

Mansfield Public Schools
Group Test Results
2011-2012

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MANSFIELD PUBLIC SCHOOLS
Group Test Results
2011-2012
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.

- 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.
- Scientifically Research Based Intervention (SRBI) programs are implemented at each elementary school and the middle school based on data from both local and State assessments.
- To maximize student readiness, this is the eighth year of implementing a full day kindergarten program and the fourth year of expanding 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 (99.3%).
 - A substantial percentage of students achieved an advanced level score (26.6%-56.1%).
 - A low percentage of students achieved either a basic or below basic score (0% - 10.5%).
 - Approximately two thirds (66.7%) of all students reached or exceeded the state goal on all tests (59.2% - grade 3) (71.9% - grade 4) (56.8% - grade 5)(80.0% - grade 6) (67.4% - grade 7) (65.1% - 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 special education indicates that non-special education students consistently outscored special education students regardless of grade and/or subtest.
 - 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 five of the grades tested; females exceeded males in five of six grades tested in reading; and in science, males scored higher in one grade and females scored higher in the other.
 - 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.
 - Matched scores which compare student performance on the Connecticut Mastery Test over two consecutive years indicate that most students maintain or increase their level of performance.

Connecticut Mastery Test - Fourth Generation Results 2011-2012

Gr.		MATHEMATICS		WRITING		READING		SCIENCE	
		# of Students	%						
3	Advanced	55	45.1	43	34.4	39	31.7	N/A	N/A
	Goal	45	36.9	47	37.6	49	39.8	N/A	N/A
	Proficient	17	13.9	25	20.0	19	15.4	N/A	N/A
	Basic	2	1.6	4	3.2	6	4.9	N/A	N/A
	Below Basic	3	2.5	6	4.8	10	8.1	N/A	N/A
	Total	122	100	125	100	123	100	N/A	N/A
Percent of Change		-2.6	N/A	-6	N/A	+9	N/A	N/A	N/A
4	Advanced	72	53.7	59	43.7	47	35.3	N/A	N/A
	Goal	39	29.1	48	35.6	60	45.1	N/A	N/A
	Proficient	14	10.4	17	12.6	13	9.8	N/A	N/A
	Basic	4	3.0	5	3.7	3	2.3	N/A	N/A
	Below Basic	5	3.7	6	4.4	10	7.5	N/A	N/A
	Total	134	99.9	135	100	133	100	N/A	N/A
Percent of Change		+2.7	-1.8	+3.8	+6.7	+5.0	+8.0	N/A	N/A
5	Advanced	64	43.8	40	27.6	38	26.6	63	43.2
	Goal	57	39.0	61	42.1	66	46.2	54	37.0
	Proficient	15	10.3	26	17.9	16	11.2	16	11.0
	Basic	6	4.1	10	6.9	8	5.6	11	7.5
	Below Basic	4	2.7	8	5.5	15	10.5	2	1.4
	Total	146	99.9	145	100	143	100.1	146	100.1
Percent of Change		-5.9	+2.7	-9.0	+3.2	-5.9	-2.6	-5.0	N/A
6	Advanced	73	52.1	78	56.1	51	36.4	N/A	N/A
	Goal	48	34.3	47	33.8	70	50.0	N/A	N/A
	Proficient	15	10.7	10	7.2	12	8.6	N/A	N/A
	Basic	2	1.4	3	2.2	3	2.1	N/A	N/A
	Below Basic	2	1.4	1	0.7	4	2.9	N/A	N/A
	Total	140	99.9	139	100	140	100	N/A	N/A
Percent of Change		+7.8	-2.3	+14.9	+11.2	+8.6	+7.7	N/A	N/A
7	Advanced	61	43.6	55	39.3	63	45.0	N/A	N/A
	Goal	50	35.7	55	39.3	59	42.1	N/A	N/A
	Proficient	21	15.0	20	14.3	9	6.4	N/A	N/A
	Basic	4	2.9	8	5.7	5	3.6	N/A	N/A
	Below Basic	4	2.9	2	1.4	4	2.9	N/A	N/A
	Total	140	100.1	140	100	140	100	N/A	N/A
Percent of Change		+2.5	+7	-3.0	+3.6	+4.9	+9.3	N/A	N/A
8	Advanced	56	38.6	57	39.3	67	46.5	50	34.2
	Goal	51	35.2	61	42.1	55	38.2	64	43.8
	Proficient	32	22.1	21	14.5	10	6.9	14	9.6
	Basic	6	4.1	5	3.4	5	3.5	9	6.2
	Below Basic	0	0.0	1	0.7	7	4.9	9	6.2
	Total	145	100	145	100	144	100	146	100
Percent of Change		-6.2	-3.0	-2.3	+5.8	-8	+2.5	-11.0	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.

- The district has implemented a revised 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 district review of all aspects related to the Mathematics and Language Arts Programs and their alignment to the CMT 4th Generation and the Common Core State Standards (CCSS) will be conducted by district K-8 staff.
- 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 address the recommendations resulting from the 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 and will provide a transition to Common Core State Standards.
- A revised K-8 Mathematics Curriculum continues to be implemented this year, which aligns with State of Connecticut Frameworks and Connecticut Mastery Test objectives and will provide a transition to Common Core State Standards.
- 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 Strategies will be implemented with all K, 1, 2, and 3 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.
- Mansfield Middle School mathematics teachers will focus on a targeted number of Connecticut Mastery Objectives which a numbers of students have struggled.
- District will continue the development and use of a software product which will allow staff to review individual and group progress in Mathematics, Reading, and Writing for pk-8.

