

New London Public Schools Office of the Assistant Superintendent

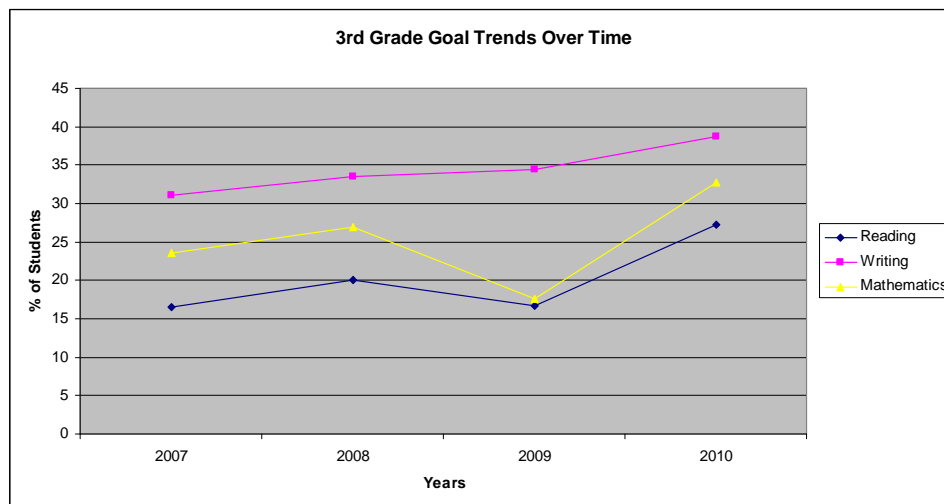
2010 Connecticut Mastery Test Analysis
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Ms. Kate Ericson, Supervisor of Curriculum, Data, Assessment and Instruction

New London Public Schools demonstrated statistically significant increases in student achievement, as measured by the 2010 Connecticut Mastery Test (CMT). Most notable, are the increases in mathematics, Grades 3, 5, 7 and 8 and the percentages of students who have moved from Proficiency to Goal in both reading and mathematics. These increases are the direct result of the focus of teachers and administrators on: (1) improved instructional practices, (2) the implementation of a new, more rigorous, core mathematics program, (3) development of literacy and mathematics curricula, (4) development of intervention groups for literacy and mathematics based on assessment data, and (5) effective use of data to address student academic needs. While, in general, the increases in student achievement show progress over time, there are areas for continued concern. In particular, 4th grade scores and all writing scores were flat (with some exceptions in certain schools and or subgroup populations).

There are five levels of student performance on the CMT. Those levels include Below Basic, Basic, Proficient, Goal and Advanced. The Proficient level is used to identify schools and district making Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act (NCLB). The Goal level is more challenging than the Proficient Level and is the state target.

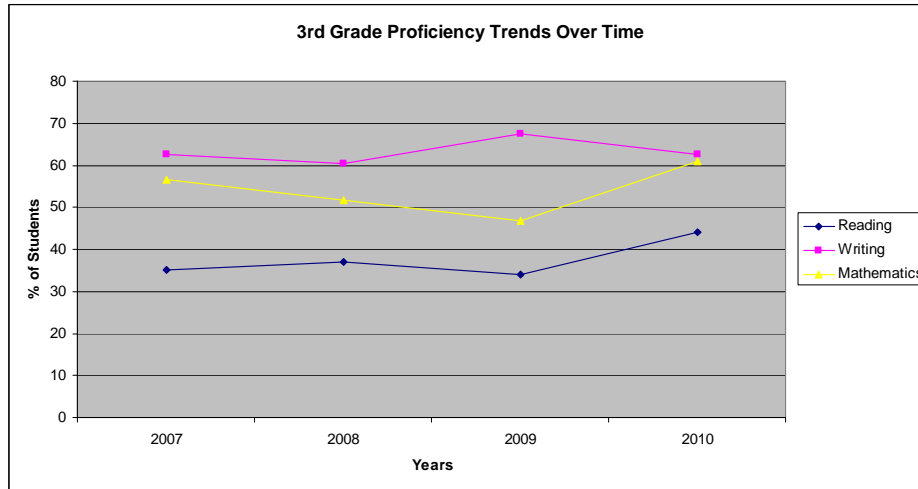
The following tables provide an overview of the significant gains in third grade in both reading and mathematics:

| Grade 3 Goal 2009-2010 | | |
|-----------------------------------|-------------|------------------------------|
| | % Change | Statistical Significance* |
| Reading | 10.5 | Fairly Large |
| Writing | 4.3 | none |
| Mathematics | 15.1 | Large |



| Grade 3 Proficiency 2009-2010 | | |
|--|----------|------------------------------|
| | % Change | Statistical Significance* |
| | | |

| | | |
|-------------|------|----------|
| Reading | 10.2 | Moderate |
| Writing | -4.8 | |
| Mathematics | 14.1 | Large |



