



# TEST Results: CMT, CAPT, SAT, AP

Litchfield Public Schools

October 20, 2010



# CMT Performance Based on NCLB Targets (% Proficient) for 2010

	Mathematics	Reading
Targets:	<b>82% Proficient</b>	<b>79% Proficient</b>
Grade 3:	96.2%	91.0%
Grade 4:	93.1 %	85.1 %
Grade 5:	93.4 %	86.7 %
Grade 6:	95.0 %	96.0 %
Grade 7:	98.8 %	93.2 %
Grade 8:	98.7 %	93.6 %

# CMT Performance Based on NCLB Targets (% Proficient) for 2011

	Mathematics	Reading
Targets:	<b>89 % Proficient</b>	<b>91 % Proficient</b>
Grade 3:	96.2%	91.0%
Grade 4:	93.1 %	85.1 %
Grade 5:	93.4 %	86.7 %
Grade 6:	95.0 %	96.0 %
Grade 7:	98.8 %	93.2 %
Grade 8:	98.7 %	93.6 %

# CAPT Performance Based on NCLB Targets (% Proficient) for 2010

	Mathematics	Reading
Targets:	<b>81 % Proficient</b>	<b>80 % Proficient</b>
Grade 10:	96.0%	97.1 %

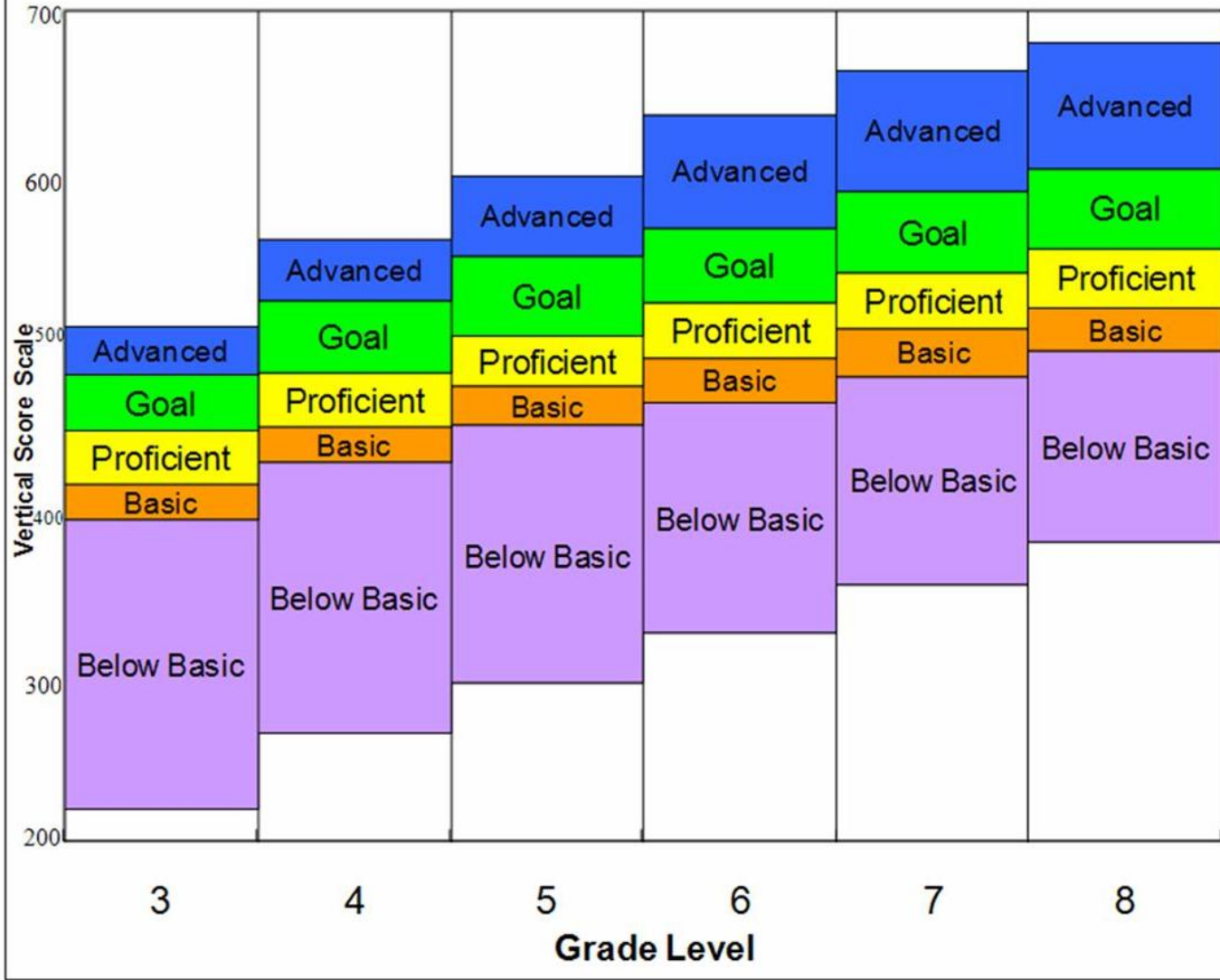
# CAPT Performance Based on NCLB Targets (% Proficient) for 2011

