

**CONNECTICUT MASTERY TESTS
RESULTS**

March 2006

GRADES 3 - 8

CONNECTICUT MASTERY RESULTS

In March 2006, all students in grades three through eight took the Connecticut Mastery Test. The test, which measures students' achievement in reading, mathematics and writing, is a criterion-referenced test. The State of Connecticut sets standards and students' responses to the tests are judged by those standards. The standards are set so that students attaining the state goal are performing at a level well above grade level. Students in the proficient range are around grade level, some a little above and some even a tad below. Students performing at the basic or below basic levels are viewed as not meeting grade level expectations.

The results of the 2006 year follow. A brief comment about the results is included per grade level.

Ordinarily, in this section we would try to compare performance of students from one year to another. However, 2006 marked the first time CMT testing was conducted in March. Heretofore, it had been conducted in September. So the measurement and comparisons are not valid. Further, previously students were tested in only grades 4, 6 and 8. We had no data we could compare on the performances of students in grades 3, 5 and 7. For these reasons, it is difficult to put some of these results in context. Where we feel we can comment on the results, we have included remarks.

CMT Results - Grade 3 through 8

	Reading		Mathematics		Writing	
	NM	State	NM	State	NM	State
Grade 3	60.4	54.4	63.1	56.3	69.9	61.0
Grade 4	64.9	57.8	62.3	58.8	72.6	62.8
Grade 5	69.4	60.9	59.9	60.7	74.0	65.0
Grade 6	68.4	63.6	72.8	58.6	64.7	62.2
Grade 7	70.6	66.7	71.5	57	60.7	60.0
Grade 8	70.2	67.0	75.3	58.1	60.3	60.0

New Milford students performed above the state average on all but one section of the CMT tests, fifth grade mathematics, where their performance was just below the state average.

There are some highlights behind these numbers that are important to note. For example, the fifth graders who scored just below the state average had scored nine percent below the state average as 4th graders. This year's test results indicate significant growth, though they still have to continue to improve.

The writing results, though still above averages in grades 6, 7 and 8 are below what we have come to expect of our students. We are looking to improve our performance in these areas.

The mathematics results, particularly those in grade 8 look to be strong, notwithstanding the aforementioned grade five anomaly.

CONNECTICUT MASTERY TEST RESULTS

SPECIAL EDUCATION STUDENTS

In 2006, New Milford's special education students in grades 4-8 did not perform well enough to have the two schools, Sarah Noble and Schaghticoke named under No Child Left Behind for failing to make Adequate Yearly Progress (AYP) goals removed from the list of schools deemed as in "need of improvement".

The state has set goals that 74% of students in a school, including all subgroups of 40 or more students must met proficiency levels in mathematics and 68% in reading for a school to meet Adequate Yearly Progress criterion.

Neither Schaghticoke Middle School nor Sarah Noble Intermediate School met the AYP percentage with their special education subgroup.

A breakdown of the numbers follows:

For AYP target percentage proficient - Mathematics --	74%
Reading --	68%
	<u>Adjusted No.</u>
Sarah Noble School (whole school) Mathematics --	88%
Reading --	82%
Sarah Noble School (Special Education Population) Mathematics --	51%
Reading --	36%
Schaghticoke Middle School (whole school) Mathematics --	93%
Reading --	85%
Schaghticoke Middle School (Special Education Population) Mathematics --	67%
Reading --	48%

Had Schaghticoke met the AYP targets this year, then it would have come off the list of schools needing improvement.

It is also noteworthy to understand that until this year the targets had been 59% proficient in mathematics and 62% in reading. The proficiency targets are raised every four years in graduated steps. It is expected that 2013 all students in each grade and in each subgroup, regardless of disability, poverty level, ethnicity, race or native language will meet proficiency levels.