

APPENDIX A

***Connecticut Mastery Test
Supplementary Information***

Appendix A

Appendix A provides district data related to the number and percent of students by grade who have achieved at or above the state goal. A review of this data indicates that 57% of the eighth graders achieved at or above the state goal on all 3 tests. This compares to our 55.0% in 2000, 63.3% in 2001, 60.4% in 2002 and 67.3% in 2003. We must remember that these are five different groups of students. The challenge to our regular classroom teachers is to increase the percentage of students reaching and exceeding the state goals while addressing individual student needs.

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

TABLE 2 presents Connecticut Mastery Test Second Generation results by school for 1993-1999. Cumulative data for grade eight students, including the Connecticut Mastery Test, Stanford Achievement Test, and Off Level Connecticut Mastery Test results are provided in graphic form in TABLES 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18.

TABLE 3 presents Connecticut Mastery Test Third Generation results for 2000-2004.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Mathematics										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	3	2008	122	4.9	4.9	11.5	37.7	41.0	90.2	78.7
Male	3	2008	64	4.7	3.1	14.1	34.4	43.8	92.2	78.1
Female	3	2008	58	5.2	6.9	8.6	41.4	37.9	87.9	79.3
Black	3	2008	3	0.0	0.0	0.0	33.3	66.7	100.0	100.0
Hispanic	3	2008	6	16.7	0.0	33.3	33.3	16.7	83.3	50.0
White	3	2008	100	5.0	6.0	12.0	40.0	37.0	89.0	77.0
Asian American	3	2008	13	0.0	0.0	0.0	23.1	76.9	100.0	100.0
F/R Meals	3	2008	21	9.5	4.8	4.8	47.6	33.3	85.7	81.0
Full Price	3	2008	101	4.0	5.0	12.9	35.6	42.6	91.1	78.2

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Writing										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	3	2008	122	0.0	4.9	17.2	54.1	23.8	95.1	77.9
Male	3	2008	64	0.0	6.3	21.9	56.3	15.6	93.8	71.9
Female	3	2008	58	0.0	3.4	12.1	51.7	32.8	96.6	84.5
Black	3	2008	3	0.0	0.0	0.0	66.7	33.3	100.0	100.0
Hispanic	3	2008	6	0.0	0.0	16.7	83.3	0.0	100.0	83.3
White	3	2008	100	0.0	5.0	19.0	51.0	25.0	95.0	76.0
Asian American	3	2008	13	0.0	7.7	7.7	61.5	23.1	92.3	84.6
F/R Meals	3	2008	21	0.0	4.8	33.3	47.6	14.3	95.2	61.9
Full Price	3	2008	101	0.0	5.0	13.9	55.4	25.7	95.0	81.2

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Reading										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	3	2008	122	11.5	6.6	13.9	46.7	21.3	82.0	68.0
Male	3	2008	64	12.5	7.8	10.9	51.6	17.2	79.7	68.8
Female	3	2008	58	10.3	5.2	17.2	41.4	25.9	84.5	67.2
Black	3	2008	3	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Hispanic	3	2008	6	16.7	0.0	0.0	66.7	16.7	83.3	83.3
White	3	2008	100	11.0	8.0	15.0	43.0	23.0	81.0	66.0
Asian American	3	2008	13	15.4	0.0	15.4	53.8	15.4	84.6	69.2
F/R Meals	3	2008	21	19.0	14.3	4.8	61.9	0.0	66.7	61.9
Full Price	3	2008	101	9.9	5.0	15.8	43.6	25.7	85.1	69.3

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Mathematics										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	4	2008	132	2.3	11.4	16.7	36.4	33.3	86.4	69.7
Male	4	2008	58	3.4	6.9	6.9	43.1	39.7	89.7	82.8
Female	4	2008	74	1.4	14.9	24.3	31.1	28.4	83.8	59.5
Black	4	2008	8	0.0	37.5	12.5	25.0	25.0	62.5	50.0
Hispanic	4	2008	8	12.5	12.5	12.5	37.5	25.0	75.0	62.5
White	4	2008	108	1.9	10.2	17.6	39.8	30.6	88.0	70.4
Asian American	4	2008	8	0.0	0.0	12.5	0.0	87.5	100.0	87.5
F/R Meals	4	2008	22	9.1	13.6	22.7	36.4	18.2	77.3	54.5
Full Price	4	2008	110	0.9	10.9	15.5	36.4	36.4	88.2	72.7

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 11/3/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Writing										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	4	2008	130	0.0	6.9	20.0	38.5	34.6	93.1	73.1
Male	4	2008	58	0.0	5.2	32.8	29.3	32.8	94.8	62.1
Female	4	2008	72	0.0	8.3	9.7	45.8	36.1	91.7	81.9
Black	4	2008	8	0.0	0.0	50.0	37.5	12.5	100.0	50.0
Hispanic	4	2008	8	0.0	12.5	25.0	37.5	25.0	87.5	62.5
White	4	2008	106	0.0	7.5	17.9	40.6	34.0	92.5	74.5
Asian American	4	2008	8	0.0	0.0	12.5	12.5	75.0	100.0	87.5
F/R Meals	4	2008	22	0.0	9.1	50.0	31.8	9.1	90.9	40.9
Full Price	4	2008	108	0.0	6.5	13.9	39.8	39.8	93.5	79.6

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 11/3/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Reading										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	4	2008	130	10.8	8.5	12.3	41.5	26.9	80.8	68.5
Male	4	2008	58	10.3	6.9	8.6	53.4	20.7	82.8	74.1
Female	4	2008	72	11.1	9.7	15.3	31.9	31.9	79.2	63.9
Black	4	2008	8	37.5	0.0	0.0	50.0	12.5	62.5	62.5
Hispanic	4	2008	8	12.5	12.5	37.5	25.0	12.5	75.0	37.5
White	4	2008	106	9.4	9.4	12.3	43.4	25.5	81.1	68.9
Asian American	4	2008	8	0.0	0.0	0.0	25.0	75.0	100.0	100.0
F/R Meals	4	2008	22	27.3	9.1	22.7	31.8	9.1	63.6	40.9
Full Price	4	2008	108	7.4	8.3	10.2	43.5	30.6	84.3	74.1

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Mathematics										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	5	2008	141	3.5	5.7	9.2	34.8	46.8	90.8	81.6
Male	5	2008	85	3.5	4.7	7.1	34.1	50.6	91.8	84.7
Female	5	2008	56	3.6	7.1	12.5	35.7	41.1	89.3	76.8
Black	5	2008	5	0.0	0.0	20.0	40.0	40.0	100.0	80.0
Hispanic	5	2008	9	22.2	0.0	22.2	22.2	33.3	77.8	55.6
White	5	2008	113	2.7	7.1	8.0	36.3	46.0	90.3	82.3
Asian American	5	2008	14	0.0	0.0	7.1	28.6	64.3	100.0	92.9
F/R Meals	5	2008	21	4.8	4.8	9.5	47.6	33.3	90.5	81.0
Full Price	5	2008	120	3.3	5.8	9.2	32.5	49.2	90.8	81.7

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Writing										
Percent by Level										
Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	5	2008	138	2.2	2.9	10.9	39.1	44.9	94.9	84.1
Male	5	2008	82	1.2	4.9	14.6	45.1	34.1	93.9	79.3
Female	5	2008	56	3.6	0.0	5.4	30.4	60.7	96.4	91.1
Black	5	2008	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0
Hispanic	5	2008	9	22.2	0.0	11.1	55.6	11.1	77.8	66.7
White	5	2008	110	0.9	2.7	11.8	40.9	43.6	96.4	84.5
Asian American	5	2008	14	0.0	7.1	7.1	14.3	71.4	92.9	85.7
F/R Meals	5	2008	21	4.8	4.8	14.3	57.1	19.0	90.5	76.2
Full Price	5	2008	117	1.7	2.6	10.3	35.9	49.6	95.7	85.5

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

			Reading							
			Percent by Level							
Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	5	2008	141	7.8	3.5	11.3	48.9	28.4	88.7	77.3
Male	5	2008	85	9.4	2.4	12.9	47.1	28.2	88.2	75.3
Female	5	2008	56	5.4	5.4	8.9	51.8	28.6	89.3	80.4
Black	5	2008	5	0.0	0.0	0.0	80.0	20.0	100.0	100.0
Hispanic	5	2008	9	33.3	0.0	11.1	44.4	11.1	66.7	55.6
White	5	2008	113	7.1	3.5	12.4	50.4	26.5	89.4	77.0
Asian American	5	2008	14	0.0	7.1	7.1	28.6	57.1	92.9	85.7
F/R Meals	5	2008	21	14.3	4.8	14.3	61.9	4.8	81.0	66.7
Full Price	5	2008	120	6.7	3.3	10.8	46.7	32.5	90.0	79.2

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Science										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	5	2008	141	0.0	3.5	10.6	48.9	36.9	96.5	85.8
Male	5	2008	85	0.0	3.5	7.1	50.6	38.8	96.5	89.4
Female	5	2008	56	0.0	3.6	16.1	46.4	33.9	96.4	80.4
Black	5	2008	5	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Hispanic	5	2008	9	0.0	11.1	22.2	22.2	44.4	88.9	66.7
White	5	2008	113	0.0	3.5	10.6	49.6	36.3	96.5	85.8
Asian American	5	2008	14	0.0	0.0	7.1	42.9	50.0	100.0	92.9
F/R Meals	5	2008	21	0.0	9.5	14.3	57.1	19.0	90.5	76.2
Full Price	5	2008	120	0.0	2.5	10.0	47.5	40.0	97.5	87.5

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Mathematics										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	6	2008	136	5.1	3.7	15.4	41.2	34.6	91.2	75.7
Male	6	2008	70	5.7	2.9	12.9	37.1	41.4	91.4	78.6
Female	6	2008	66	4.5	4.5	18.2	45.5	27.3	90.9	72.7
Black	6	2008	3	0.0	0.0	66.7	33.3	0.0	100.0	33.3
Hispanic	6	2008	7	28.6	0.0	14.3	28.6	28.6	71.4	57.1
White	6	2008	119	3.4	4.2	14.3	44.5	33.6	92.4	78.2
Asian American	6	2008	7	14.3	0.0	14.3	0.0	71.4	85.7	71.4
F/R Meals	6	2008	16	25.0	18.8	25.0	12.5	18.8	56.3	31.3
Full Price	6	2008	120	2.5	1.7	14.2	45.0	36.7	95.8	81.7

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Writing										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	6	2008	136	5.9	7.4	19.1	46.3	21.3	86.8	67.6
Male	6	2008	70	8.6	12.9	21.4	40.0	17.1	78.6	57.1
Female	6	2008	66	3.0	1.5	16.7	53.0	25.8	95.5	78.8
Black	6	2008	3	0.0	0.0	66.7	0.0	33.3	100.0	33.3
Hispanic	6	2008	7	28.6	0.0	0.0	42.9	28.6	71.4	71.4
White	6	2008	119	5.0	8.4	19.3	47.1	20.2	86.6	67.2
Asian American	6	2008	7	0.0	0.0	14.3	57.1	28.6	100.0	85.7
F/R Meals	6	2008	16	25.0	12.5	18.8	37.5	6.3	62.5	43.8
Full Price	6	2008	120	3.3	6.7	19.2	47.5	23.3	90.0	70.8

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Reading										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	6	2008	135	6.7	6.7	8.1	43.0	35.6	86.7	78.5
Male	6	2008	69	5.8	11.6	4.3	37.7	40.6	82.6	78.3
Female	6	2008	66	7.6	1.5	12.1	48.5	30.3	90.9	78.8
Black	6	2008	3	66.7	0.0	0.0	33.3	0.0	33.3	33.3
Hispanic	6	2008	7	28.6	0.0	0.0	57.1	14.3	71.4	71.4
White	6	2008	118	3.4	7.6	9.3	41.5	38.1	89.0	79.7
Asian American	6	2008	7	14.3	0.0	0.0	57.1	28.6	85.7	85.7
F/R Meals	6	2008	16	25.0	12.5	18.8	43.8	0.0	62.5	43.8
Full Price	6	2008	119	4.2	5.9	6.7	42.9	40.3	89.9	83.2

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Mathematics

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
				Mansfield	7	2008	158	1.9		
Male	7	2008	79	1.3	2.5	11.4	43.0	41.8	96.2	84.8
Female	7	2008	79	2.5	1.3	21.5	27.8	46.8	96.2	74.7
Black	7	2008	9	11.1	0.0	22.2	44.4	22.2	88.9	66.7
Hispanic	7	2008	11	0.0	9.1	36.4	54.5	0.0	90.9	54.5
White	7	2008	117	1.7	1.7	16.2	35.9	44.4	96.6	80.3
Asian American	7	2008	20	0.0	0.0	5.0	15.0	80.0	100.0	95.0
Am. Indian	7	2008	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
F/R Meals	7	2008	15	0.0	0.0	40.0	40.0	20.0	100.0	60.0
Full Price	7	2008	143	2.1	2.1	14.0	35.0	46.9	95.8	81.8

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Writing										
Percent by Level										
Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	7	2008	159	3.8	6.3	11.3	31.4	47.2	89.9	78.6
Male	7	2008	80	3.8	8.8	12.5	40.0	35.0	87.5	75.0
Female	7	2008	79	3.8	3.8	10.1	22.8	59.5	92.4	82.3
Black	7	2008	9	0.0	33.3	11.1	11.1	44.4	66.7	55.6
Hispanic	7	2008	10	10.0	0.0	40.0	30.0	20.0	90.0	50.0
White	7	2008	119	4.2	5.9	10.9	35.3	43.7	89.9	79.0
Asian American	7	2008	20	0.0	0.0	0.0	15.0	85.0	100.0	100.0
Am. Indian	7	2008	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
F/R Meals	7	2008	15	6.7	13.3	46.7	0.0	33.3	80.0	33.3
Full Price	7	2008	144	3.5	5.6	7.6	34.7	48.6	91.0	83.3

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

			Reading							
			Percent by Level							
Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Mansfield	7	2008	157	6.4	3.8	3.8	34.4	51.6	89.8	86.0
Male	7	2008	79	3.8	3.8	3.8	39.2	49.4	92.4	88.6
Female	7	2008	78	9.0	3.8	3.8	29.5	53.8	87.2	83.3
Black	7	2008	9	11.1	11.1	0.0	22.2	55.6	77.8	77.8
Hispanic	7	2008	10	20.0	10.0	10.0	40.0	20.0	70.0	60.0
White	7	2008	117	5.1	3.4	4.3	35.0	52.1	91.5	87.2
Asian American	7	2008	20	5.0	0.0	0.0	30.0	65.0	95.0	95.0
Am. Indian	7	2008	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
F/R Meals	7	2008	15	20.0	6.7	13.3	46.7	13.3	73.3	60.0
Full Price	7	2008	142	4.9	3.5	2.8	33.1	55.6	91.5	88.7

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Mathematics										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	8	2008	149	3.4	6.0	16.1	44.3	30.2	90.6	74.5
Male	8	2008	73	2.7	6.8	16.4	39.7	34.2	90.4	74.0
Female	8	2008	76	3.9	5.3	15.8	48.7	26.3	90.8	75.0
Black	8	2008	1	0.0	0.0	100.0	0.0	0.0	100.0	0.0
Hispanic	8	2008	7	14.3	14.3	28.6	42.9	0.0	71.4	42.9
White	8	2008	127	2.4	6.3	15.0	43.3	33.1	91.3	76.4
Asian American	8	2008	14	7.1	0.0	14.3	57.1	21.4	92.9	78.6
F/R Meals	8	2008	10	30.0	20.0	30.0	20.0	0.0	50.0	20.0
Full Price	8	2008	139	1.4	5.0	15.1	46.0	32.4	93.5	78.4

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Writing

Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	8	2008	149	5.4	5.4	10.7	48.3	30.2	89.3	78.5
Male	8	2008	73	6.8	9.6	11.0	54.8	17.8	83.6	72.6
Female	8	2008	76	3.9	1.3	10.5	42.1	42.1	94.7	84.2
Black	8	2008	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Hispanic	8	2008	7	14.3	14.3	28.6	14.3	28.6	71.4	42.9
White	8	2008	127	4.7	5.5	10.2	48.8	30.7	89.8	79.5
Asian American	8	2008	14	7.1	0.0	7.1	57.1	28.6	92.9	85.7
F/R Meals	8	2008	10	40.0	20.0	10.0	30.0	0.0	40.0	30.0
Full Price	8	2008	139	2.9	4.3	10.8	49.6	32.4	92.8	82.0

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Reading										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	8	2008	149	7.4	3.4	5.4	45.0	38.9	89.3	83.9
Male	8	2008	73	6.8	2.7	8.2	47.9	34.2	90.4	82.2
Female	8	2008	76	7.9	3.9	2.6	42.1	43.4	88.2	85.5
Black	8	2008	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Hispanic	8	2008	7	14.3	14.3	14.3	42.9	14.3	71.4	57.1
White	8	2008	127	6.3	3.1	5.5	44.9	40.2	90.6	85.0
Asian American	8	2008	14	14.3	0.0	0.0	42.9	42.9	85.7	85.7
F/R Meals	8	2008	10	60.0	0.0	10.0	30.0	0.0	40.0	30.0
Full Price	8	2008	139	3.6	3.6	5.0	46.0	41.7	92.8	87.8

Note: This report does not include ELL-exempt students.

