74.1	45.5	1438	44.3	29.9
	2011	1053	66.0	37.5	1413	48.9	31.1
8	2010	1065	40.1	16.1	1183	64.1	41.4
	2011	1320	38.8	15.0	1425	63.8	40.1

Student Performance on the CMT Skills Checklist

The second Grades 3 through 8 alternate assessment in Connecticut's assessment system is the CMT Skills Checklist, which is designed for students with significant cognitive disabilities. The Skills Checklist is completed by the student's primary special education teacher. Judgments are made by the teacher based on observations and interactions with students throughout the year. This year approximately 1.2 percent of the total tested population in Grades 3 through 8 were administered the CMT Skills Checklist. Separate performance standards have also been set for the Skills Checklist, which include three performance levels: Basic, Proficient and Independent. Table 5 summarizes the performance of Grade 3 through 8 students, inclusive, on the Skills Checklist from 2007 through 2011.

Table 5: CMT Skills Checklist Results

Year	Number Tested	Mathematics % At/Above Proficient	Reading % At/Above Proficient	Communication % At/Above Proficient	Science % At/Above Proficient
2006	2098	19.0	13.4	20.7	*
2007	2365	21.3	16.0	25.4	*
2008	2727	31.0	23.0	31.0	64.0
2009	2914	31.0	22.0	32.0	63.0
2010	3067	34.4	24.4	35.4	67.3
2011	3189	36.1	25.9	35.5	66.3
*Science was not tested in 2006 and 2007					

Since 2006 there have been steady increases in the percentages of students who have been administered the Checklist, as well as the percentages of students who have scored at the Proficient level in mathematics, reading, communication and science.

English Language Learner Status

English language learners (ELL) are students for whom English is not their primary language. These students receive services to increase their proficiency in reading, writing, listening and speaking in English. Once students have met the English Language Proficiency standard for acquiring academic English competency, they exit ELL status. The following summarizes trends in the performance of ELLs for Grade 3 and Grade 8 CMT.

- In Grades 3 and 8, substantially smaller percentages of ELL students have scored, and continue to score, at the Goal level in all tested areas as compared to their classmates who are native English language speakers.
- Between 2006 and 2011, the rate of increase in the percentage of students scoring at the Goal level was higher for non-ELLs in all content areas tested in Grade 3 and Grade 8.

Ethnicity/Race

Beginning in 2011, Ethnicity/Race reporting changed. As a result of new U.S. Department of Education guidance, there are no longer five categories used for reporting as in 2006-2010. Students are now categorized in ONLY one of the following seven groups: Hispanic/Latino, American Indian or Alaskan Native, Asian, black or African American, Native Hawaiian or Other Pacific Islander, white, and Two or More Ethnicity/Races. For reporting purposes, students are classified as Hispanic/Latino, regardless of their race. Students who are not Hispanic/Latino are placed in one of the Ethnicity/Race categories, unless they belong to the Two or More Ethnicity/Race categories.

Appendix A contains 2006 and 2010 CMT results for the five previously reported Ethnicity/Race categories.

- The percentages of Grade 3 and Grade 8 white and Asian American students scoring at the Goal level in each content area tested is similar and consistently higher than percentages for Hispanic, black and American Indian students.
- Between 2006 and 2010, the increase in the percentage of Grade 3 and Grade 8 students attaining Goal was consistently higher for Hispanic, black and American Indian students in mathematics and reading as for white and Asian American students.

The 2011 results for the seven Ethnicity/Race categories are shown below in Table 6 and should be considered as a baseline year because of the change in federal guidelines. Results for the previous Ethnicity/Race categories from 2006 and 2010 are included in Appendix A.

Table 6: Performance Data by Ethnicity/Race from 2011

		Mathematics		Reading		Writing		Science	
Grade	Ethnicity/Race	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal	% At/Above Proficient	% At/Above Goal
3	Hispanic/Latino	69.8	41.3	53.3	34.0	66.0	40.0	N/A	N/A
	American Indian or Alaskan Native	80.2	55.7	69.8	39.6	78.0	54.1	N/A	N/A
	Black or African American	66.6	36.5	54.0	33.8	68.3	42.1	N/A	N/A
	Asian	95.0	82.4	83.0	70.3	92.6	78.0	N/A	N/A
	Native Hawaiian or Other Pacific Islander	88.9	72.2	83.3	77.8	84.2	84.2	N/A	N/A
	White	91.5	73.8	83.5	69.8	87.5	70.2	N/A	N/A
	Two or More	84.1	65.8	74.7	60.8	80.8	62.0	N/A	N/A
8	Hispanic/Latino	67.7	39.2	63.6	49.9	62.1	38.1	50.4	33.5
	American Indian or Alaskan Native	86.8	55.4	81.7	65.8	74.8	57.3	71.2	53.8
	Black or African American	67.7	37.0	66.2	51.4	64.9	39.5	49.6	31.9
	Asian	95.6	85.3	91.8	86.7	91.9	80.1	87.3	78.1
	Native Hawaiian or Other Pacific Islander	90.0	50.0	90.0	60.0	90.0	70.0	70.0	70.0
	White	93.7	78.8	91.3	84.9	89.6	76.2	87.5	76.9
	Two or More	87.0	61.6	83.0	74.2	80.8	64.3	74.8	60.8

The performance patterns on the 2011 CMT among the seven Ethnicity/Race categories of students were not inconsistent with previous results. Large differences are still evident across racial subgroups in Grade 3 and Grade 8 across all the tested content areas.

Web Reporting Tools
The CMT Online Reports Web site (www.ctreports.com) can be used for more comprehensive CMT data analysis. CMT score results beginning with the first administration of the Fourth Generation in 2006 are available on this Web site.

Guidance for Proper Data Analysis
When analyzing CMT data, there are proper methods as well as improper methods. Conducting an improper analysis will lead to conclusions which are not necessarily supported by the data. Therefore, the Connecticut State Department of Education (CSDE) provides guidance for proper CMT data analysis in the document "*CMT Interpretive Guide*," which is available through the Student Assessment Link on the CSDE Web site (www.ct.gov/sde).

Appendix A– Comparisons by Subgroups

Grade 3 Subgroup Comparisons

Grade 3		Mathematics		Reading		Writing	
Subgroup	Year	% Prof	% Goal	% Prof	% Goal	% Prof	% Goal
Male	2006	78.8	57.8	67.0	52.7	76.5	53.4
	2010	83.9	63.7	70.8	55.9	74.2	49.9
	2011	84.5	64.3	72.3	56.9	75.2	52.9
Female	2006	77.9	54.8	71.5	56.2	87.0	68.9
	2010	83.3	61.4	73.8	58.3	86.7	67.2
	2011	84.2	62.2	75.7	59.9	87.3	69.7
Free/Reduced-Price Meals	2006	58.1	30.8	42.5	24.5	64.2	36.4
	2010	67.6	38.9	49.9	31.5	65	37.2
	2011	69.2	40.9	53.6	34.2	66.4	39.8
Full Price Meals	2006	87.3	67.7	81.0	67.6	89.3	71.7
	2010	92.2	75.3	84.2	70.7	88.7	70.0
	2011	92.9	76.0	85.4	72.0	89.6	73.5
Sped	2006	45.2	23.9	28.6	17.2	42.3	20.7
	2010	58.3	31.4	35.5	21.3	37.6	17.0
	2011	60.1	32.8	37.5	23.1	38.1	18.0
Non-Sped	2006	82.3	60.2	74.0	58.8	86.1	65.6
	2010	85.8	65.3	75.1	59.8	85.1	63.0
	2011	86.3	65.8	76.6	60.9	85.8	65.8
ELL	2006	52.7	27.1	30.5	15.2	55.3	29.1
	2010	57.3	27.9	28.3	12.9	51.7	24.2
	2011	60.3	31.0	31.3	14.2	53.1	24.9
Non-ELL	2006	80.1	58.4	71.9	57.1	83.5	63.2
	2010	85.2	64.7	75.0	59.8	82.2	60.5
	2011	85.9	65.4	76.7	61.2	83.0	63.5
Black	2006	56.3	28.2	43.8	25.6	66.7	38.6
	2010	65.1	34.6	50.3	31.8	66.9	39.4
	2011	*	*	*	*	*	*
Hispanic	2006	58.0	31.0	41.1	24.3	63.3	35.4
	2010	67.8	39.3	48.5	30.6	64.5	36.5
	2011	*	*	*	*	*	*
White	2006	87.3	67.5	80.9	67.2	88.7	71.2
	2010	91.4	73.9	82.8	69.1	87.0	67.7
	2011	*	*	*	*	*	*
Asian American	2006	90.9	74.3	79.4	66.3	90.3	73.4
	2010	92.7	80.0	83.2	68.9	91.1	74.1
	2011	*	*	*	*	*	*
Am. Indian	2006	65.4	46.8	64.1	41.7	72.9	51.6
	2010	82.4	58.2	72.7	49.7	78.9	47.6
	2011	*	*	*	*	*	*

*Ethnicity/Race categories have changed in 2011; therefore, direct comparisons to previous years are not valid.

Grade 8 Subgroup Comparisons`1

		Mathematics		Reading		Writing		Science	
Subgroup	Year	% Prof	% Goal	% Prof	% Goal	% Prof	% Goal	% Prof	% Goal
Male	2006	78.3	58.6	74.0	64.1	76.3	54.5	NA	NA
	2010	85.8	66.8	80.0	70.3	74.5	54.6	74.9	62.3
	2011	85.4	66.3	81.2	72.0	75.7	57.1	74.7	62.6
Female	2006	79.5	58.0	79.4	69.5	87.8	70.7	NA	NA
	2010	87.4	68.3	85.2	76.6	87.0	71.1	77.3	63.8
	2011	86.6	67.4	85.7	77.5	87.6	72.8	77.2	64.0
Free/Reduced-Price Meals	2006	54.8	26.5	51.8	37.6	63.5	35.3	NA	NA
	2010	69.5	39.7	63.2	49.0	61.2	35.5	51.0	33.5
	2011	69.0	39.3	65.4	51.2	63.5	38.7	51.6	34.7
Full Price Meals	2006	87.9	70.2	85.9	77.6	88.8	72.5	NA	NA
	2010	94.2	79.9	91.2	84.2	89.6	75.3	87.7	76.8
	2011	94.2	80.2	92.1	86.1	90.7	78.0	88.3	77.9
Sped	2006	37.8	17.3	35.0	24.4	41.6	18.8	NA	NA
	2010	58.8	28.8	50.5	35.1	38.9	18.8	37.9	24.1
	2011	59.2	27.8	53.1	38.2	39.2	19.5	36.6	22.7
Non-Sped	2006	84.2	63.7	82.0	72.2	87.1	68.0	NA	NA
	2010	89.3	71.2	85.6	77.0	85.8	68.2	80.8	68
	2011	88.3	70.2	85.9	77.7	86.6	70.2	80.7	68.3
ELL	2006	40.2	16.4	24.3	14.7	41.3	16.8	NA	NA
	2010	38.4	14.6	22.5	11.0	27.5	8.8	16.2	6.2
	2011	37.5	13.3	22.4	10.7	29.2	9.2	15.1	6.5
Non-ELL	2006	80.3	59.8	78.5	68.6	83.3	64.0	NA	NA
	2010	88.3	69.4	84.7	75.6	82.6	64.7	78.3	65.2
	2011	87.8	68.8	85.6	77.0	83.6	66.9	78.3	65.6
Black	2006	52.7	24.6	52.8	38.2	65.8	37.0	NA	NA
	2010	68.9	37.7	64.6	49.8	62.7	36.7	49.5	31.0
	2011	*	*	*	*	*	*	*	*
Hispanic	2006	53.7	25.9	50.4	36.2	62.0	34.3	NA	NA
	2010	68.2	38.8	61.2	47.3	59.1	34.3	49.2	32.0
	2011	*	*	*	*	*	*	*	*
White	2006	88.9	71.1	86.6	78.5	89.0	72.9	NA	NA
	2010	93.8	79.0	90.5	83.3	88.8	73.8	87.3	76.2
	2011	*	*	*	*	*	*	*	*
Asian American	2006	92.4	78.8	86.5	78.6	90.3	76.8	NA	NA
	2010	94.0	84.0	90.5	84.5	90.7	78.0	86.2	76.1
	2011	*	*	*	*	*	*	*	*
Am. Indian	2006	76.1	42.3	70.7	55.0	75.2	53.9	NA	NA
	2010	82.1	55.6	76.5	61.1	77.5	56.3	64.3	50.6
	2011	*	*	*	*	*	*	*	*

*Ethnicity/Race categories have changed in 2011; therefore, direct comparisons to previous years are not valid.

