



NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT

“WINDOWS ON OUR SCHOOLS”

TEST RESULTS

CMT
SAT I
SAT II (Achievement)
AP
CAPT
LAS

2007-2008

A Message to the Reader

The New Milford Schools keep a close eye on student performance. This document, “Windows on New Milford Schools”, is designed to allow its readers a look at our schools’ academic performance.

There are lots of numbers associated with the scores on the following pages. Many of those numbers – most actually – present New Milford’s students’ achievement in a favorable light; students ordinarily do pretty well in achievement areas. However, occasionally some do not. We make no attempt to hide our blemishes. We use that data to work with staff to improve performance and to address areas of concern.

There also is a veritable alphabet of assessment measures that educators use to look at to chart student performance – CAP, IRI, DRP, SAT, SAT II, CMT, CAPT, LAS, and AP. Some of these tests we use internally to help monitor progress of students and our curricula; others reflect more public measures. The first section of this booklet attempts to provide a very brief explanation of those tests to the non-professional educator without the jargon and without the “educationese” that often accompanies such test results. Our explanations are designed to be straightforward and easy to grasp. Sometimes in doing so, we risk not explaining a nuance about a test that may be important to educators, but perhaps is not as vital to the reader. If we have over simplified some explanations, we apologize, but we hope that the reader will appreciate that this document is designed to be read. Creating too technical a document will mean it probably won’t be read. We hope this report provides a snapshot of how our students are performing in a context that helps parents see both the system’s successes and the challenges that remain.

The bulk of this report centers on reporting data from the most public external assessments of our students – CMT’s, CAPT’s, SAT’s, SAT II, AP, and LAS.

One last item of note is that this document does not include mention of significant successes that don’t get measured by an alphabet of common assessments, but that are important to many of our students and teachers. For example, neither student performance in juried art shows nor the high school band’s winning performance at a music festival nor our champion athletic teams get measured in a quantifiable way that can be reflected here as test results. Yet all of those events represent powerful and significant learning experiences for the students involved in them.

As a rule, New Milford’s students perform above state and national averages. Our students’ performance remains competitive when compared to communities that are deemed as demographically most like us. As a general rule, the longer at student is with us, the better they tend to perform against both state and national averages. Our high school results look much stronger as a rule than do our fourth grade results.

Thomas A. Mulvihill
Assistant Superintendent of Schools
September 16, 2008

Introduction

All New Milford's students are tested annually in the autumn and the spring in grades three through eight. (Please note: beginning in 2005-2006 many of these assessments like CAPT and CMT's were moved to March testing dates per direction of the State Department of Education as part of their response to No Child Left Behind assessment requirements.) The tests are given all students except those exempted by their special education plan as designated by the Planning and Placement Team (PPT) or those few students in an English Language Learner (ELL) programs, whose level of English proficiency makes taking the test impractical.

The students are tested in the areas of reading, language arts and mathematics using a variety of assessment tools. Those tools are:

Concepts About Print (CAP) - CAP is used to verify reading readiness skills with every kindergartner. It is administered in the fall and the spring. We use these results internally to assess students readiness for reading.

Individualized Reading Inventory (IRI) - In grades 1-5 The IRI measures students grasp of vocabulary and comprehension. We use it with all grade 1 and 2 students and students who do not exceed "benchmarks" by 10% in grades 3-5. The IRI's are administered several times annually in the early grades and are used as diagnostic tools for teachers.

Reading - Degrees of Reading Power (DRP) - The DRP measures how well students construct meaning from paragraphs that get progressively more difficult in terms of vocabulary and comprehension. DRP employs the Cloz method, which calls for students to make a correct word choice based on vocabulary and comprehension (see Exhibit 2 and Table 1 that follows). The content becomes progressively more difficult the higher the DRP number.

We compare DRP results in the fall to those in the spring in every classroom grades 3 - 8 to examine how students have grown. With spring CMT testing giving us a measure of reading annually, we now use the DRP to verify student performance.