Specifically, there were moderate to large gains across the schools. Most impressive were the gains from students moving to Goal. Nathan Hale School showed the most growth, with a 40.3% growth (increase over 2009) in students reaching Goal in mathematics and 36.1% increase (over 2009) in students reaching Goal in reading. Jennings School made statistically significant increases in goal in literacy (14.5%), mathematics (10.5%) and writing (4.3%). Winthrop School, Shoreline Academy and Harbor made small to moderate growth in the percentage of students performing at goal in literacy and mathematics.

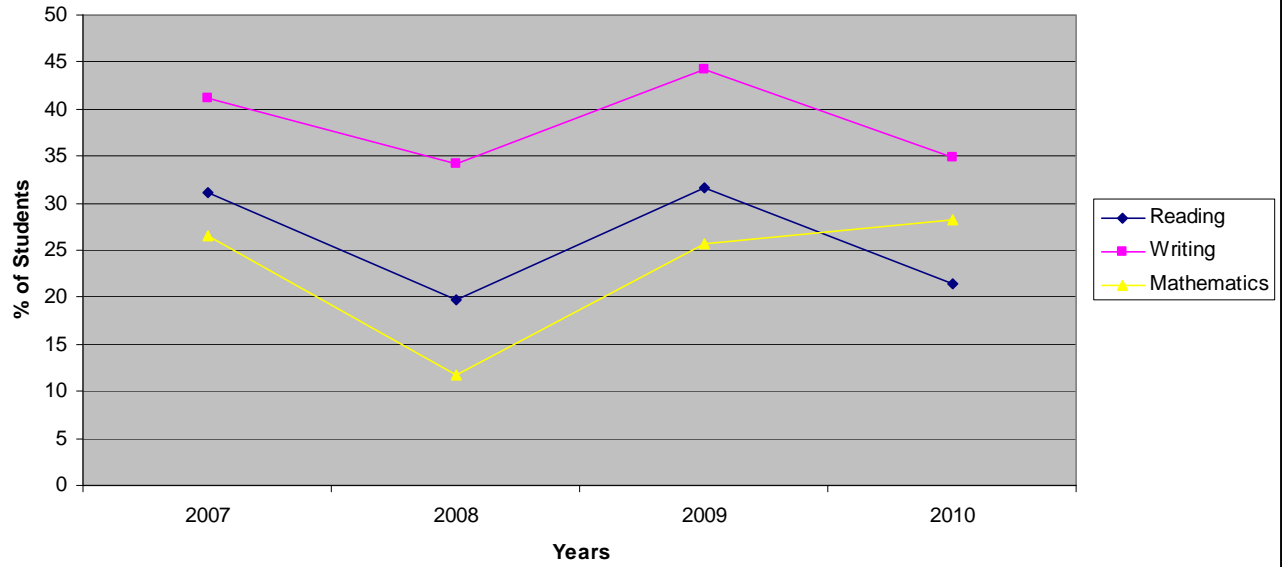
Additional Subgroup Trends:

- Females showed a 20% increase in mathematics scores and 15.2% increase in reading scores (Goal level).
- Black students showed increases in reaching Goal in the area of mathematics (7%) and reading (6.2%).

The only area of small growth within grade 4 was at Jennings School in the area of reading (6% increase of students at goal) and Nathan Hale in mathematics (12.9%) increase of students at goal. Trends of students performing at proficiency were flat.