- Professional development time will be devoted to extending and strengthening staff knowledge and abilities regarding Tier I instruction, Response to Intervention/Scientific Research-Based Interventions (RTI/SRBI), data teams, and Connecticut Accountability for Learning Initiative (CALI modules).
- The Connecticut State Department of Education's adoption of the Common Core State Standards (CCSS) in Language Arts and Mathematics will require revision of our current grade level objectives to insure that students are prepared for future state and/or national assessments.
- District and school level data teams will review formative, interim, and summative assessment data as it relates to both the Connecticut Mastery Test and the Common Core State Standards.
- The CPM: *Core Connections Series* mathematics program will be implemented in grades six, seven, and eight to address Common Core State Standards, which in the future (2015-2016) will be measured by the Smarter Balanced Assessment and essential skills measured in the Connecticut Mastery Test.
- The Language Arts program will be reviewed by an outside consultant with a focus on curriculum, instruction, and assessments which would enhance our efforts to meet the needs of all children.
- The Mansfield Public Schools will devote significant professional development time and resources to the implementation of a successful transition from the Connecticut Mastery Test to the Smarter Balanced Assessment.
- The district and schools will review unique challenges related to all students currently enrolled who are not at goal or advanced in all tested areas and attempt to address individual student needs while maintaining the breadth of our program for each individual to the extent possible.
- The district will examine attendees to a voluntary school program with a focus on engagement and achievement for students not at goal in all subject areas.

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 (125)	17/13.6	12/9.6	22/17.6	74/59.2	n/a	97	51/40.8
5	4 (135)	14/10.4	14/10.4	10/7.4	97/71.9	n/a	80	38/28.1
6	5 (146)	14/9.6	11/7.5	14/9.6	24/16.4	83/56.8	141	63/43.1
7	6 (140)	6/4.3	13/9.3	9/6.4	112/80.0	n/a	53	28/20.0
8	7 (141)	11/7.8	12/8.5	23/16.3	95/67.4	n/a	80	46/32.6
9	8 (146)	15/10.3	7/4.8	13/8.9	16/11.0	95/65.1	123	51/34.9

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

2011-2012 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 2012, the following tests were administered:

Grade	N	Test
Grade 3 (129)	129	Total Mathematics
	128	Total Writing
	123	Total Reading
	3	Modified Assessment
	2	Skills Checklist
	0	Absent
	2	ELL Exempt
Grade 4 (140)	134	Total Mathematics
	135	Total Writing
	133	Total Reading
	2	Modified Assessment
	2	Skills Checklist
	0	Absent
	3	ELL Exempt
Grade 5 (147)	146	Total Mathematics
	145	Total Writing
	143	Total Reading
	146	Total Science
	2	Modified Assessment
	1	Skills Checklist
	1	Absent
0	ELL Exempt	
Grade 6 (141)	140	Total Mathematics*
	139	Total Writing
	140	Total Reading
	0	Modified Assessment
	1	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 7 (144)	140	Total Mathematics
	140	Total Writing*
	140	Total Reading
	1	Modified Assessment
	3	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 8 (149)	145	Total Mathematics
	145	Total Writing*
	144	Total Reading*
	146	Total Science
	1	Modified Assessment
	3	Skills Checklist
	0	Absent
0	ELL Exempt	

* 1-No Valid Score

At the time of testing, the total census for grades 3, 4, 5, 6, 7 and 8 was 850 students. Of this total, 5 students were English Language Learners Exempt and 1 student was absent for one or more tests. 844 (99%) 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 5 - 8**