Connecticut Mastery Tests (CMT) - Connecticut General Statutes provide that the State Board of Education administer an annual statewide mastery test in language arts, reading and mathematics to students in grades 3 through 8. These tests are administered in March. These tests are criterion-referenced tests; that is to say their results are reported as the percent of students who meet a set goal or standard. The goals the State of Connecticut has set are lofty; students attaining goal levels are performing well above grade level. Students scoring in the proficiency range are considered as performing in the grade level range.

The Mastery Test is designed to improve statewide evaluation of students and ensure those students' academic strengths and weaknesses are identified. The content areas focus on the following skills: Mathematics, Degrees of Reading Power (DRP), Reading Comprehension, Writing and Written Communication.

SAT I - Students at the high school take SAT exams. Approximately 90% of our seniors take the exam each year (compared to a national figure of about 46%). SAT scores are reported at this time also. The test is an aptitude test, not strictly an achievement test. Research does say that there are a number of variables that influence the scores students obtain. Those variables include gender, race, and family per capita income. However, it is also believed that SAT scores can vary somewhat by nature of the academic experiences students have - the higher level of math course a student has completed, the greater chance scores will be higher; the greater amount a student reads rigorous literature regularly, the better the chance of scoring well in the verbal sections of the SATs.

SAT II Achievement Tests - SAT II tests are achievement tests; that is students may opt to take such an exam after they have completed study in an academic area. For example, a student may opt to take a U.S. History Achievement test after completing a U.S. History/American Studies course. Some New Milford seniors and juniors elect to take those tests. Those tests are optional and are often taken in New Milford and nationally by students seeking admission to the more competitive colleges. Those scores are reported in this packet as well. As a rule, New Milford has a greater percentage of students taking such tests as a portion of the student body than other schools similar in demographics to us. Why that fact is important is that the greater the percent of test-takers, the harder it becomes to achieve a median score. Happily in most cases our students manage to score at or above the median anyway.

Advanced Placement Testing Results - Advanced Placement tests are criterion-referenced content exams; that is a student is expected to master a body of academic work - a standard is set and they are measured on how well they've met that standard. Scores on those tests range from a 5 or 4, which the Educational Testing Service describes as "comparable to college grades of A" and 3 "comparable to grades of B at many colleges", to a 2 or 1. The most capable students take these tests nationally. New Milford's students' grades on those tests are also reported here.

One hundred twelve (112) students (unduplicated count; some take more than one AP test) students took 182 Advanced Placement Exams in 2008 at New Milford High School. Keep in mind the scores are reported on a 1-5 basis: 5 = Extremely Qualified; 4 = Well Qualified; 3 = Qualified; 2 = Possibly Qualified; 1 = No Recommendation. Those scores are also reported in this packet.

Language Assessment Skills (LAS) - The district is now required to assess all English Language Learners (ELL) students Language Skills annually. In 1995 the district had less than 25 ESL or ELL students. Now the number is 137 students.

Students are administered the LAS test which allows a student to demonstrate his/her language skills proficiency. Students are tested in reading, writing, listening and speaking.

Should a student reach a highly proficient level on the results of the assessment, they can be dismissed from ELL services. Results are shared in this packet as well.

Connecticut Academic Performance Test - In March each year, sophomores are required to take the Connecticut Academic Performance Test (CAPT). The test is made up of four parts. A mathematics section, a science section, a section entitled Reading Across the Disciplines where students are given a short piece of fiction and non-fiction to read and analyze in essay form. Finally, an Interdisciplinary test entitled Writing Across the Disciplines requires students to sort through a variety of pieces of information about a chosen subject using graphs, charts, maps and primary and secondary source materials, take a position on the subject and write a balanced, persuasive essay about their position. The State of Connecticut Department of Education, as they did in the CMT's, set a standard in these criterion-referenced exams. The exam's standards are rigorous. Traditionally, less than one in every four sophomores across the state meet the goal on each and every one of the subtests. In New Milford, 41.8% met the goals in every subject area and over 90% of the students perform at the proficiency level. Those results in 2008 were far above state averages and are reported here.