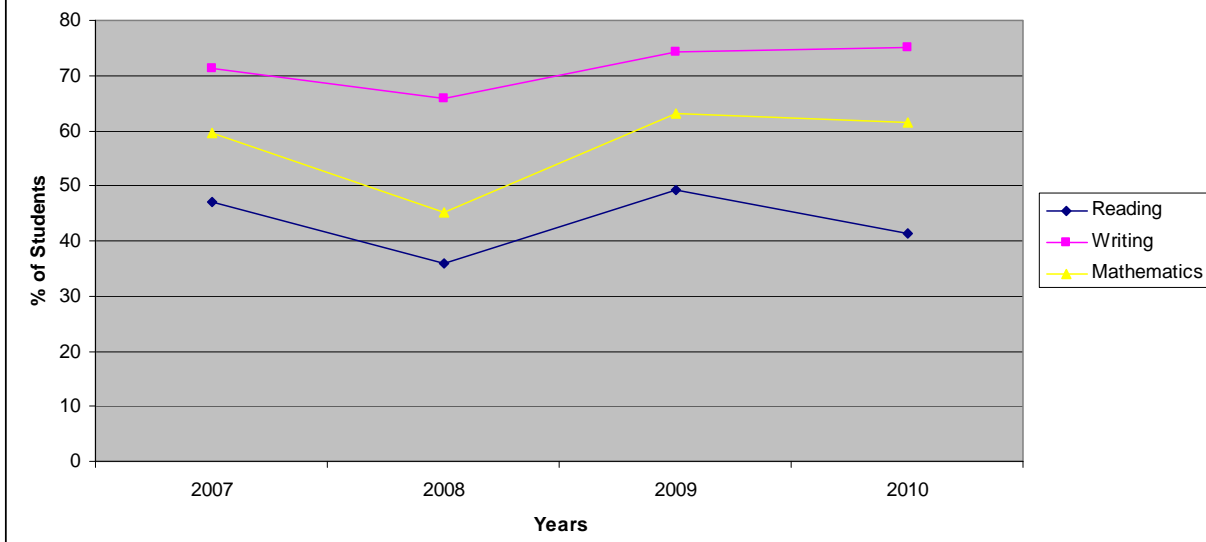
| Grade 4 Goal 2009-2010 | | |
|---------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | -10.3 | |
| Writing | -9.5 | |
| Mathematics | 2.6 | none |

4th Grade Goal Trends Over Time



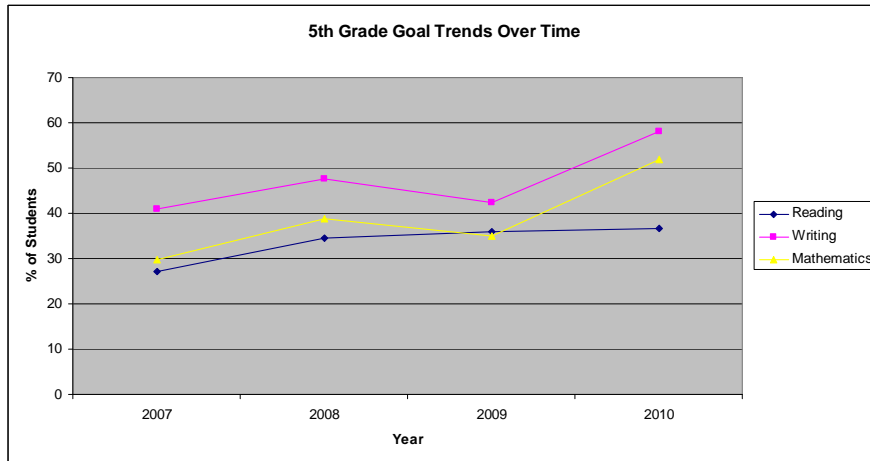
| Grade 4 Proficiency 2000-2010 | | |
|----------------------------------|----------|------------------------------|
| | % Change | Statistical Significance* |
| Reading | -7.9 | |
| Writing | 0.8 | none |
| Mathematics | -1.6 | |