TABLE 2

MANSFIELD MIDDLE SCHOOL
CLASS OF 2010

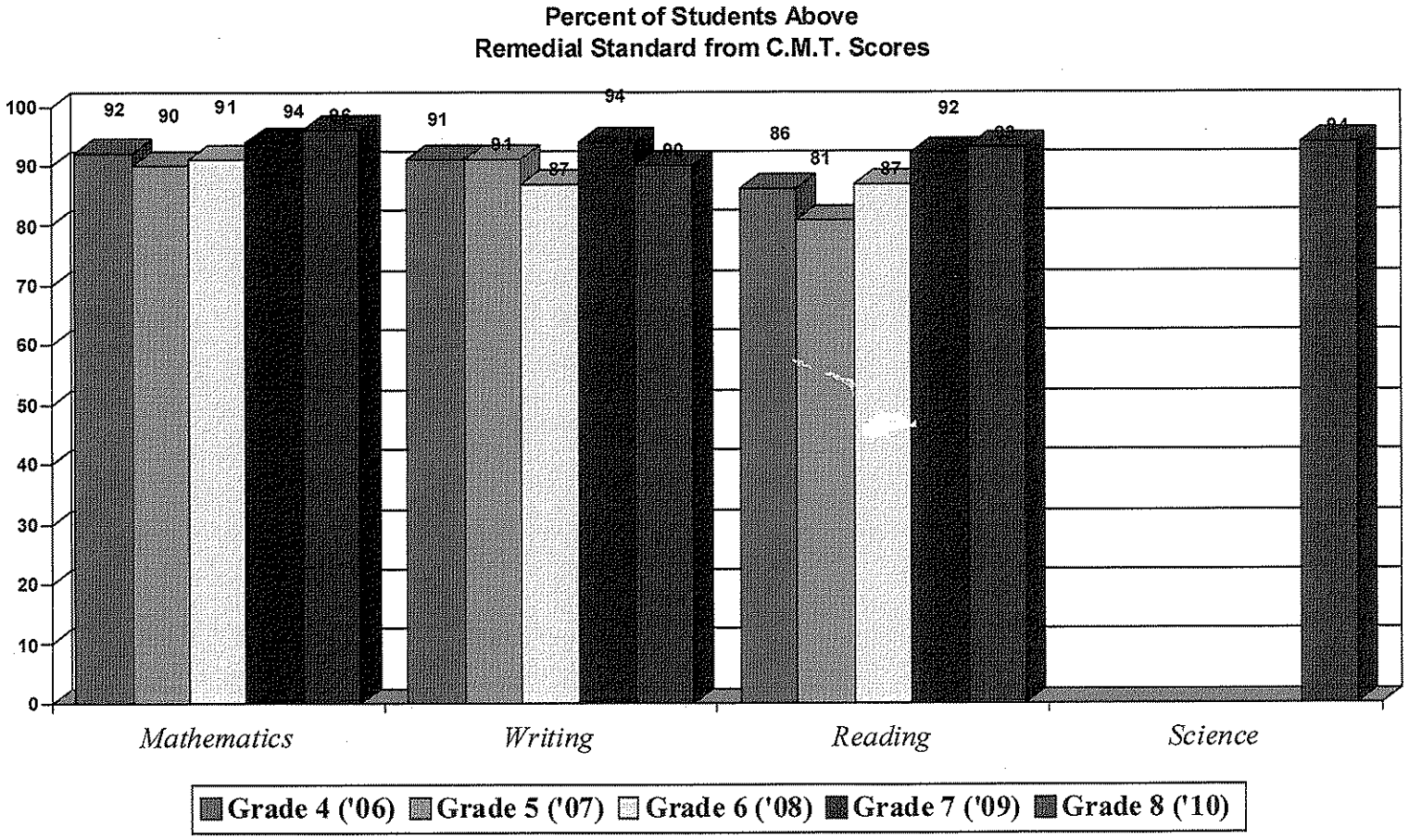
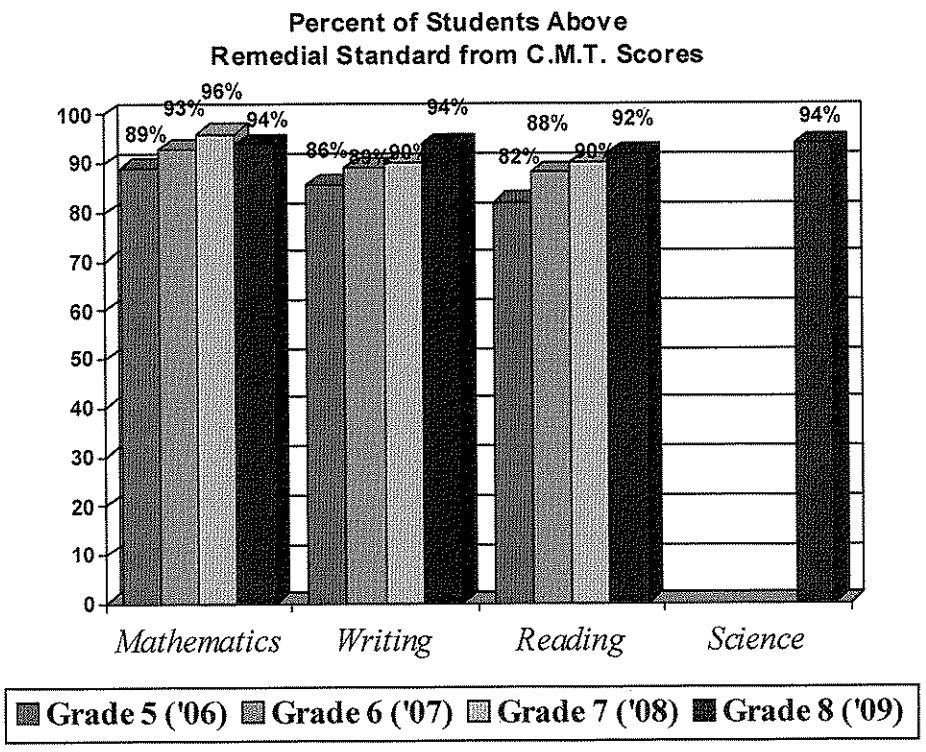


TABLE 3

MANSFIELD MIDDLE SCHOOL
CLASS OF 2009



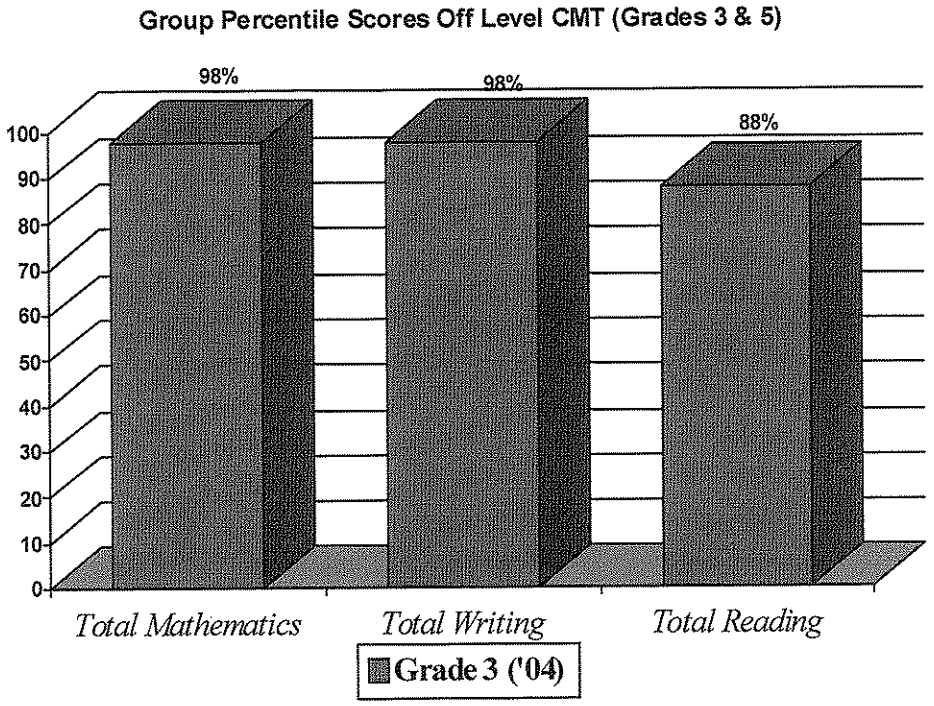
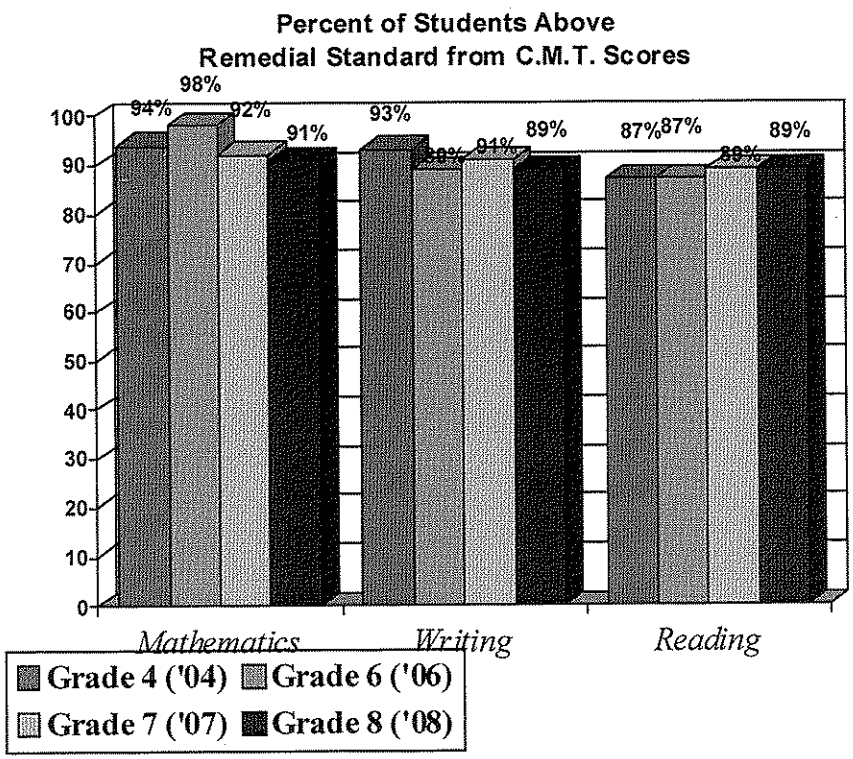


TABLE 4

MANSFIELD MIDDLE SCHOOL
CLASS OF 2008



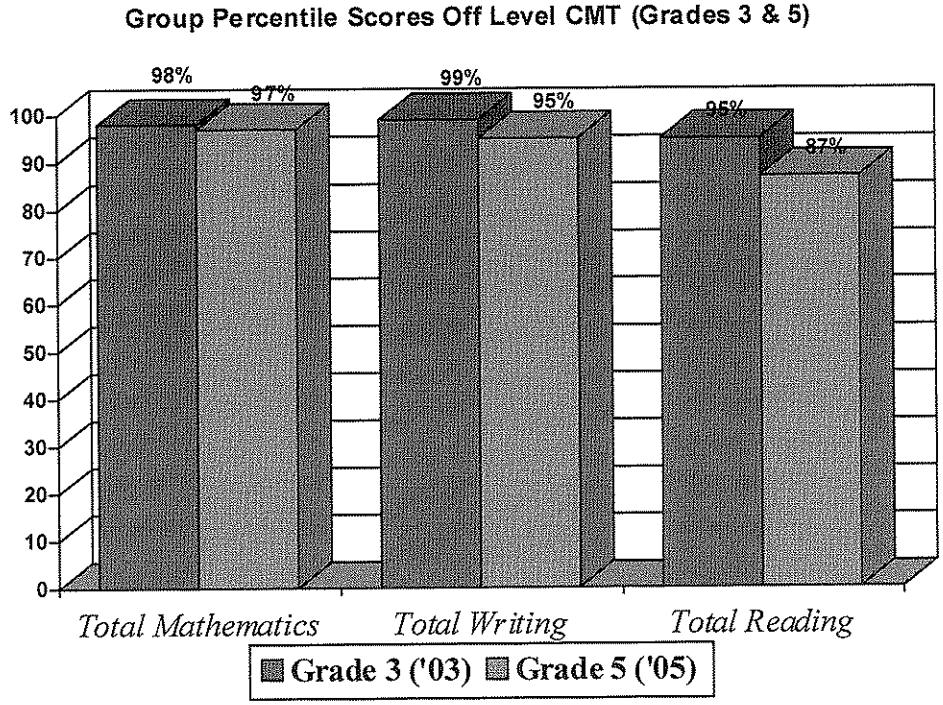
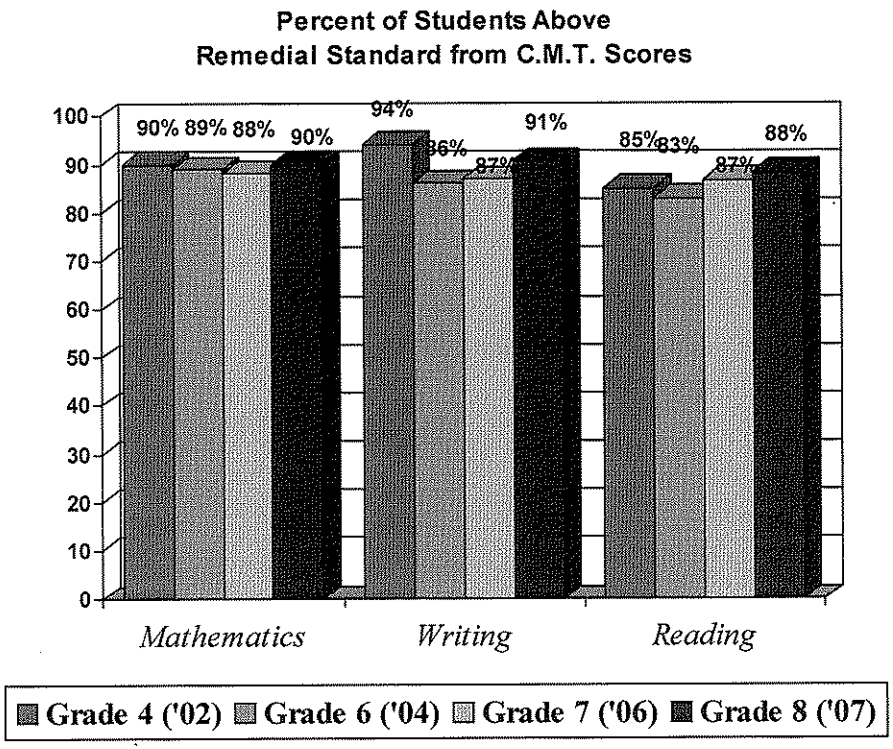