	Mathematics	Reading
Targets:	<b>91 % Proficient</b>	<b>90 % Proficient</b>
Grade 10:	96.0%	97.1 %

# CMT Vertical Scale Growth:

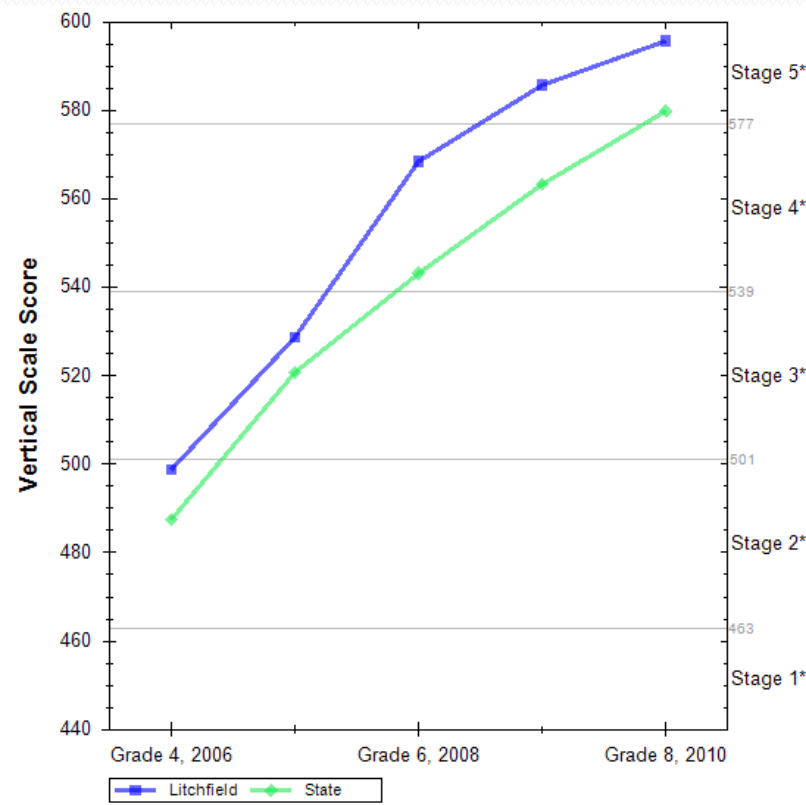
- A newer statistic that shows longitudinal growth.
- Comparing student Performance Levels from year-to-year is helpful but is limited because the CMT is more challenging in Grade 4 than Grade 3, and for all subsequent grades.
- Helps us to know students who are/are not showing year-to-year growth.