Grade 4 Proficiency Trends Over Time

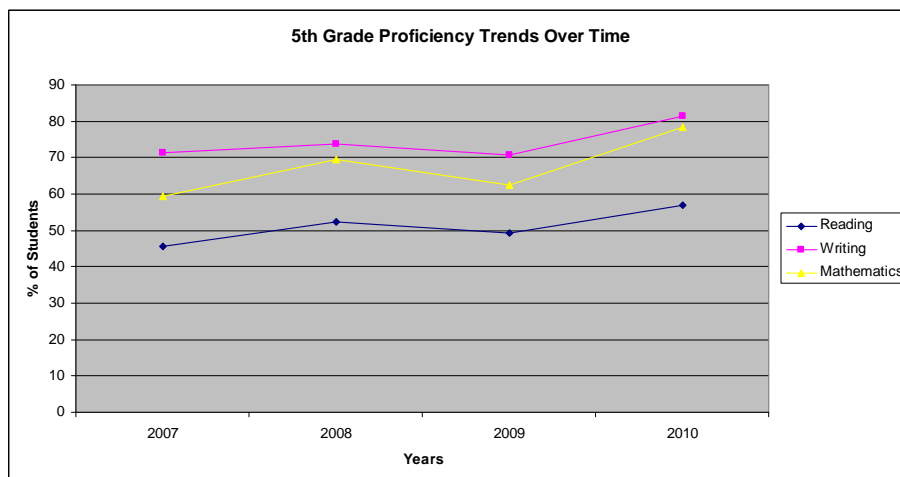


Fifth grade showed the most dramatic increases in students performing at Goal and Proficiency. The following tables and charts provide an overview of the growth:

| Grade 5 Goal 2009-2010 | | |
|---------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | 0.6 | none |
| Writing | 15.6 | Large |
| Mathematics | 17 | Large |



| Grade 5 Proficiency 2009-2010 | | |
|----------------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | 7.6 | Moderate |
| Writing | 10.7 | Fairly Large |
| Mathematics | 15.9 | Large |



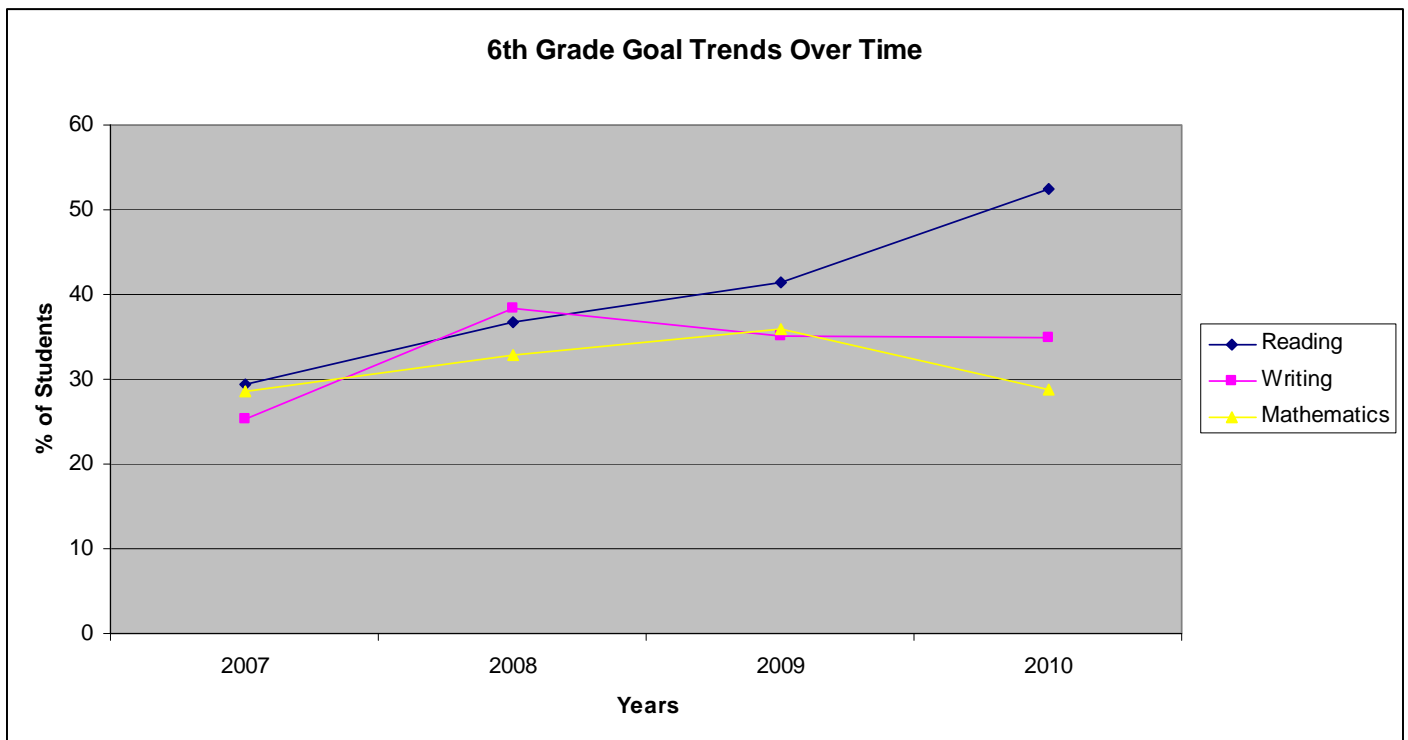
Harbor School (20.3% increase), Nathan Hale School (23.1%) and Jennings Schools (17.8%) showed the most growth in students performing at Goal in the area of mathematics. Jennings School (17.6%) and Nathan Hale School (31.4% increase) also showed statistically significant growth in students writing at Goal.