Gr		Mathematics # of Students/Percentage							Writing # of Students/Percentage						
		2006	2007	2008	2009	2010	2011	2012	2006	2007	2008	2009	2010	2011	2012
5	Advanced	47/31.8	41/30.8	66/46.8	49/36.0	48/35.6	76/53.9	64/44.1	50/33.8	50/37.6	62/44.9	56/40.9	53/39.0	66/46.8	40/27.8
	Goal	58/39.2	55/41.4	49/34.8	48/35.3	62/45.9	49/34.8	56/38.6	57/38.5	49/36.8	54/39.1	43/31.4	52/38.2	45/31.9	61/42.4
	Proficient	27/18.2	23/17.3	13/9.2	22/16.2	18/13.3	12/8.5	15/10.3	20/13.5	22/16.5	15/10.9	23/16.8	23/16.9	24/17.0	26/18.1
	Basic	9/6.1	10/7.5	8/5.7	14/10.3	4/3.0	3/2.1	6/4.1	12/8.1	6/4.5	4/2.9	12/8.8	6/4.4	5/3.5	9/6.3
	Below Basic	7/4.7	4/2.6	5/3.5	3/2.2	3/2.2	1/0.7	4/2.8	9/6.1	6/4.5	3/2.2	3/2.2	2/1.5	1/0.7	8/5.6
	Total # Students	148	133	141	136	135	141	145	148	133	138	137	136	141	144
6	Advanced	33/24.3	64/41.8	47/34.6	65/46.1	58/39.7	60/43.2	73/52.1	47/34.6	46/29.9	29/21.3	48/34.3	49/33.6	49/35.3	78/56.1
	Goal	70/51.5	50/32.7	56/41.2	48/34.0	58/39.7	50/36.0	48/34.3	52/38.2	58/37.7	63/46.3	61/43.6	66/45.2	56/40.3	47/33.8
	Proficient	17/12.5	28/18.3	21/15.4	17/12.1	23/15.8	23/16.5	15/10.7	22/16.2	33/21.4	26/19.1	18/12.9	24/16.4	26/18.7	10/7.2
	Basic	13/9.6	7/4.6	5/3.7	6/4.3	5/3.4	5/3.6	2/1.4	11/8.1	12/7.8	10/7.4	7/5.0	3/2.1	5/3.6	3/2.2
	Below Basic	3/2.2	4/2.6	7/5.1	5/3.5	2/1.4	1/0.7	2/1.4	4/2.9	5/3.2	8/5.9	6/4.3	4/2.7	3/2.2	1/0.7
	Total # Students	136	153	136	141	146	139	140	136	153	136	140	146	139	139
7	Advanced	68/41.0	50/35.2	70/44.3	57/42.9	75/52.4	62/43.7	61/43.6	77/45.8	56/39.4	75/47.2	54/39.7	68/47.6	61/42.7	55/39.3
	Goal	57/34.3	64/45.1	56/35.4	48/36.1	40/28.0	47/33.1	50/35.7	52/31.0	54/38.0	50/31.4	56/41.2	46/32.2	47/32.9	55/39.3
	Proficient	21/12.7	17/12.0	26/16.5	20/15.0	19/13.3	25/17.6	21/15.0	17/10.1	20/14.1	18/11.3	12/8.8	17/11.9	22/15.4	20/14.3
	Basic	7/4.2	6/4.2	3/1.9	7/5.3	4/2.8	8/5.6	4/2.9	13/7.7	7/4.9	10/6.3	6/4.4	6/4.2	10/7.0	8/5.7
	Below Basic	13/7.8	5/3.5	3/1.9	1/0.8	5/3.5	0/0.0	4/2.9	9/5.4	5/3.5	6/3.8	8/5.9	6/4.2	3/2.1	2/1.4
	Total # Students	166	142	158	133	143	142	140	168	142	159	136	143	143	140
8	Advanced	75/46.9	74/43.8	45/30.2	63/39.4	57/41.3	70/48.6	56/38.6	68/42.8	73/43.2	45/30.2	84/52.5	57/41.0	55/37.7	57/39.3
	Goal	55/34.4	61/36.1	66/44.3	68/42.5	55/39.9	46/31.9	51/35.2	64/40.3	59/34.9	72/48.3	55/34.4	58/41.7	68/46.6	61/42.1
	Proficient	23/14.4	17/10.1	24/16.1	20/12.5	20/14.5	17/11.8	32/22.1	19/11.9	21/12.4	16/10.7	12/7.5	10/7.2	12/8.2	21/14.5
	Basic	5/3.1	6/3.6	9/6.0	5/3.1	2/1.4	5/3.5	6/4.1	4/2.5	11/6.5	8/5.4	7/4.4	9/6.5	3/2.1	5/3.4
	Below Basic	2/1.3	11/6.5	5/3.4	4/2.5	4/2.9	6/4.2	0/0.0	4/2.5	5/3.0	8/5.4	2/1.3	5/3.6	8/5.5	1/0.7
	Total # Students	160	169	159	160	138	144	145	159	169	149	160	139	146	145

Gr		Reading # of Students/Percentage							Science # of Students/Percentage						
		2006	2007	2008	2009	2010	2011	2012	2006	2007	2008	2009	2010	2011	2012
5	Advanced	51/34.5	37/27.8	40/28.4	32/23.4	10/29.4	53/37.6	38/26.8	N/A	N/A	52/36.9	60/43.8	50/36.5	62/43.7	63/43.4
	Goal	60/40.5	59/44.4	69/48.9	69/50.4	51/37.5	58/41.1	65/45.8	N/A	N/A	69/48.9	50/36.5	57/41.6	59/41.5	53/36.6
	Proficient	11/7.4	12/9.0	16/11.3	11/8.0	22/16.2	15/10.6	16/11.3	N/A	N/A	15/10.6	21/15.3	19/13.9	17/12.0	16/11.0
	Basic	11/7.4	8/6.0	5/3.5	10/7.3	6/4.4	6/4.3	8/5.6	N/A	N/A	5/3.5	3/2.2	9/6.6	2/1.4	11/7.5
	Below Basic	15/10.1	17/12.8	11/7.8	15/10.9	17/12.5	9/6.4	15/10.6	N/A	N/A	0/0.0	3/2.2	2/1.5	2/1.4	2/1.4
	Total # Students	148	133	141	137	136	141	142	N/A	N/A	0/0.0	137	137	142	145
6	Advanced	54/39.7	58/37.7	48/35.6	54/38.6	60/41.1	59/42.4	51/36.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Goal	16/41.2	60/39.6	58/43.0	66/47.1	62/42.5	50/36.0	70/50.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Proficient	8/5.9	17/11.0	11/8.1	3/2.1	13/8.9	17/12.2	12/8.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Basic	7/5.1	8/5.2	9/6.7	5/3.6	4/2.7	10/7.02	3/2.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Below Basic	11/8.1	10/6.5	9/6.7	12/8.6	7/4.8	3/2.2	4/2.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total # Students	136	153	135	140	146	139	140	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Advanced	79/47.6	65/46.1	81/51.6	54/40.6	70/49.0	60/42.9	63/45.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Goal	54/32.5	56/39.7	54/34.4	62/46.6	57/39.9	55/39.3	59/42.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Proficient	11/6.6	5/3.5	6/3.8	7/5.3	2/1.4	9/6.4	9/6.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Basic	5/3.0	7/5.0	6/3.8	5/3.8	8/5.6	8/5.7	5/3.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Below Basic	17/10.2	8/5.7	10/6.4	5/3.8	6/4.2	8/5.7	4/2.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total # Students	166	141	57	133	143	140	140	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Advanced	77/47.8	80/47.1	58/31.9	75/47.2	61/43.9	76/52.8	67/46.5	N/A	N/A	48/32.0	83/52.2	50/36.2	59/41.0	50/34.2
	Goal	64/39.8	63/37.1	71/45.0	63/39.6	56/40.3	48/33.3	55/38.2	N/A	N/A	79/52.7	59/37.1	67/48.6	69/47.9	64/43.8
	Proficient	9/5.6	7/4.1	8/5.4	8/5.0	11/7.9	5/3.5	10/6.9	N/A	N/A	11/7.3	8/5.0	13/9.4	7/4.9	14/9.6
	Basic	2/1.2	5/2.9	5/3.4	6/3.8	4/2.9	4/2.8	5/3.5	N/A	N/A	3/2.0	5/3.1	5/3.6	3/2.1	9/6.2
	Below Basic	9/5.6	15/8.8	11/7.4	7/4.4	7/5.0	11/7.6	7/4.9	N/A	N/A	9/6.0	4/2.5	3/2.2	6/4.2	9/6.2
	Total # Students	161	170	149	159	139	144	144	N/A	N/A	150	159	138	144	146