Connecticut Mastery Test Performance Level Report - Report Table

Print Date: 10/15/2008

Percent of Students Below Basic, Basic, Proficient, Goal, Advanced

Students Included: All

Science										
Group	Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
				Below Basic	Basic	Proficient	Goal	Advanced		
Mansfield	8	2008	150	6.0	2.0	7.3	52.7	32.0	92.0	84.7
Male	8	2008	73	6.8	2.7	5.5	50.7	34.2	90.4	84.9
Female	8	2008	77	5.2	1.3	9.1	54.5	29.9	93.5	84.4
Black	8	2008	2	50.0	0.0	0.0	50.0	0.0	50.0	50.0
Hispanic	8	2008	7	14.3	0.0	28.6	57.1	0.0	85.7	57.1
White	8	2008	127	3.9	2.4	6.3	53.5	33.9	93.7	87.4
Asian American	8	2008	14	14.3	0.0	7.1	42.9	35.7	85.7	78.6
F/R Meals	8	2008	11	45.5	9.1	18.2	27.3	0.0	45.5	27.3
Full Price	8	2008	139	2.9	1.4	6.5	54.7	34.5	95.7	89.2

Note: This report does not include ELL-exempt students.

TABLE 1

CONNECTICUT MASTERY TEST RESULTS
FIRST GENERATION
1985 - 1992

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

*DRP stands for Degree of Reading Power

**Not administered in 1985

TABLE 2

CONNECTICUT MASTERY TEST RESULTS
SECOND GENERATION
1993 - 1999

	MATHEMATICS Students/Percentage										LANGUAGE ARTS: WRITING Students/Percentage										READING Students/Percentage									
	1993	1994	1995	1996	1997	1998	1999	1993	1994	1995	1996	1997	1998	1999	1993	1994	1995	1996	1997	1998	1999	1993	1994	1995	1996	1997	1998	1999		
GRADE 4																														
<i>Excellence (State Goal)</i>	27/57 %	37/60 %	29/73 %	40/63 %	35/74 %	44/67 %	30/68 %	18/38 %	26/42 %	18/45 %	27/44 %	28/58 %	32/49 %	24/57 %	26/55 %	34/58 %	24/62 %	40/63 %	33/69 %	41/62 %	35/80 %									
<i>Goodwin</i>	18/69 %	29/81 %	28/76 %	25/74 %	28/85 %	27/61 %	28/67 %	10/45 %	16/47 %	12/32 %	17/52 %	14/47 %	29/73 %	26/65 %	16/64 %	22/61 %	27/69 %	26/79 %	26/84 %	28/67 %	22/52 %									
<i>Southeast</i>	33/67 %	35/69 %	40/77 %	35/74 %	45/76 %	31/63 %	34/76 %	23/52 %	24/51 %	25/49 %	37/77 %	40/88 %	31/71 %	30/75 %	25/56 %	32/65 %	32/63 %	34/72 %	46/78 %	29/59 %	28/65 %									
<i>Proficient</i>																														
<i>Goodwin</i>	15/32 %	17/27 %	9/22 %	19/30 %	7/15 %	16/24 %	11/25 %	18/38 %	22/35 %	13/33 %	30/48 %	15/32 %	22/33 %	14/33 %	8/17 %	8/14 %	7/18 %	12/19 %	11/23 %	11/17 %	4/9 %									
<i>Southeast</i>	5/19 %	7/19 %	7/20 %	9/25 %	5/15 %	13/30 %	12/28 %	8/36 %	14/41 %	23/60 %	14/42 %	14/46 %	9/22 %	12/30 %	2/8 %	7/20 %	8/21 %	5/15 %	5/16 %	9/21 %	9/21 %									
<i>Pinon</i>	14/29 %	15/29 %	12/23 %	9/19 %	12/21 %	11/23 %	7/16 %	16/36 %	20/43 %	17/33 %	8/17 %	13/22 %	8/18 %	9/22 %	13/29 %	10/21 %	11/22 %	7/15 %	9/15 %	8/16 %	9/21 %									
<i>Intervention (Remedial)</i>																														
<i>Goodwin</i>	5/11 %	8/13 %	2/5 %	4/7 %	5/11 %	6/9 %	3/7 %	11/23 %	14/23 %	9/22 %	5/8 %	5/10 %	12/18 %	4/10 %	13/28 %	17/28 %	8/20 %	11/18 %	4/8 %	14/21 %	5/11 %									
<i>Southeast</i>	3/12 %	0/0 %	1/4 %	1/1 %	0/0 %	4/9 %	2/5 %	4/18 %	4/12 %	3/8 %	2/6 %	2/7 %	2/5 %	2/5 %	7/28 %	7/20 %	4/10 %	2/6 %	0/0 %	5/12 %	11/26 %									
<i>Pinon</i>	2/4 %	1/2 %	0/0 %	3/7 %	2/3 %	7/15 %	4/9 %	5/11 %	3/6 %	9/18 %	3/6 %	6/10 %	5/11 %	1/3 %	7/16 %	7/14 %	8/15 %	6/13 %	4/7 %	12/25 %	6/14 %									
# OF STUDENTS TESTED	122	149	128	144	139	159	131	113	143	129	143	137	150	122	117	144	129	143	138	157	129									
GRADE 6																														
<i>Excellence (State Goal)</i>	84/62 %	92/61 %	82/67 %	95/64 %	88/62 %	102/64 %	116/78 %	64/47 %	61/41 %	64/52 %	99/67 %	82/58 %	106/66 %	115/77 %	90/67 %	107/72 %	100/82 %	115/78 %	98/69 %	121/76 %	130/88 %									
<i>Proficient</i>	44/32 %	55/37 %	33/27 %	44/30 %	48/33 %	51/32 %	29/20 %	33/24 %	54/37 %	34/28 %	39/26 %	54/38 %	46/29 %	32/21 %	25/19 %	27/18 %	14/11 %	15/10 %	26/18 %	23/15 %	10/7 %									
<i>Intervention (Remedial)</i>	8/6 %	3/2 %	8/6 %	9/6 %	7/5 %	6/9 %	3/2 %	38/28 %	33/22 %	24/20 %	10/7 %	6/4 %	8/5 %	2/1 %	19/14 %	14/10 %	8/7 %	18/12 %	18/13 %	15/9 %	8/5 %									
# OF STUDENTS TESTED	136	150	123	148	143	159	148	135	148	122	148	142	159	149	134	148	122	148	142	139	148									
GRADE 8																														
<i>Excellence (State Goal)</i>	94/73 %	89/72 %	94/73 %	112/75 %	96/73 %	130/80 %	114/75 %	83/64 %	82/67 %	63/50 %	114/77 %	98/73 %	128/80 %	104/69 %	99/76 %	89/71 %	90/69 %	121/82 %	107/80 %	138/85 %	168/72 %									
<i>Proficient</i>	31/24 %	34/27 %	30/24 %	32/22 %	33/25 %	29/18 %	33/22 %	35/27 %	34/28 %	46/37 %	22/15 %	24/18 %	24/15 %	43/28 %	15/12 %	26/21 %	23/18 %	20/13 %	18/13 %	17/10 %	30/20 %									
<i>Intervention (Remedial)</i>	4/3 %	1/1 %	4/3 %	5/3 %	3/2 %	4/2 %	4/3 %	12/9 %	7/5 %	17/13 %	13/8 %	12/9 %	9/5 %	4/3 %	16/12 %	10/8 %	17/13 %	7/5 %	9/7 %	8/5 %	12/8 %									
# OF STUDENTS TESTED	129	124	128	149	132	163	151	130	123	125	149	134	161	151	130	125	130	148	134	163	150									

TABLE 3

CONNECTICUT MASTERY TEST RESULTS
THIRD GENERATION
2000-2004

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

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

NEWS

Connecticut Department of Education

Dr. Mark K. McQuillan
Commissioner



EMBARGOED:

12:01 a.m. Friday, July 18, 2008

Contact: Tom Murphy 860.713.6525

2008 Connecticut Mastery Test Results Show Uneven Gains: Upper Grades Do Better

(HARTFORD, CT) Connecticut's elementary and middle grade students generally improved their performance in mathematics and reading, while posting mixed results in writing on the 2008 Connecticut Mastery Test (CMT). The annual, state-administered CMT assesses approximately 250,000 students in Grades 3 through 8 on their application of skills and knowledge in these three core academic disciplines. For the first time this year, public school students in Grades 5 and 8 were also given an assessment in science.

"When we look across the performance of six grades of students in three academic disciplines, it would be fair to characterize this year's scores as uneven improvement," said Commissioner Mark K. McQuillan in announcing this year's statewide scores. "I am still concerned about the downward trend in reading in Grades 3, 4, and 8 and know that we must do more at the State and local levels to accelerate improvement and to close the achievement gaps."

Table 1 compares the percentage of students scoring at or above the proficient level and the percentage of students scoring at or above the goal level for each content area tested in 2006 through 2008, and for science this year.

Table 1: CMT Performance, by Year and Grade, Percent At/Above Proficient and Percent At/Above Goal

Grade	Year	Mathematics		Reading		Writing		Science	
		% Prof	% Goal	% Prof	% Goal	% Prof	% Goal	% Prof	% Goal
3	2006	78.3	56.3	69.2	54.4	81.7	61.1		
	2007	80.1	59.4	69.3	52.3	82.4	60.8		
	2008	80.7	60.2	68.4	52.1	82.9	63.5		
4	2006	80.3	58.8	71.8	57.8	84.2	62.8		
	2007	80.9	62.3	70.6	57.0	84.1	65.1		
	2008	81.5	60.5	69.7	56.0	84.8	62.9		
5	2006	80.8	60.7	72.8	60.9	85.3	65.0		
	2007	82.5	66.0	73.4	61.5	85.7	64.6		
	2008	83.1	66.2	74.0	62.2	85.7	64.6	81.1	55.2
6	2006	79.8	58.6	75.4	63.6	82.7	62.2		
	2007	82.7	63.9	75.7	64.3	83.8	63.0		
	2008	84.3	66.6	77.6	66.4	82.9	61.9		
7	2006	77.8	57.0	76.4	66.7	80.9	60.0		
	2007	80.2	60.3	75.5	65.9	81.1	60.4		
	2008	82.6	63.3	79.7	71.2	80.1	62.0		
8	2006	78.9	58.3	76.6	66.7	81.9	62.4		
	2007	80.8	60.8	76.4	66.6	82.5	64.0		
	2008	81.2	61.0	77.0	64.9	82.7	63.4	75.2	58.9

This is the third administration of the Fourth Generation CMT, which was first administered in March 2006. The March 2006 administration serves as a baseline for examining changes in student performance between 2006 and 2008. The proficient level is the standard used to identify schools and districts that are making Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB) Act. The goal level is the State standard, which is more challenging than the proficient standard.

“Student performance in mathematics was steady and consistently improved throughout the grades while improvements in reading were primarily in the middle grades this year. In writing, our students maintained strong performance, but scores were both up and down slightly. In all, most gains in student performance were in Grades 4 through 7 this year.”

“There are bright spots and there are some areas of disappointment in our 2008 CMT scores,” he said. “We will be poring over these data to determine how we can move our students forward, close achievement gaps and help greater numbers of our students to achieve at higher levels academically.”

The Commissioner urged teachers, administrators and parents to use the test data to improve opportunities for individualized instruction for students. “These test results tell us a great deal about how every student is performing and how well students apply their academic skills and knowledge.”

By September, parents will receive CMT score reports giving the individual performance of their children. “I encourage parents to talk with teachers and administrators, to ask questions about what their child needs to improve and develop plans with their teachers to reinforce their work in the classroom. Parents and teachers working together can do great things for children,” said McQuillan.

CMT Results by Content Area

The following summarizes CMT performance for mathematics, reading, writing and science (Grades 5 and 8), focusing on the percentages of students meeting the goal and proficient standards across grades. Tests for all areas contain a combination of multiple-choice and open-ended items.

Mathematics

Across the grades, the CMT mathematics tests assess skills, concepts and applications in four broad areas of mathematics: Numerical and Proportional Reasoning, Algebraic Reasoning, Geometry and Measurement, and Working with Data: Probability and Statistics. In 2008, across Grades 3 through 8 at least 60 percent of the students in each grade scored at or above goal on the mathematics portion of the CMT, and at least 80 percent scored at or above the proficient level. The score trends for both levels of performance within grades between 2006 and 2008 are positive across the years, with the 2008 percentages the highest for the three-year period of time.

Reading

In each grade, the CMT reading tests contain two components: Reading Comprehension and the Degrees of Reading Power (DRP). Reading Comprehension tests how well students understand

the content of literary and informational passages, interpret meaning, make connections to the world, and elaborate on the text. The DRP is a nationally normed test that identifies the level of text that students are able to read. At least 52 percent of students scored at or above the goal level and at least 68 percent scored at or above the proficient level on the reading portion of the CMT across Grades 3 through 8. The trends between 2006 and 2008 are positive across the years for Grades 5 through 7 for goal and proficient, negative for Grades 3 and 4 and mixed for Grade 8.