TABLE 5

MANSFIELD MIDDLE SCHOOL
CLASS OF 2007



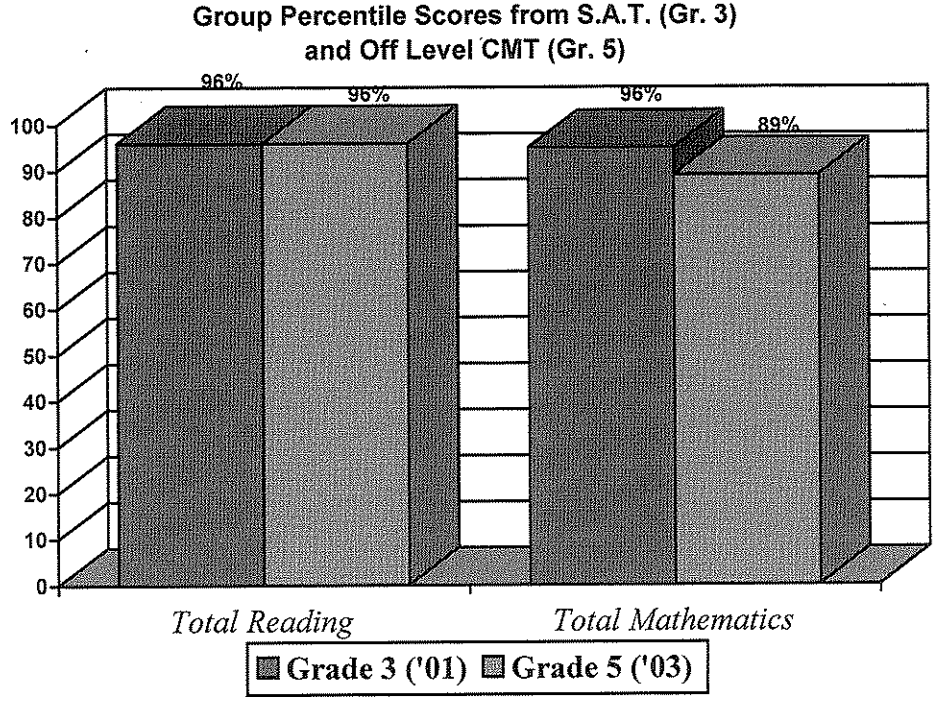
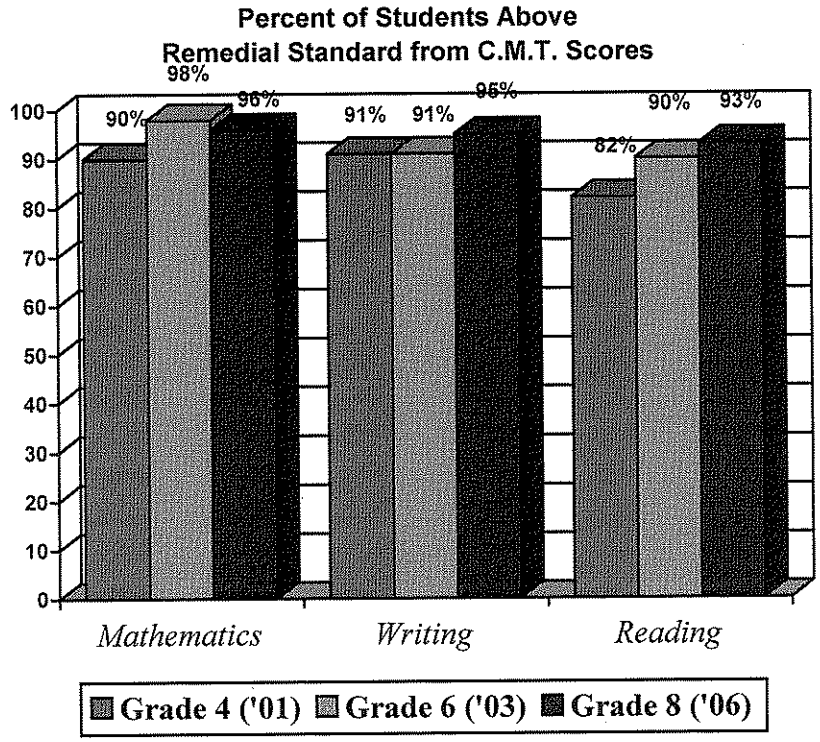


TABLE 6

MANSFIELD MIDDLE SCHOOL
CLASS OF 2006



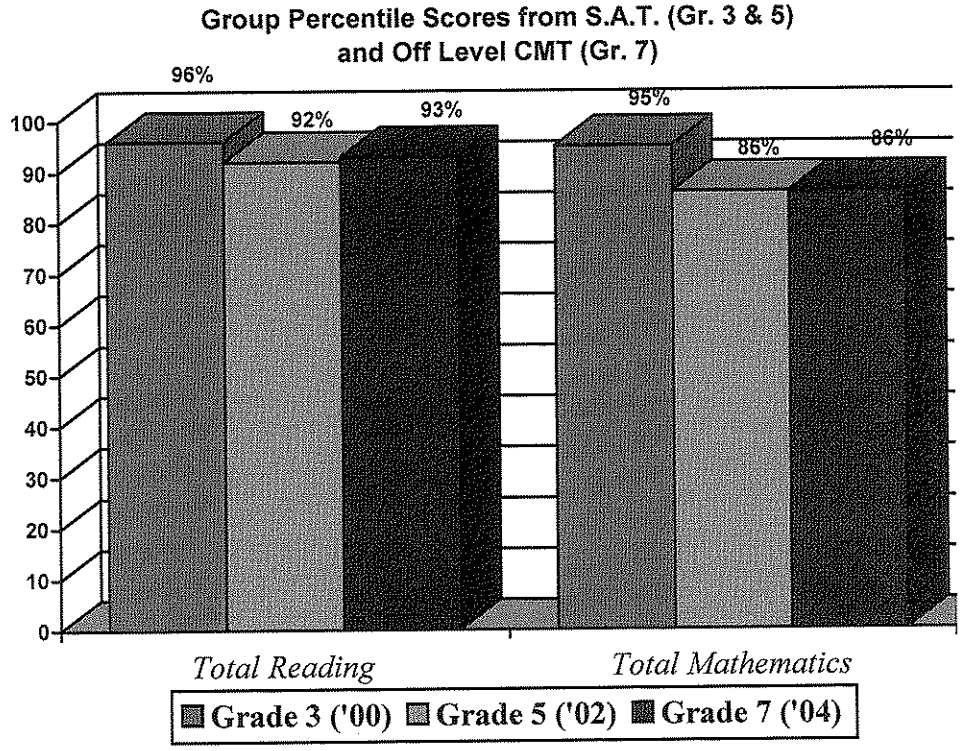
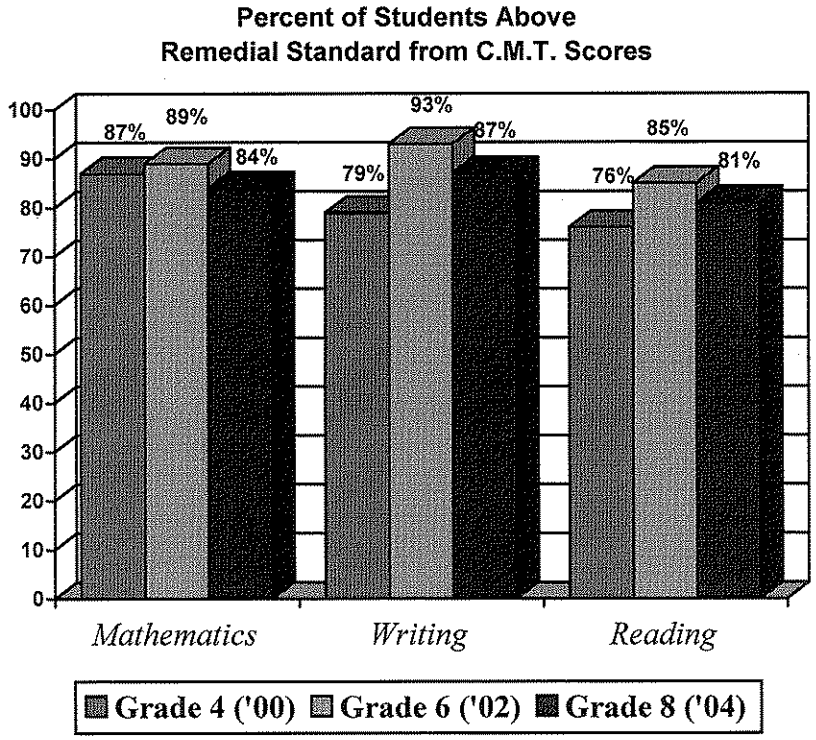


TABLE 7

MANSFIELD MIDDLE SCHOOL
CLASS OF 2005



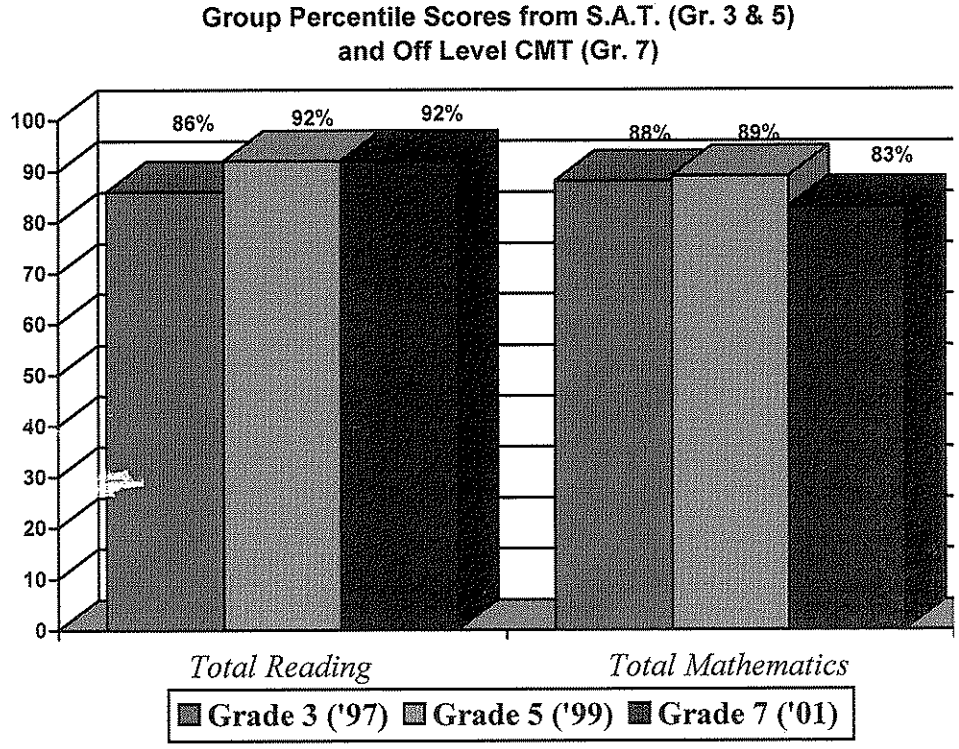
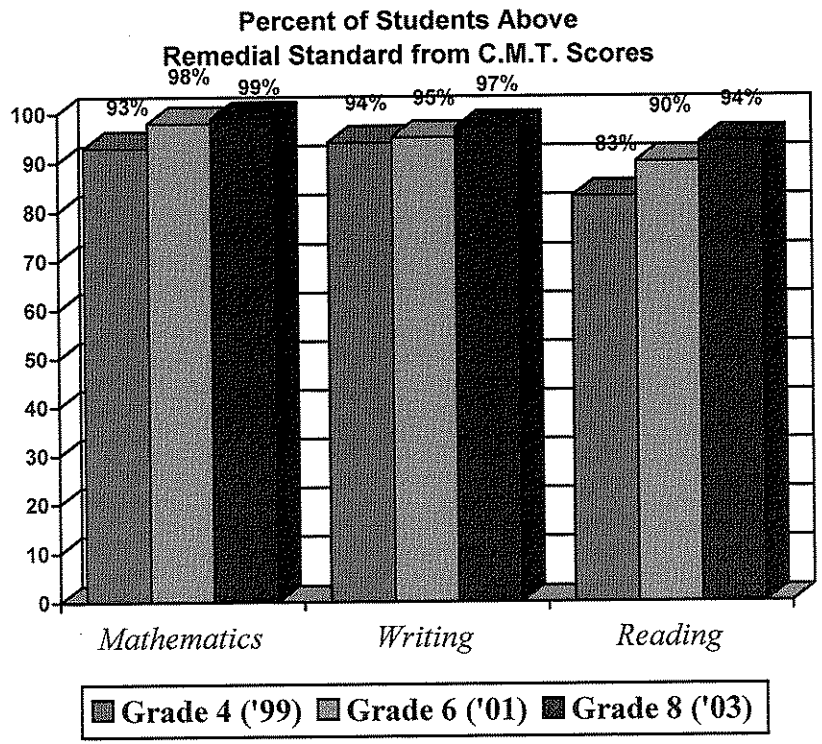


TABLE 8

MANSFIELD MIDDLE SCHOOL
CLASS OF 2004



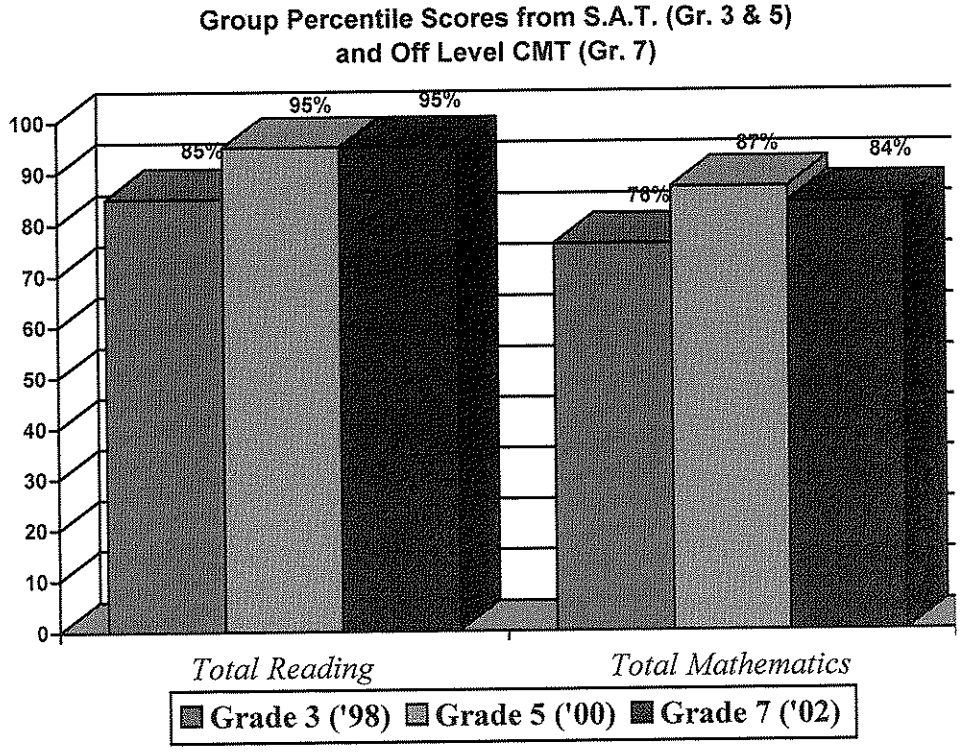
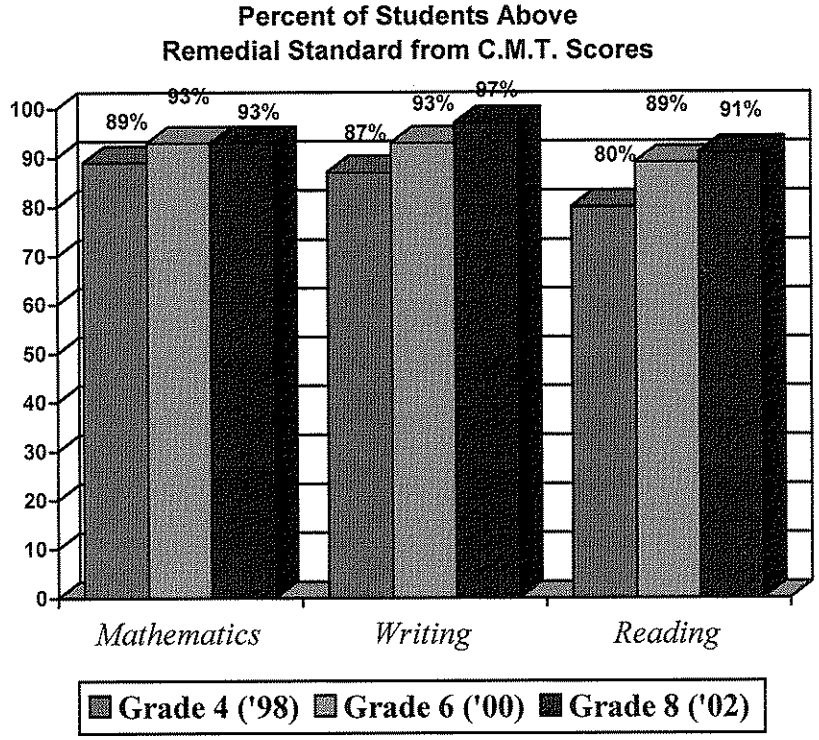