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) are included in this guide. A complete list of paper reports provided to each school district is located on page 54.

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, ethnicity/race, 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 or CMT@ct.gov.

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 specific skill areas included in the CMT were 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 content areas 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 which are represented and aligned with the content and performance standards delineated in the *PreK–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. 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 *2006 Connecticut English Language Arts Curriculum Framework*. Additional information about the Reading and Writing tests is available in the *CMT Language Arts Handbook*.

THE CMT MODIFIED ASSESSMENT SYSTEM (MAS)

The CMT Modified Assessment System (MAS) is a modified assessment designed to be more appropriate for those special education students whose disability would preclude them, during a given school year, 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 *PreK–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. 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.

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, and
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

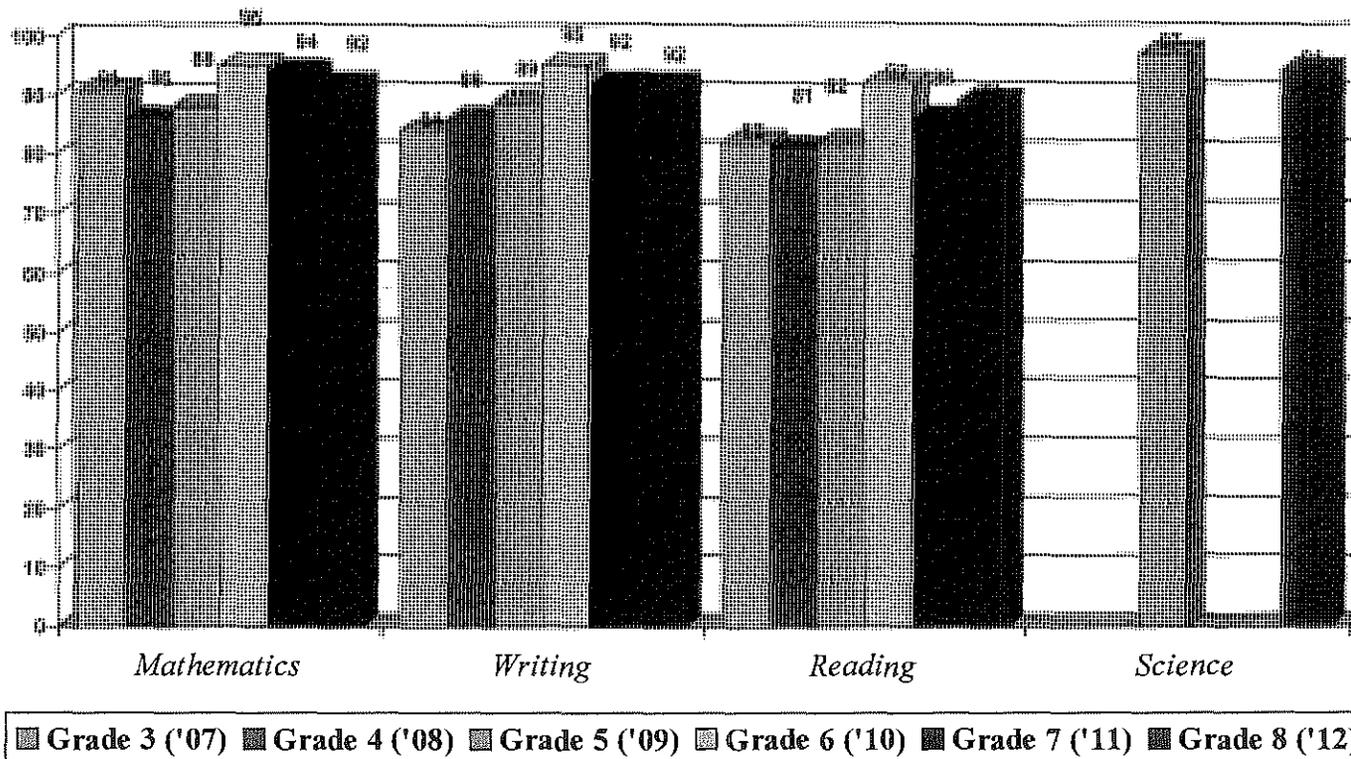
A score relative to the mastery criteria for the two Editing & Revising content strands is also reported. The DAW accounts for 60% and Editing & Revising accounts for 40% of the total writing scale score.