Writing

The CMT writing tests include the Direct Assessment of Writing and Editing & Revising, at each grade. Editing sections test students' understanding of the conventions of the English language including capitalization, punctuation and usage of language and spelling, while Revising sections assess students' ability to read passages and identify errors in organization, syntax and word choice. The Direct Assessment of Writing requires students to write up to a three-page first draft. Students respond to a prompt that was designed to elicit a narrative (Grades 3 and 4), expository (Grades 5 and 6), or persuasive (Grades 7 and 8) response. In 2008, across Grades 3 through 8, at least 62 percent of the students in each grade scored at or above goal on the writing portion of the CMT and at least 80 percent scored at or above the proficient level. Student performance has been relatively consistent within grades from 2006 to 2008.

Science

This year was the first time that elementary and middle school students in Connecticut were assessed in science. Grade 5 students took a cumulative elementary science CMT that assessed knowledge and abilities learned throughout the elementary grades. Students in Grade 8 were assessed on science knowledge and abilities learned in Grades 6 through 8. Both assessments are based on State expectations for science learning described in the 2004 Core Science Curriculum Framework.

Students are expected to understand and explain science concepts and how they relate to the real world in the areas of earth, physical and life science. In addition, students must be able to explain how scientific inquiry is conducted. Science performance tasks, developed by the Connecticut State Department of Education for teachers' use during the school year, form the basis for some of the CMT questions that assess understanding of scientific inquiry.

In 2008, in both Grades 5 and 8, more than 55 percent of the students scored at or above goal on the science portion of the CMT and at least 75 percent scored at or above the proficient level.

Subgroup Performance

The following summarizes student performance by subgroups such as gender, race/ethnicity, eligibility for free or reduced-price meals (the CSDE poverty indicator), students who receive special education (SPED) services and English language learners (ELL).

Gender

- The percentage of male and female students scoring at or above the proficient and goal levels in mathematics across the grades is similar, indicating there is virtually no gender gap in mathematics performance in the State's elementary and middle schools.

- There is a moderate gender gap in reading when looking at the male and female students scoring at or above the proficient and goal levels across the grades. The widest margin is in Grade 3 where females scored about 8 percentage points higher than males at or above the goal and proficient levels.
- The writing results indicate a large gender gap in performance with female students outperforming males across all grade levels. The largest gap is in Grade 7 with females outperforming males by 18 percentage points at the goal level and 14 percentage points at the proficient level.
- For science in Grade 5, the percentage of males scoring at or above goal was slightly higher than that for females. In Grade 5, the percentage of male and female students scoring at or above the proficient level was similar. In Grade 8, the percentages of males and females scoring at or above the goal and proficient levels were similar.

Race/Ethnicity

Across the grades and content areas, white and Asian American students outperformed their black, Hispanic and American Indian peers in all tested content areas. When looking at gaps in performance, white and Asian American students tended to perform similarly while black and Hispanic students performed similarly.

- About 70 to 85 percent of white and Asian American students scored at or above goal on the mathematics and writing sections of the CMT across grades, compared with about 30 to 40 percent of black and Hispanic students in mathematics, and about 35 percent of the black and Hispanic students in writing. Approximately 90 to 95 percent of white and Asian American students met or exceeded proficiency for mathematics and writing across the grades compared with about 60 to 65 percent of black and Hispanic students.
- About 65 to 85 percent of white and Asian American students met the goal standard across grades for reading compared with about 25 to 45 percent of black and Hispanic students. In addition, about 80 to 90 percent of white and Asian American students met the proficiency standard for reading across grades, compared with about 45 to 60 percent of black and Hispanic students.
- The percentage of white and Asian American students scoring at or above goal in science for Grades 5 and 8 was about 70 percent, while the percentage of black and Hispanic students was about 25 percent. Approximately 88 percent of white and Asian American students met the proficient standard in both Grades 5 and 8, compared with nearly 60 percent of black and Hispanic students in Grade 5 and about 46 percent of black and Hispanic students in Grade 8.
- For mathematics across all grades, for reading in Grades 5 through 7, and for writing in Grade 3, the percentage of students scoring at or above goal and at or above proficient increased for each racial/ethnic subgroup between 2006 and 2008. On average, the percentage point increase was greater for black, Hispanic and American Indian students than their white and Asian American counterparts, suggesting a decrease in the performance gap for these disciplines and grades.

Eligibility for Free or Reduced Priced Meals

A student's eligibility for free or reduced-priced meals (FRM) is a measure of the student's family's economic need or poverty. In all subjects tested and in all grades, a higher percentage of non-eligible students scored at or above goal and at or above proficient than their FRM-eligible peers.

- About 30 and 40 percent of FRM-eligible students met the goal standard for mathematics across the grades, compared with about 70 to 80 percent of non-eligible students statewide. For performance at or above the proficient level, about 60 and 65 percent of FRM-eligible students met the standard compared with 90 to 92 percent of their more advantaged peers.
- Reading results indicate that about 25 to 45 percent of FRM-eligible students scored at or above goal across the grades, while about 65 to 82 percent of the State's more advantaged students met the goal standard. About 45 to 55 percent of FRM-eligible students met the proficiency standard, compared with about 80 to 90 percent of their non-eligible classmates.
- For writing, the percentage of FRM-eligible students scoring at or above goal ranged from 34 to 40 percent, compared with about three-fourths of non-eligible students. Across the grades, about 60 to 70 percent of FRM-eligible students scored at or above proficient, compared with about 90 percent of the non-eligible students.
- In Grades 5 and 8, about 25 percent of the FRM-eligible students met the goal standard for science compared with about 70 percent of their more advantaged peers. Fifty-nine percent of Grade 5 and 39 percent of Grade 8 FRM-eligible students scored at or above proficient, compared with 91 percent and 87 percent, in Grade 5 and 8 respectively, of their more advantaged peers.
- In reading and mathematics across all grades and in writing for Grades 3 and 6, the gap in performance between FRM-eligible students and their non-eligible classmates decreased at both the goal and proficient levels between 2006 and 2008.

Special Education

Across the grades, smaller percentages of SPED students scored at or above goal and at or above proficient on all the tested content areas of the CMT than their non-SPED peers.

- The trends in mathematics performance over the three years for SPED students are generally positive, particularly at the proficient level. On average, about one-fourth of SPED students met the State goal in mathematics compared with about two-thirds of their non-SPED classmates. At the proficient level, the percentages increased to about 40 to 50 percent of SPED students compared with about 85 to 90 percent of their non-SPED peers.
- Across the grades, between about 10 to 30 percent of SPED students met the State goal in reading compared with about 55 to 80 percent of their non-SPED classmates. At the above proficient level, the percentages increased to about 25 to 40 percent of SPED students and 70 to 85 percent of their non-SPED peers.
- Between 15 and 25 percent of SPED students met the State goal in writing across the grades, compared with 68 to 70 percent of their non-SPED peers. At the proficient level, the percentages increased to about 35 to 50 percent of SPED students compared with about 85 to 90 percent of their non-SPED peers.
- For science in Grades 5 and 8, approximately 22 percent of SPED students scored in the goal range, compared with about 60 percent of their non-SPED classmates. The percentage of SPED students scoring in the proficient range was 50 percent in Grade 5 and 39 percent in Grade 8, compared with 85 and 80 percent in Grades 5 and 8, respectively, for their non-SPED peers.

- While the gap in performance between SPED and non-SPED students decreased between 2006 and 2008, there was no consistent pattern across the disciplines tested.

English Language Learners

Significantly smaller percentages of ELL students scored at or above goal and at or above proficient on all tested content areas of the CMT, compared with non-ELL students.

- In mathematics, about 10 percent to 30 percent of ELL students scored at or above goal. Across the grades, about two-thirds of non-ELL students met the State goal. The percentage of ELL students meeting the State's proficiency standard in mathematics was about 35 to 55 percent across the grades compared with about 80 to 85 percent of non-ELL students.
- Across the grades, about 10 percent of ELL students met the State goal in reading compared with about 55 to 75 percent of non-ELL students. The percentage of ELL students meeting the State's proficiency standard in reading was about 15 to 25 percent, while about 70 to 85 percent of non-ELL students were proficient across the grades.
- For writing, about 10 to 30 percent of ELL students met goal compared with about 65 percent of non-ELL students. The percentage of ELL students meeting the State's proficiency standard in writing ranged from about 35 to 55 percent, compared with about 85 percent of non-ELL students across the grades.
- The performance of ELL students scoring at or above goal in science was 10 percent in Grade 5 and 5 percent in Grade 8, compared with 58 percent and 61 percent, respectively, for their non-ELL peers. The percentage of ELL students meeting the proficiency standard was 30 percent in Grade 5 and 19 percent in Grade 8, compared with 83 percent and 77 percent in Grades 5 and 8 respectively, for their non-ELL peers.
- ELL students scored consistently lower than their non-ELL peers and the gap in performance show little evidence of declining between 2006 and 2008.

Additional detailed information on subgroup performance is available at: www.ctreports.com.

Sample items from the CMT for each content area and examples of student responses are available in the CMT Handbooks located at:

http://www.csde.state.ct.us/public/cedar/assessment/cmt/cmt_handbooks.htm.

Vertical Scale and Achievement Growth Results 2006-2008

Vertical scales were developed for CMT mathematics and reading for Grades 3 through 8 to measure changes in student performance. Tables 2 and 3 summarize the statewide mathematics and reading average vertical scale and growth results, respectively, for matched groups of students in Grades 3 through 8 who took the CMT over a two-year period (2006-2008) or a one-year period (2007-2008).

Table 2 presents the average mathematics vertical scale score and achievement growth for each adjacent-grade combination from 2007 to 2008, as well as each three-grade combination from 2006 to 2008. In terms of average vertical scale scores, the mathematics performance of Connecticut students statewide has increased from 2007 to 2008 and from 2006 to 2008, when comparing results for cohorts of students as they progressed through the grades. From 2007 to 2008, mathematics growth is greatest between Grades 3 and 4 (39 vertical scale-score units) and

gradually decreases through the grades to a low of 16 vertical scale-score units between Grades 7 and 8. Over the two-year period from 2006 to 2008, growth is greatest for the grade three/four/five combination (72 vertical scale-score units) and then trends downward to a low of 38 vertical scale-score units for the grade six/seven/eight combination.

Table 2: CMT Mathematics Vertical Scale and Achievement Growth Results 2006-2008

Grades	Average Vertical Scale Score			Growth 2006 - 2008	Growth 2007 - 2008
	2006	2007	2008		
G3 - G4		452	491		39
G3 - G4 - G5	450	491	522	72	31
G4 - G5 - G6	487	521	543	56	23
G5 - G6 - G7	515	540	559	45	20
G6 - G7 - G8	532	554	570	38	16

Table 3 presents the average vertical scale and growth data for reading. Similar to mathematics, there is positive growth between each of the adjacent-grade groups from 2007 to 2008 and for each three-grade combination from 2006 to 2008. Growth in reading is also greatest for students in the lower grades and decreases as students move through the higher grades.

Table 3: CMT Reading Vertical Scale and Achievement Growth Results 2006-2008

Grades	Average Vertical Scale Score			Growth 2006 - 2008	Growth 2007 - 2008
	2006	2007	2008		
G3 - G4		423	451		28
G3 - G4 - G5	423	451	476	53	26
G4 - G5 - G6	452	477	496	44	20
G5 - G6 - G7	476	491	513	38	22
G6 - G7 - G8	490	506	516	26	10

Guidelines for Proper Connecticut Mastery Test (CMT) Data Analysis

The CMT provides performance data at six grades in three subjects each year. There are various ways to appropriately compare results across years. However, there are also some commonly made comparisons which are inappropriate and can lead to erroneous conclusions. Therefore, the Connecticut State Department of Education (CSDE) is providing this brief guide to list both some appropriate comparison techniques and some common mistakes made when analyzing CMT data.

Appropriate Analyses:

- Within a generation and grade, mathematics, reading and writing results may be compared across years (e.g., fourth-grade mathematics performance levels in 2007 can be compared with fourth-grade mathematics performance levels in 2008). *Note: As a reminder, the Generation three CMT was administered from 2000-2004 and the Generation four CMT has been administered in 2006, 2007 and 2008.*
- Within a generation and grade, mathematics, reading and writing results may be compared across years at the subgroup level (i.e., English language learner status, special education status, gender status, free/reduced meal status or ethnic background status). For example, the performance of sixth grade girls in writing can be compared with the performance of sixth grade boys in writing.
- Within a generation and grade, comparisons may be made on the basis of scale scores and achievement levels for all groups of students. In reading, DRP unit scores may also be compared for all groups of students.

Inappropriate Analyses:

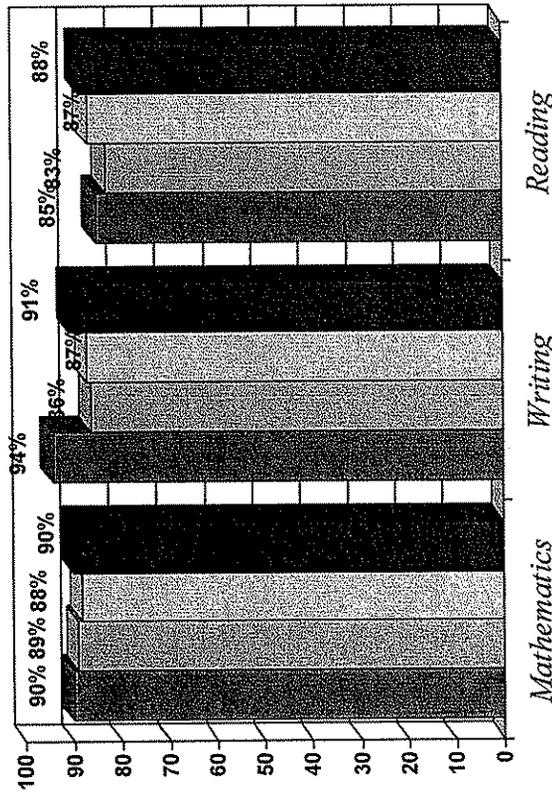
- Direct comparisons across generations are inappropriate (e.g., it is not appropriate to compare the performance of fourth-grade mathematics students in the fall of 2004 to the performance of fourth-grade mathematics students in the spring of 2008).
- Comparisons of score-band performance across grades within a content area should not be made. Instead, the CMT vertical scale is a more effective tool when making cross-grade comparisons.
- Averaging numbers across content areas within a grade is not appropriate (e.g., the percentage of students at the goal level in reading across grades cannot be averaged; neither can the percentage of students at the goal level be averaged across all the content areas within a grade).