TABLE 9

MANSFIELD MIDDLE SCHOOL
CLASS OF 2003



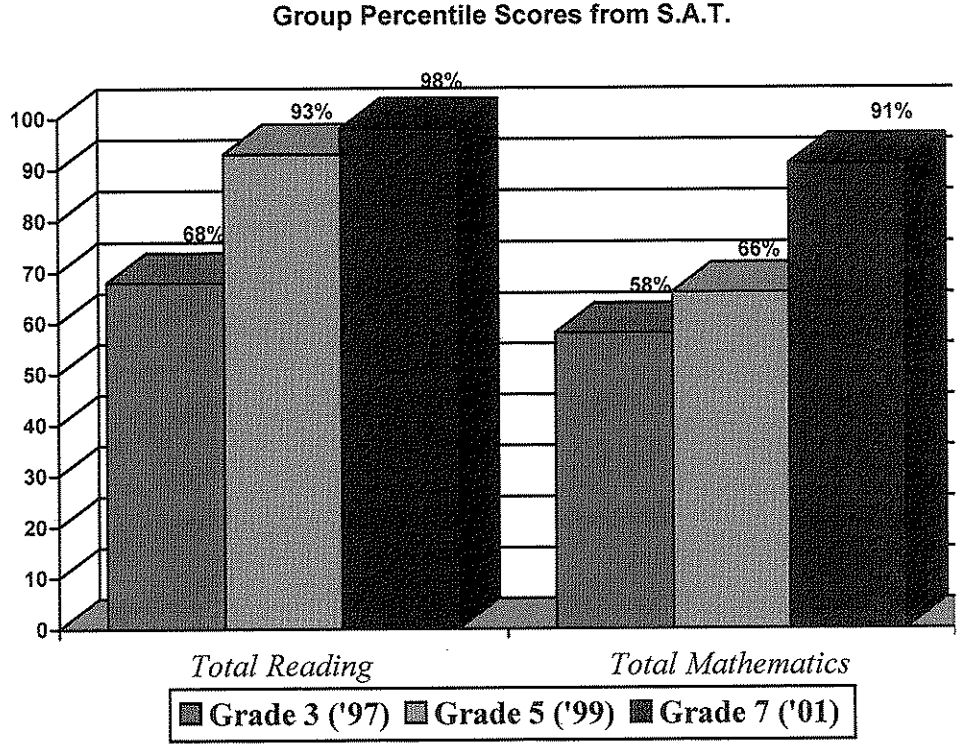
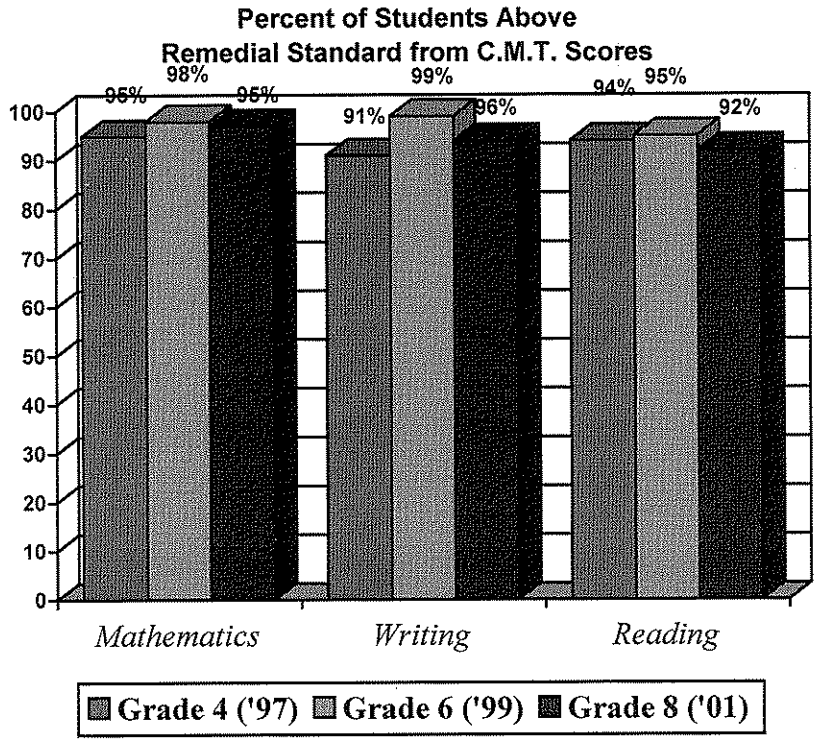


TABLE 10

MANSFIELD MIDDLE SCHOOL
CLASS OF 2002



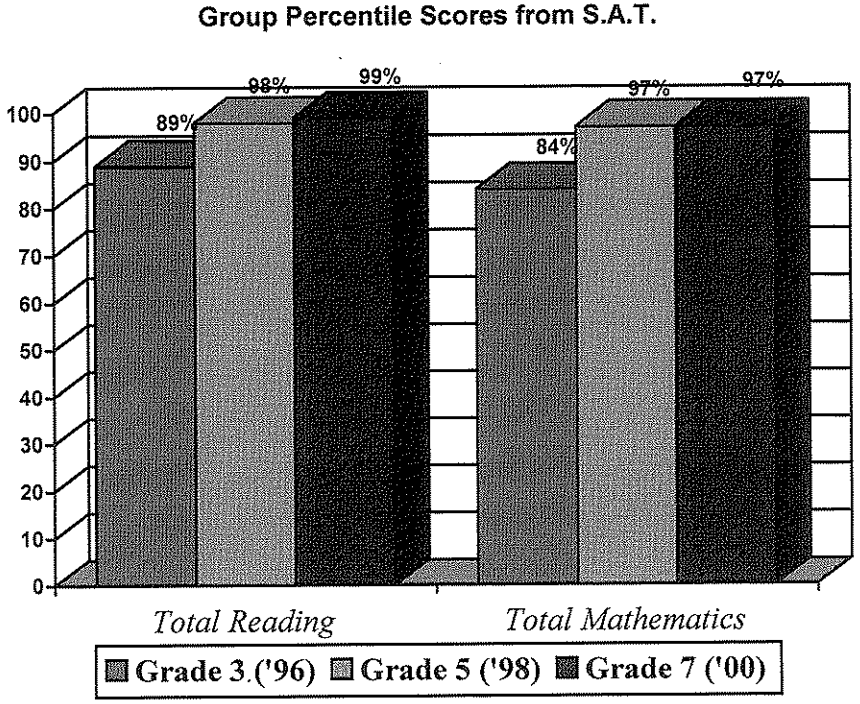
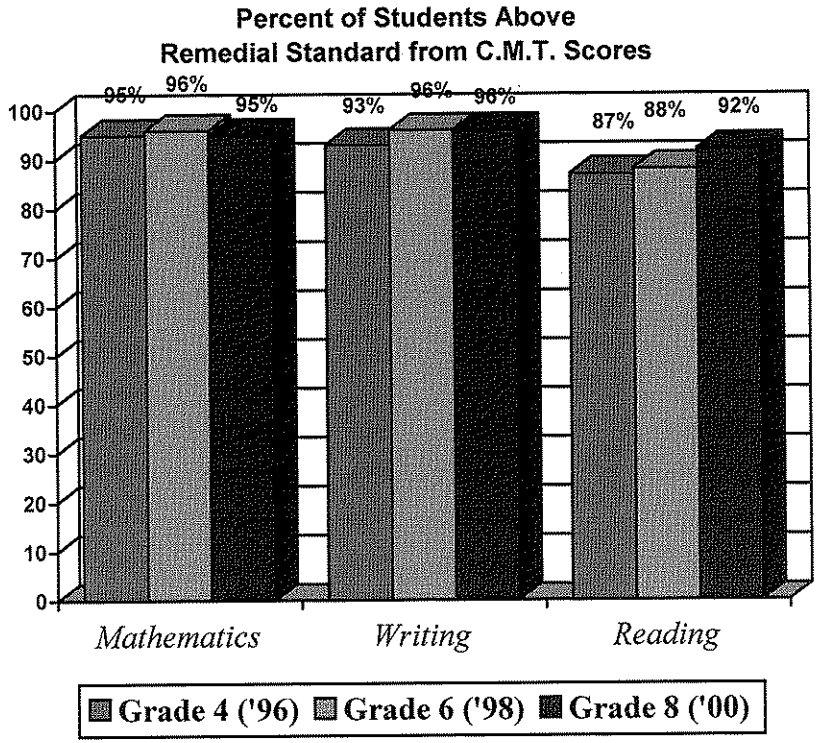


TABLE 11

MANSFIELD MIDDLE SCHOOL
CLASS OF 2001



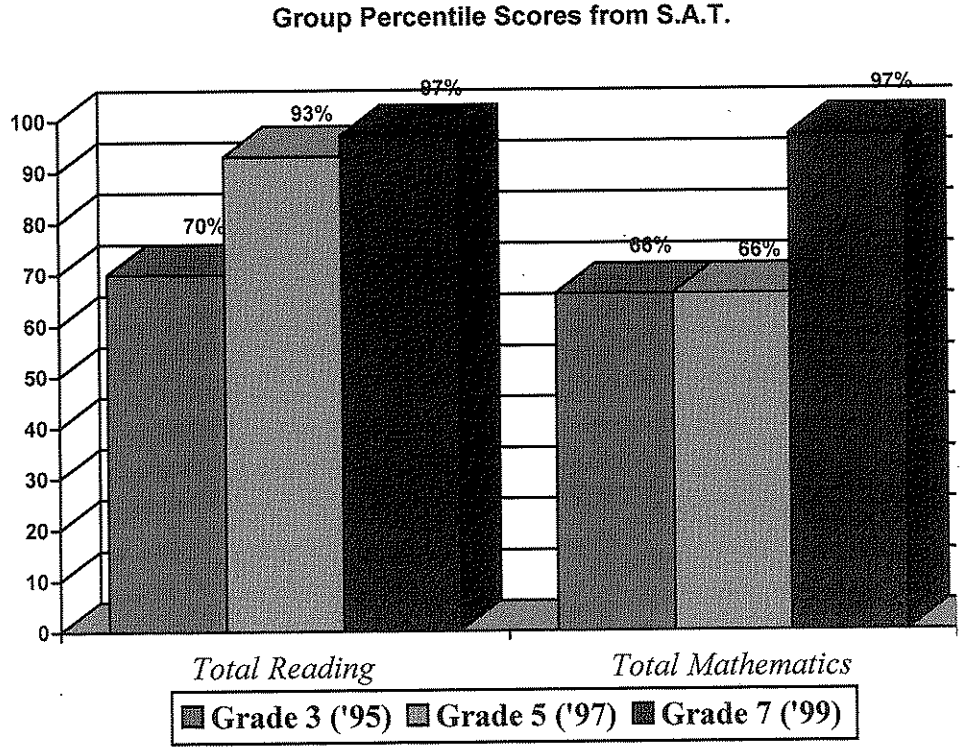
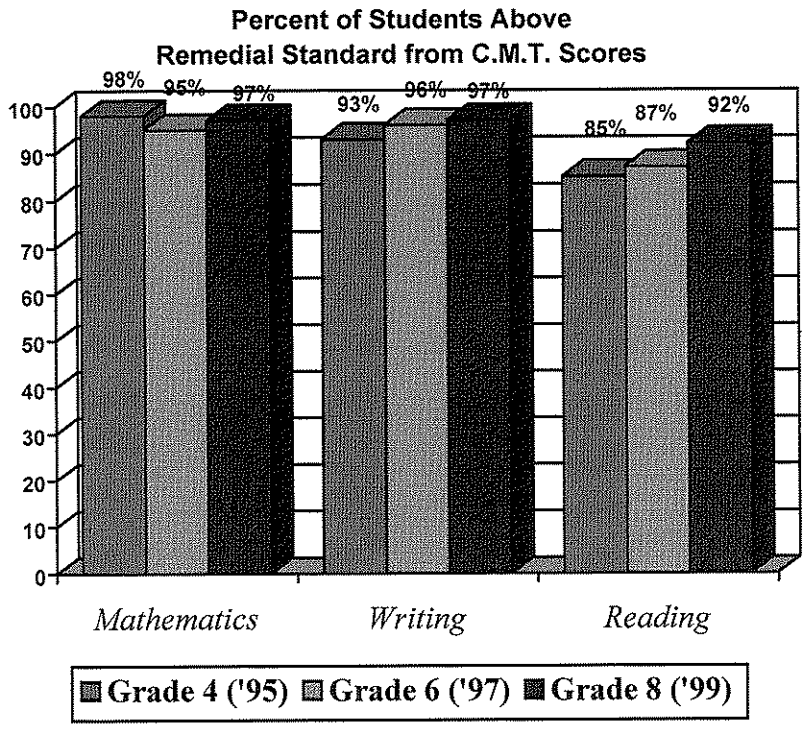