Summary Statement - The data in this report show that New Milford students perform above state averages on most every measure.

Last year I reported the school system was not satisfied. We still are not satisfied. There are lots of opportunities for improvement. Our CMT scores this year were disappointing in some areas, unchanged in a few others and spiked high in a few areas. The performance of third graders at JPS was weak in reading landing that school on the list of elementary schools that failed to have 79% of its population meet AYP (Average Yearly Progress) - a designation and standard set from the No Child Left Behind legislation requiring that 100% of all students meet proficiency standards nationally by 2014.

The results at Sarah Noble School as a school were above proficiency standards, but several subgroups (special education and economically disadvantaged students) failed to meet the AYP standard, keeping that school on a "school in need of improvement status" as well.

Schaghticoke attained a designation called "safe harbor", which means that enough improvement towards the AYP level was made by the special education population in 2008 that the school is not listed as a school in need of improvement this year. It is important to note here that the school overall enjoys proficiency levels of 85% - 91%, well above present AYP levels.

Schaghticoke also has over 85% of its seventh graders meet the goal on the reading portion of the CMTs. That result represents the strongest showing in reading at any grade level in this district's history!

At the high school, CAPT performance remained very competitive, though Science scores receded a bit from an all-time best mark attained in 2007. SAT scores for the class of 2008 were not as strong as they have been in most prior years. Scores fell in all areas. However, SAT Math results remained well above national averages and that is despite the fact that nearly twice the percentage of our students take the test compared to national averages. Again, the greater the percentage of test takers is above the mean, the more scores revert below the mean. Reading and writing results were around the national and state averages in 2008.

Advanced Placement results continued to be strong in most areas. The number of test takers fell somewhat in 2008, though the numbers of students taking AP classes increased. AP tests require a fee paid by the student. We are not sure if in the present economy more families opted not to pay the fee and elected to have their child take the course, but not the test. More about that issue can be found within the report.

New Milford Schools face challenges under “No Child Left Behind” legislation. While the scores of our schools often sport proficiency rates of better than 90%, sub-groups do not meet those requirements, especially the sub-group of special education students.

The district has stepped up its teacher training in a focused way, established Data-Drawn Decision-Making teams (also known as CALI) at all K-8 schools and tried to increase its summer school support for students identified as needing help. There has been some progress, but that progress has been uneven to date.

Our goal remains the same. We want to help every child succeed to the best of his/her abilities.

**CONNECTICUT MASTERY TESTS
RESULTS**

March 2008

GRADES 3 - 8

CONNECTICUT MASTERY TEST RESULTS

New Milford’s 2008 Connecticut Mastery Test Results...

Summary

Connecticut Mastery Test results in grade 3-8 are summarized below. It is important to note that New Milford students exceeded state average scores on all tests at all grade levels except for mathematics in grade five where state-wide 66.2% of students met goal and in New Milford 64.6% met goal in that same content area. Eight-three percent met proficiency standards in mathematics state-wide, in New Milford 85.3% met those standards. Those statistics suggest that while our students remain competitive, a handful did not meet the goal levels set by the state, and fell instead into the “proficient level”.

At one other grade – grade eight – writing results were at state average. In all other middle school tests, New Milford performed above state levels.

The trend continues to be that students in our early grades perform around state levels and as students move through the system, their performance tends to improve against the state averages.

We continue to see significant differences in performance of boys to girls in most grades in reading and in all grades 3-8 in writing. Our results mirror state and national trends.

When looking at the reading statistics in grades 4-6, where CALI Data Driven Decision-Making Teams are operating, results improved. So in the short-term those Data-Driven Teams did seem to have a payoff.