Additional Subgroup Trends:

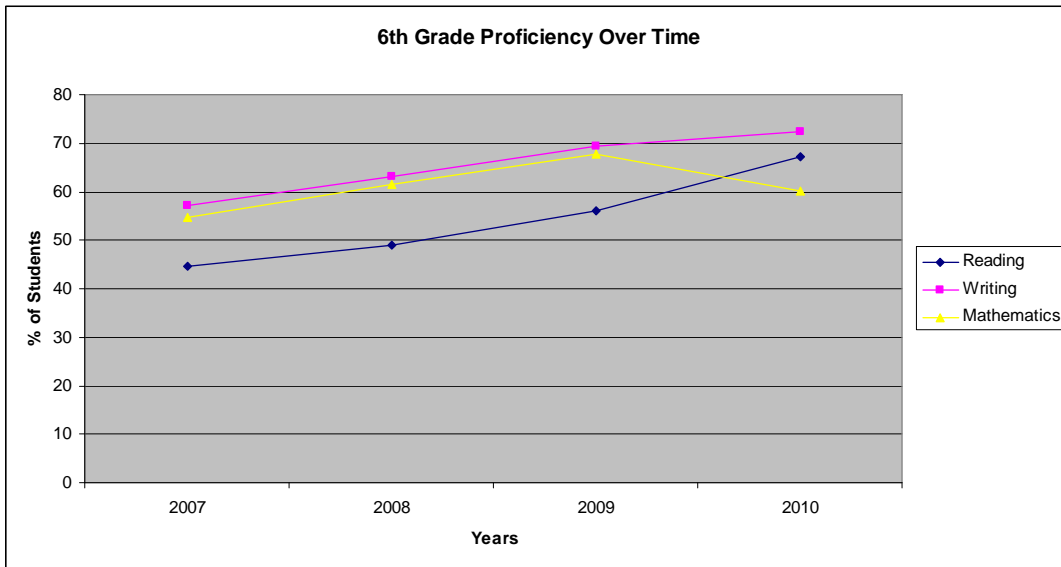
- Black students reaching Goal increased by 22% in mathematics and 22.3% in writing.
- English Language Learners reaching goal increased in mathematics (12.7%) and reading (8.5%). The number of English Language Learners reaching Proficiency also significantly increased (12%).
- The percentage of students eligible for free and reduced lunch reaching Goal increased in the areas of mathematics (17.8 %) and writing (16.6%).

At Bennie Dover Jackson Middle School, reading trends of students at Goal and Proficiency made moderate to large gains from 2009-2010 data. In particular, grade 8 students made large gains in students reaching Goal (15.3% increases) and Proficiency (15.4%) in the area of reading. With the exception of 6th grade, mathematics scores made moderate to large gains, in both Goal and Proficiency.