TABLE 12

MANSFIELD MIDDLE SCHOOL
CLASS OF 2000



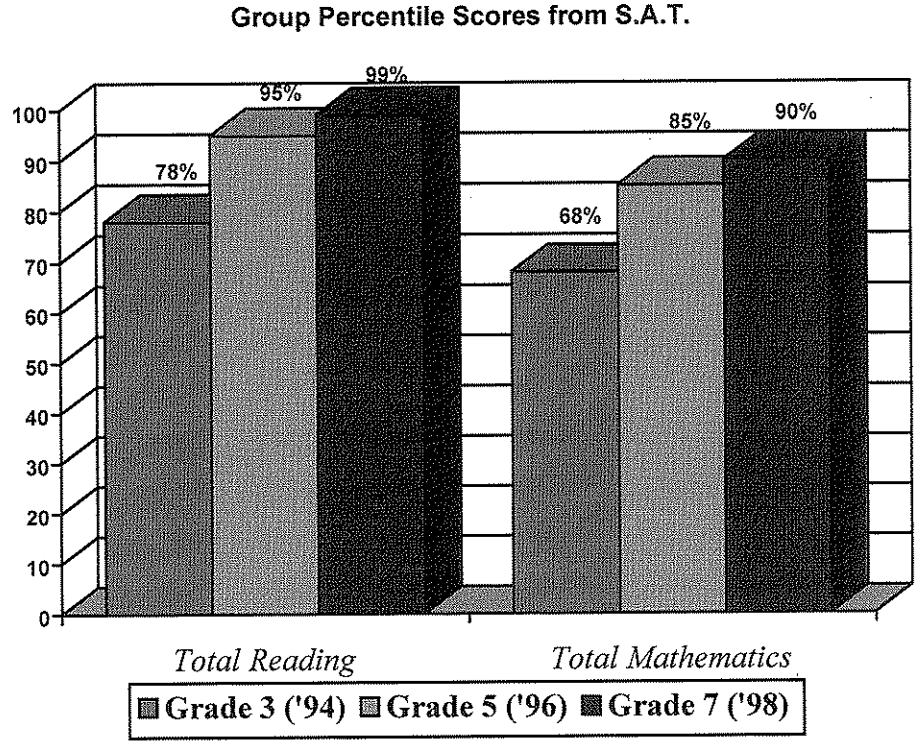
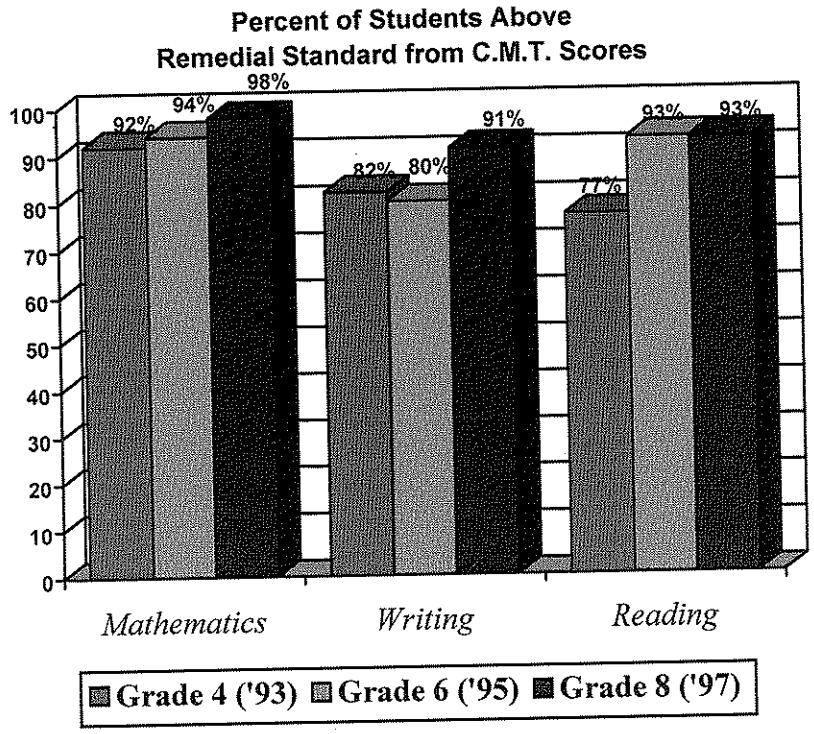


TABLE 13

MANSFIELD MIDDLE SCHOOL
CLASS OF 1999



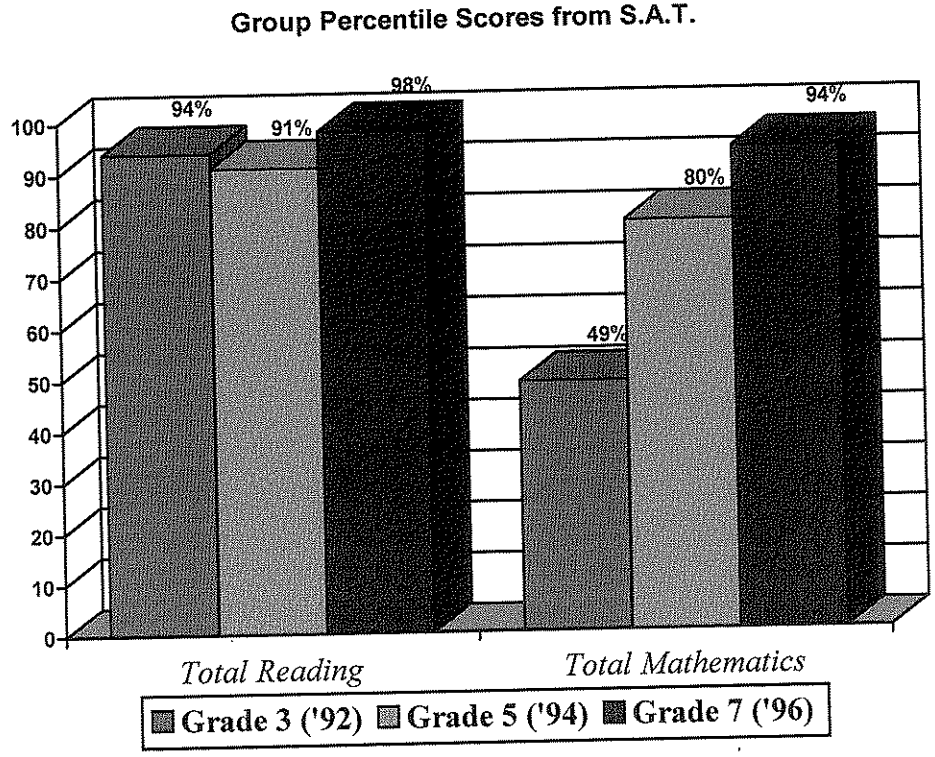
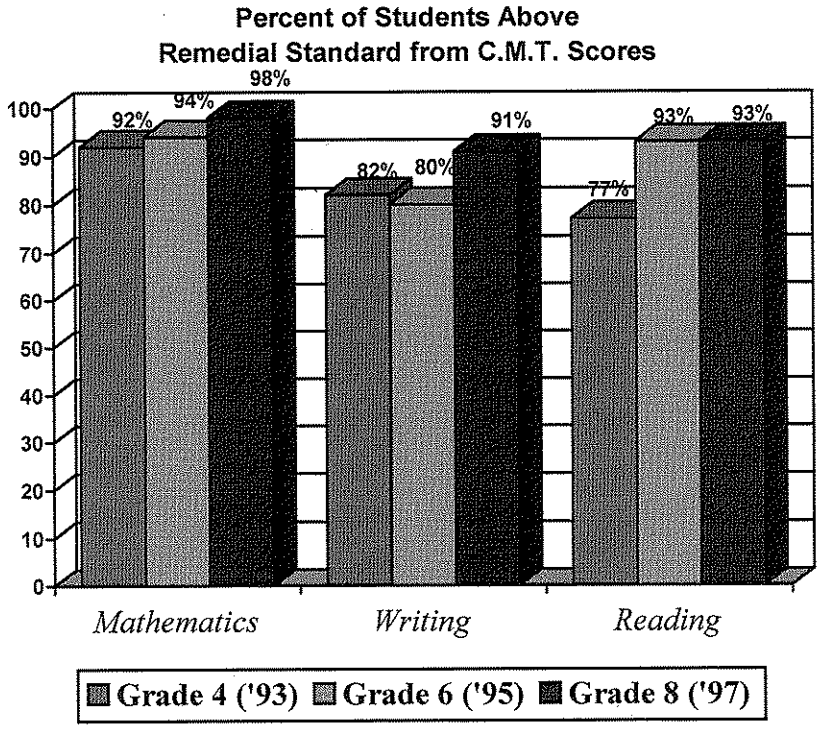


TABLE 14

MANSFIELD MIDDLE SCHOOL
CLASS OF 1998



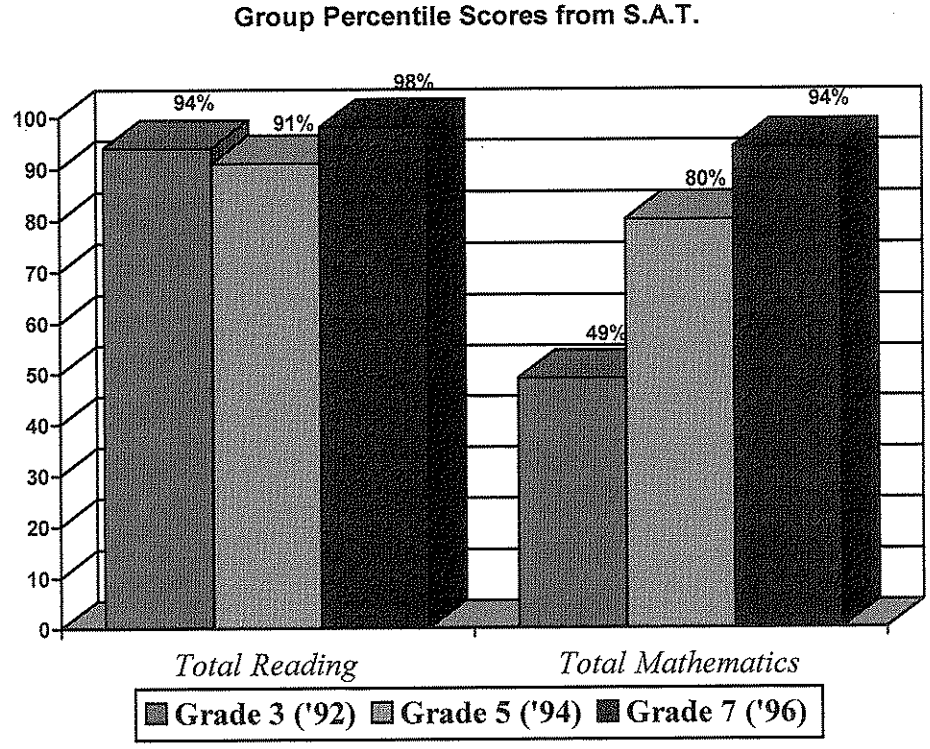
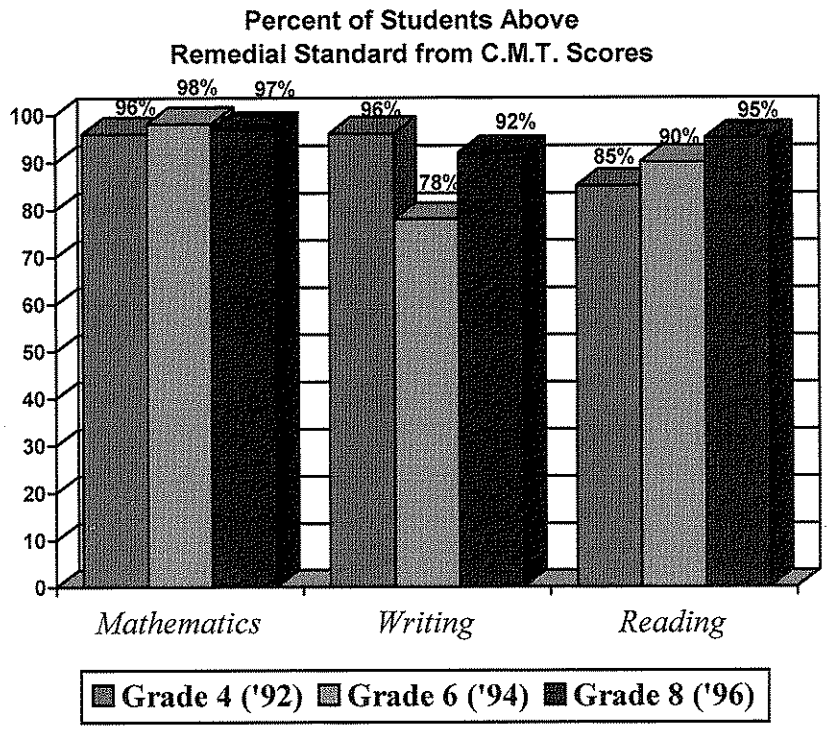