Connecticut Mastery Test Results 2008
New Milford/State Results at Goal

		Math	Reading	Writing	Writing	Science
Grade 3	state	60.3%	52.1%	63.5%	63.5%	N/A
	NM	63.1%	53.9%	65.4%	65.4%	
Grade 4	state	60.5%	56.0%	62.9%	62.9%	N/A
	NM	62.5%	61.2%	69.2%	69.2%	
Grade 5	state	66.2%	62.1%	64.6%	64.6%	55.2%
	NM	64.6%	63.1%	72.9%	72.9%	58.4%
Grade 6	state	66.8%	66.4%	62.0%	62.0%	N/A
	NM	71.2%	71.1%	64.7%	64.7%	
Grade 7	state	63.3%	70.2%	62.0%	62.0%	N/A
	NM	68.8%	85.3%	66.8%	66.8%	
Grade 8	state	61.0%	64.8%	63.4%	63.4%	58.9%
	NM	70.4%	72.2%	63.4)	63.4%	68.4%

Gender Difference in Language Arts – Other Points of Interest

The CMT does demonstrate that girls perform better than boys in language arts areas.

The percent of boys and girls at goal by grade in reading and writing follows:

GRADE	READING - 2008		WRITING – 2008	
	BOYS	GIRLS	BOYS	GIRLS
3	48.4	57.9	53.7	78.7
4	56.2	66.5	57.9	81.1
5	59.7	66.3	64.9	80.6
6	70.3	72.9	54.4	73.4
7	83.2	87.4	59.4	74.2
8	68.4	76.5	51.0	77.7

**New Milford Public Schools
Office of the Assistant Superintendent**

**CMT Results Grade 3 – 2008
Percent Attaining Goal and Proficiency and Comparison with 2007 Results**

	Math		Reading		Writing	
	Goal	Proficiency	Goal	Proficiency	Goal	Proficiency
2008	63.1	88	52.9	69.3	65.6	85.5
2007	80.4	93.5	66.7	81.8	79.2	91.2
Diff +/-	-17.3	-5.5	-13.8	-12.5	-13.6	-5.7
HPS						
2008	65.3	92.4	52.5	70.3	66.7	85.5
2007	79.2	95.3	60.4	81.1	75.5	90.6
Diff +/-	-13.9	-2.9	-7.9	-10.8	-8.8	-5.1
JPS						
2008	62.1	82.8	51.7	66.4	65.2	87.8
2007	79.5	90.6	65.4	78.0	82.5	92.1
Diff +/-	-17.4	-7.8	-13.7	-11.6	-17.3	-4.3
NES						
2008	61.9	88.9	54.4	71.2	64.8	83.2
2007	83.1	95.8	73.7	86.4	79.7	91.5
Diff +/-	-21.2	-6.9	-19.3	-15.2	-14.9	-8.3

An area that disappointed and surprised us was the test results for third grade. In 2007, those results were the best the district ever attained. The results in 2008 were the weakest. There were no changes in academic/curricula programs in the two years. However, the composition of the classes were somewhat different. The class of 2007 consisted of eight fewer students, but twenty-two fewer special education students district-wide. The 2008 class has a particularly large special education population and that may explain some of the wide variance in results. However, the performance of non-special education students also was depressed (by about 7%). That result suggests that teachers may struggle to meet the wide range of student needs within their classes. As a result, we are increasing training opportunities for all staff in differentiated instruction and extending Data-Driven Decision-Making CALI teams to all the elementary schools.