Detailed information regarding the calculation of scale scores is available in the 2012 CMT Score Conversion Tables/Technical Bulletin available on the CSDE Web site (www.ct.gov/sde).

TABLE 1

MANSFIELD MIDDLE SCHOOL
CLASS OF 2012

Percent of Students Above
Remedial Standard from C.M.T. Scores



Matched Comparison: All Performance Levels
Mansfield, Grade 3, 2011; Grade 4, 2012

Mathematics - Number Matched

Grade 3, 2011	Grade 4, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	2	1	0	0	0	3
Basic	2	1	2	0	0	5
Proficient	0	1	5	3	0	9
Goal	0	1	5	23	12	41
Advanced	0	0	0	10	65	65
Total	4	4	12	36	67	123

Reading - Number Matched

Grade 3, 2011	Grade 4, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	6	1	2	0	0	11
Basic	1	0	5	2	0	8
Proficient	0	0	6	8	0	13
Goal	0	0	1	40	18	59
Advanced	0	0	0	6	25	32
Total	9	1	13	56	44	123

Writing - Number Matched

Grade 3, 2011	Grade 4, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	3	1	3	0	0	7
Basic	1	3	2	0	0	6
Proficient	0	1	5	10	2	18
Goal	0	0	4	27	25	56
Advanced	0	0	0	6	28	34
Total	4	5	14	43	55	121

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Matched Comparison: All Performance Levels
Mansfield, Grade 4, 2011; Grade 5, 2012

Mathematics - Number Matched

Grade 4, 2011	Grade 5, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	2	0	0	0	0	2
Basic	0	3	1	2	0	6
Proficient	1	1	8	7	0	17
Goal	0	0	1	36	10	47
Advanced	0	0	0	7	49	56
Total	3	4	10	52	59	126

Reading - Number Matched

Grade 4, 2011	Grade 5, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	7	1	0	1	0	9
Basic	2	1	5	1	0	9
Proficient	2	2	1	7	0	12
Goal	0	2	8	43	10	63
Advanced	0	0	0	10	24	34
Total	11	6	14	62	34	127

Writing - Number Matched

Grade 4, 2011	Grade 5, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	1	2	1	0	4
Basic	2	1	3	4	0	10
Proficient	1	3	7	5	0	16
Goal	0	3	12	26	9	50
Advanced	0	1	0	21	26	48
Total	3	9	24	57	35	128

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Matched Comparison: All Performance Levels
Mansfield, Grade 5, 2011; Grade 6, 2012

Mathematics - Number Matched

Grade 5, 2011	Grade 6, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	0	1	0	0	1
Basic	1	1	1	0	0	3
Proficient	0	0	8	3	0	11
Goal	0	0	3	32	11	46
Advanced	0	0	0	9	60	69
Total	1	1	13	44	71	130

Reading - Number Matched

Grade 5, 2011	Grade 6, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	2	1	2	3	0	8
Basic	0	0	3	2	0	5
Proficient	0	1	2	11	0	14
Goal	0	0	3	41	12	56
Advanced	0	0	0	10	37	47
Total	2	2	10	67	49	130

Writing - Number Matched

Grade 5, 2011	Grade 6, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	0	1	0	0	1
Basic	0	1	2	1	0	4
Proficient	0	0	5	14	4	23
Goal	0	1	1	16	21	39
Advanced	0	0	0	12	50	62
Total	0	2	9	43	75	129

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Matched Comparison: All Performance Levels
Mansfield, Grade 6, 2011; Grade 7, 2012

Mathematics - Number Matched

Grade 6, 2011	Grade 7, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	1	1	0	0	0	2
Basic	2	2	1	0	0	5
Proficient	0	1	12	8	0	21
Goal	0	0	5	34	0	48
Advanced	1	0	0	5	51	57
Total	4	4	18	47	60	133

Reading - Number Matched

Grade 6, 2011	Grade 7, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	3	0	1	0	0	4
Basic	1	0	4	5	0	10
Proficient	0	1	3	11	0	15
Goal	0	3	0	35	11	49
Advanced	0	0	0	5	50	55
Total	4	4	8	56	61	133

Writing - Number Matched

Grade 6, 2011	Grade 7, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	1	0	1	1	0	3
Basic	0	1	3	1	0	5
Proficient	0	4	7	10	3	24
Goal	1	2	6	26	18	53
Advanced	0	0	0	14	33	47
Total	2	7	17	52	54	132

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Matched Comparison: All Performance Levels
Mansfield, Grade 7, 2011; Grade 8, 2012