TABLE 15

MANSFIELD MIDDLE SCHOOL
CLASS OF 1997



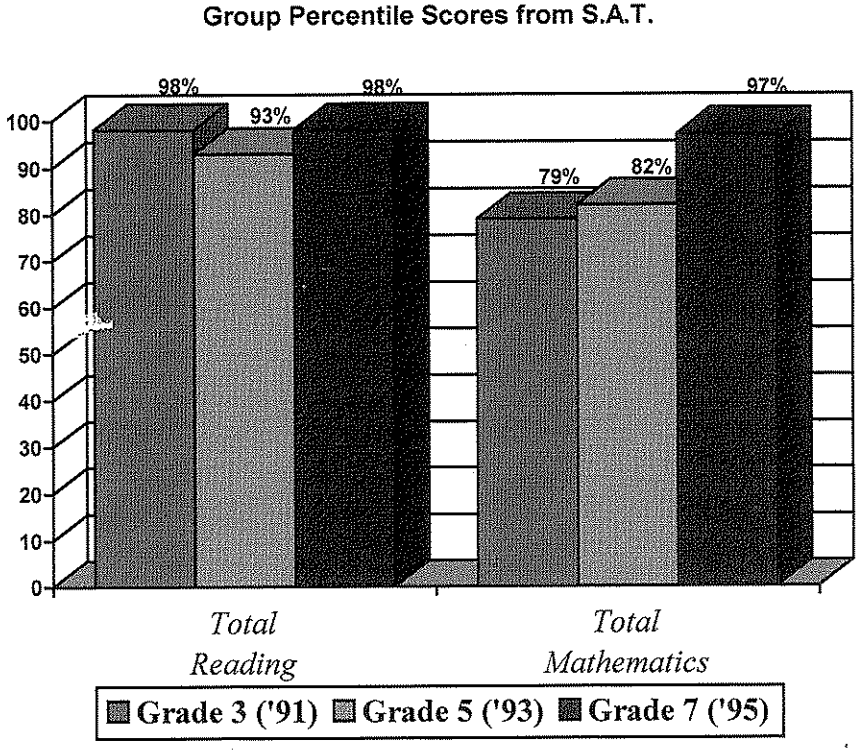
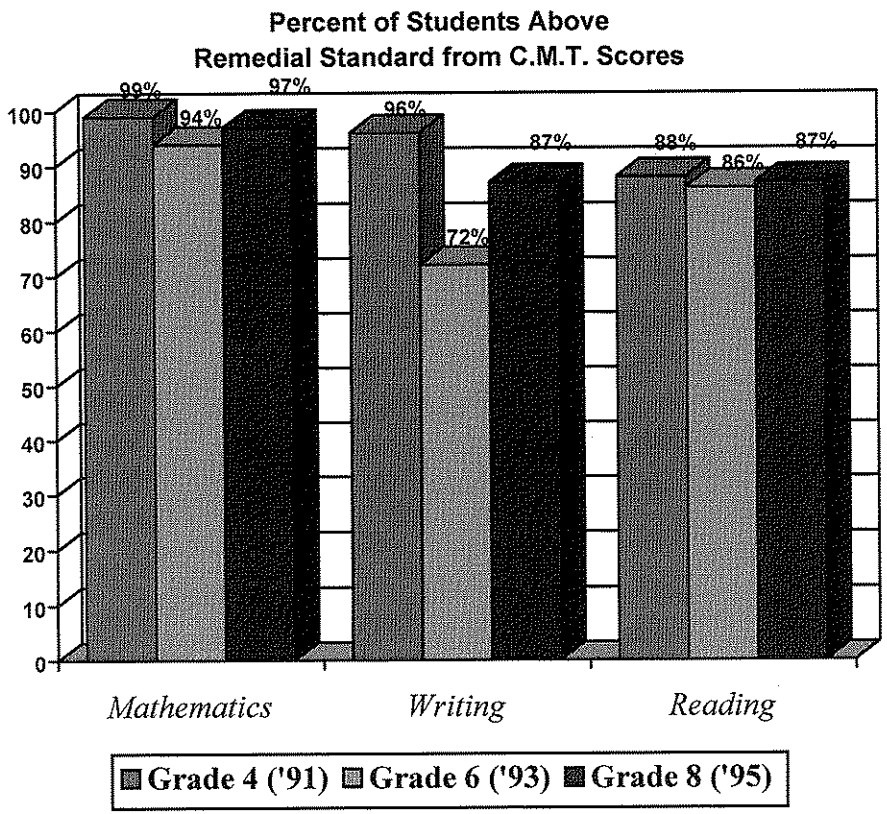


TABLE 16

MANSFIELD MIDDLE SCHOOL
CLASS OF 1996



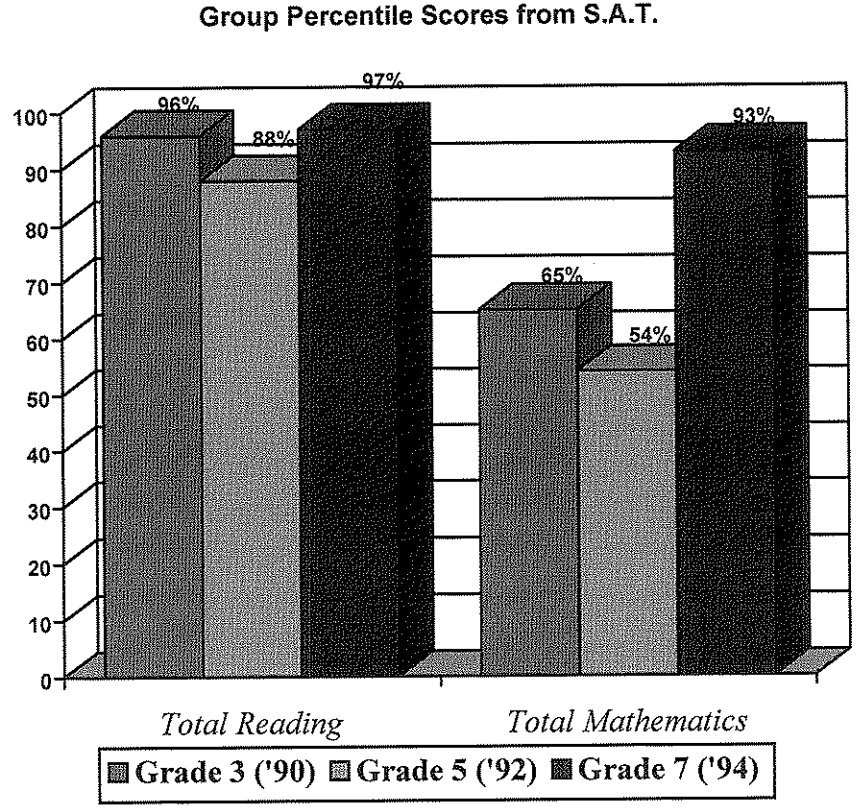
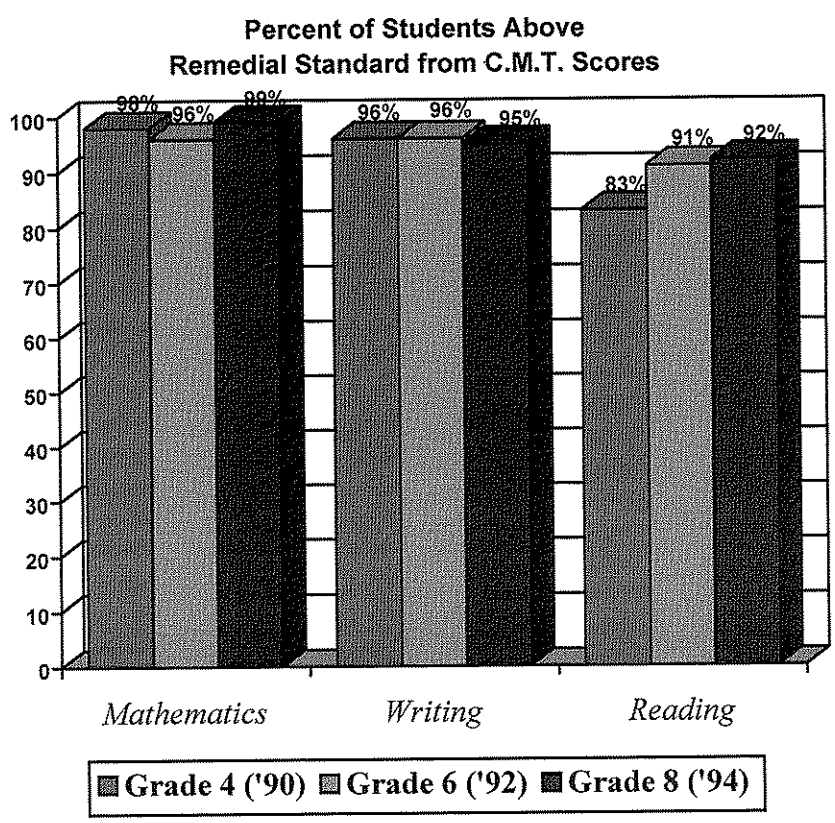


TABLE 17

MANSFIELD MIDDLE SCHOOL
CLASS OF 1995



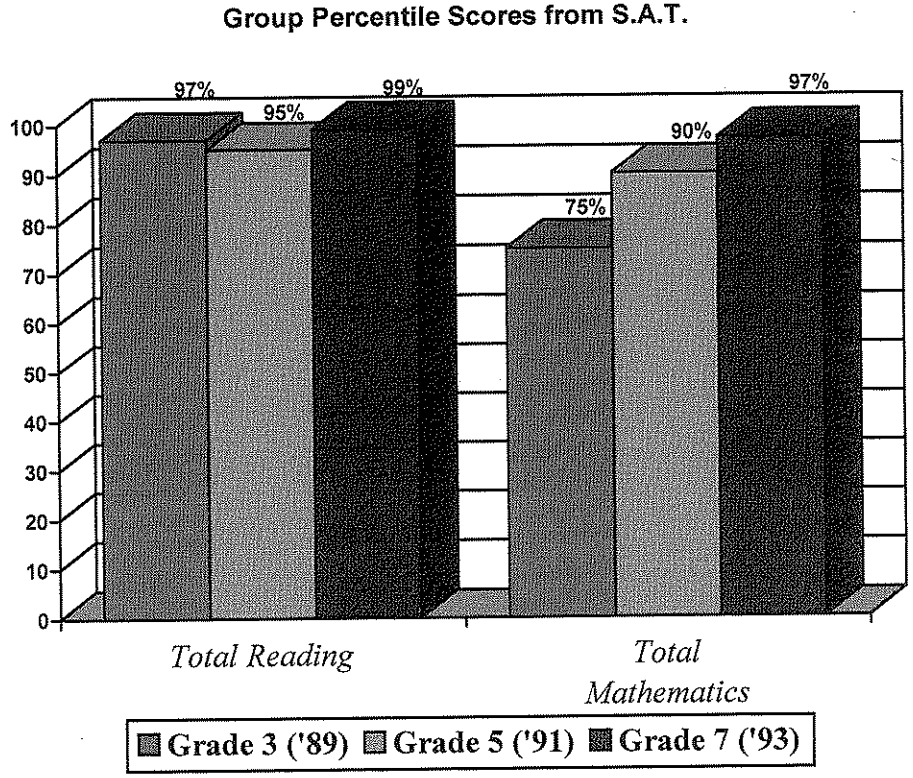
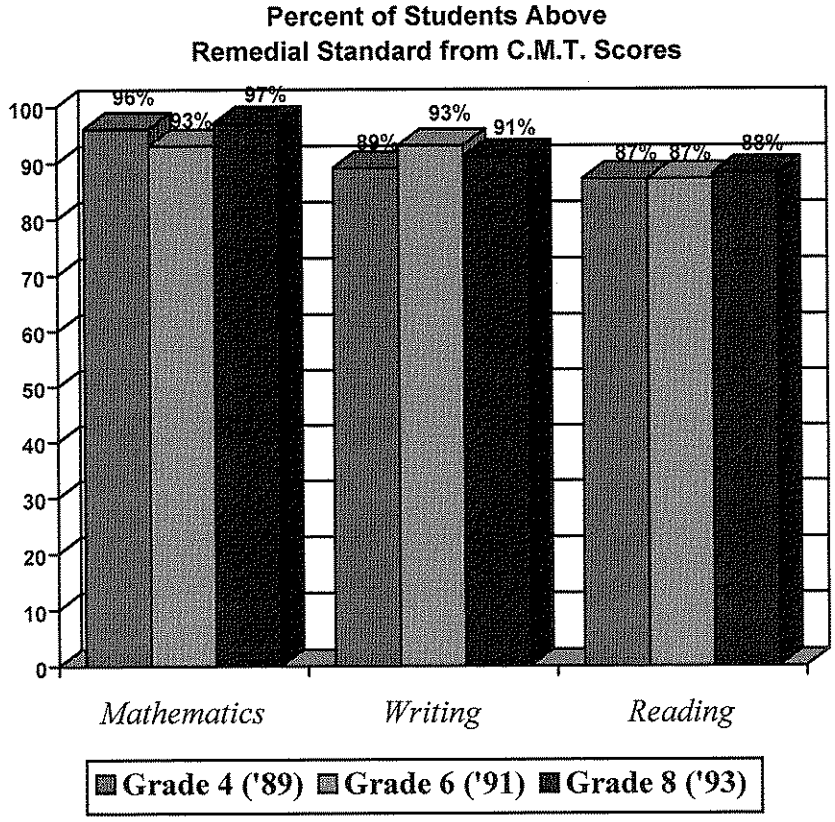