This list is not exhaustive. If you would like further guidance on how to interpret CMT scores, please call the CSDE Student Assessment Office at (860) 713-6860. *(Note: Members of the press corps should call the CSDE Public Information Office at 860-713-6525).*

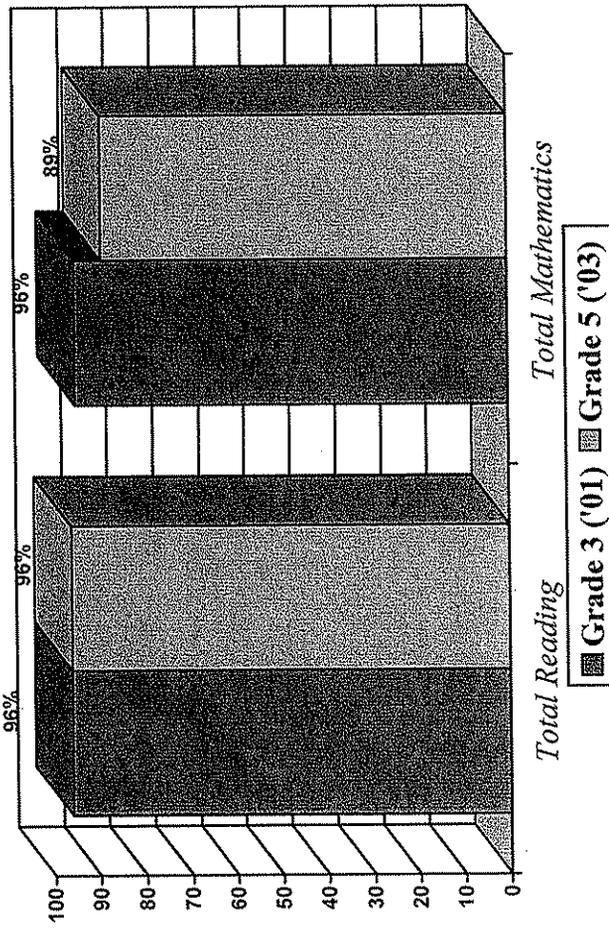
TABLE 2

**MANSFIELD MIDDLE SCHOOL
CLASS OF 2007**

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



**Group Percentile Scores from S.A.T. (Gr. 3)
and Off Level CMT (Gr. 5)**



■ Grade 4 ('02) ■ Grade 6 ('04) ■ Grade 7 ('06) ■ Grade 8 ('07)

■ Grade 3 ('01) ■ Grade 5 ('03)

TABLE 2

MANSFIELD MIDDLE SCHOOL
CLASS OF 2006

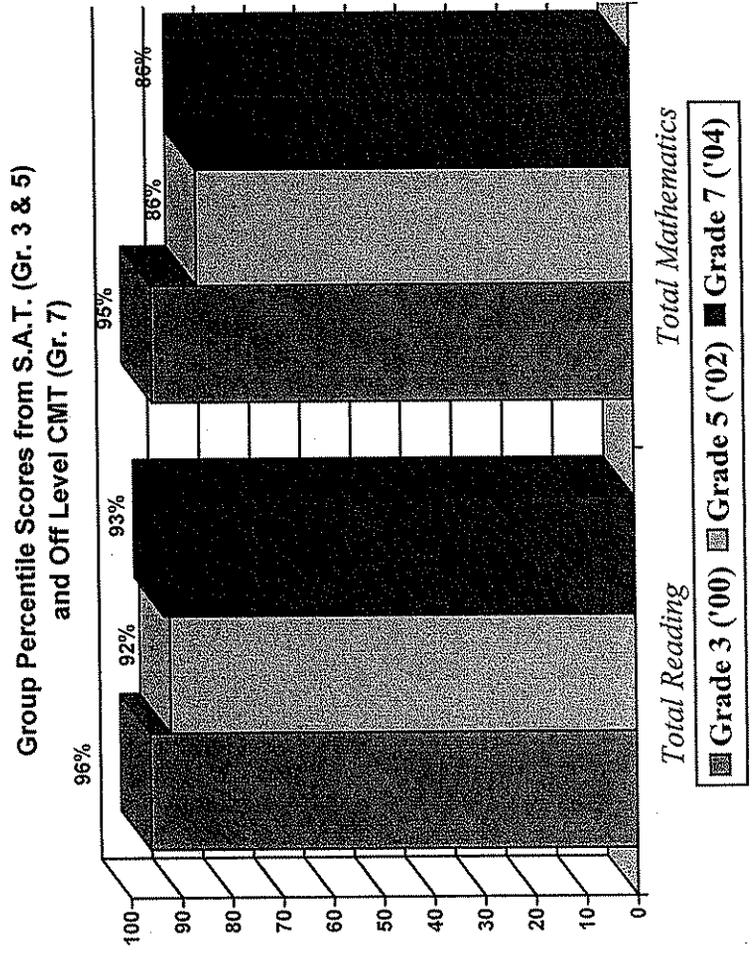
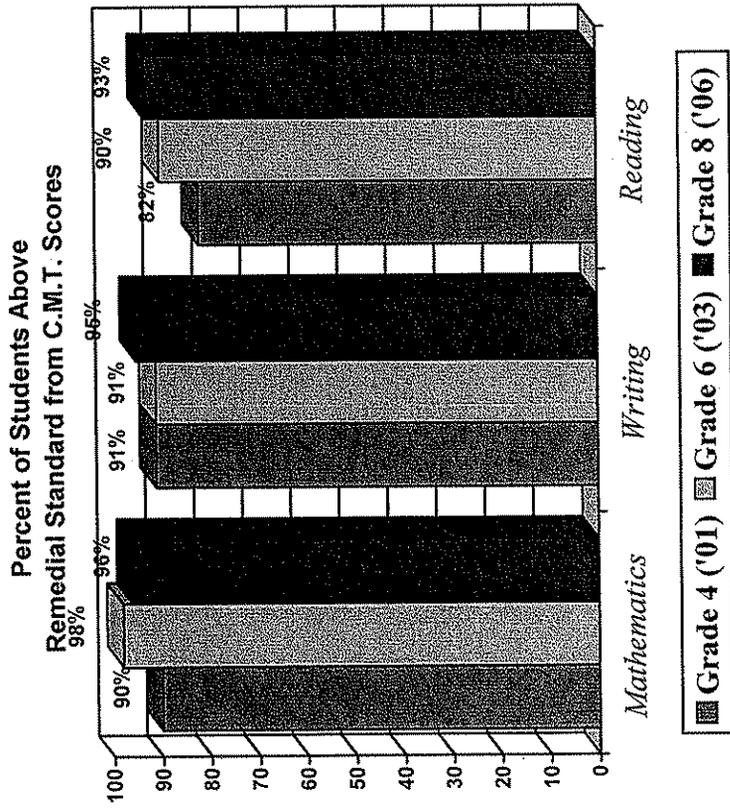
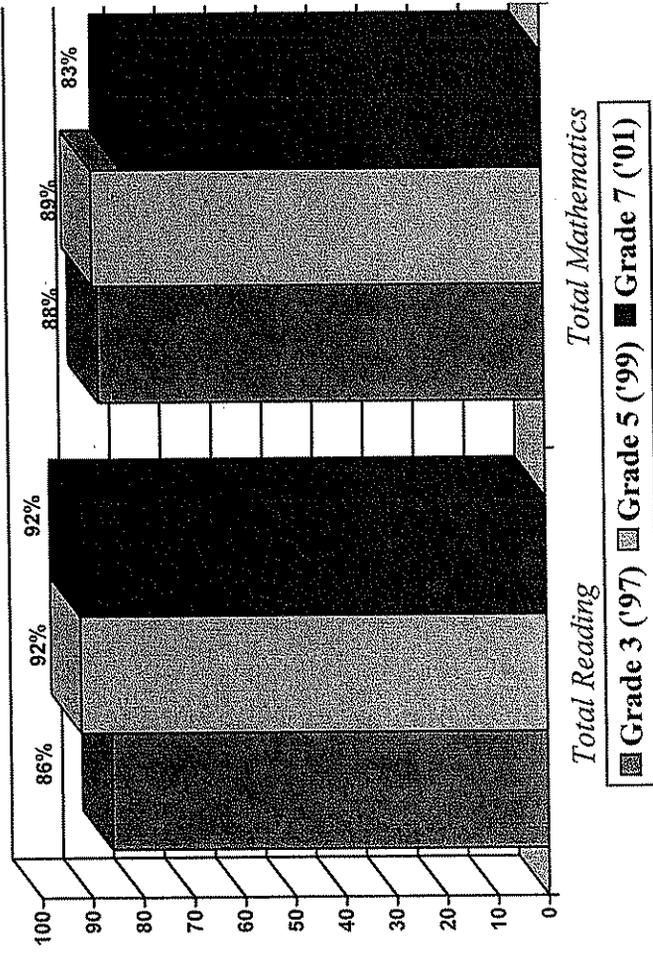


TABLE 4

**MANSFIELD MIDDLE SCHOOL
CLASS OF 2005**

**Group Percentile Scores from S.A.T. (Gr. 3 & 5)
and Off Level CMT (Gr. 7)**



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

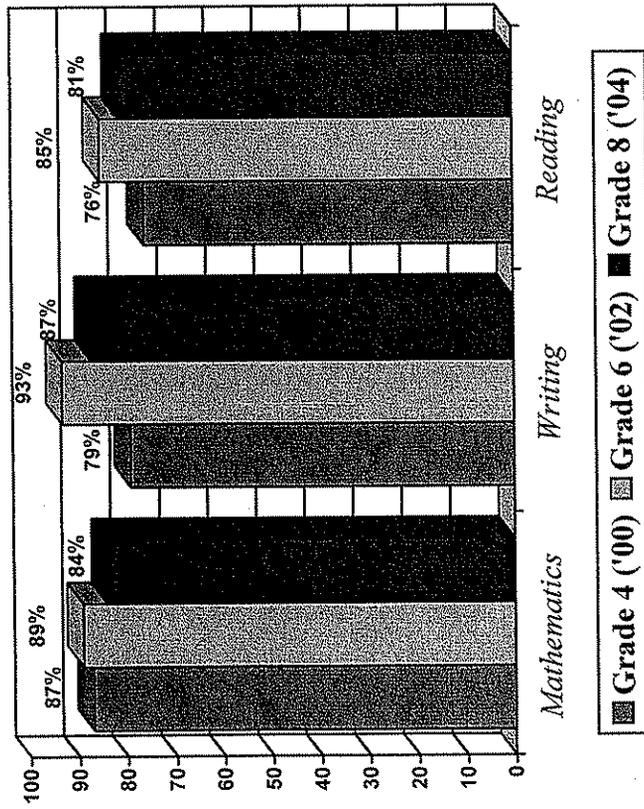


TABLE 5

**MANSFIELD MIDDLE SCHOOL
CLASS OF 2004**

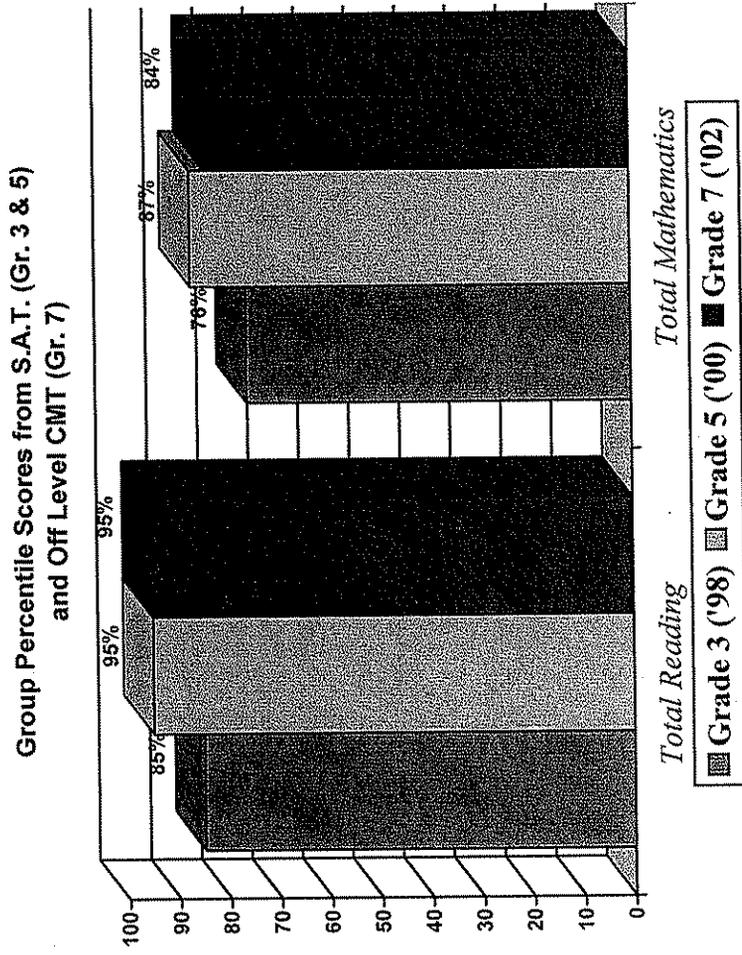
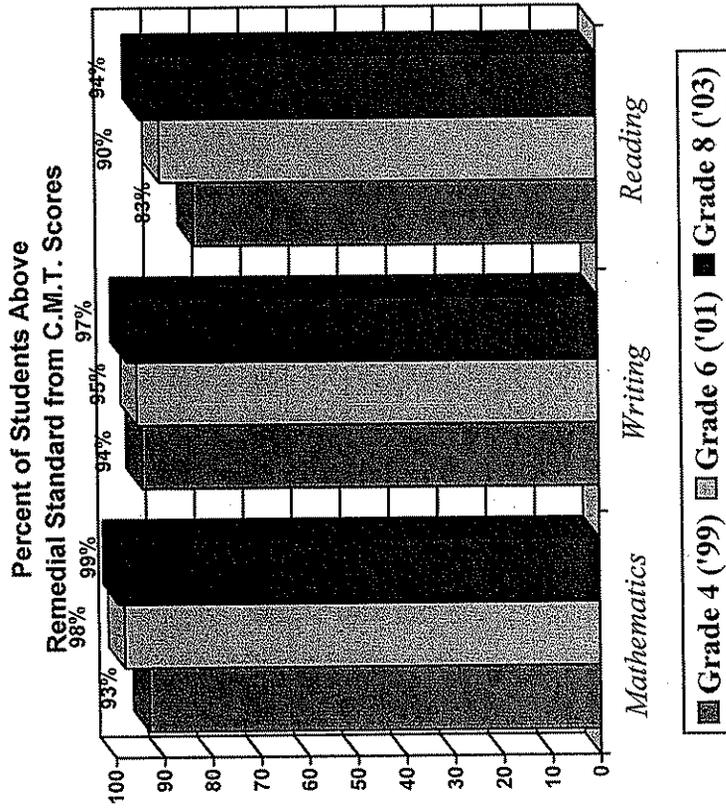