**New Milford Public Schools
Office of the Assistant Superintendent**

**CMT Results Grade 4 – 6 - 2008
Percent Attaining Goal and Proficiency and Comparison with 2007 Results**

	Math		Reading		Writing		Science	
	Goal	Proficiency	Goal	Proficiency	Goal	Proficiency	Goal	Proficiency
Grade 4								
2008	62.8	86.5	61.4	79.3	69.4	90.2	N/A	N/A
2007	58.8	82.7	62.7	73.2	71.4	89.5	N/A	N/A
Diff +/-	4.0	3.8	-1.3	6.1	-2.0	0.7	N/A	N/A
Grade 5								
2008	64.8	85.5	63.2	76.2	73.1	89.6	58.4	86.6
2007	63.3	83.6	61.6	69.4	64.8	87.6	N/A	N/A
Diff +/-	1.5	1.9	1.6	6.8	8.3	2.0	N/A	N/A
Grade 6								
2008	71.4	89.0	71.9	81.3	64.9	86.9	N/A	N/A
2007	75.1	91.3	67.9	79.7	69.5	87.9	N/A	N/A
Diff +/-	-3.7	-2.3	4.0	1.6	-4.6	-1.0	N/A	N/A

Grade four results in 2008 were higher in Math, and relatively flat in the Language Arts areas, though the percent at proficiency in reading did increase significantly.

Grade five results are noteworthy in the increase of the students at the proficiency level in reading and the percent attaining goal levels in writing, which increased dramatically from previous years.

Grade six results declined modestly as did writing performance. The reading performance did improve modestly.

The Science results are difficult to assess in that this year was the first year a Science assessment was conducted at grade five. Results there were higher than the state average at both goal (55.2% and at proficiency 81.1%).

**New Milford Public Schools
Office of the Assistant Superintendent**

**CMT Results Grade 7 - 8 - 2008
Percent Attaining Goal and Proficiency and Comparison with 2007 Results**

	Math		Reading		Writing		Science	
	Goal	Proficiency	Goal	Proficiency	Goal	Proficiency	Goal	Proficiency
Grade 7								
2008	69.0	90.9	85.5	90.6	67.0	86.0	N/A	N/A
2007	75.6	92.1	73.5	84.8	70.6	88.2	N/A	N/A
Diff +/-	-6.6	-1.2	12.0	5.8	-3.6	-2.2	N/A	N/A
Grade 8								
2008	70.8	91.1	72.6	84.9	63.7	85.6	68.5	85.0
2007	74.6	88.8	71.1	81.0	67.4	86.0	N/A	N/A
Diff +/-	-3.8	2.3	1.5	3.9	-3.7	-0.4	N/A	N/A

Math results at both grade seven and eight declined from the previous year, though the percent at the proficient levels remain high (90%+) in both grades. That pattern suggests there were a small number of students who narrowly missed attaining goal levels, but did attain the proficiency levels easily.

The writing scores, which involve having students write persuasive essays, declined. It will be a focus of instruction this year at the school.

Science results at Schaghticoke are difficult to assess, though New Milford students are well above goal and proficiency averages of the state's eighth graders (58.9% and 75.4% respectively). It was the first year of the Science assessment at grade eight.

Of special note are the reading scores at grade seven. The scores jumped considerably through numerous efforts and initiatives of the entire staff. The results are the strongest the district has ever had on any portion of the Connecticut Mastery Test!

NEW MILFORD HIGH SCHOOL

TEST RESULTS

2007-2008

**CONNECTICUT ACADEMIC PERFORMANCE
TEST**

SCHOLASTIC APTITUDE TESTS

SAT II ACHIEVEMENT TESTS

ADVANCED PLACEMENT TESTS

CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

RESULTS - 2008

Below are listed the CAPT test results for the year 2008.

	Percent at Goal	Percent at Proficient
Mathematics	70.5	91.3
Science	66.2	93.7
Reading Across Disciplines	57.8	93.0
Writing Across Curriculum	72.6	95.7

Comparison of the results of students “at goal” for the last four years shows that reading results have been inching upwards. The other areas have fluctuated somewhat. Math results in 2008 were the strongest yet for the school. Science results rolled back from an all-time best mark in 2007. Writing results held steady.