TABLE 18

MANSFIELD MIDDLE SCHOOOL
CLASS of 1994



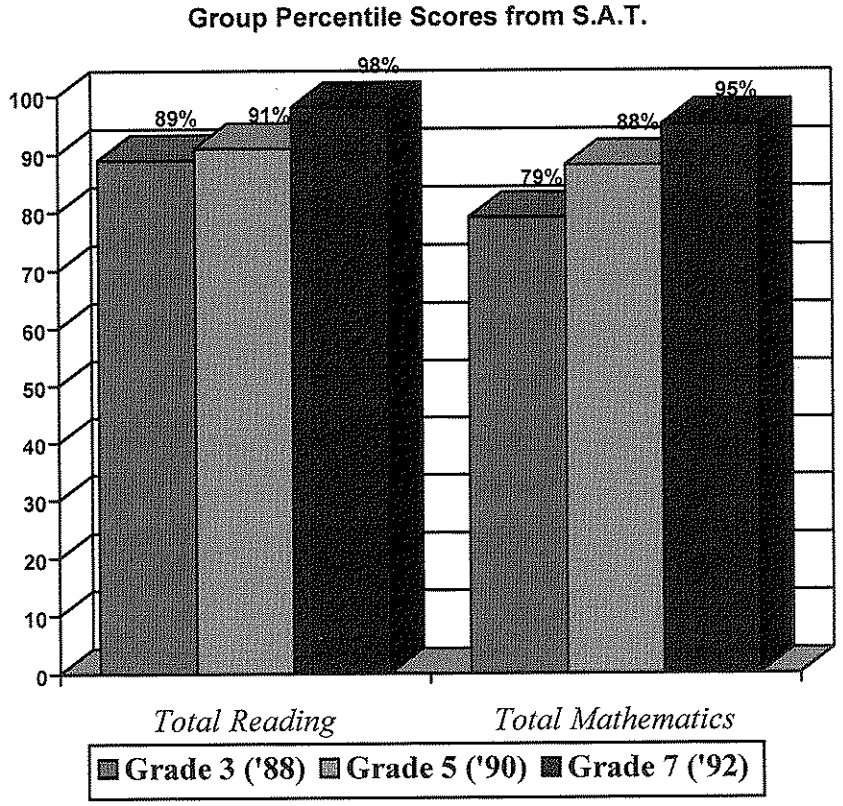
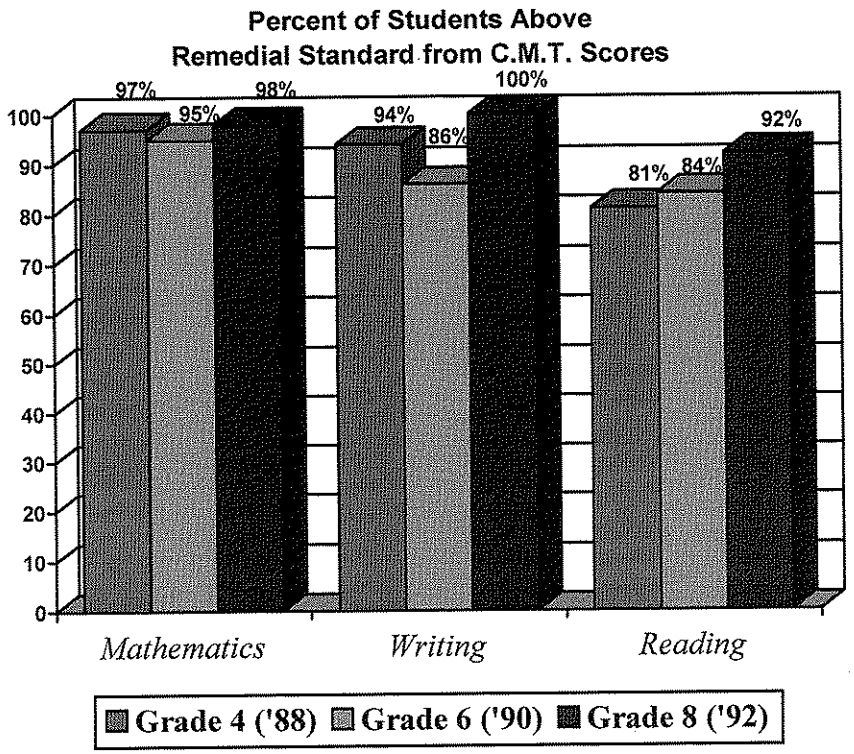


TABLE 19

MANSFIELD MIDDLE SCHOOL
1993



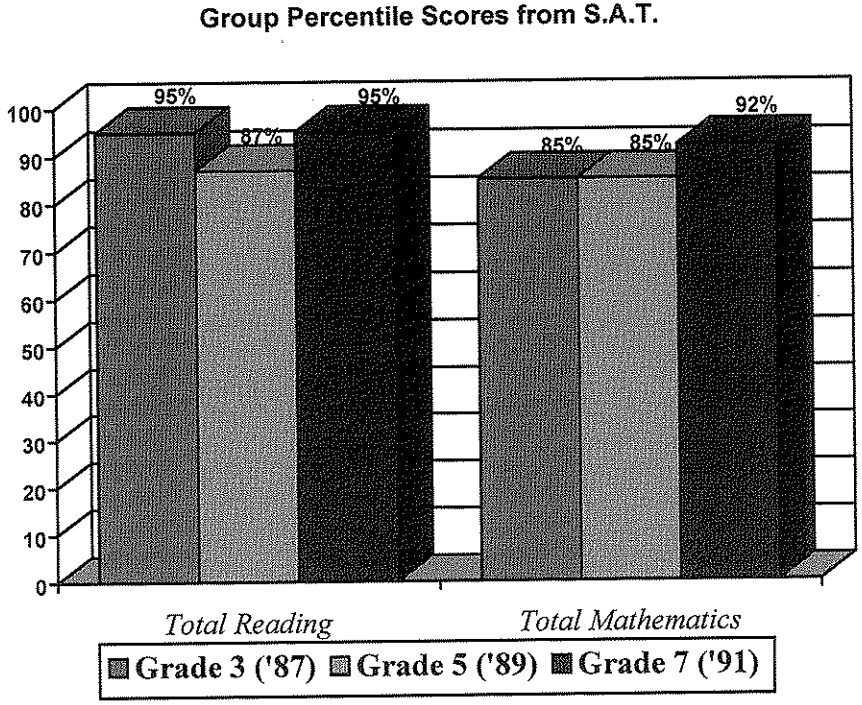
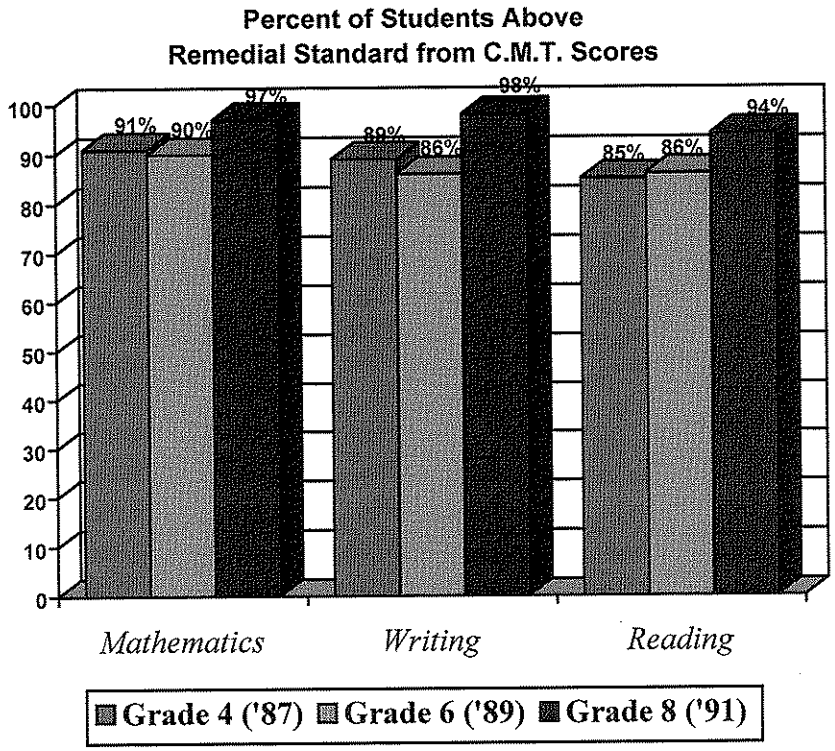


TABLE 20

MANSFIELD MIDDLE SCHOOL
1992



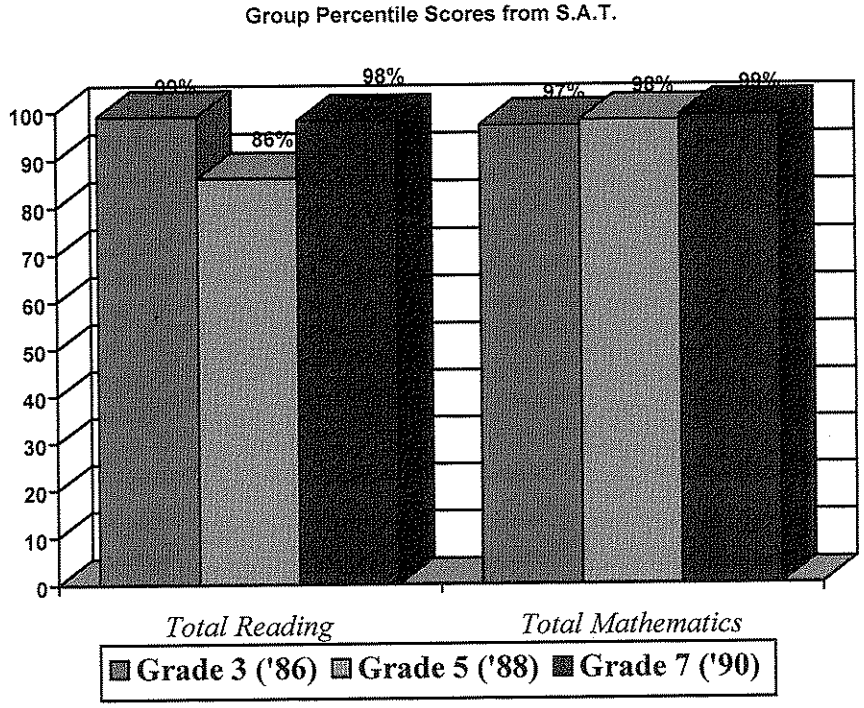
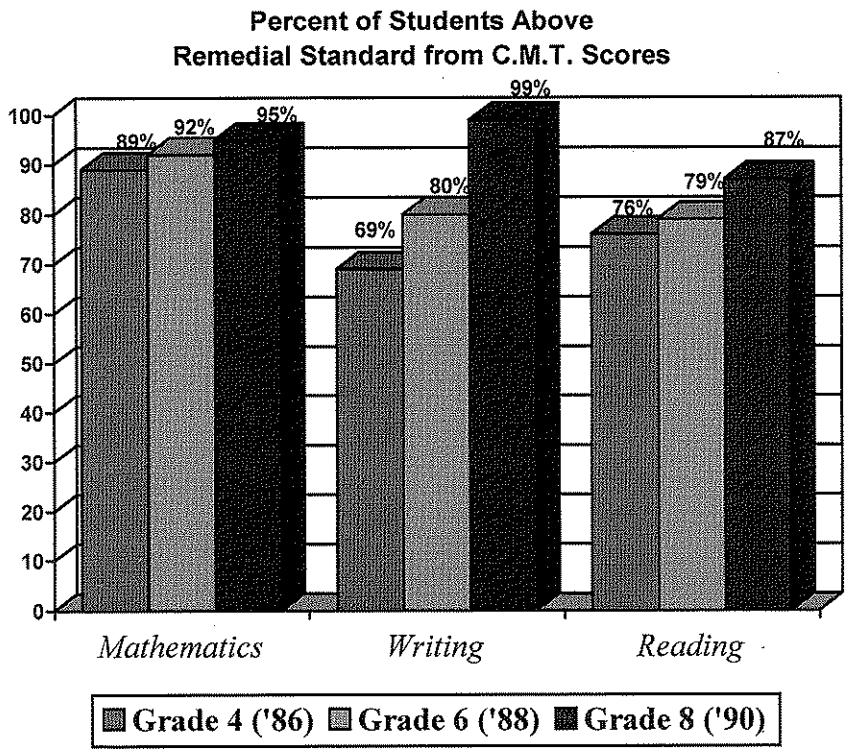
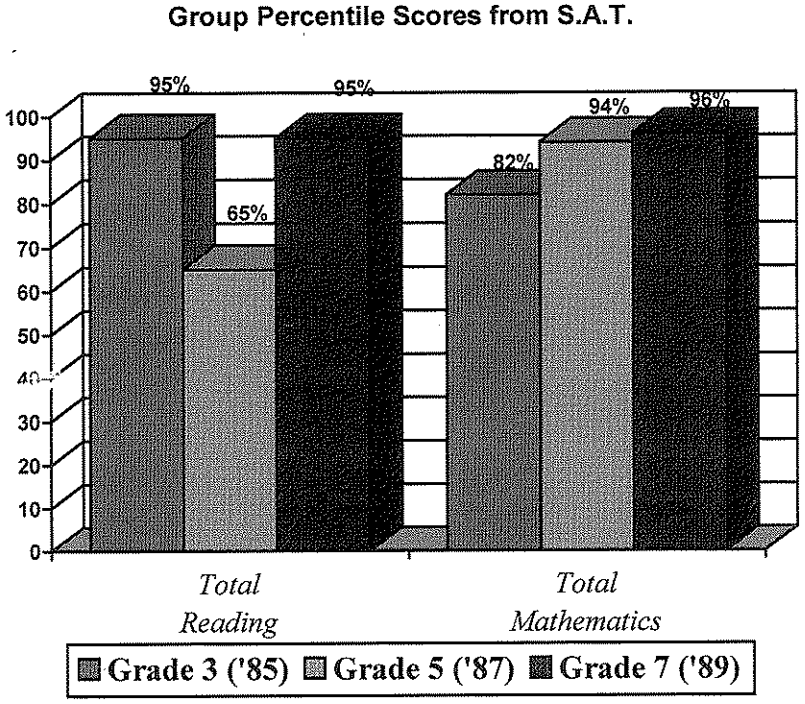


TABLE 21

MANSFIELD MIDDLE SCHOOL
1991





APPENDIX B

Stanford Achievement Test Results
1990-2001

FIGURE 1

Stanford Achievement Test Results
Comparison by Grade by Year
Total Reading and Total Math
1990-2001

		1990			1991			1992			1993			1994			1995			1996			1997			1998			1999			2000			2001		
		N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile
TOTAL READING	*Grade 3*	121	9	96	141	9	98	113	8	94	123	6	72	129	7	78	125	6	70	104	8	89	100	6	68	129	7	85	144	7	86	138	9	96	160	9	97
	Grade 5	123	8	91	126	8	95	140	7	88	143	8	93	122	8	91	155	8	91	141	8	95	163	8	93	153	9	98	156	8	93	130	8	95	170	8	92
	Grade 7	105	9	98	119	8	95	119	9	98	124	9	99	137	9	97	152	9	98	130	9	98	153	9	99	152	9	99	147	9	99	166	9	99	157	9	98
		N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile
TOTAL MATH	*Grade 3*	132	6	65	143	7	79	118	5	49	144	6	68	136	6	68	140	6	66	140	7	84	139	5	58	127	6	76	154	7	88	139	8	95	161	9	99
	Grade 5	126	8	88	128	8	90	142	5	54	147	7	82	125	7	80	154	7	87	144	7	85	163	6	66	153	9	97	156	7	80	136	7	87	170	8	89
	Grade 7	105	9	99	119	8	92	119	8	95	124	9	97	135	8	93	152	9	97	131	8	94	154	8	91	154	8	90	148	9	97	165	9	97	156	7	80