TABLE 6

MANSFIELD MIDDLE SCHOOL
CLASS OF 2003

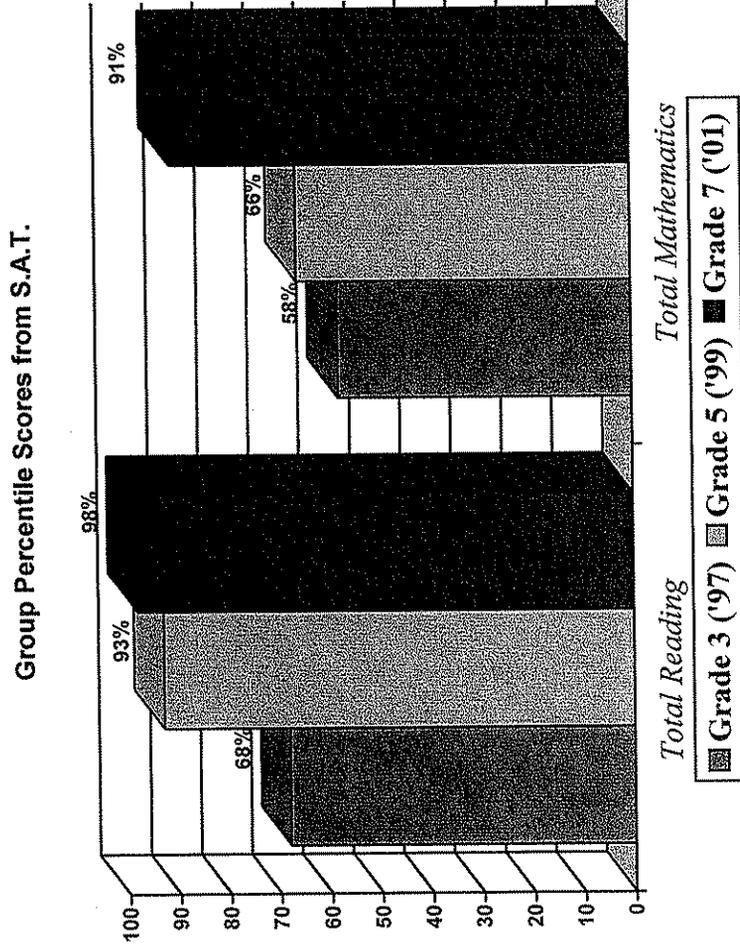
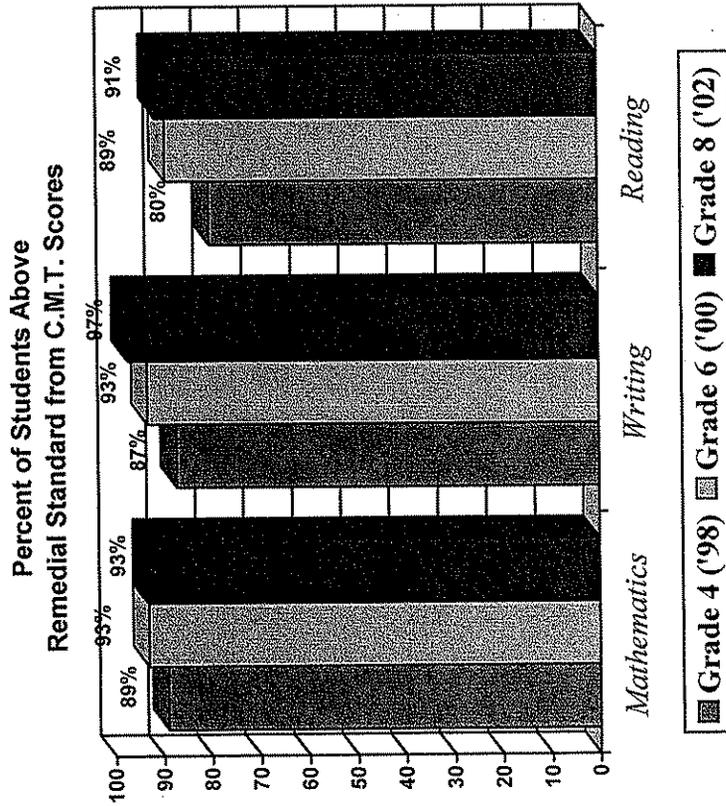


TABLE 7

MANSFIELD MIDDLE SCHOOL
CLASS OF 2002

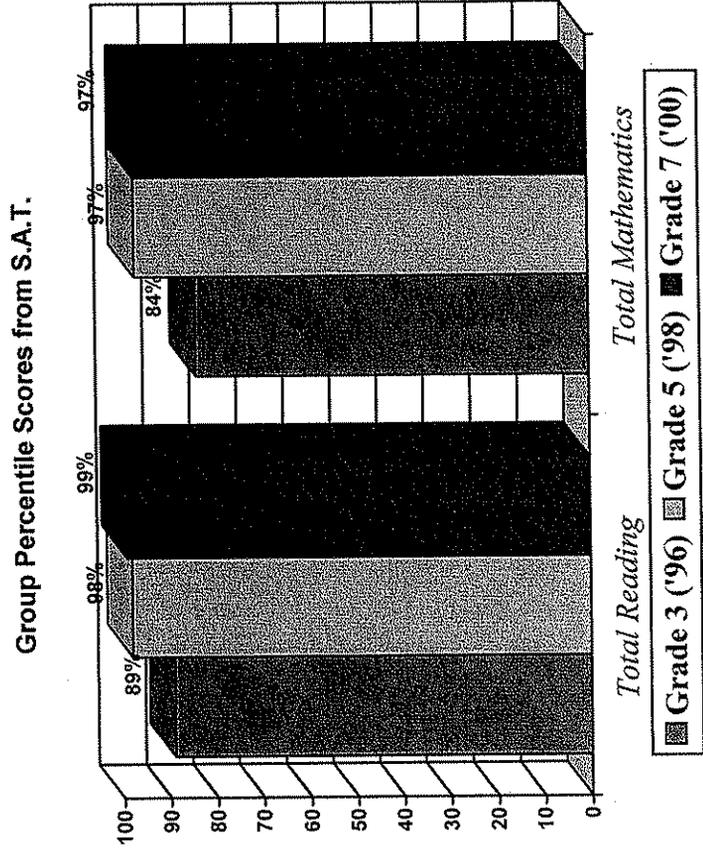
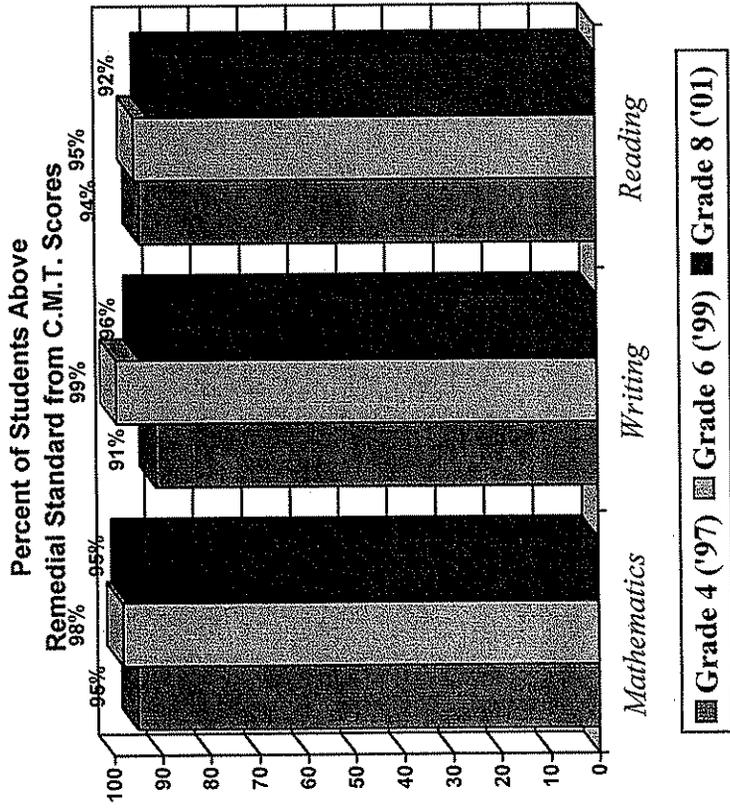


TABLE 8

MANSFIELD MIDDLE SCHOOL
CLASS OF 2001

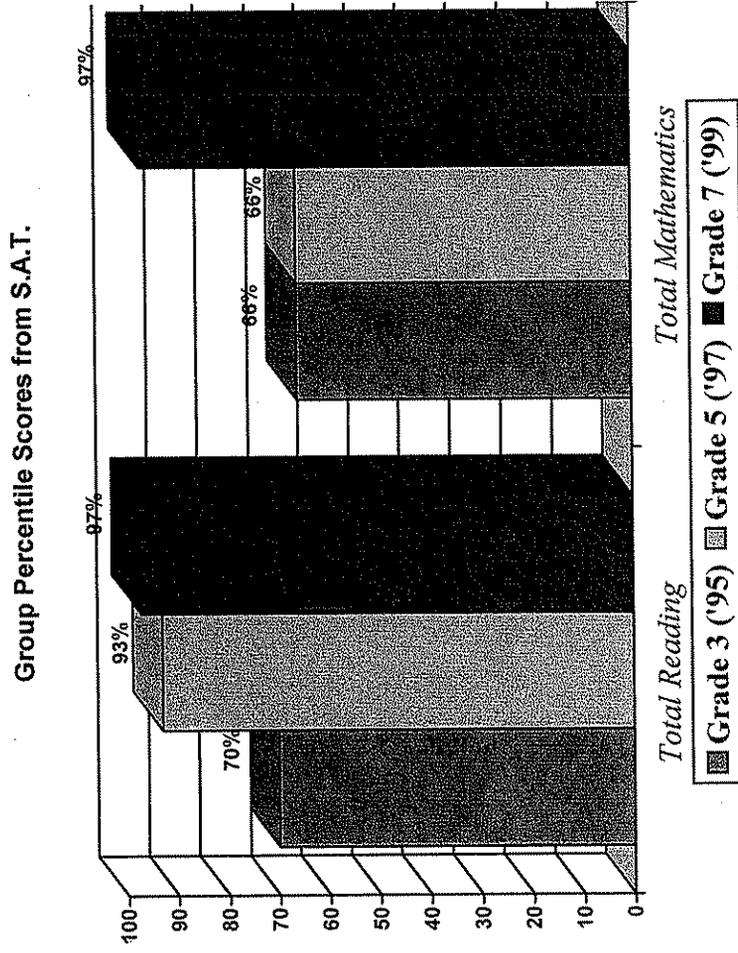
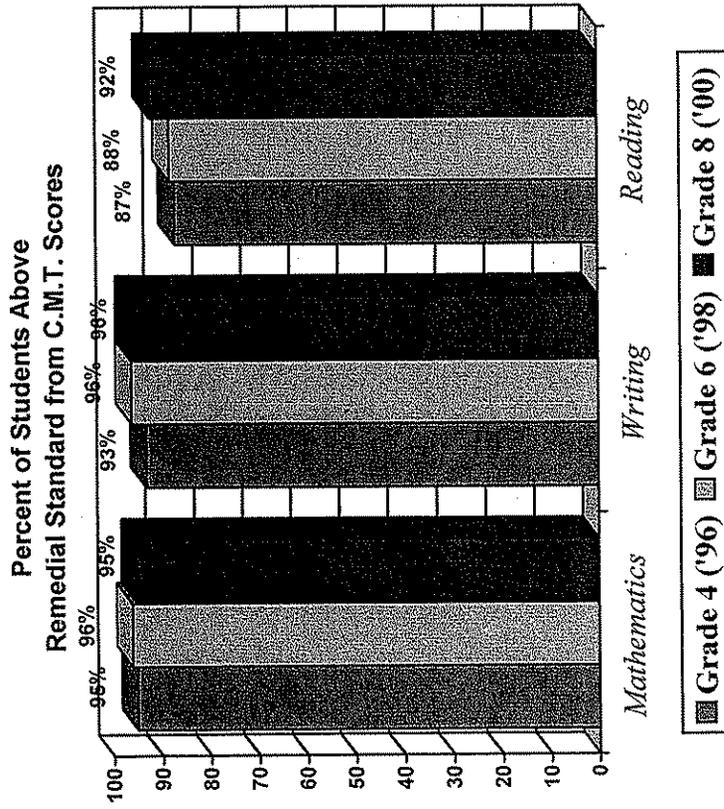


TABLE 9

MANSFIELD MIDDLE SCHOOL
CLASS OF 2000

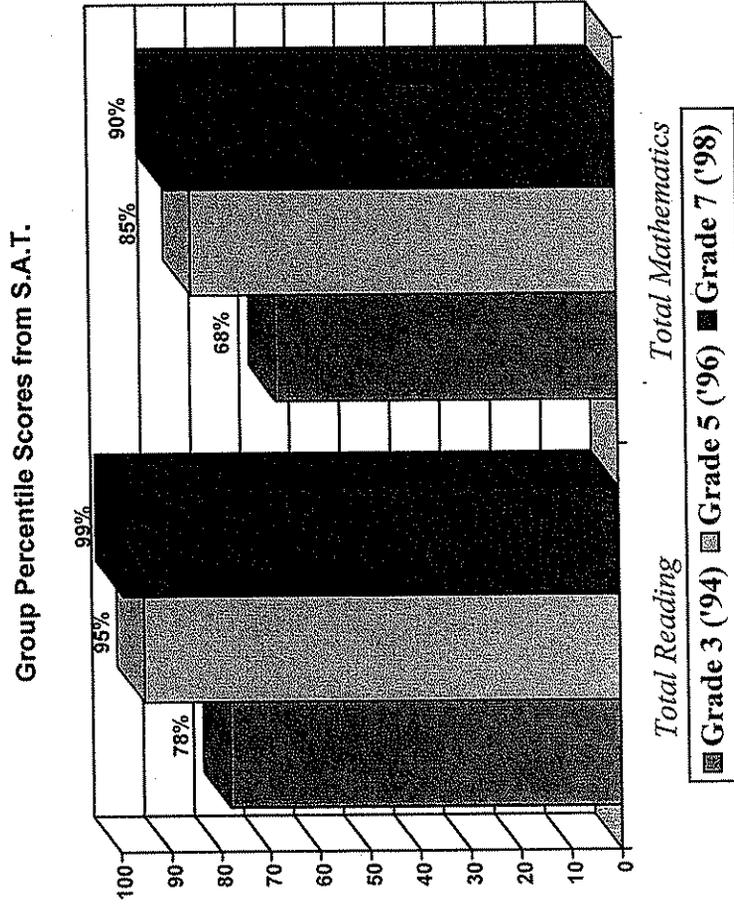
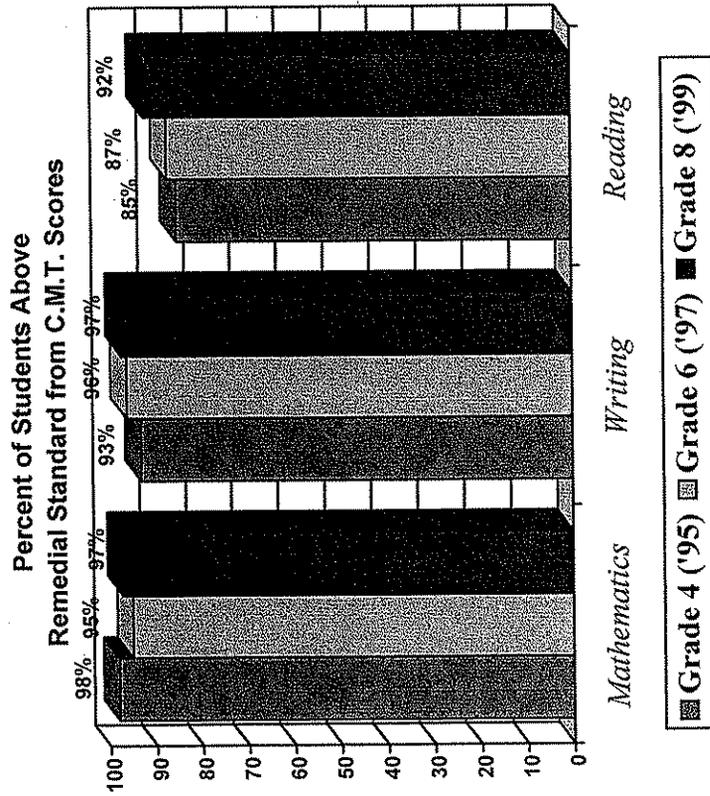