Mathematics - Number Matched

Grade 7, 2011	Grade 8, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	0	0	0	0	0
Basic	0	2	4	0	0	6
Proficient	0	3	16	5	0	24
Goal	0	0	6	33	5	44
Advanced	0	0	0	10	49	59
Total	0	5	26	48	54	133

Reading - Number Matched

Grade 7, 2011	Grade 8, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	2	3	0	1	0	6
Basic	2	1	4	1	0	8
Proficient	1	1	0	6	0	8
Goal	0	0	3	37	11	51
Advanced	0	0	0	6	52	58
Total	5	5	7	51	63	131

Writing - Number Matched

Grade 7, 2011	Grade 8, 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	1	1	1	0	3
Basic	0	3	2	3	0	8
Proficient	0	0	11	8	0	19
Goal	0	0	2	31	10	43
Advanced	0	0	1	14	46	61
Total	0	4	17	57	56	134

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Reading/Language Arts District Assessments Administration Schedule 2012-2013

Grade 3-8		CMT	See Spring CMT Administration Memo					March 4 – March 27, 2013			
District– Assessment scores to be recorded in district database by teacher											
Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K	DSA							Test admin: Apr 15-19 Score entry: Apr 15-30	√		
	PAST *Subtests not yet mastered	Test admin: Oct 1-5 Score entry: Oct 1-12	√		Test admin: Jan 14-18 Score entry: Jan 14-25	*√		Test admin: Apr 15-19 Score entry: Apr 15-30	*√		
	DRA2				Test admin: Jan 14-18 Score entry: Jan 14-25	√			Test admin: May 20-24 Score entry: May 20-31	√	
1	DSA		Test admin: Nov 5-9 Score entry: Nov 5-21	√				Test admin: Apr 15-19 Score entry: Apr 15-30	√		
	*PAST Subtests not yet mastered	Test admin: Oct 1-5 Score entry: Oct 1-12	*√		Test admin: Jan 14-18 Score entry: Jan 14-25	*√			Test admin: May 20-24 Score entry: May 20-31	*√	
	DRA2	New and Below Grade level			Test admin: Jan 14-18 Score entry: Jan 14-25	√			Test admin: May 20-24 Score entry: May 20-31	√	
	Prompt				Test admin: Jan 18-24 Score entry: Jan 28-Feb 8	√			Test admin: May 13-17 Score entry: May 20-31	√	

Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2	DSA	✓	Test admin: Sept 17-21 Score entry: Sept 17-28		✓	Test admin: Jan 22-25 Score entry: Jan 22-31			✓	Test admin: Apr 15-19 Score entry: Apr 15-30	
	DRA2	N/BG			Test admin: Jan 14-18 Score entry: Jan 14-25	✓			Test admin: May 20-24 Score entry: May 20-31	✓	
	Prompt	Test admin: Oct 4-12 Score entry: Oct 15-28	✓		Test admin: Jan 18-24 Score entry: Jan 28-Feb 8	✓			Test admin: May 13-17 Score entry: May 20-31	✓	
	DRP					During CMT window		✓			
3	DSA	✓	Test admin: Sept 17-21 Score entry: Sept 17-28		✓	Test admin: Jan 22-25 Score entry: Jan 22-31			✓	Test admin: Apr 15-19 Score entry: Apr 15-30	
	DRA2	N/BG			Test admin: Jan 14-18 Score entry: Jan 14-25	✓			Test admin: May 20-24 Score entry: May 20-31	✓	
	Prompt	Test admin: Oct 4-12 Score entry: Oct 15-28	✓		Test admin: Jan 18-24 Score entry: Jan 28-Feb 8	✓			Test admin: May 13-17 Score entry: May 20-31	✓	
	DRP	✓	Test admin: Sept 24-28 Score entry: Sept 24-Oct 5								
4	Prompt	Test admin: Oct 4-12 Score entry: Oct 15-28	✓		Test admin: Jan 18-24 Score entry: Jan 28-Feb 8	✓			Test admin: May 13-17 Score entry: May 20-31	✓	
	DRP	✓	Test admin: Sept 24-28 Score entry: Sept 24-Oct 5								
	Comp Test		✓	Test admin: Oct 1-5 Score entry: Oct 1-17		✓	Test admin: Jan 7-11 Score entry: Jan 7-18		Test admin: May 20-24 Score entry: May 20-31	✓	

Grade	Unit	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
5	Prompt										
	Camp Test										
6	Prompt										
	Camp Test										
7	Prompt										
	Camp Test										
8	Prompt										
	Camp Test										