FIGURE 2

Stanford Achievement Test Results
Comparison by Grade by Year
1990-2001

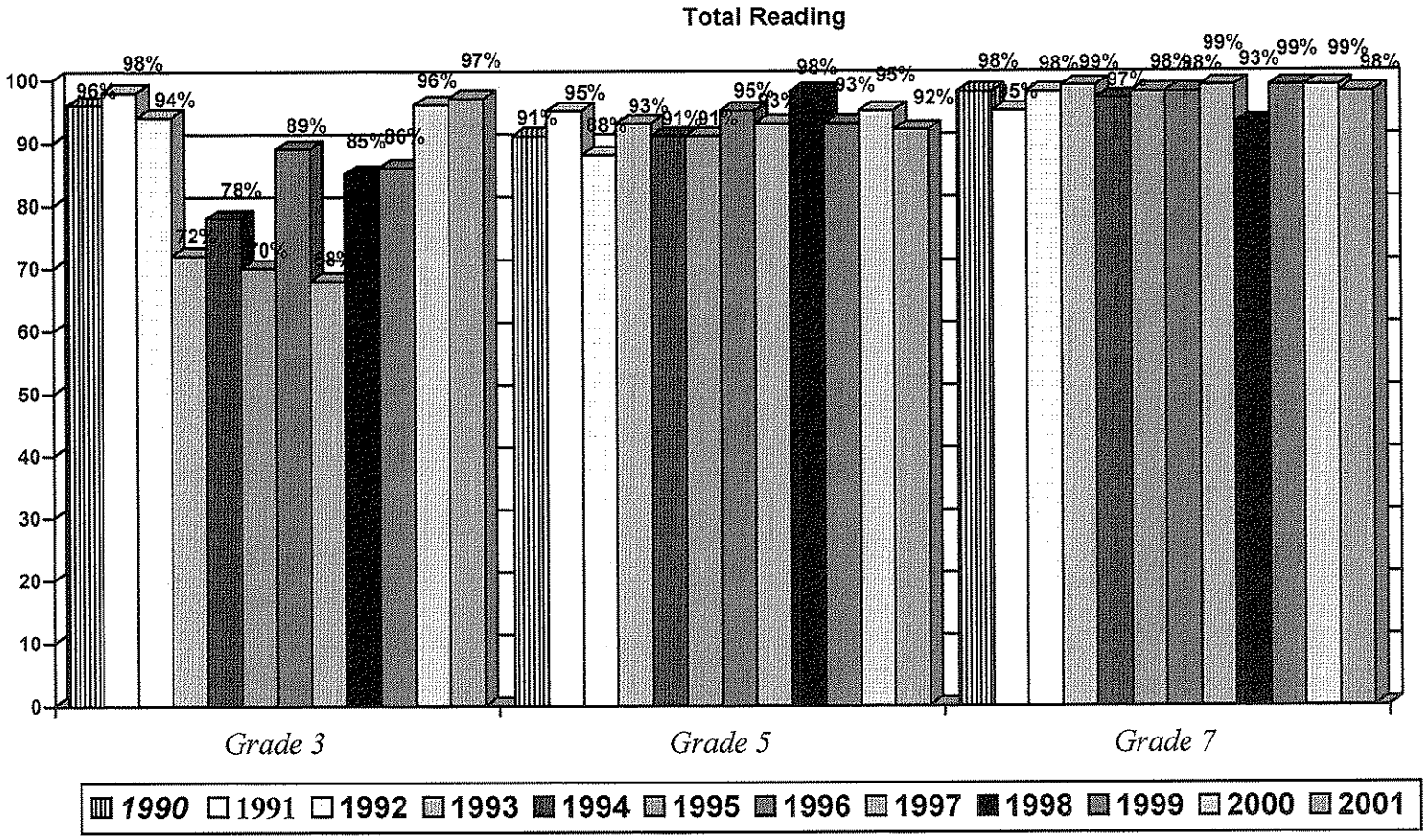


FIGURE 3

Stanford Achievement Test Results
Comparison by Grade by Year
1990-2001

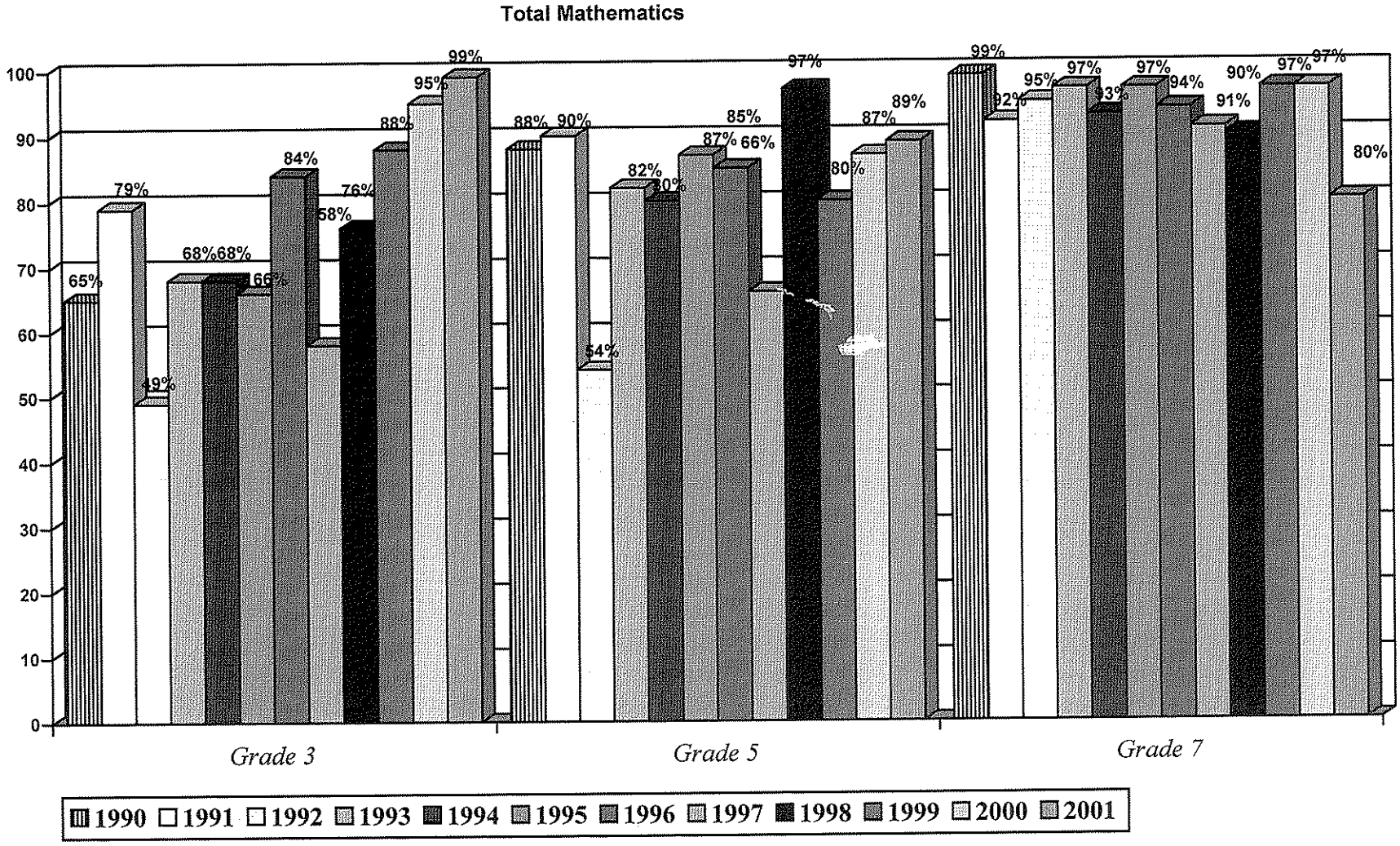


FIGURE 4

Stanford Achievement Test Results
Comparison of Reading Subtests by Grade by Year
1990-2001

		1990			1991			1992			1993			1994			1995			1996			1997			1998			1999			2000		
		N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile
Gr 3	Word Study Skills	132	6	75	141	7	86	115	7	78	144	5	54	134	6	68	139	5	56	140	7	79	138	5	59	129	7	79	155	7	79	**138**	**8**	**91**
	Comprehension	130	9	96	141	9	98	114	8	93	142	6	67	131	6	69	139	6	67	140	8	90	138	7	81	129	7	81	156	7	84	138	8	94
	Vocabulary	129	9	96	141	9	98	113	8	93	125	6	68	131	6	71	125	6	72	104	8	90	100	6	66	129	7	87	141	7	87	138	9	97
Gr 5.		N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile
	Comprehension	123	8	93	131	8	93	142	8	93	143	9	98	122	9	96	156	9	96	144	9	98	163	9	97	155	9	99	156	9	97	136	9	96
	Vocabulary	-	-	-	-	-	-	-	-	-	143	8	93	122	8	90	155	8	89	142	8	95	163	8	93	153	9	99	156	8	91	136	8	90
		N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile	N	G.S.	%ile
Gr 7	Comprehension	105	9	98	119	8	93	119	9	98	124	9	99	137	8	94	152	8	98	131	9	98	153	9	99	155	9	99	148	9	99	167	9	98
	Vocabulary	-	-	-	-	-	-	-	-	-	124	9	99	137	9	99	152	9	98	130	9	99	154	9	99	152	9	98	151	9	99	166	9	99

		2001		
		N	G.S.	%ile
Gr 3	Word Study Skills	160	8	93
	Comprehension	160	8	95
	Vocabulary	160	9	96
Gr 5.		N	G.S.	%ile
	Comprehension	171	8	94
	Vocabulary	173	8	92
		N	G.S.	%ile
Gr 7	Comprehension	158	9	98
	Vocabulary	157	9	98

APPENDIX C

Grade One Criterion Referenced Test

2000-2004

GRADE ONE CRITERION REFERENCED TEST

This test was administered to grade one students for the first time in May 2000. Subtests have been modified as appropriate to reflect current instruction and improve the administration of the test, as well as the use of results to inform both teachers and parents.

The purposes for developing and implementing this test include:

- providing a relevant test that matched the curriculum taught to students in grades kindergarten and one
- assisting grade one and two teachers and support services staff in the identification and placement of second grade students prior to the start of the school year
- providing information to parents concerning their child's performance related to current grade one exit and grade two entry level expectations
- assisting, to a limited degree, in the identification of students with exceptional ability

The results of the May 2004 test administration were as follows:

2004 Grade 1 - C.R.T.	
Total number of first grade students	137
Total number of students tested	Math – 137; Reading Comp. – 137; Word Analysis - 137
Number of students excused	Math – 0; Reading Comp. – 0; Word Analysis - 0

Subtest	Students at or above the expected level	Percent
Mathematics	126	92%*
Reading Comprehension	116	85%
Word Analysis	125	91%

	1993-1994		1994-1995		1995-1996		1996-1997		1997-1998		1998-1999	
Sept. Grade 2	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%
Mathematics	110	80%	119	85%	119	84%	126	87%	104	81%	126	79%
Reading Comp.	65	48%	63	45%	67	48%	76	52%	70	56%	82	55%
Word Analysis	84	63%	101	71%	115	82%	105	72%	103	80%	142	89%

	1999-2000		2000-2001		2001-2002		2002-2003	
May – Grade 1	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%
Mathematics	138	90%	118	90%	111	81%	112	91%
Reading Comp.	118	77%	107	82%	127	93%	88	72%**
Word Analysis	145	95%	117	89%	116	85%	109	89%

* Mathematics subtest was modified to clarify directions and substitute different visual images.

** Reading comprehension subtest consists of D.R.A. levels for the first time.

In addition to the three tests reported, a writing sample was obtained from all students to determine writing ability upon entry into grade two.

Results were reviewed by both staff and administration and as a result the following has or will occur.

- Kindergarten and first grade teachers have reviewed test results.
- Second grade teachers have reviewed the results for individual children and support services staff have assisted with programming as necessary.
- Second grade teachers, with the assistance of the Support Services staff, are working to address individual concerns related to reading results.
- Kindergarten, first grade and second grade teachers have met with building principals and assistant superintendent to discuss and develop strategies related to reading comprehension.
- Administration will review with the K-8 Language Arts/Reading Consultant all interventions currently being implemented in light of our district Literacy Plan.
- Administration will review the appropriateness of all test items given current revisions in both the Language Arts/Reading curriculum and Mathematics curriculum, as well as proposed changes by first grade teachers and the Language Arts/Reading Consultant.
- The grade one Criterion Referenced Test will be reviewed by staff and administration as part of an overall district assessment plan given the changes to state testing and success of students.

APPENDIX D

Off Level Connecticut Mastery Test Results 2002-2004

OFF LEVEL CONNECTICUT MASTERY TEST RESULTS
GRADES THREE, FIVE, AND SEVEN

The Mansfield Public Schools initiated the use of Off Level Connecticut Mastery Tests in the fall of 2002. The criteria referenced tests replaced the norm referenced Stanford Achievement Test which had been used in grades three, five, and seven since 1986. The Off Level Connecticut Mastery Test is being used because it mirrors in many ways the Connecticut Mastery Test, Third Generation used in grade four, six, and eight. The type of test and subtests administered are similar and will be used to assist grade level teachers in addressing specific learning objectives with individual students.

	Students Above Remedial Level																	
	MATHEMATICS						**LANGUAGE ARTS: WRITING**						**READING**					
	2002		*2003*		*2004*		*2002*		*2003*		*2004*		*2002*		*2003*		*2004*	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
GW Gr. 3	49/49	100	64/64	100	35/35	100	48/48	100	63/63	100	31/33	94	44/49	90	63/64	98	30/34	88
SE Gr. 3	30/31	97	44/44	100	42/43	98	31/31	100	44/44	100	37/37	100	31/31	100	41/44	93	36/39	92
VN Gr. 3	54/55	98	42/44	95	47/49	96	53/54	98	44/44	100	49/49	100	53/54	98	41/44	93	41/49	84
Total Gr. 3	133/135	98	150/152	99	124/127	98	132/133	99	151/151	100	117/119	98	128/134	95	145/152	95	107/122	88
MMS Gr. 5	134/156	86	150/169	89	122/141	87	151/156	97	164/166	99	129/136	95	145/157	92	159/166	96	132/139	95
MMS Gr. 7	125/149	84	145/174	83	147/170	86	136/149	91	156/168	93	148/158	94	141/148	95	158/171	92	154/165	93

Results were reviewed by both staff and administration and as a result the following has or will occur:

- Grade level teachers have developed and implemented strategies to address the individual needs of students based on test results as well as classroom performance.
- Support Services staff in collaboration with classroom teachers have reviewed students in need of support services and developed programs to address individual student needs.
- Issues regarding administration of the Connecticut Mastery Test - 4th Generation will be reviewed with all appropriate staff prior to testing in Spring 2006.