TABLE 10

**MANSFIELD MIDDLE SCHOOL
CLASS OF 1999**

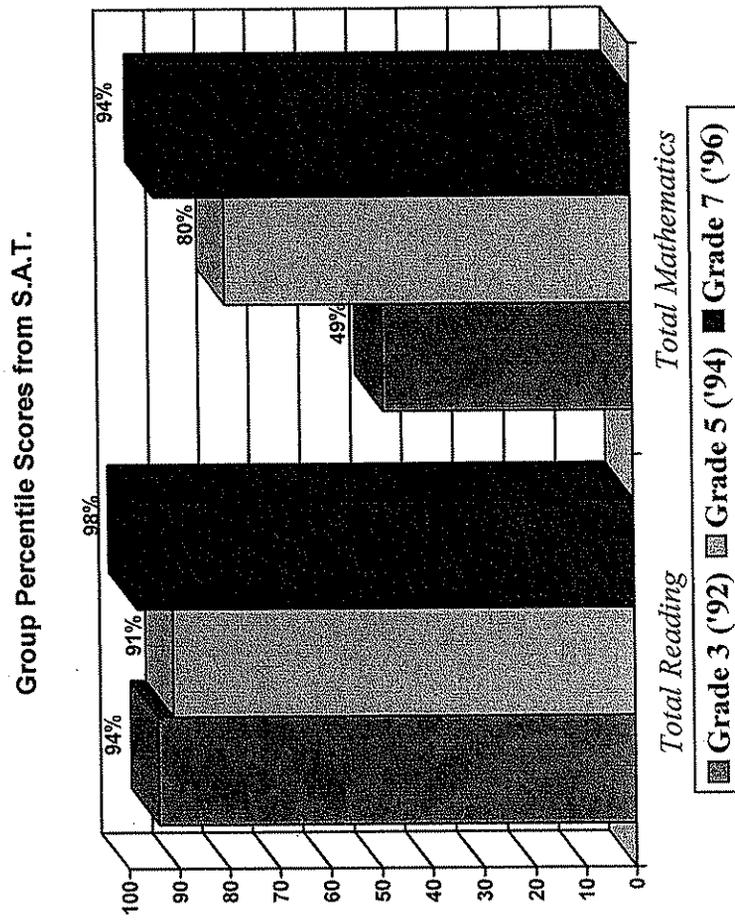
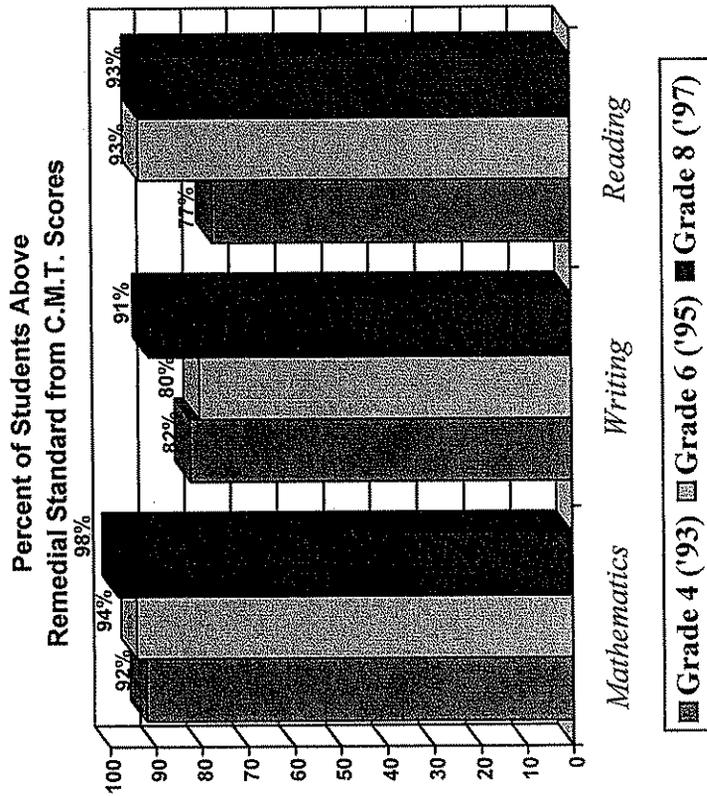


TABLE II

**MANSFIELD MIDDLE SCHOOL
CLASS OF 1998**

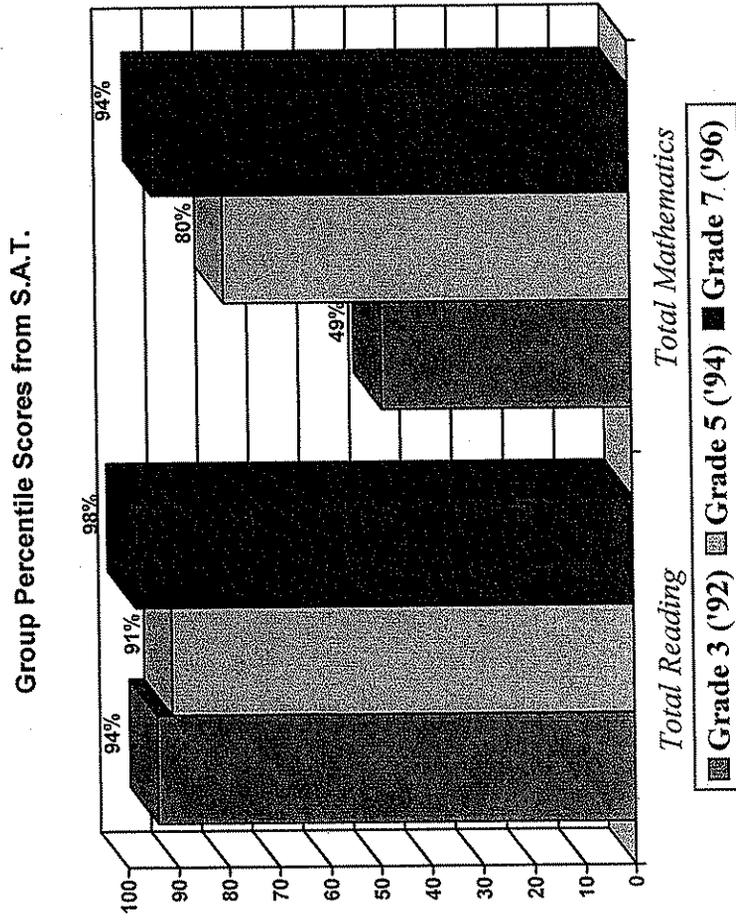
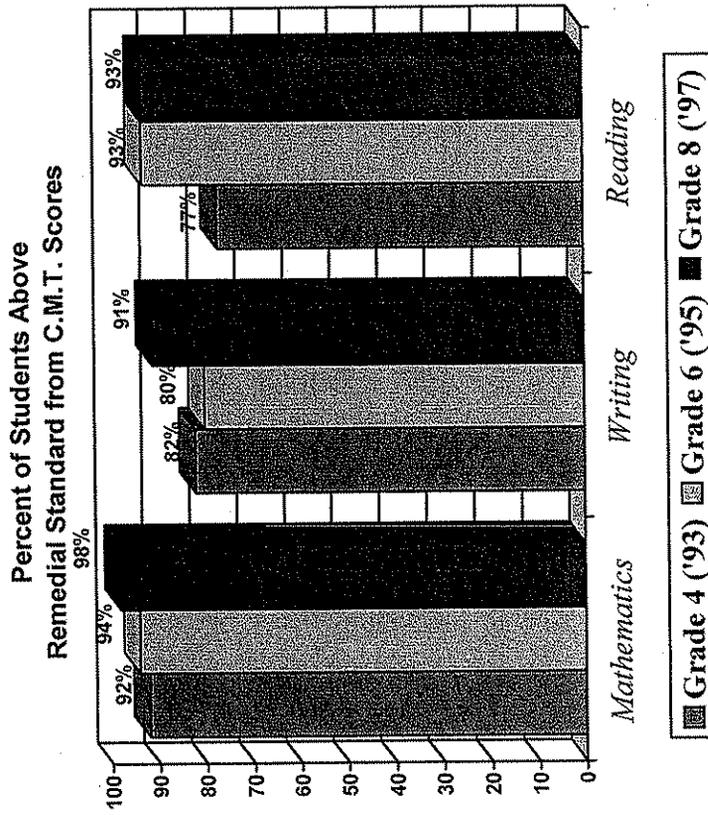


TABLE 12

MANSFIELD MIDDLE SCHOOL
CLASS OF 1997

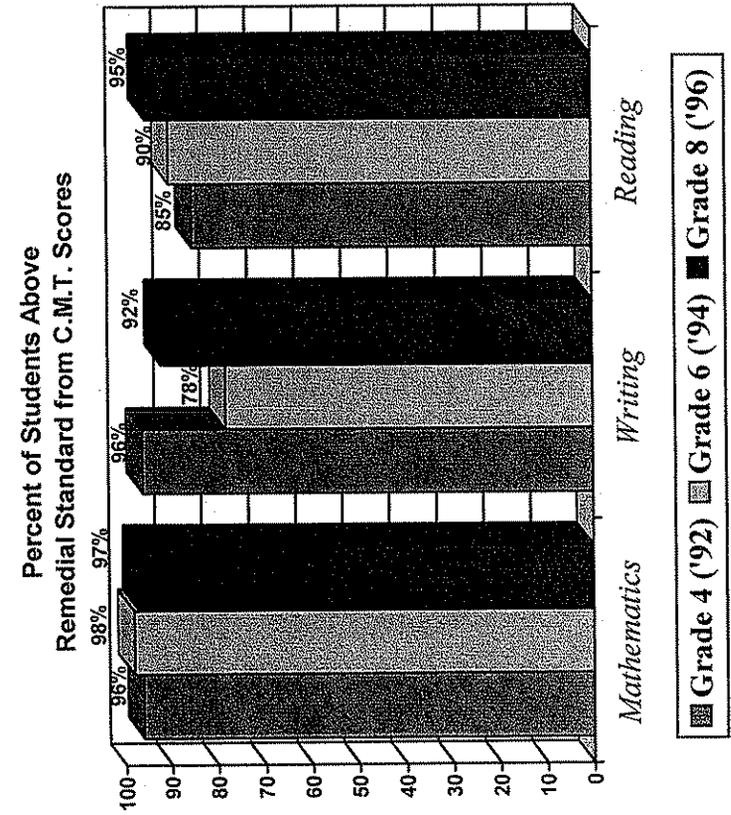
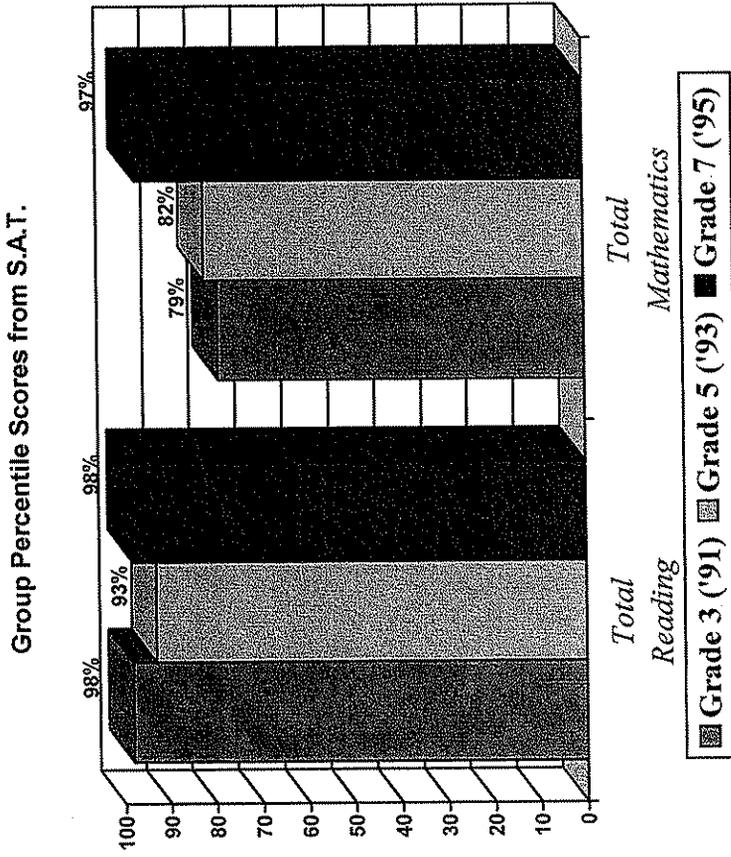
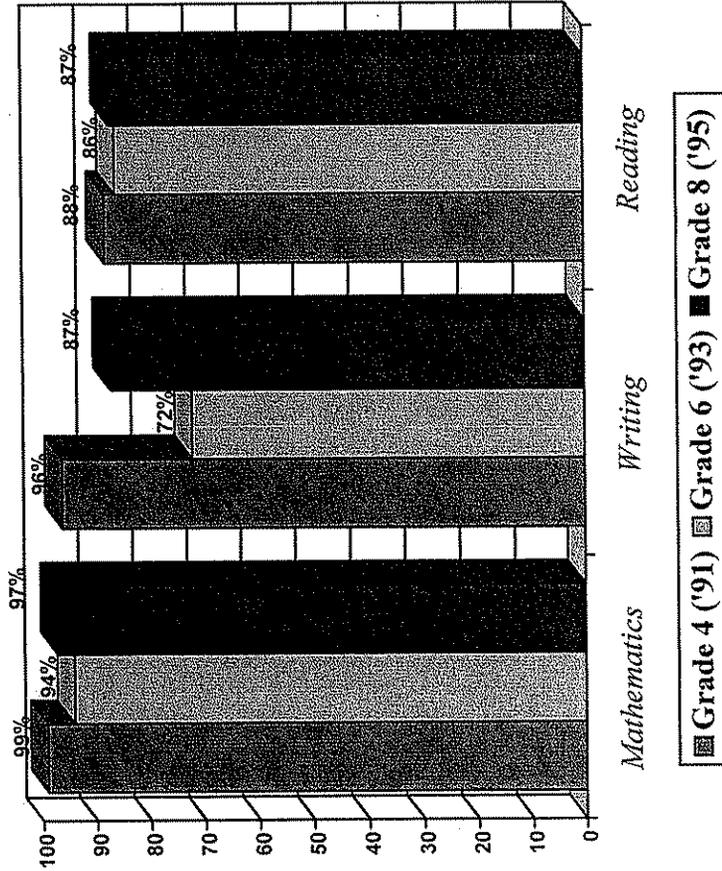


TABLE 13

**MANSFIELD MIDDLE SCHOOL
CLASS OF 1996**

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



Group Percentile Scores from S.A.T.