Mathematics District Assessments Administration Schedule 2012-2013

Gr. 3-8	CMT	See spring administration document					March 4 – March 27, 2013				
District – Assessment scores to be recorded in district database by teacher											
Grade	Test	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K	Kindergarten Cumulative Assessment		Test admin: Oct 17-28 Score entry: Oct 25- Nov 11				Test admin: Feb 13-Mar 2 Score entry: Feb 27 – Mar 19			Test admin: May 21 – June 1 Score entry: May 28 – June 12	
1	Number Corner	Assessment 1 & 2 Test admin: Oct. 1-5 Score entry: Oct. 1-12	Assessment 3 Test admin: Oct. 29-Nov. 2 Score entry: Oct. 29- Nov. 9	Assessment 4 Test admin: Nov. 26-Nov 30 Score entry: Nov 26 – Dec 7	Assessment 5 Test admin: Dec. 17-21 Score entry: Dec. 17- Jan 4	Assessment 6 Test admin: Jan 28-Feb 1 Score entry: Jan 28- Feb 8	Assessment 7 Test admin: Feb 25- Mar 1 Score entry: Feb 25- Mar 8	Assessment 8 Test admin: Mar 25-Apr 5 Score entry: Mar 25- Apr 12	Assessment 9 Test admin: Apr 29-May 3 Score entry: Apr 29- May 10	Assessment 10 Test admin: May 28-31 Score entry: May 28 – Jun 8	
	Unit Assessments*	To be entered within 2 weeks of completion of the unit									
2	Number Corner	Baseline Test admin: Sept 24-28 Score entry: Sept 24 – Oct 5	NC Check-up 1 Test admin: Oct 29-Nov 2 Score entry: Oct 29- Nov 9			NC Check- up 2 Test admin: Jan 28-Feb 1 Score entry: Jan 28- Feb 8		NC Check- up 3 Test admin: Mar 25 – Apr 5 Score entry: Mar 25- Apr 12			NC Check- up 4 Test admin: Jun 2-7 Score entry: Jun 2-16
	Unit Assessments*	To be entered within 2 weeks of completion of the unit									
3	Number Corner	Baseline Test admin: Sept 24-28 Score entry: Sept 24 – Oct 5	NC Check-up 1 Test admin: Oct 29-Nov 2 Score entry: Oct 29- Nov 9			NC Check- up 2 Test admin: Jan 28-Feb 1 Score entry: Jan 28- Feb 8		NC Check- up 3 Test admin: Mar 25 – Apr 5 Score entry: Mar 25- Apr 12			NC Check- up 4 Test admin: Jun 2-7 Score entry: Jun 2-16
	Unit Assessments*	To be entered within 2 weeks of completion of the unit									

4	Number Corner	Baseline Test admin: Sept 24-28 Score entry: Sept 24 – Oct 5	NC Check-up 1 Test admin: Oct 29-Nov 2 Score entry: Oct 29- Nov 9			NC Check- up 2 Test admin: Jan 28-Feb 1 Score entry: Jan 28- Feb 8		NC Check- up 3 Test admin: Mar 25 – Apr 5 Score entry: Mar 25- Apr 12			NC Check- up 4 Test admin: Jun 2-7 Score entry: Jun 2-16
	Unit Assessments	To be entered within 2 weeks of completion of the unit									
5	Unit Assessments*	To be entered within 2 weeks of completion of the unit									
6	Unit Assessments	To be entered within 2 weeks of completion of the unit									
7	Unit Assessments	To be entered within 2 weeks of completion of the unit									
8	Unit Assessments	To be entered within 2 weeks of completion of the unit									

Unit Assessments – Please refer to your grade level Assessment Calendar in your assessment binder due to changes in the order of units due to CMT and M² schedules.

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.

2011-2012 Results - Findings, Issues, and Actions

- Participation rates on grade level tests are high (99.3%).
- A substantial percentage of students achieved an advanced level score (26.6%-56.1%).
- A low percentage of students achieved either a basic or below basic score (0% - 10.5%).
- Approximately two thirds (66.7%) of all students reached or exceeded the state goal on all tests (59.2% - grade 3) (71.9% - grade 4) (56.8% - grade 5)(80.0% - grade 6) (67.4% - grade 7) (65.1% - 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.
- 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 (87.7%) as grade eight students.
- Results for grade eight students who have taken the Connecticut Mastery Test- Fourth Generation at six grade levels indicate that 95 students 65.1% 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 Five 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 twelve 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 2012-2013 school year in preparation for spring 2013 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 fifth 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:

<u>ISSUES</u>	<u>ACTIONS TO BE TAKEN</u>
1) Implementation of a Language Arts Management Plan	The Language Arts teachers will continue to implement a revised Language Arts Curriculum during the 2012-2013 school year.
	K-6 District staff will implement the anthology, Houghton Mifflin, <i>Reading, A Legacy of Literacy</i> (year 12), 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 <i>Bridges in Mathematics</i> K-5	K-5 mathematics teachers will implement the <i>Bridges in Mathematics</i> year five plan.
	Mathematics consultant and trained teacher leaders will provide support for K-5 during year four 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, as well as align to Common Core State Standards (CCSS) and recommend test or curriculum adjustments as necessary.
	Language Arts and Mathematics curriculum guides will acknowledge and denote Connecticut Mastery Test - Fourth Generation objectives with alignment to the Common Core State Standards (CCSS) at appropriate grade levels.
	Appropriate staff will investigate districts that have shown consistently positive results at particular grade levels.
	Science teachers will review and revise our current program based on an outside evaluation and will prepare changes to the K-8 scope and sequence in order to prepare for the CMT science test administered in grades five and eight.