	Mathematics	Science	Reading	Writing
2005	70.4	66.8	52.9	70.6
2006	67.6	66.5	53.0	63.4
2007	69.4	72.3	56.5	74.1
2008	70.5	66.2	57.8	72.6

Writing

Those writing scores have tended to jump back and forth over the years of this type of test. See below:

2001	63.4
2002	70.1
2003	70.4
2004	64.8
2005	70.6
2006	63.4
2007	74.1
2008	72.6

The last two years’ results have been particularly strong.

When looking at test results by gender little difference is noted in mathematics and science areas. However, we continue to see wide variations in language arts related performance with girls performing considerably better than boys. These results mirror results of state communities.

Percent At Goal - Male and Female - 2008 CAPT Tests				
New Milford High School				
	Male		Female	Male to Female Difference
Mathematics	68.8%		68.7%	0.1%
Science	72.0%		70.5%	1.50%
Reading	47.1%		64.1%	-17%
Writing	61.7%		83.9%	-22.2

No one yet has an answer to this issue that has translated into consistently better performance for boys.

Lastly, the proficiency rate for all tasks has both genders performing much more similarly.

Percent At Proficiency - Male and Female - 2008 CAPT Tests				
New Milford High School				
	Male		Female	Male to Female Difference
Mathematics	92.8%		89.7%	3.1%
Science	94.8%		92.0%	2.80%
Reading	92.2%		93.3%	-1.1%
Writing	94.7%		96.6%	1.9%

This graph indicates that boys can write and read at about the same proficiency rate as girls; however their expertise and skill level at attaining the highest performances is not as strong.

CAPT Performance – 2008

Results Order by Town - DRG "D" At or Above Goal Performance

Rank	MATH		SCIENCE		READING		WRITING	
1	East Granby	79.6	Old Saybrook	74.4	Old Saybrook	76.9	East Granby	83.7
2	East Lyme	75.5	East Lyme	72.5	East Lyme	65.6	Old Saybrook	81.0
3	Old Saybrook	71.3	Colchester	66.1	Cromwell	64.2	Cromwell	79.4
4	New Milford	70.1	East Granby	65.3	Bethel	60.4	East Lyme	78.0
5	Berlin	65.1	New Milford	65.3	Rocky Hill	59.7	Newington	75.3
6	Bethel	63.6	Bethel	62.5	East Granby	58.0	New Milford	72.3
7	Southington	63.1	Branford	61.3	New Milford	57.6	Berlin	71.0
8	Stonington	62.2	Cromwell	60.7	Berlin	57.1	Rocky Hill	71.0
9	Branford	61.3	Berlin	60.3	Newington	56.7	Wethersfield	70.5
10	Wallingford	61.3	Waterford	58.9	Branford	55.9	Clinton	69.9
11	Newington	60.8	Stonington	58.1	Wallingford	54.4	Branford	68.8
12	Rocky Hill	60.8	Rocky Hill	57.4	Southington	54.0	East Hampton	68.6
13	North Haven	58.3	Wethersfield	57.4	Shelton	53.8	Shelton	65.0
14	Cromwell	58.1	East Hampton	57.0	Stonington	51.5	Stonington	64.1
15	Colchester	57.8	Southington	54.9	Wethersfield	50.5	Waterford	63.0
16	Shelton	56.3	Ledyard	52.5	East Hampton	49.3	Ledyard	62.4
17	East Hampton	55.9	Newington	52.4	Waterford	49.2	North Haven	62.2
18	Waterford	54.7	Clinton	50.6	Clinton	47.1	Milford	61.7
19	Wethersfield	54.7	Milford	50.3	Watertown	46.7	Southington	60.7
20	Ledyard	53.1	Wallingford	48.3	North Haven	46.6	Watertown	59.6
21	Clinton	49.4	North Haven	43.5	Milford	43.2	Wallingford	57.0
22	Milford	49.1	Shelton	42.3	Ledyard	39.1	Bethel	54.9
23	Watertown	49.1	Watertown	41.9	Colchester	37.1	Colchester	54.7
24	Windsor	47.4	Windsor	27.3	Windsor	33.1	Windsor	45.0

Parents often want to know, “how is my child’s performance measuring up as they near the end of their public education?”. Here is one look at that measure. New Milford’s tenth graders’ performance in CAPT mark them near the top in all areas in the 24 towns deemed to be demographically most like New Milford.