## CMT Mathematics Vertical Scale Scores Matched with Performance Level Scale Scores

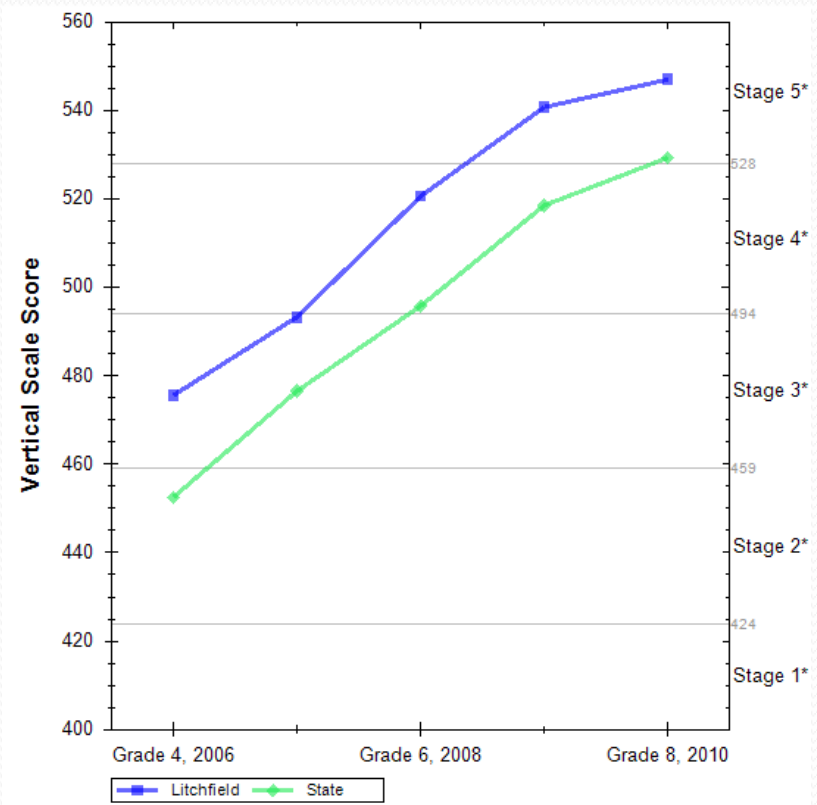


# Average Vertical Growth for Grade 8

## Mathematics



## Reading



# Stage 2 Descriptor:

- **Math:** Generally, students who perform at this level demonstrate *adequate knowledge of some of the* assessed content areas. These students demonstrate *limited knowledge of rational number concepts and* computation, estimation, and measurement.
- **Reading:** Students who perform at this level are likely to demonstrate a *limited ability to read and respond to* informational and literary texts, and require assistance to complete many reading tasks. Students at this level use some strategies inconsistently before, during and after reading to understand and interpret text.

# Stage 5 Descriptor

- **Math**: Generally, students who perform at this level demonstrate *extensive knowledge of all assessed* content areas.
- **Reading**: Students who perform at this level are likely to demonstrate an *exceptional ability to read and* respond to informational and literary texts without assistance. Students at this level effectively use sophisticated strategies before, during and after reading to understand, interpret and evaluate text.

# How is Litchfield using test data as an element of SRBI?

- Examining CMT Vertical Growth with data teams and classroom teachers to inform curriculum and instruction decisions.
- Teachers have identified students who are within 5 points of moving from the BASIC Performance Level to PROFICIENT and 5 points of moving from PROFICIENT to GOAL.
- Conn. Benchmark Assessment System (CBAS) provides information about student progress relative to state standards in Reading, Math and Writing several times during the school year.

# DRG E Districts (CMT)

- **DRG E:** Ashford, Bozrah, Brooklyn, Canaan, Chaplin, Chester, Colebrook, Coventry, Deep River, Eastford, East Haddam, Franklin, Hampton, Hartland, Kent, Lebanon, Lisbon, Litchfield, Norfolk, North Branford, North Stonington, Portland, Preston, Regional District 1, Regional District 6, Regional District 16, Salisbury, Scotland, Sharon, Thomaston, Union, Westbrook, Willington, Woodstock, Woodstock Academy