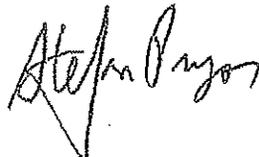
<u>ISSUES</u>	<u>ACTIONS TO BE TAKEN</u>
6) Staff development:	<p>A significant amount of professional development time will be devoted to implementing the <i>Bridges in Mathematics</i> program to include unit pacing and assessments.</p> <p>As veteran staff teaching mathematics and language arts retire, it is important that the district orient and support new staff, providing a clear initial structure for curriculum, instruction, and assessment.</p> <p>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.</p> <p>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.</p> <p>Technology applications will be explored for their benefits in enhancing student proficiency and achievement in all areas currently tested.</p> <p>Literacy coaches will support and sustain training to all kindergarten, grade one, two, and three teachers regarding Literacy How strategies.</p>
6) Connecticut Mastery Test – Fourth Generation	<p>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.</p>
7) Sub-Group Results	<p>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.</p>
8) Additional Support	<p>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, including online programs for students in need of additional support.</p> <p>A full day kindergarten program for all students will be implemented at each elementary school (Year 8).</p> <p>Additional days of summer school instruction for identified students will be implemented to the extent possible.</p> <p>Study Island will be made available to all grade three and four students to provide practice in reading and mathematics (Year 4).</p>



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Superintendents of Schools
Executive Directors, Regional Educational Service Centers
Charter School Leaders

FROM: Stefan Pryor
Commissioner of Education 

DATE: August 1, 2012

SUBJECT: School District Profiles

As we discussed at the meeting regarding Connecticut's new accountability system on July 23rd, school performance and progress in the 2012-13 school year will be assessed using different indicators. Using data from previous years (including 2011-12), the Connecticut State Department of Education (CSDE) has set differentiated performance targets for districts, schools, and subgroups for the 2012-13 school year.

In this mailing, please find school profiles for all schools in your district and district profiles that capture performance across schools. If a representative from your district was unable to attend the meeting on Monday when the new metrics were explained, we have also included a copy of the presentation slides, a description of the new accountability indicators, and a summary of the NCLB waiver flexibilities.

Please visit the CSDE website at: <http://www.csde.state.ct.us/public/cedar/nclb/index.htm> to access these documents and to listen to a narrated presentation that explains our new measurement and accountability system.

If you have any further questions about the new indicators, please contact Gilbert Andrada at gilbert.andrada@ct.gov.

cc: District Test Coordinators

P.O. Box 2219 • Hartford, Connecticut 06106
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Connecticut State Department of Education
CMT District Performance Targets for the 2012-2013 School Year

11078

MANSFIELD

Indicator	Participation Rate (2011-12)	DPI (2011-12)	Baseline DPI (3-year Avg.)	DPI Performance Target (2012-13)
District Performance Index (DPI)	100.0%	88.9	88.1	Maintain
DPI: Students with Disabilities	100.0%	60.8	59.4	61.7
DPI: Eligible for Free or Reduced Price Lunch	100.0%	76.7	76.4	77.4
DPI: Black				
DPI: Hispanic	100.0%	79.7	80.5	81.1
DPI: English Language Learners	100.0%	64.1	64.1	66.1
DPI Subject: Reading	99.6%	87.6	86.6	86.7
DPI Subject: Mathematics	100.0%	90.7	90.3	Maintain
DPI Subject: Writing	99.6%	89.3	88.3	Maintain
DPI Subject: Science	100.0%	88.5	90.5	Maintain

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011, and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

At the time of this printing, the procedure to implement the caps on achievement at the Goal level on the Skills Checklist and the MAS (1% on Skills Checklist, 2% on MAS, or 3% combined between both tests) were being finalized. Implementing this procedure is unlikely to alter a baseline figure. Nevertheless, new district reports will be issued when the procedure for implementing it as part of this accountability system has been approved.

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

11078

MANSFIELD

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Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	88.2	86.6	86.8
SPI: Students with Disabilities				
SPI: Eligible for Free or Reduced Price Lunch				
SPI: Black				
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	98.7%	88.5	86.2	86.3
SPI Subject: Mathematics	100.0%	91.7	91.0	Maintain
SPI Subject: Writing	98.7%	88.1	85.4	85.6
SPI Subject: Science				

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

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MANSFIELD

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Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	86.7	85.9	86.1
SPI: Students with Disabilities				
SPI: Eligible for Free or Reduced Price Lunch	100.0%	74.6	72.5	73.8
SPI: Black				
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	97.8%	85.9	84.8	85.1
SPI Subject: Mathematics	100.0%	90.3	90.1	Maintain
SPI Subject: Writing	97.8%	89.3	86.6	86.7
SPI Subject: Science				

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

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MANSFIELD

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Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	88.4	87.3	87.4
SPI: Students with Disabilities				
SPI: Eligible for Free or Reduced Price Lunch	100.0%	78.4	78.4	79.2
SPI: Black				
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	100.0%	84.8	83.5	83.9
SPI Subject: Mathematics	100.0%	92.3	91.2	Maintain
SPI Subject: Writing	100.0%	88.2	87.4	87.5
SPI Subject: Science				

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

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

11078

MANSFIELD

MANSFIELD MS

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	90.3	89.5	Maintain
SPI: Students with Disabilities	100.0%	66.8	63.6	65.6
SPI: Eligible for Free or Reduced Price Lunch	100.0%	77.8	77.8	78.7
SPI: Black				
SPI: Hispanic	100.0%	85.7	82.0	82.5
SPI: English Language Learners				
SPI Subject: Reading	100.0%	89.4	88.3	Maintain
SPI Subject: Mathematics	100.0%	91.1	90.7	Maintain
SPI Subject: Writing	100.0%	90.3	89.6	Maintain
SPI Subject: Science	100.0%	88.7	90.8	Maintain

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.