SAT RESULTS

2008

NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent

SCHOLASTIC APTITUDE TEST RESULTS
(Re-centered)

YEAR	VERBAL			MATH			WRITING			NM % Tested
	NM	CT	NAT'L	NM	CT	NAT'L	NM	CT	NAT'L	
1972	562	na	530	522	na	510				58
1973	558	na	524	528	na	507				48
1974	534	na	523	499	na	506				51
1975	520	na	513	504	na	500				47
1976	525	na	510	494	na	500				50
1977	543	na	508	510	na	498				59
1978	541	na	508	516	na	495				51
1979	533	514	506	498	493	495				59
1980	518	514	503	496	493	494				63
1981	514	510	503	492	494	494				66
1982	527	511	501	501	497	497				66
1983	525	512	504	500	494	497				65
1984	519	516	505	504	496	499				65
1985	537	519	510	518	487	502				76
1986	528	519	510	504	501	502				65
1987	526	518	509	511	500	503				81
1988	516	516	507	515	500	503				78
1989	497	514	507	490	501	503				80
1990	506	509	503	507	499	503				81
1991	506	508	501	501	496	501				80
1992	522	509	502	521	498	503				91
1993	517	509	503	517	501	506				85
1994	514	505	502	521	500	507				86
1995	510	510	508	516	504	508				83
1996	522	507	505	536	504	508				84
1997	518	509	505	543	507	512				78
1998	516	510	505	529	509	512				82
1999	513	510	505	535	509	511				81
2000	526	508	505	551	509	514				81
2001	533	509	506	545	510	514				86
2002	520	509	504	538	509	516				89
2003	522	512	507	552	514	519				90
2004	528	515	508	548	515	518				95
2005	533	517	508	550	517	520				96
2006	507	505	500	540	510	520	501	504	490	97
2007	509	510	502	550	512	515	520	511	488	96
2008	505	509	502	536	513	515	513	513	494	90

SAT results for the class of 2008 were a bit weaker than we've seen in recent years. It is important to note that the SAT test has changed since 2005. The test used to incorporate verbal and mathematics sections. Since 2006, an essay/writing section is also required.

The class of 2008's mathematics results were the lowest in a decade, though still remain far above state and national averages. We will need to watch those results to see if the results this year reflect a momentary blip on our results or if they begin to reflect a serious trend downward.

Our verbal and writing results also fell back from 2007, however in the case of writing, the results are well above national averages and "at" state averages.

It should be noted that the school system began an SAT prep course for .50 credit in 2007-2008. The students that took that course will begin to have their scores show up next year. It will be interesting to ascertain how their experience may impact future SAT results at the school.

NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT

SAT II ACHIEVEMENT RESULTS
2008

Test	# Tested	NM '08	NM '07	NM '06	NM '05	NM '04	NM '03	NM '02
English-Literature	8	638	589	N/A	N/A	N/A	N/A	N/A
U.S. History	29	685	622	648	645	635	669	601
Math IC	37	608	617	608	608	633	629	620
Math IIC	33	662	683	670	663	659	683	649
Biology M	19	627	564	612	674	N/A	N/A	N/A
Chemistry	15	539	595	615	645	612	556	626

Results in English Literature and U.S. History are the best we've seen in New Milford. The Math IC and IIC and the Biology all appear to be very competitive. Judging from past performance Chemistry appears to be low for New Milford. We have been re-writing the Chemistry curriculum to help address these results.