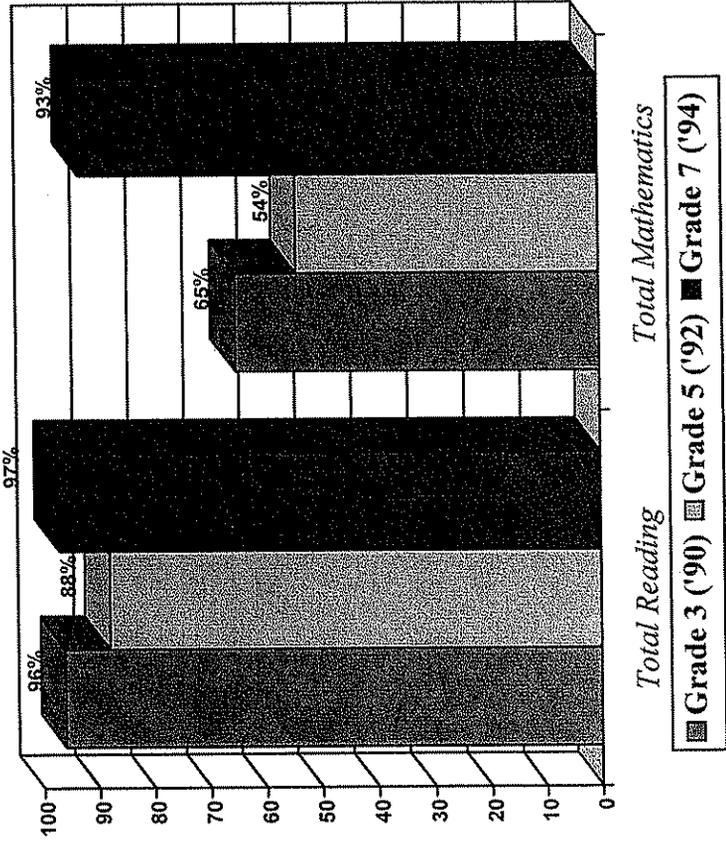
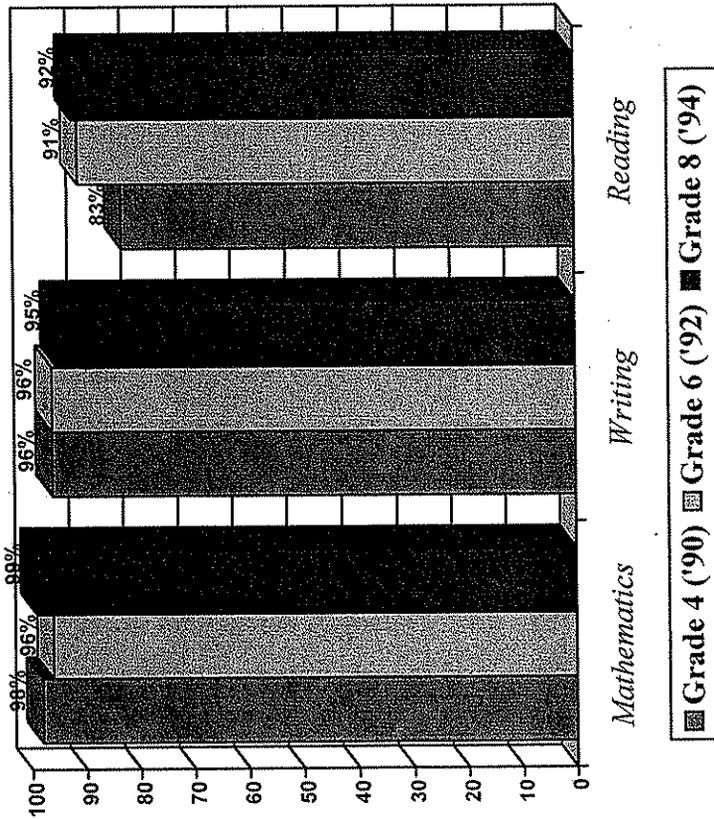


TABLE 14

**MANSFIELD MIDDLE SCHOOL
CLASS OF 1995**

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



Group Percentile Scores from S.A.T.

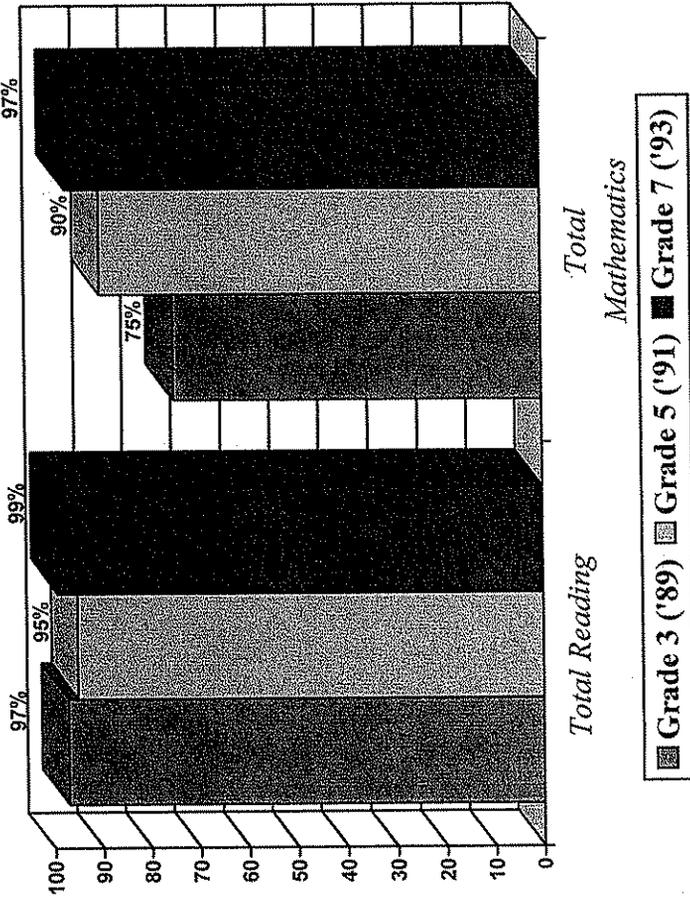
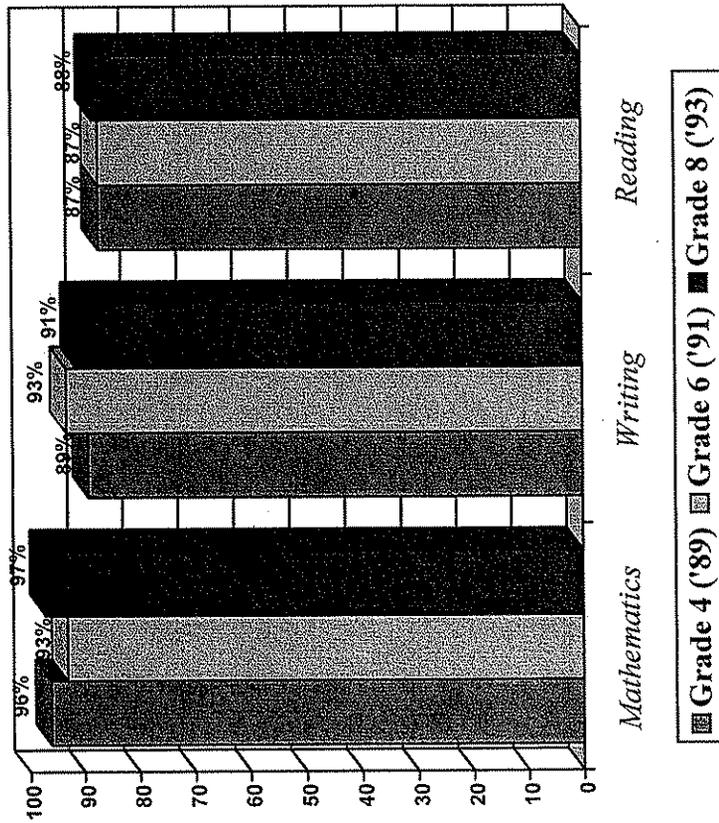


TABLE 15

MANSFIELD MIDDLE SCHOOL
CLASS of 1994

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



Group Percentile Scores from S.A.T.

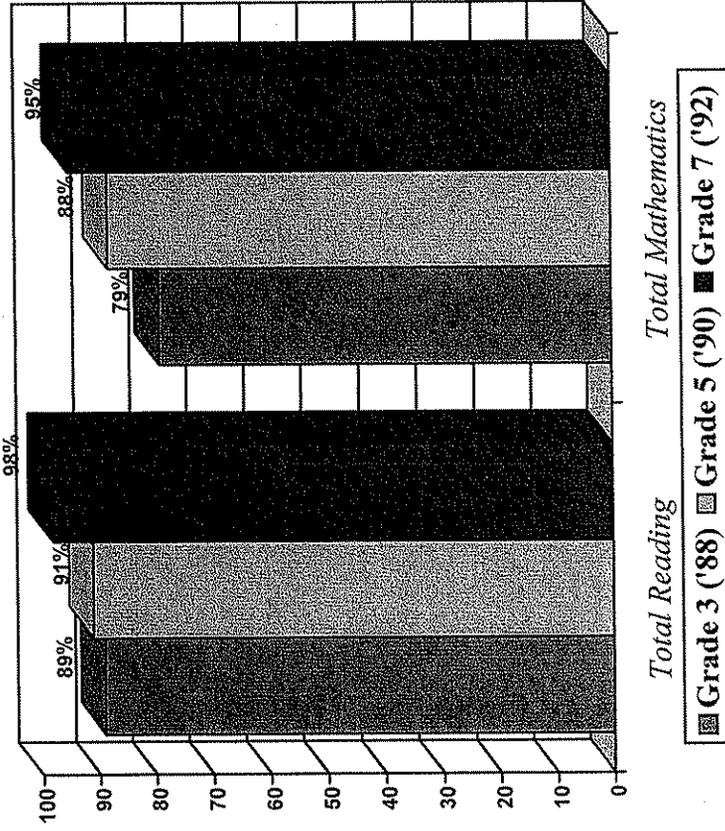
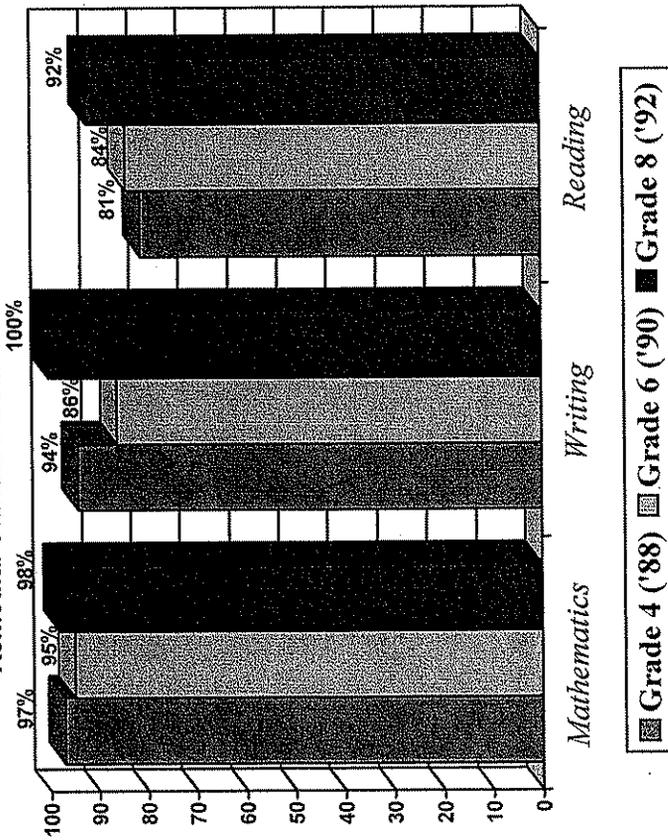


TABLE 16

MANSFIELD MIDDLE SCHOOL
1993

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



Group Percentile Scores from S.A.T.