## 2010 CMT LPS rankings in DRG E (% at Goal)

Area:	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	11th	<b>5th</b>	12th	<b>4rd</b>	<b>8th</b>	<b>6th</b>
Writing	12th	<b>5th</b>	17th	<b>6th</b>	<b>7th</b>	13th
Math	<b>2nd</b>	<b>6th</b>	17th	<b>7th</b>	<b>2nd</b>	<b>4th</b>
Science			11th			<b>2nd</b>

# Litchfield/Berkshire League

## % At or Above Goal 2010 (CAPT)

- LHS rank in each content area:
  - Mathematics: 1st
  - Science: 1st
  - Reading : 1st
  - Writing: 1st



# DRG E Districts (CAPT)

- **DRG E:** Coventry, E. O. Smith, East Haddam, Gilbert, Litchfield, Lebanon, Lyman Memorial, North Branford, Norwich Free Academy, Parish Hill, Portland, Region 1, Region 6, Region 7, Region 16, Thomaston, Valley Regional, Westbrook, Woodstock Academy

# Litchfield/ DRG E

## % At or Above Goal 2010 (CAPT)

- LHS rank in each content area:
  - Mathematics: 2nd
  - Science: 1st
  - Reading : 1st
  - Writing: 1st



# 2010 CAPT Comparison with Other Area Schools– Grade 10 - % at Goal

High School:	Mathematics	Science	Reading	Writing
Avon	79.6	75.7	75.9	86.1
Brookfield	72.4	64.9	68.9	78.4
Canton	<b>85.5</b>	77.6	80.6	91.9
Farmington	77.3	69.7	68.3	83.0
<b>Litchfield</b>	<b>72.3</b>	<b>80.4</b>	<b>72.5</b>	<b>88.2</b>
Pomperaug	73.8	74.5	75.9	80.9
Simsbury	81.9	74.2	<b>83.0</b>	<b>89.0</b>

# SAT Comparisons for the Class of 2010

**Mean SAT I Scores, Class of 2010, Litchfield High School**

	<b>LHS</b>	<b>Connecticut</b>	<b>Nation</b>
Critical Reading:	551	509	501
Math:	541	514	516
Writing :	558	513	492