**NEW MILFORD PUBLIC SCHOOLS
OFFICE OF THE ASSISTANT SUPERINTENDENT**

ADVANCED PLACEMENT TESTING RESULTS - 2008

Advanced Placement Tests are criterion-referenced content exams. Scores on those tests range from a 5 or 4, which Educational Testing Services describe as “comparable to college grades of A” and 3 “comparable to grades of B at many colleges” to a 2 or 1. These tests are ordinarily taken by the most capable students nationally, though there is a trend to challenge an even greater percentage of the student population with these rigorous exams.

Please keep in mind the scores are reported on a 1-5 basis: 5-Extremely Qualified; 4-Well-Qualified; 3-Qualified; 2-Possibly Qualified; 1 No Recommendation.

2008 Results

Test	# Tested	5	4	3	2	1	NM% Passed	CT%* Passed	National* % Passed
US History	21	4	9	5	3	0	85.7%	67.0	53.2
Art History	11	6	1	1	3	0	72.7%	62.3	61.4
Art Drawing	3	0	0	3	0	0	100%	73.7	71.0
Biology	29	16	8	3	1	1	93.1%	84.1	60.5
Eng. Lit/Comp	27	5	10	9	3	0	88.9%	77.0	58.8
French Lang.	3	0	0	2	1	0	66.7%	69.2	57.5
Calculus AB	42	33	5	2	1	1	95.2%	73.0	57.9
Calculus BC	1	1	0	0	0	0	100%	90.8	79.8
Physics B	12	0	0	7	3	2	58.3%	71.0	59.3
Physics C	5	0	1	4	0	0	100%	84.1	71.0
Physics C E&M	2	0	0	0	2	0	0	83.1	71.0
Psychology	17	5	5	5	1	1	88.2%	73.5	65.4
Spanish Lang.	10	4	2	2	2	0	80%	60.5	64.2
TOTAL	183	74	41	43	20	5	86.3%	N/A	N/A

REVISED 9/24/08

New Milford's students perform well above state and national averages as a rule. The results this year in Physics are somewhat skewed in that our Physics course prepares students for Physics B. Seven students elected to take other versions of AP Physics exams instead. The AP French results have such a small sample that it, as do BC Calculus and Art Drawing, that it is not wise to draw conclusions from the results.

An issue that we may need to discuss is that 112 students took the 183 exams reported. However, there were 270 students enrolled in AP courses last year (some in multiple courses). The number taking AP courses has increased tremendously in the last three years, as has the number taking the exams. This year the numbers taking the exams dropped from 231 the previous year to 183.

The cost of taking an exam is over \$80 and is born by the student. It is clear that some students elected not to take the course exam. What we do not know is if that is a reflection of the economy, their family circumstances, their feeling of preparedness or other factors.

To pay for that many exams and mandate students take the exam would cost in excess of \$20,000 for the school budget. Some students may be electing to take the course so it is reflected on a transcript. When they apply to colleges in the fall, but decide not to take the exams given in May, well after most of them have heard from colleges and made their choice for post high school studies.

Finally, it is important to note that results in AP Psychology, Spanish, Calculus, English, U.S. History, Biology and Art History far surpass state and national results.

LANGUAGE ASSESSMENT SKILLS

(LAS)

ENGLISH LANGUAGE LEARNERS (ELL)

LAS ASSESSMENT SKILLS (LAS)

Since 2003-2004 students whose native language is not English are required to be assessed using the LAS, which tests students' ability to read, write and speak English.

Students who excel on all of the measures in the exam may be dismissed from receiving ELL services. In 2005-2006 and again in 2006-2007, the exit criterion was changed; the "bar" for exiting the program was raised statewide, so it is difficult to compare results of last year with previous results.

Students being exited must also meet a second standard for dismissal from ELL services besides excelling on the LAS exam. They must also meet proficiency levels on all CMT or CAPT measures.

Twenty-seven students will be exited from services in 2007-2008 based on last year's results.

The numbers for the previous years and last year are:

Year	# Tested	# Dismissed from Services	Continued Services
2003-2004	125	41	84
2004-2005	126	48	78
2005-2006	114	21*	93*
2006-2007	125	25	100
2007-2008	137	27	110