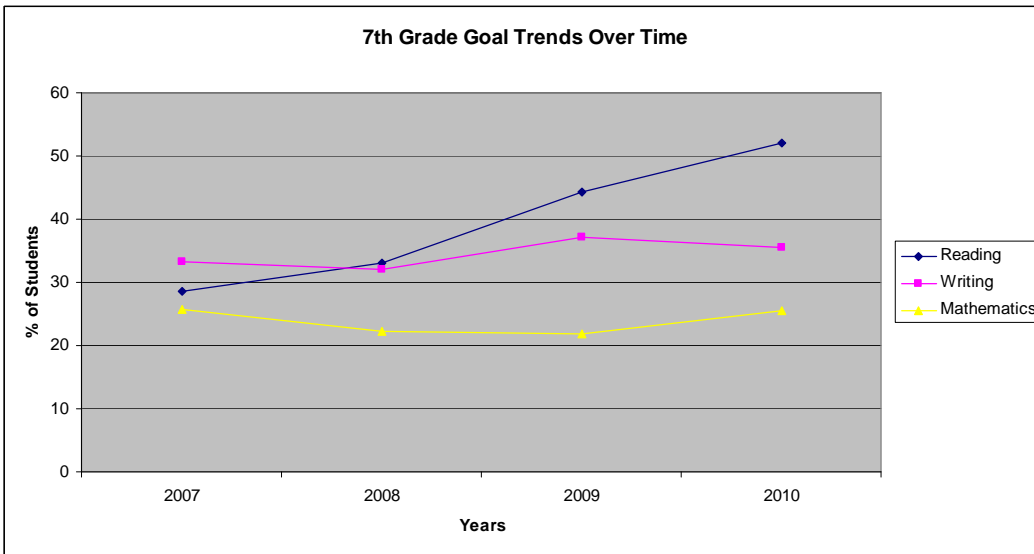
| Grade 6 Goal 2009-2010 | | |
|---------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | 10.9 | Fairly Large |
| Writing | -0.4 | |
| Mathematics | -7.1 | |



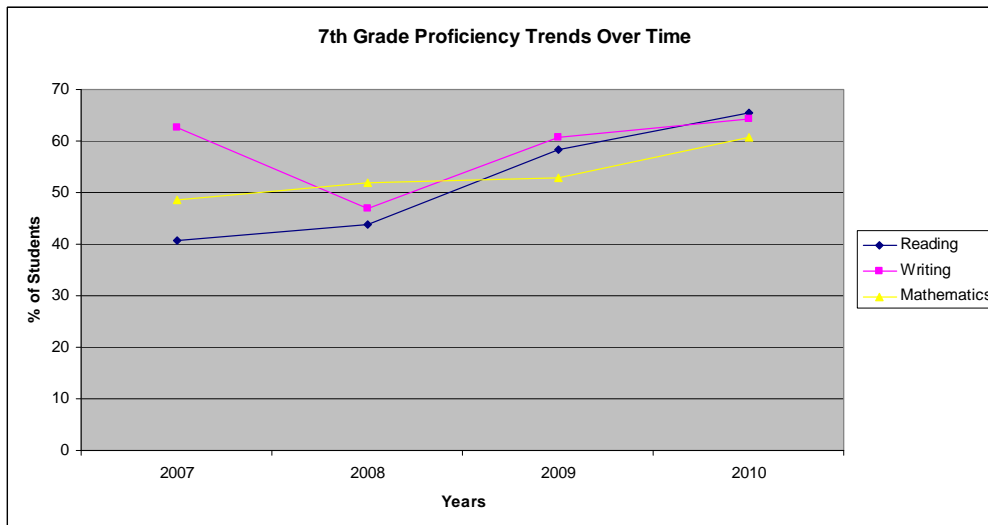
| Grade 6 Proficiency 2009-2010 | | |
|----------------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | 11.3 | Fairly Large |
| Writing | 3 | None |
| Mathematics | -7.6 | |



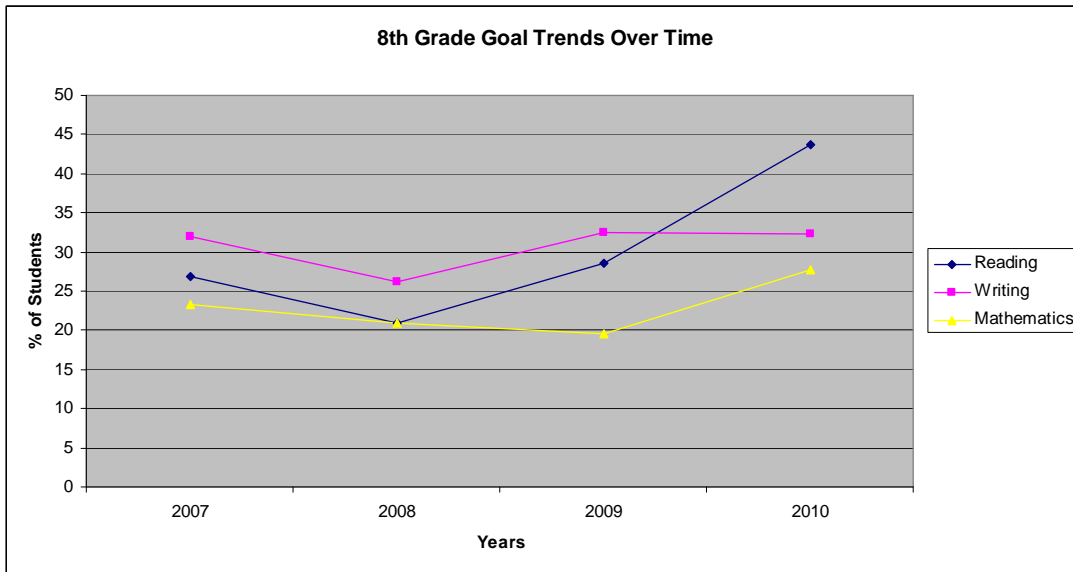
| Grade7 Goal 2009-2010 | | |
|--------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | 7.8 | Moderate |
| Writing | -1.5 | |
| Mathematics | 3.7 | None |