# 2010 Advanced Placement Results at LHS

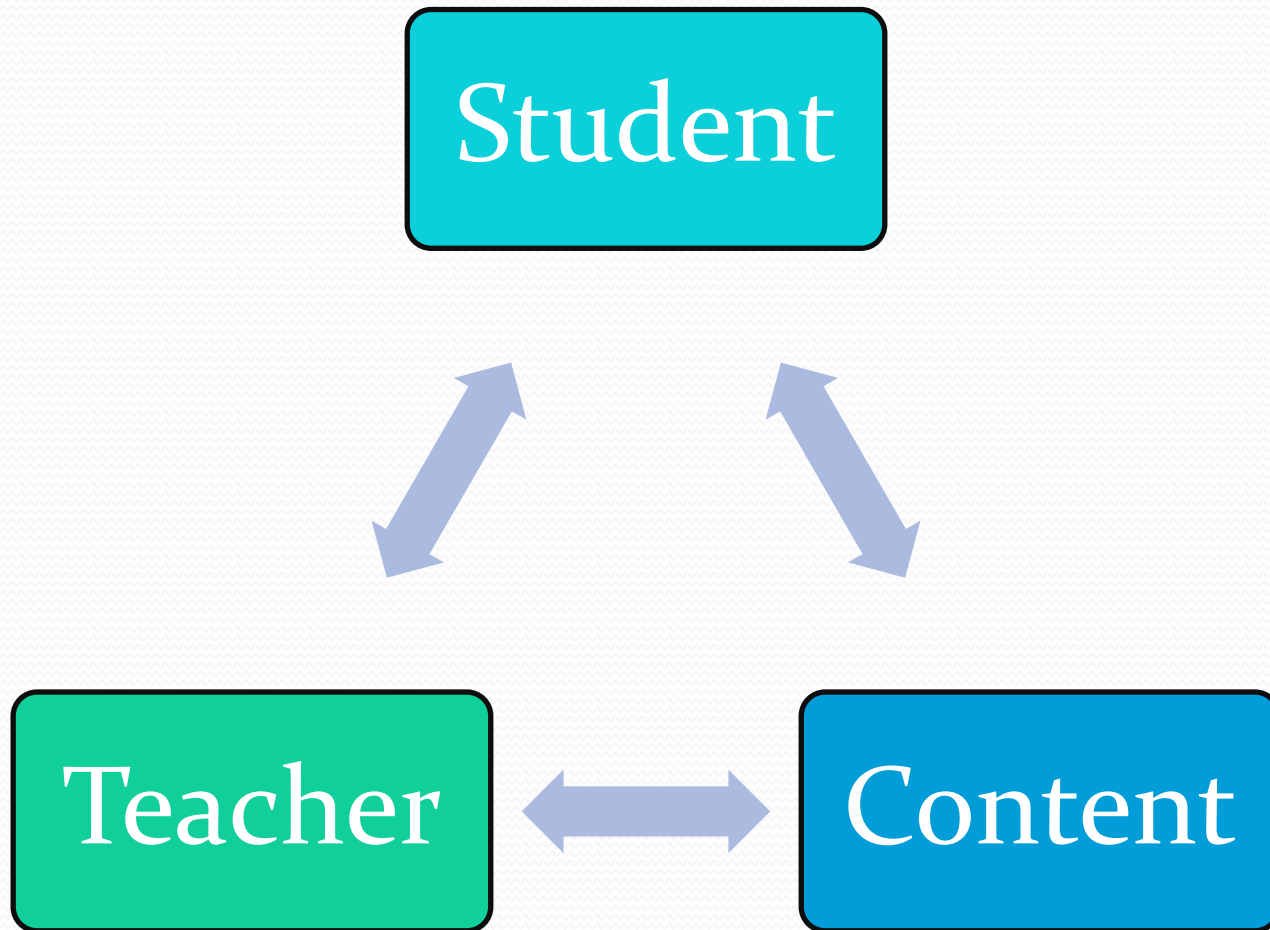
Content Area:	Number Tested:	Number 3 or higher
Art:	6	1
English Language	16	16
English Literature:	20	20
French:	5	2
Latin:	1	0
Spanish:	7	7
Calculus:	11	6
Biology:	20	15
Chemistry:	6	5
Environmental Science	8	8
Physics	7	2
Psychology	1	1
US Government	22	17
US History	4	4

# Celebrations!



- **Science**: Litchfield ranked 3<sup>rd</sup> in the state in Grade 10 and 5<sup>th</sup> in the state in Grade 8.
- **Math**: 3<sup>rd</sup> graders in Litchfield ranked 7<sup>th</sup> in the state.
- **Writing**: 10<sup>th</sup> graders ranked 10<sup>th</sup> in the state.
- 12 of 104 students (11.5%) achieved Advanced in all CAPT content areas
- 57 of 104 students (55%) achieved Goal or Above in all CAPT content areas

# Continuing our work:



# Students

- Increase student awareness of own learning style and learning needs (metacognition).
- Embed opportunities for critical thinking, problem solving and collaboration (inquiry) among students .
- Increase opportunities for students to make academic choices and practice autonomy (independent learning).
- Participate in and complete student success plans (school/family partnership).

# Teachers

- Continue to develop and implement teacher and administrator annual goals focused on student achievement results.
- During common planning time, professional development time, and faculty meetings, continue collaborative decision making based on student performance results:
  - Content area objectives and CMT strands
  - Vertical Scale growth
  - Standardized test scores vs. grades
  - Formative and benchmark assessments
  - Student work samples

# Content

- **Elementary (CS & LIS):**
- **Stages 1, 2 & 3:**
- Complete Scope & Sequence docs not finished during summer; build a unit design template to be used by grade levels to enhance Scope & Sequence document (work group identified); align with CCS changes from SDE as available
- Add Essential Questions to documents as needed
- **LHS:**
- **Stages 1 & 2:**
- Complete Scope & Sequence docs for all graduation required courses, to ensure assured experiences; complete docs for electives courses & specials as able, use summer to complete; align with CCS changes from SDE as available; continue development of common assessments & rubrics
- Add Essential Questions to documents as needed