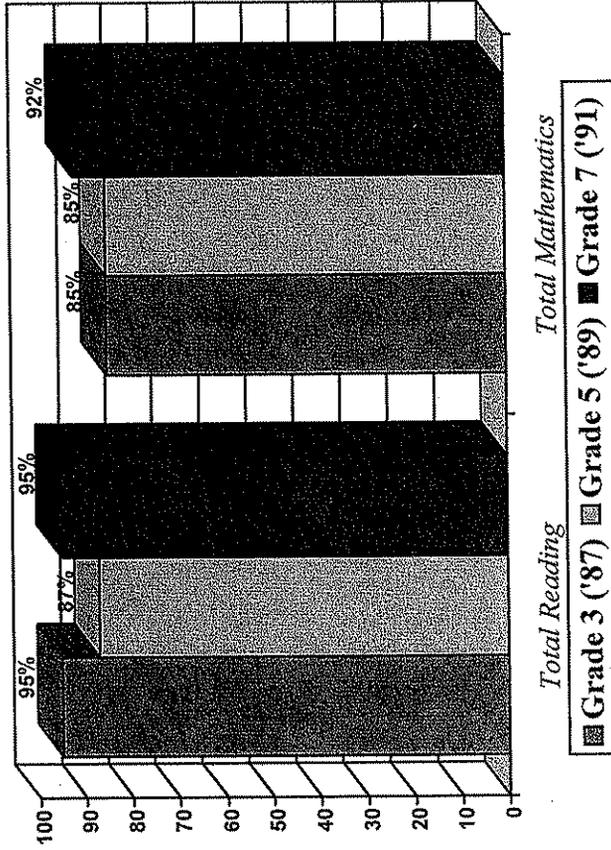


TABLE 17

MANSFIELD MIDDLE SCHOOL
1992

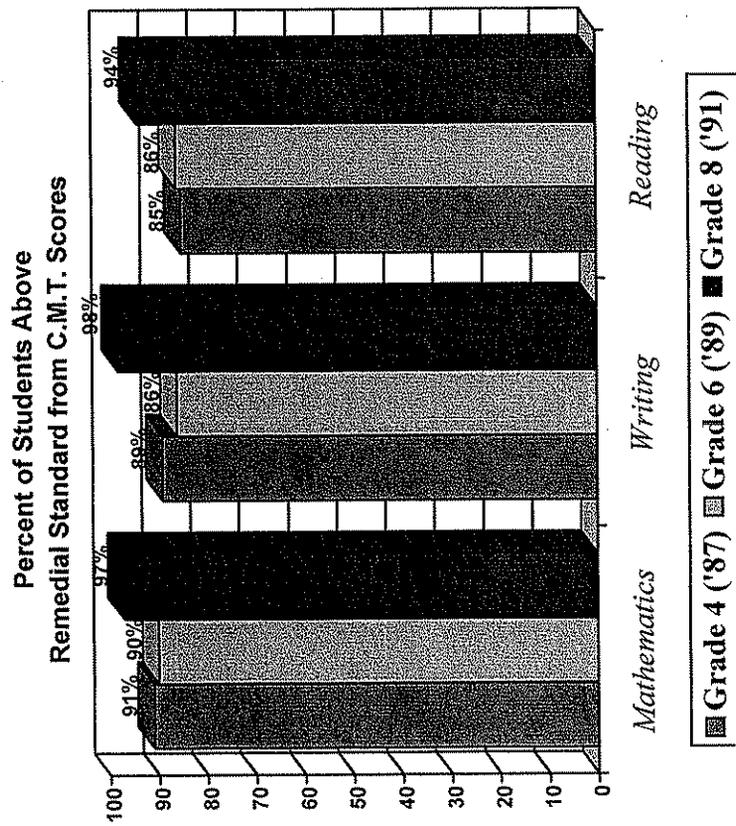
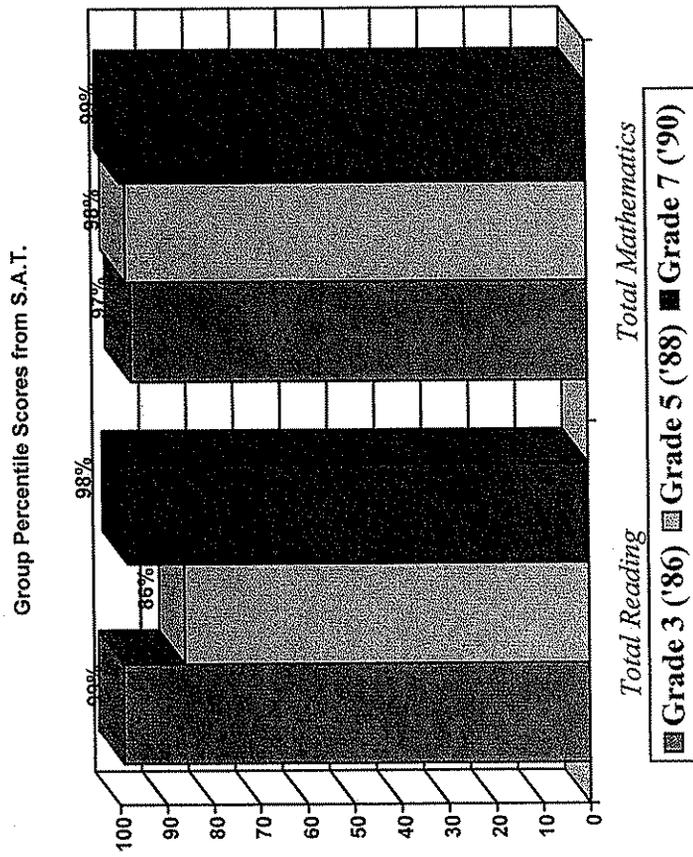
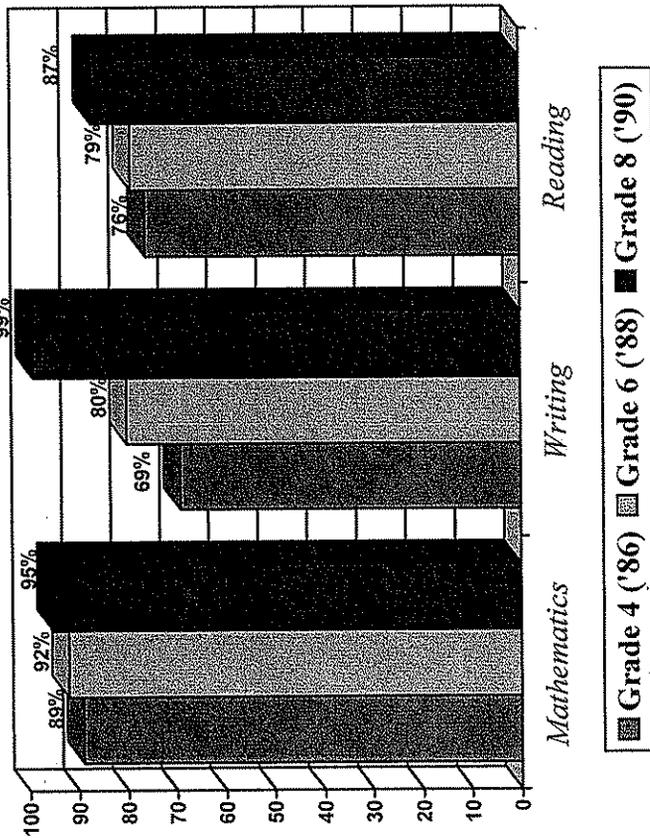


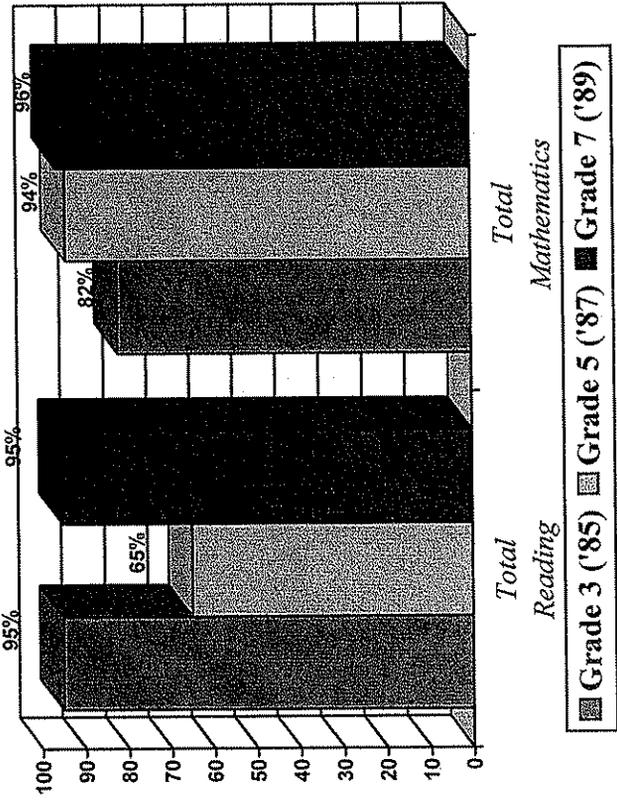
TABLE 18

MANSFIELD MIDDLE SCHOOL
1991

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



Group Percentile Scores from S.A.T.



APPENDIX B

Stanford Achievement Test Results
1990-2001

FIGURE 2

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

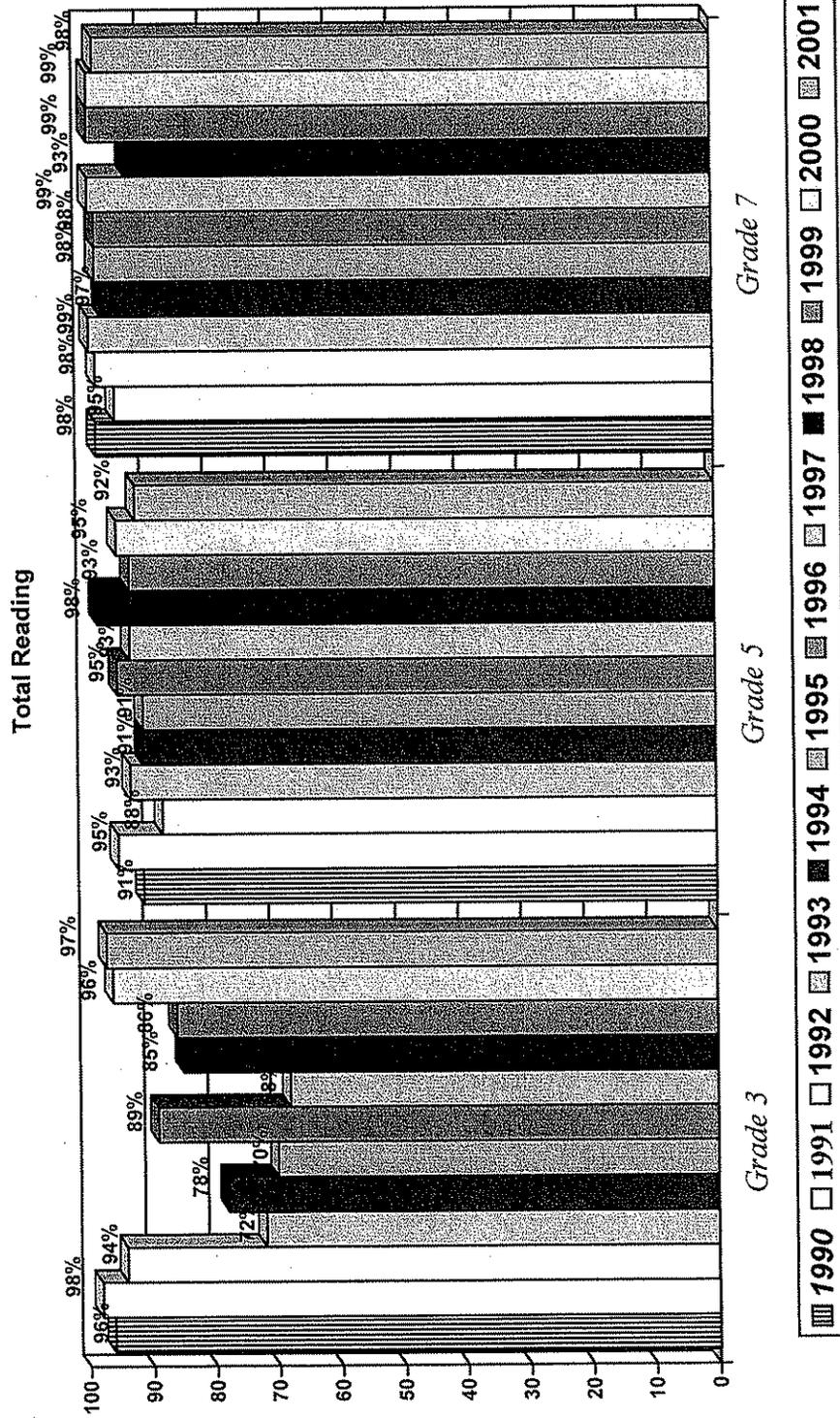


FIGURE 3

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

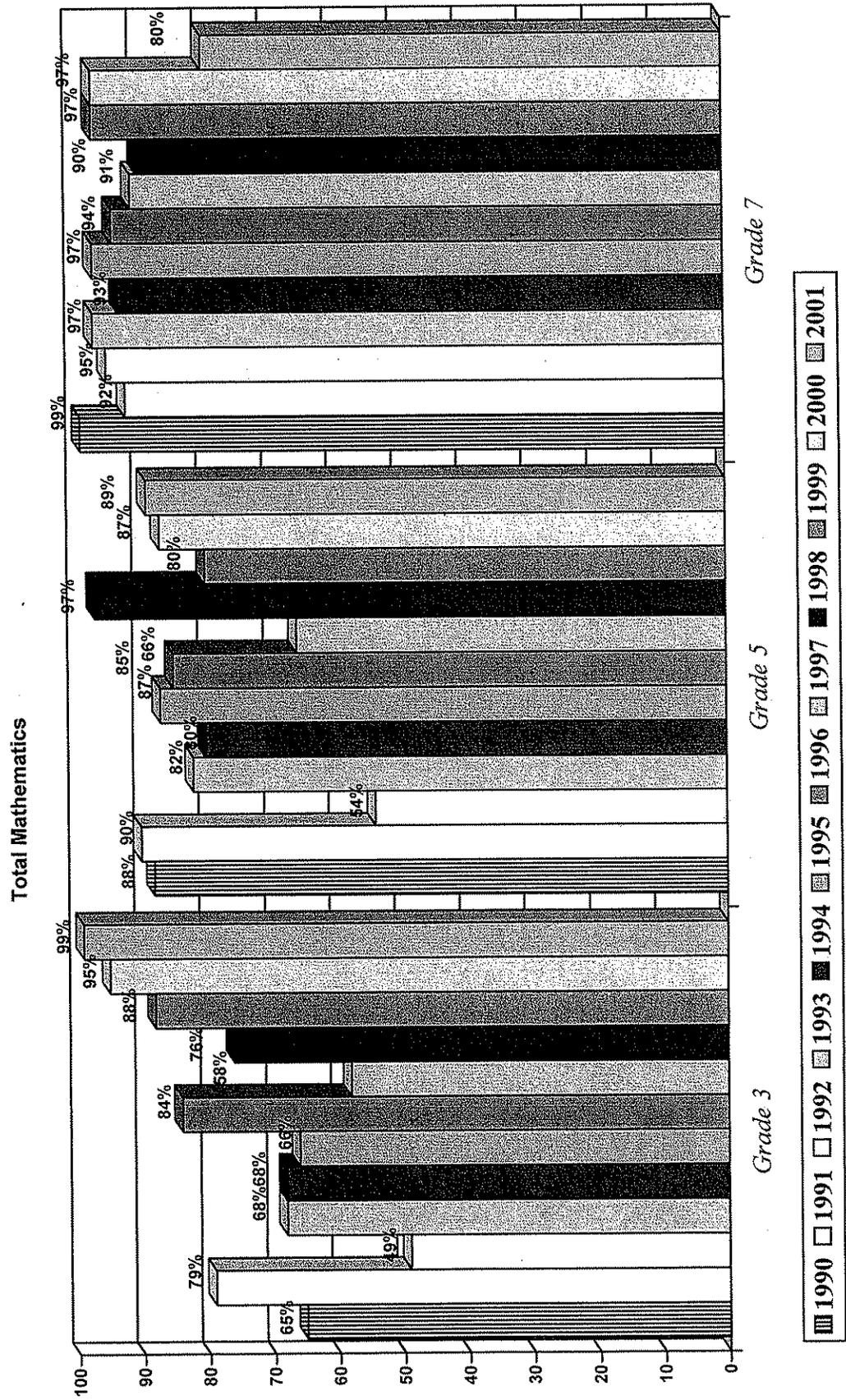


FIGURE 4
Stanford Achievement Test Results
Comparison of Reading Subtests by Grade by Year
1990-2001

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

2001			
Gr	N	G.S.	%ile
3	160	8	93
Word Study Skills			
Comprehension	160	8	95
Vocabulary	160	9	96

2001			
Gr	N	G.S.	%ile
5	171	8	94
Comprehension	171	8	94
Vocabulary	173	8	92

2001			
Gr	N	G.S.	%ile
7	158	9	98
Comprehension	158	9	98
Vocabulary	157	9	98

APPENDIX C

Grade One Criterion Referenced Test
2000-2004

GRADE ONE CRITERION REFERENCED TEST

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

The purposes for developing and implementing this test include:

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

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

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

Subtest	Students at or above the expected level				Percent							
Mathematics	126				92%*							
Reading Comprehension	116				85%							
Word Analysis	125				91%							
	1993-1994		1994-1995		1995-1996		1996-1997		1997-1998		1998-1999	
Sept. Grade 2	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%	Students at or above the expected level	%
Mathematics	110	80%	119	85%	119	84%	126	87%	104	81%	126	79%
Reading Comp.	65	48%	63	45%	67	48%	76	52%	70	56%	82	55%
Word Analysis	84	63%	101	71%	115	82%	105	72%	103	80%	142	89%

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

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

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

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

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

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

APPENDIX D

Off Level Connecticut Mastery Test Results
2002-2004

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

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

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

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

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