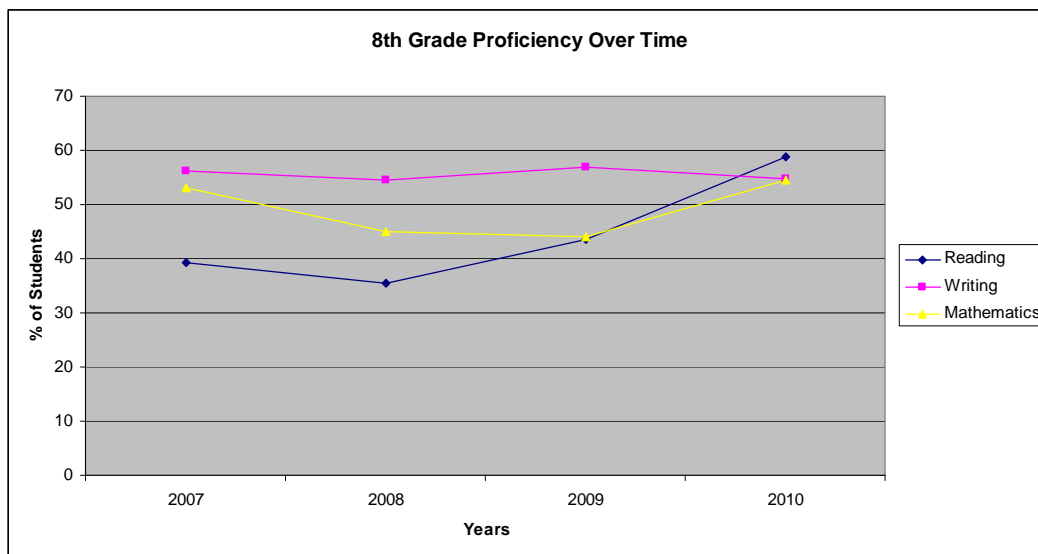
| Grade 7 Proficiency 2009-2010 | | |
|----------------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | 7.1 | Small |
| Writing | 3.7 | None |
| Mathematics | 7.8 | Moderate |



| Grade 8 Goal 2009-2010 | | |
|---------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | 15.2 | Large |
| Writing | -0.2 | |
| Mathematics | 8.3 | Moderate |



| Grade 8 Proficiency 2009-2010 | | |
|----------------------------------|----------|---------------------------|
| | % Change | Statistical Significance* |
| Reading | 15.4 | Large |
| Writing | -2.3 | |
| Mathematics | 10.5 | Fairly Large |



Additional Subgroup Trends:

- Increase in black students reaching Goal in mathematics (14.3%) and reading (20.2%) in the 8th grade.
- Increase in free/reduced lunch students reaching Goal in mathematics (10.1%) and reading (16.6%) in the 8th grade.
- Increase in free/reduced lunch students reaching Goal in reading in the 6th grade (11.4%) and 7th grade (10.1%).

- Increase in English Language Learners reaching Goal in the area of writing (28%) and Science (17%) in the 8th grade.
- Increase in English Language Learners (7th grade) reaching Goal in the area of reading (12.2%).
- Increase of Hispanic students reaching Goal in reading in the 6th (12.4%) and 8th grades (14.1%).

*Educational Statistical Significance Source:

Carr, J., & Atrman, E. M., (2002). *The bottom-up simple approach to school accountability and improvement.* (p.254). Norwood, MA: