

West Hartford Public School District

Agenda Item: Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) Results

Meeting Date: September 20, 2011

From: Eileen Howley, Assistant Superintendent for Instruction and Curriculum
Chip Ward, Director of Finance and Planning

Through: Karen L. List, Superintendent

Background:

This report presents the spring 2011 results of the CMT and CAPT tests.

Dr. Howley and Mr. Ward will be available to answer questions.

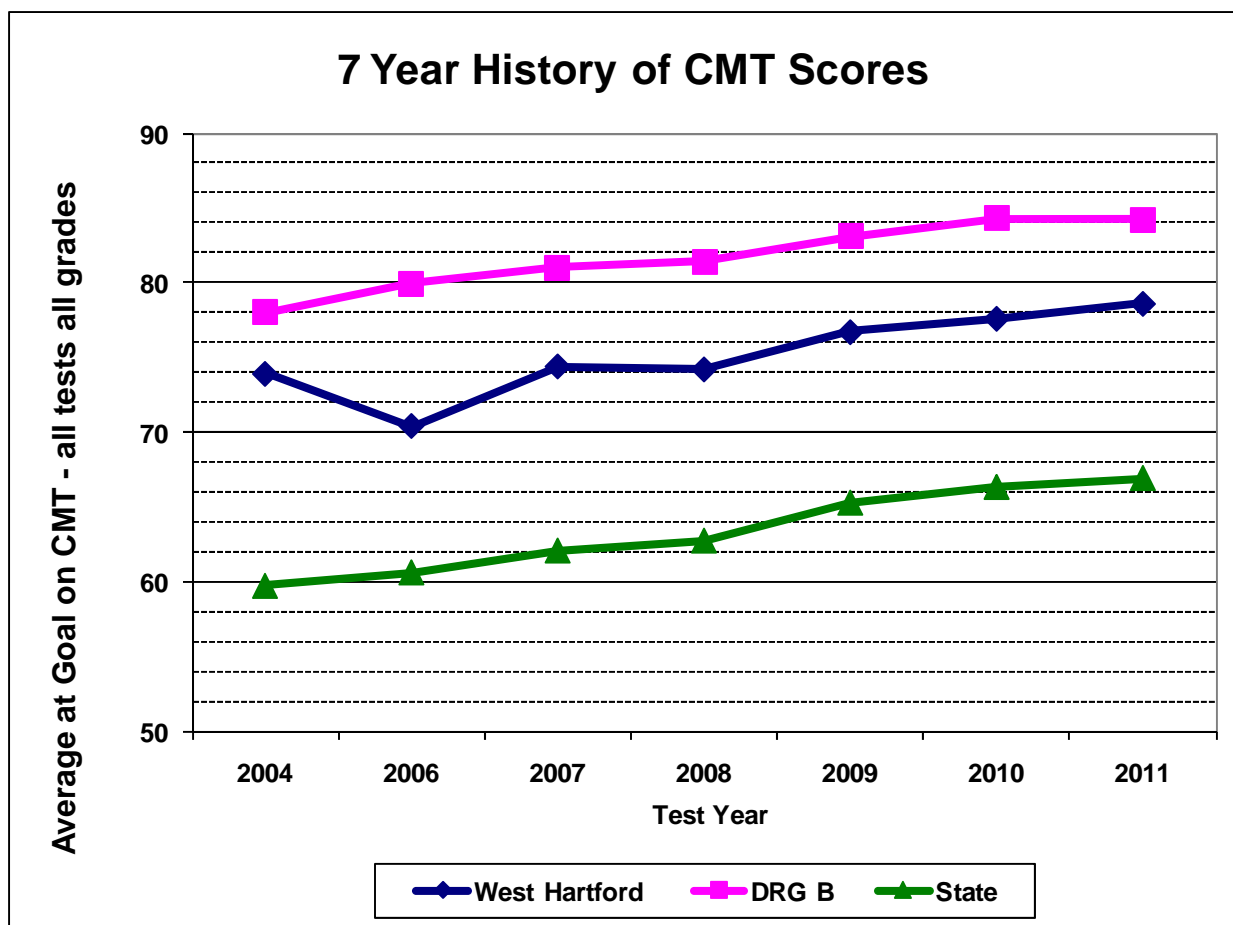
2011 CMT Scores

West Hartford's CMT scores were the highest they have ever been in the 2011 test administration. The initiatives implemented through the District Development and Performance Planning process continue to bear fruit in raising our performance on the CMT's. Interested parties looking for more CMT data than that presented here can go to www.ctreports.com and, on the public portion of the site, access an amazing array of student performance data at the school or district level including access to valuable demographic detail.

Overall CMT scores rose on average by 1.0% from 2010's level of 77.6% at mastery to an overall average of 78.6% of students at mastery. The scores ranged from a low of 72% at mastery in 3rd grade reading to a high of 87% at mastery in 7th grade reading. We saw our highest scores ever in math in 10 of the 18 tests – those scores are highlighted in the table below. The statewide average scores rose but more slowly – up 0.6% this year and the District Reference Group (DRG) B average scores rose by 0.4% this year.

Overall Results:

Grade level	2004	2006	2007	2008	2009	2010	2011
Grade 3 Reading		61%	68%	65%	65%	71%	72%
Grade 3 Writing		68%	73%	76%	74%	71%	74%
Grade 3 Math		67%	72%	72%	73%	76%	77%
Grade 4 Reading	68%	72%	66%	71%	75%	69%	78%
Grade 4 Writing	77%	69%	77%	71%	78%	75%	78%
Grade 4 Math	75%	69%	73%	72%	77%	78%	82%
Grade 5 Reading		76%	76%	72%	78%	76%	74%
Grade 5 Writing		76%	78%	75%	76%	80%	80%
Grade 5 Math		73%	79%	79%	81%	86%	83%
Grade 6 Reading	73%	74%	80%	75%	79%	85%	86%
Grade 6 Writing	75%	70%	72%	74%	71%	75%	79%
Grade 6 Math	75%	71%	76%	79%	82%	81%	83%
Grade 7 Reading		79%	79%	83%	86%	89%	87%
Grade 7 Writing		68%	75%	73%	72%	71%	73%
Grade 7 Math		68%	70%	76%	80%	83%	79%
Grade 8 Reading	78%	76%	79%	76%	83%	82%	82%
Grade 8 Writing	75%	63%	74%	75%	76%	73%	72%
Grade 8 Math	69%	69%	76%	73%	76%	77%	79%
Overall Average	73.9%	70.4%	74.4%	74.2%	76.7%	77.6%	78.6%
DRG B Average	78.0%	79.9%	81.0%	81.4%	83.3%	84.0%	84.4%
State Average	59.7%	60.6%	62.1%	62.7%	65.3%	66.3%	66.9%



This is the sixth year of the administration of the 4th generation CMT tests. The mathematics test assesses essential mathematical skills and problem-solving abilities across 25 different content strands covering the four major content standards in the Connecticut Math Frameworks – Numerical and Proportional Reasoning, Geometry and Measurement, Probability and Statistics, and Algebraic Reasoning. The test structure varies across the grade levels but typically consists of 60 to 80 multiple choice questions, 15 to 35 open-ended questions. At the upper grade levels, the test also includes 15 to 20 grid-in items.

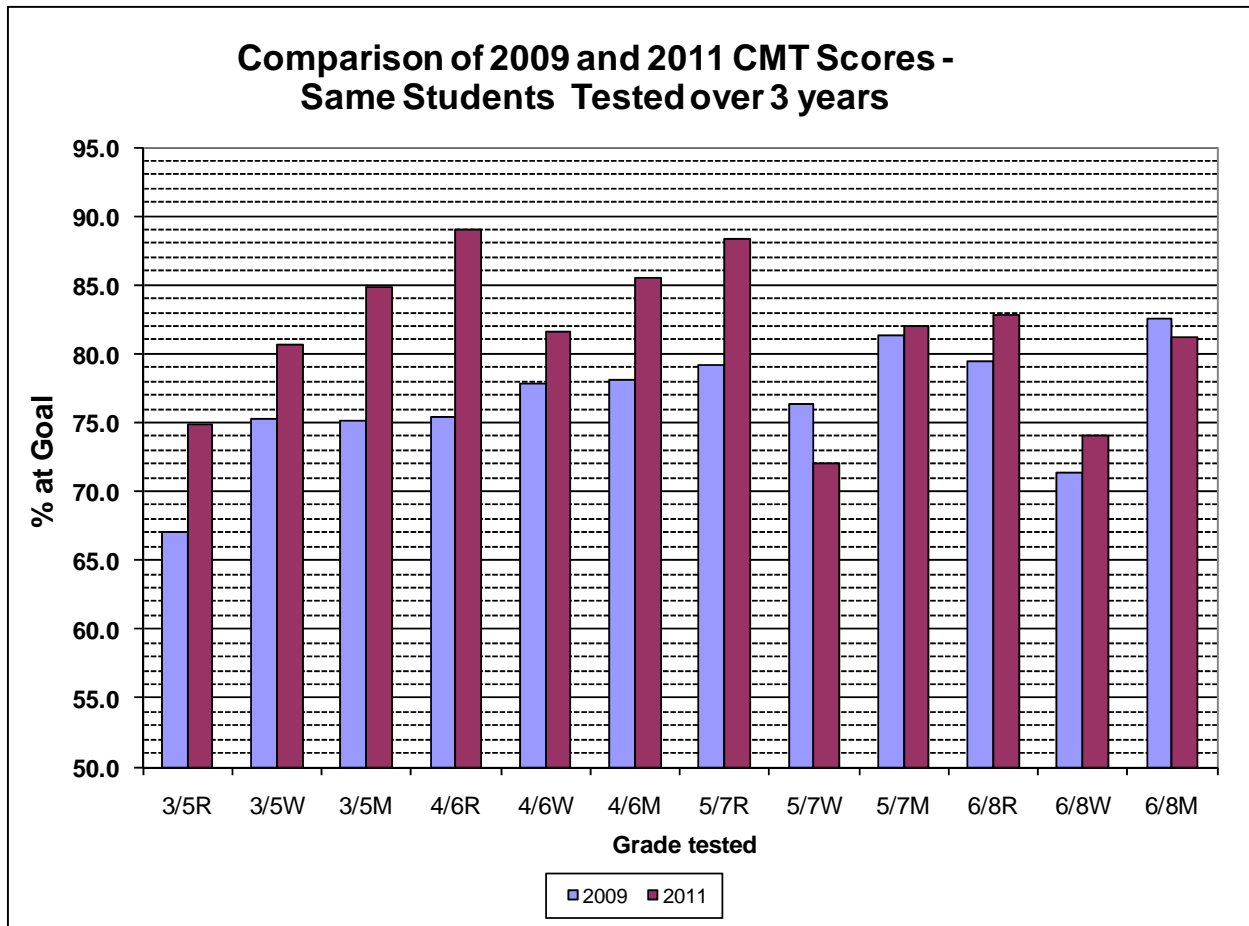
The reading test has two parts. The DRP component measures a student’s ability to understand nonfiction passages on a graduated scale of reading difficulty. The reading comprehension component consists of narrative and informational passages about which students answer a mix of the multiple choice and open-ended questions. The questions are designed to measure the student’s reading ability in 4 content strands – Forming a General Understanding, Developing an Interpretation, Making Reader/Text Connections, and Examining the Content and Structure.

The writing test also has two parts. The Direct Assessment of Writing requires the students to respond to a prompt in a forty-five minute period. The writing is scored holistically on a 6-point scale on the basis of the student’s ability to communicate a message in a coherent fashion. The nature of the prompt varies by grade level – narrative in grades 3 and 4, expository in grade 5 and 6, and persuasive in grades 7 and 8. The second component of the writing test is a multiple choice test designed to measure the student’s ability in editing and revising text for grammar and structure, word choice, punctuation, and capitalization.

The science test is designed to measure students' understanding of fundamental science concepts in life, physical, and earth sciences, how those concepts apply to the real world, and how empirical evidence is derived and critiqued through the practices of scientific inquiry. The test includes multiple-choice questions and open-ended questions that require students to write a response. The Science CMT is given in grades 5 and grade 8. The grade 5 test covers science content taught in 3rd through 5th grades, while the grade 8 test covers science content taught in 6th through 8th grades.

Cohort Analysis

With annual testing of students, the ability to track the performance of a cohort of student's test scores results has been enhanced. The chart below summarizes the performance of the cohort of West Hartford students on the 2009 and 2011 CMT's. Only students who had valid results on both sets of tests are included in the analysis so the scores are different than those reported above – generally higher as they exclude students new to the district. As the graph shows, students scored at a higher level on the 2011 tests than on the 2009 tests in 10 out of the 12 tests. CMT scores increased by an average of 4.8 points from 2009 to 2011.

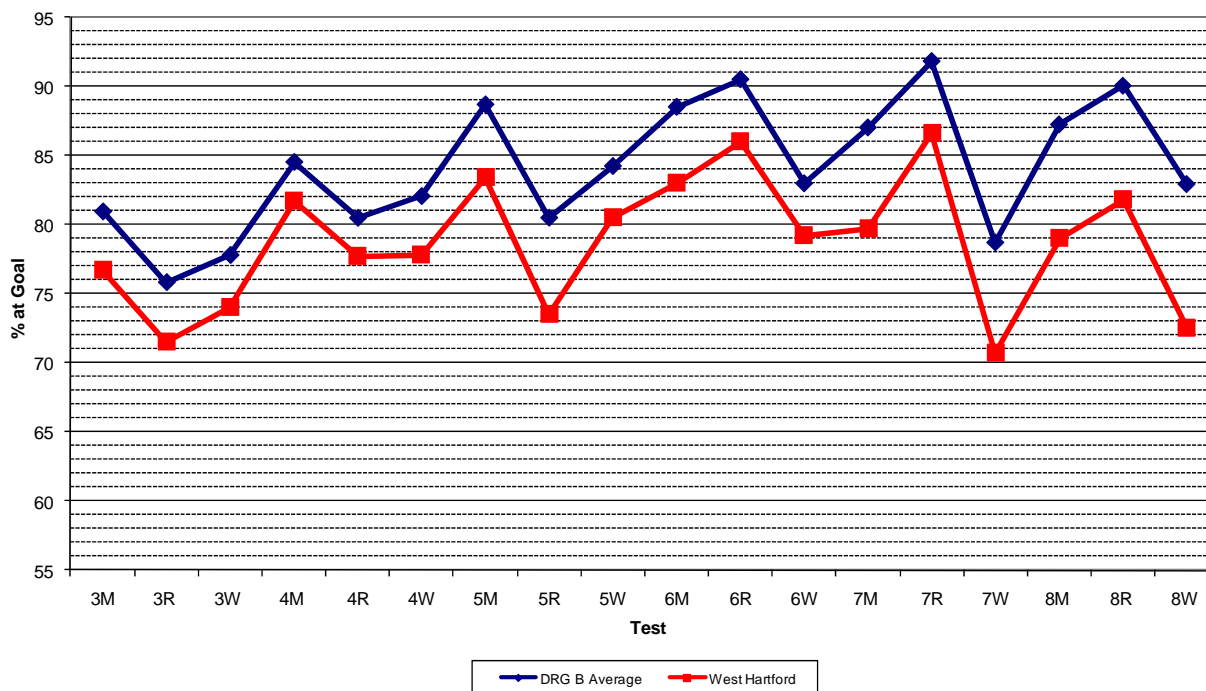


Comparison of results with District Reference Group (DRG) B

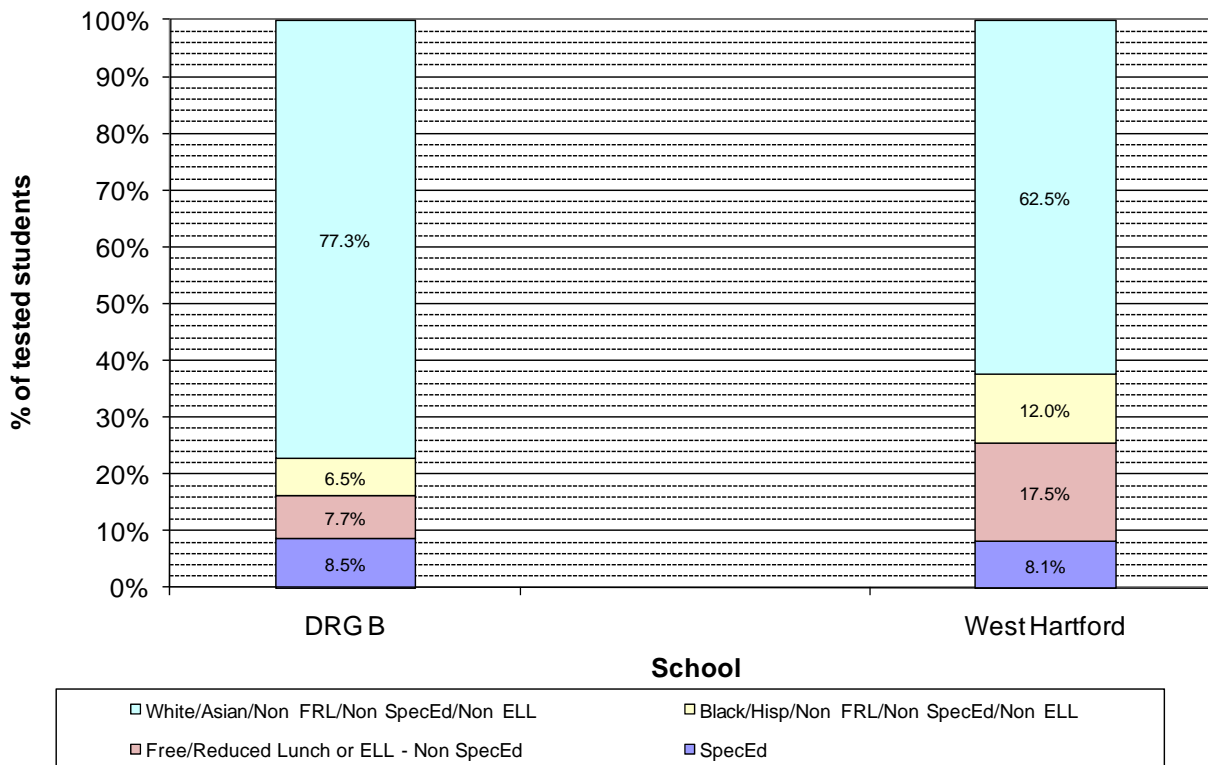
The state has placed West Hartford in DRG B and while the state discourages the use of DRG's for test score comparisons, such comparisons occur frequently in the media. Also many of the towns in DRG B (Avon, Farmington, Glastonbury, and Simsbury) are those towns that many parents of school age children use to compare educational performance as part of the decision-making process involved in purchasing a home. Thus, we do not shy from comparing our performance to that of DRG B. The chart below compares the performance of West Hartford and DRG B across all of the 18 tests from grade 3 math through grade 8 writing. The blue line represents the DRG B average which shows steady increases in test scores from grade 3 where 75% to 80% of students are at mastery to grade 8 where 80 to 90% of students achieve mastery. The red line shows the West Hartford performance across the 18 tests. Scores start around 70% to 75% mastery in grade 3 increasing to about 77% mastery in grade 8. Most striking in this chart is the strong parallelism exhibited – the scores' trends in both DRG B and West Hartford are similar. Overall West Hartford's CMT scores average 78.6% while DRG B averages 84.4% - a gap of 5.8% - down from the gap of 6.4% last year.

While West Hartford remains in DRG B, we have a very different demographic profile from the other DRG B towns as the chart on the next page demonstrates. We know that there are groups of students where there is a significant achievement gap in their academic performance in our town, across the state, and across the nation. The chart plots 4 distinct groups of mutually exclusive students - special education, students on free or reduced lunch and English Language Learner (ELL) students who are not special education, black and Hispanic students who are not F/R Lunch, special education or ELL, and, white and Asian students who are not F/R Lunch, special education or ELL.

Comparison of West Hartford and DRG B Averages All students - 2011 CMT Scores



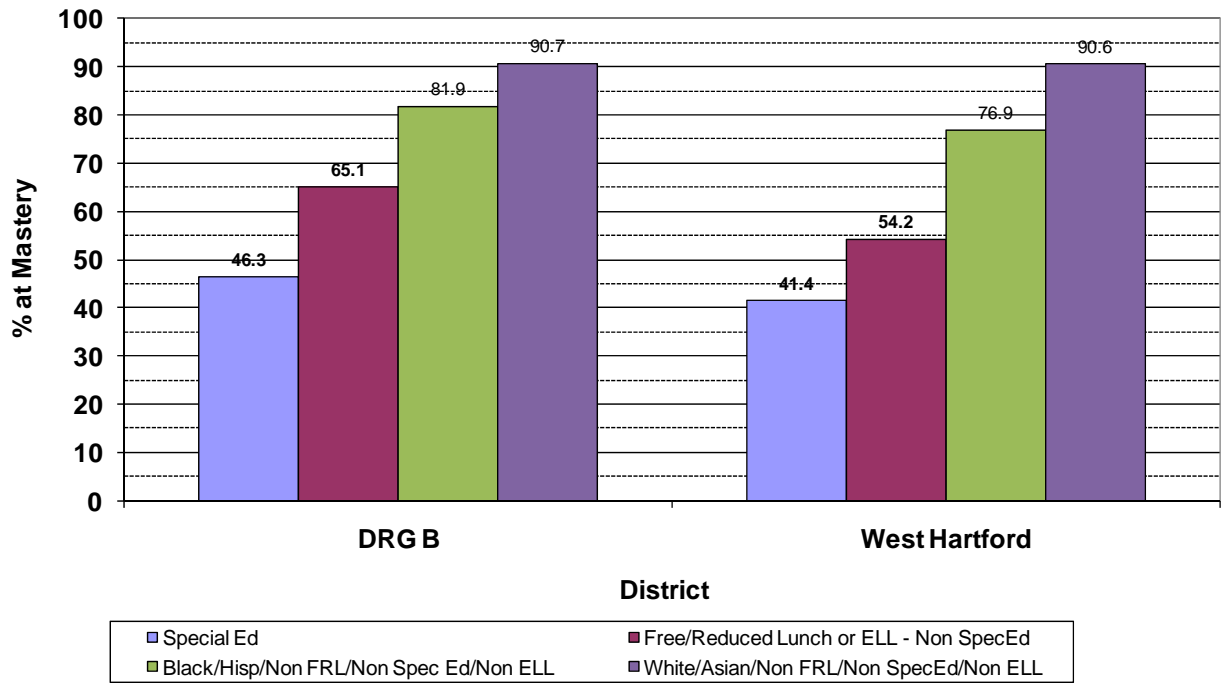
Distribution of Student Groups - DRG B vs West Hartford



The first three categories include different groups of students who perform less well as a whole on local, state, and national tests. These are the achievement gap students. As the chart above shows, DRG B has about 23% of its students that fall into one of these categories, while West Hartford has about 38% of its students that fall into one of these categories.

So a direct comparison of the overall scores for the DRG B students and West Hartford students is not a true apples-to-apples comparison. The chart on the next page compares the performance of the four mutually exclusive groups of students in DRG B and West Hartford on the 2011 CMT's.

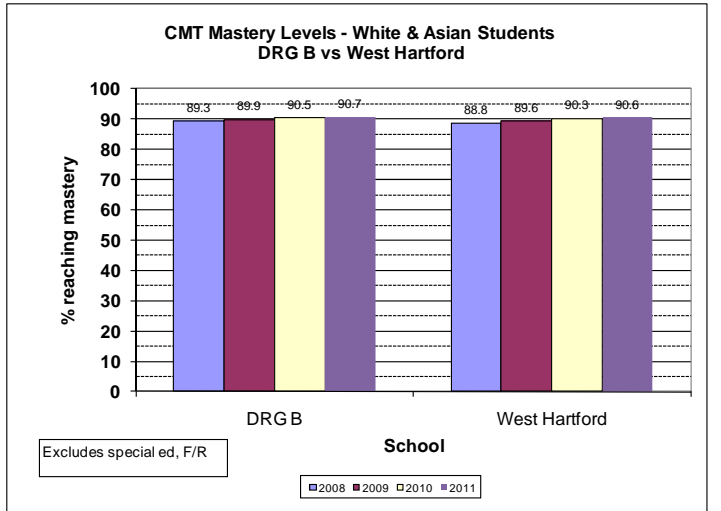
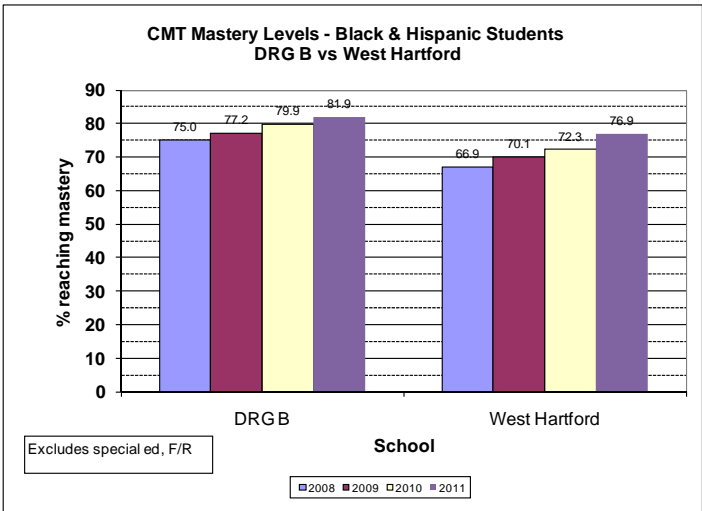
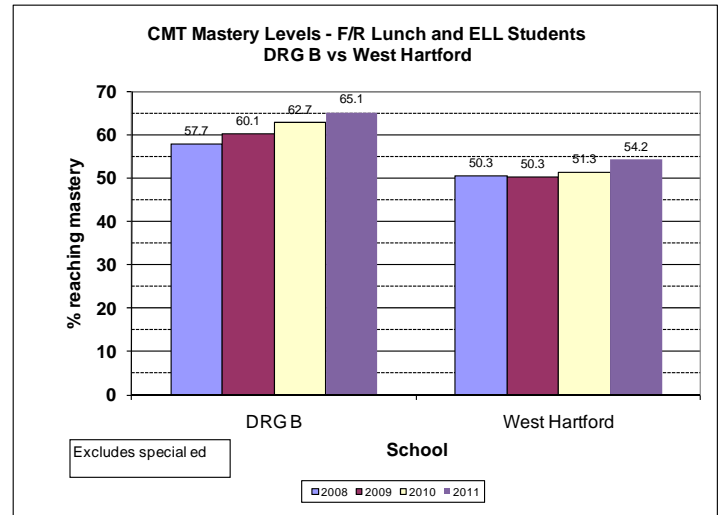
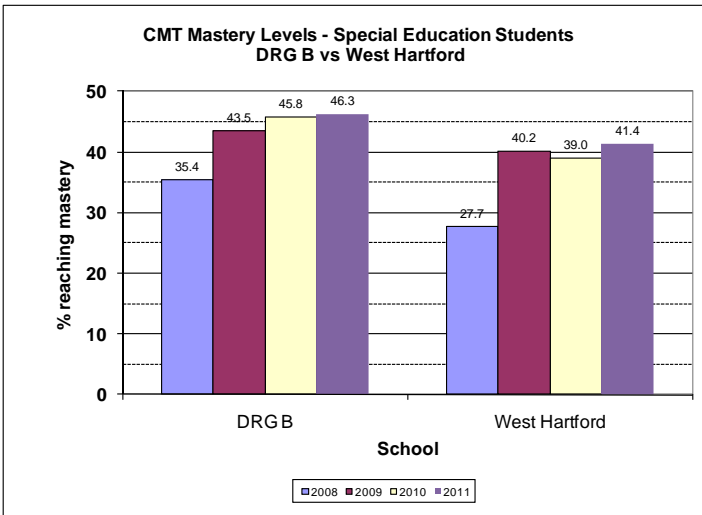
Mastery Levels in Different Student Groups DRG B vs West Hartford



The CMT scores are lowest for students who are special education students. In DRG B, an average of 46.3% of these students reached mastery compared to 41.4% at mastery in West Hartford. Among students on free or reduced lunch or who were English Language Learners (ELL) and who were not special education, DRG B had 65.17% of these students achieve mastery and West Hartford had 54.2% of these students reach mastery. Among black or Hispanic students who were not on free or reduced lunch, not special education and not ELL, DRG B got 81.9% of these students to mastery, while West Hartford got 76.9% to mastery. And finally among white or Asian students not on free or reduced lunch, not special education and not ELL, both DRG B and West Hartford were equally successful with almost 91% of the students at mastery.

While there is little we can do as a district to change our demographic makeup, we can work to improve the performance of all the students that we have – these are groups of underachieving students that are the focus of our District Development and Performance Plan. For the highest performing group of students – white/Asian students, we already have matched the performance in DRG B. But among the other groups, our performance continues to be between 5 and 10 percentage points behind that in the DRG B average – similar to the prior two year’s levels. If we could simply match the DRG B performance levels among all groups of students, our overall average CMT scores would increase from 78.6% to 81.6% --- significantly above the Board goal level of 78%.

We have been presenting this disaggregation of the CMT data in this manner for four years now and the charts on the next page show the performance of each of these distinct groups of students for the last four years.



All subgroups saw increases in their mastery scores in 2011.

Impact of the Modified Assessment (MAS) on the CMT Scores

As we did last year, we report separately on the Modified Assessment (MAS) tests. The MAS is an alternative assessment in reading and math for students whose disability precludes them from achieving grade-level proficiency on the standard CMT. Students are identified to take the MAS through the IEP process. As described by the State, “the MAS is designed to measure academic content that are aligned with grade-level expectations, but with modification to both the performance standards and the questions such that the assessment would better discriminate among members of this target population.”

In 2008 these students took the regular CMT and their results were included in the regular CMT results. In 2009 these students took the pilot MAS and their results were not reported during the pilot year. Approximately 30-45% of special education students take the MAS and the increase in scores on the CMT results for 2009 over 2008 is partially attributable to that. Since 2009 the percentage of students participating in the MAS has remained stable.

Item	West Hartford			State		
	Math					
	2009 – Pilot	2010	2011	2009 - Pilot	2010	2011
Number of test takers		148	155		7,585	8,130
% of students who took the MAS	2.6%	3.3%	3.4%	2.8%	3.1%	3.3%
% of students at Mastery		39.9%	31.6%		33.5%	26.7%
% of students at Proficient		77.0%	66.5%		62.7%	54.2%
	Reading					
Number of test takers		206	203		9,355	9,953
% of students who took the MAS	3.7%	4.6%	4.3%	3.5%	3.8%	4.1%
% of students at Mastery		40.3%	38.0%		30.2%	29.0%
% of students at Proficient		71.4%	68.5%		57.5%	58.2%

In West Hartford 3.4% of all students tested took the MAS in mathematics and 31.6% of those students reached mastery and 66.5% reached proficient. In West Hartford 4.5% of all students tested took the MAS in reading and 38.0% of those students reached mastery and 68.5% reached proficient. The MAS participation rates were generally the same in 2010 as in 2011. The performance on the MAS was lower in 2011 than in 2010 both in West Hartford and throughout the state as a whole. The students who took the MAS in 2011 and reached proficiency were counted as proficient for AYP purposes.

CMT Performance and Board Goals

The District Goals for 2007-11 have five quantitative standards for academic achievement that we can report on based on the 2011 CMT results.

- ❑ Among students who have attended West Hartford Public Schools for three consecutive years, 90% will perform at the “proficient” level, and 78% (68% at grade 10) will perform at the “mastery/goal” level, and 34% will perform at the “advanced” level on the state mandated reading, mathematics, and writing assessments given in grades 3-8 and 10.
- ❑ Students receiving special education services will master 80% of their Individualized Education Program (I.E.P) objectives-and the percentage of special education students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 45% to 60%.
- ❑ The percentage of minority students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 73% to 85% and the percentage at mastery will increase from 53% to 65% (35% to 45% at grade 10).
- ❑ The percentage of economically disadvantaged students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 61% to 75% and the percentage at mastery will increase from 36% to 50% (29% to 40% at grade 10).
- ❑ To reduce the achievement gap, 80% of grade 4 – 8 students who perform below the mastery level established by the state will make 1.5 years of academic growth for each subsequent year they are educated in the West Hartford Public Schools until they reach mastery level.

The tables below show the percentage of students who reached proficient, mastery, or advanced on the 2011 CMT. These percentages are based on all students, whether or not they had a valid score in the actual test administration. The 2011 results only include students who have been in WHPS since October 1, 2008. We saw very similar scores in 2011 as in previous years. We met the Board goals in math at the proficient, mastery and advanced levels. We met the goal at the advanced level in all three subjects. We also met the Board goal in Writing at the proficient level.

Board Goal – 90% at proficient

Test Area	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	90%	90%	91%
Reading	85%	84%	85%
Writing	90%	89%	91%

Board Goal – 78% at mastery

Test Area	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	76%	78%	79%
Reading	76%	76%	77%
Writing	75%	75%	76%

Board Goal – 34% at advanced

Test Area	% at or above advanced - 2009	% at or above advanced - 2010	% at or above advanced - 2011
Math	42%	43%	45%
Reading	32%	35%	35%
Writing	34%	35%	37%

The chart below shows the percentage of special education students scoring at the proficient level on the CMT – the goal is 60% at proficient. For 2010 and 2011 we report two sets of numbers for math and reading – both the traditional numbers based on the performance on the regular CMT as well as new number in parentheses that include students who took the MAS and reached proficient. Scores were generally similar in 2010 and 2011.

Board Goal – 60% of special education students at proficient

Test Area	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	49%	49% (69%)	48% (67%)
Reading	36%	34% (60%)	32% (57%)
Writing	49%	47%	49%

The charts below show the percentage of minority (black and Hispanic) students scoring at the proficient and mastery levels on the CMT – the goals are 85% at proficient and 65% at mastery. Scores have been generally stable over the three years.

Board Goal – 85% of minority students at proficient

Test Area	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	75%	74%	76%
Reading	64%	63%	64%
Writing	76%	73%	77%

Board Goal – 65% of minority students at mastery

Test Area	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	49%	52%	53%
Reading	49%	49%	50%
Writing	53%	52%	52%

The charts below show the percentage of economically disadvantage students (eligible for free or reduced price lunch) scoring at the proficient and mastery levels on the CMT – the goals are 75% at proficient and 50% at mastery. Scores have been generally stable over the three years. We met goals for both mastery and proficient in Math and writing though we are a little farther away in reading.

Board Goal – 75% of economically disadvantaged students at proficient

Test Area	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	74%	74%	76%
Reading	60%	59%	63%
Writing	74%	72%	76%

Board Goal – 50% of economically disadvantaged students at mastery

Test Area	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	47%	48%	51%
Reading	42%	44%	47%
Writing	47%	47%	50%

The most challenging of the Board Goals for 2007-11 is the one looking for 80% of students to make 1.5 years of improvement until they reach mastery. The CMT results include Vertical Scale Scores which allow for comparisons across multiple years of testing history. Using these Vertical Scale Scores, we can calculate the number of years of growth each student has made. While the results for any one student is highly variable based on two test scores, we have looked at all 750 students who had below mastery performance in 2010 and who took the 2011 CMT test (about 20% of the testing population). The tables below show what percentage of these students made 1 year or 1.5 years of growth or made mastery in 2010-2011. Reading growth in 5th to 6th made the Board goal with over 91% of students making 1.5 years of improvement.

Progress of students starting below mastery on 2010 test - Math

2010/11 Grade	Count of students below mastery on 2010 test	% making 1 years growth	% making 1.5 years growth
3 rd / 4 th	177	76%	59%
4 th / 5 th	152	76%	60%
5 th / 6 th	93	75%	61%
6 th / 7 th	131	62%	48%
7 th / 8 th	110	55%	36%

Progress of students starting below mastery on 2010 test - Reading

2010/11 Grade	Count of students below mastery on 2010 test	% making 1 years growth	% making 1.5 years growth
3 rd / 4 th	205	72%	51%
4 th / 5 th	210	65%	50%
5 th / 6 th	158	92%	91%
6 th / 7 th	98	74%	65%
7 th / 8 th	66	61%	52%

CMT Science Scores

Here are the results of the 2011 CMT Science tests given in grade 5 and grade 8.

District	Grade 5	Grade 8
West Hartford	68.5	74.2
DRG B	80.0	83.6
State	60.2	63.3

2011 CAPT Scores

The spring 2011 CAPT scores showed growth from 2010 levels and reached their highest levels ever. West Hartford saw an average increase of 2.3% from an overall average of 67.6% at mastery in 2010 to an overall average of 69.9% at mastery in 2011. Scores went up in 2 of 4 subject areas – up 6 points in science, up 4 points in writing, down 1 point in math and steady in reading. Table 1 and the charts in Figure 1 detail the CAPT results for the district and each high school for the last 7 years. From 2005 to 2006 the results represent the performance on the 2nd generation CAPT tests. In 2007, the 3rd generation CAPT testing began.

At Conard, overall scores increased by 6.4% to an average of 70.7% at mastery. Scores increased in 3 of 4 subject areas. Math was up 6.5% to 61.6% at mastery. Science scores were up 12.4% to 70.7%. Reading scores decreased slightly to 69.0% and writing scores increased 6.9% to 81.3%.

At Hall, overall scores decreased by 1.1% to an average of 69.6% at mastery. Scores went down in math (down 6.5% to 63.6%). Scores went up in Science (up 0.2% to 68.2% at mastery), up in Reading (up 0.2% to 68.0%) and up in writing (up 1.7% to 78.5% at mastery.)

With the 3rd generation CAPT tests, the state assesses 10th grade students in the following four areas:

- Math
- Science
- Reading Across the Disciplines
- Writing Across the Disciplines

The math portion of the CAPT assesses how well students compute and estimate, solve problems, and communicate their understanding. There are no multiple choice problems. Instead, there are 24 grid-in and 8 open-ended problems. The content on the tests is aligned with the Connecticut state frameworks for mathematics and are split into four main content areas: Algebraic Reasoning, Numerical and Proportional Reasoning, Measurement & Geometry, and Statistics and Probability. The district receives an overall score as well as raw scores in each of the four areas.

The science portion of the CAPT assesses important scientific knowledge and skills from the areas of life science, physical science, and earth science. The test consists of 60 multiple choice and 5 open-ended items that are reported in 5 content strands – Energy Transformation, Chemical Structures and Properties, Global Interdependence, Cell Chemistry & Biotechnology, and Genetics, Evolution and Biodiversity. The Science CAPT continues to assess the student's knowledge about Scientific Inquiry, Literacy and Numeracy but those skills are imbedded in the 5 content strands instead of being assessed independently.

The Reading across the Disciplines test consists of two parts that assess a student's reading skills: Response to Literature and Reading for Information. In the Response to Literature test, students are asked to read a short story and then respond in writing to four open-ended questions. The student's response to all four questions is assessed collectively. The student's score is based on:

- How well they understand the characters in the story
- What they think the story means
- How well they connect the story to other texts and/or experiences

- How well they challenge the author’s meaning or quality of the text

The Reading for Information test requires students to read three nonfiction articles taken from magazines, newspapers, and journals. The test measures how well a student interprets or explains each article and evaluates the way the author wrote the article.

Each test counts 50% toward the overall mastery level. While the Response to Literature piece is a traditional “English” type test, the Reading for Information test measures the skills that students use in their other high school courses. Success on this test rests on the entire high school faculty, hence the title Reading Across the Disciplines.

The Writing across the Disciplines test consists of two parts that assess students’ writing skills: interdisciplinary writing and editing and revising.

The interdisciplinary writing section consists of two similar sessions. In each session, the students read three short articles about an important issue, such as restricting the licensing of teenage drivers, take a position on the issue and write a first draft of a persuasive letter. The student’s draft persuasive letter is evaluated considering how well they:

- take a clear position on the issue
- support their position with accurate and relevant information from the sources
- organize their ideas logically and effectively
- express ideas in their own words with clarity and fluency

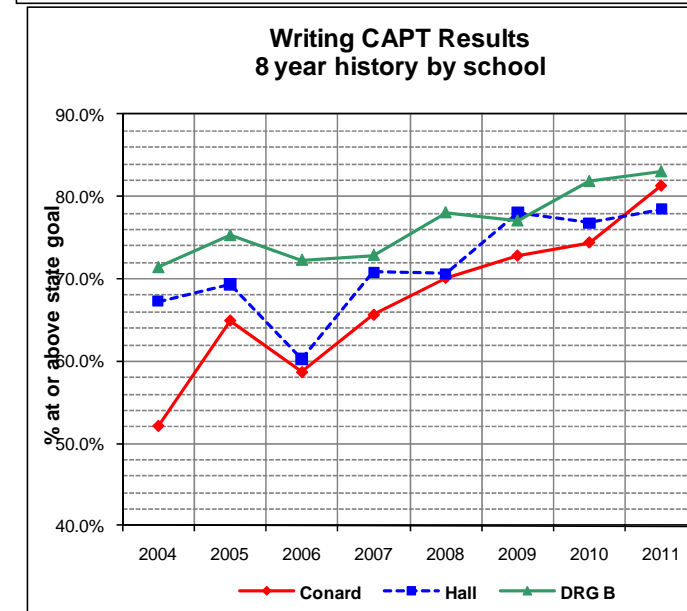
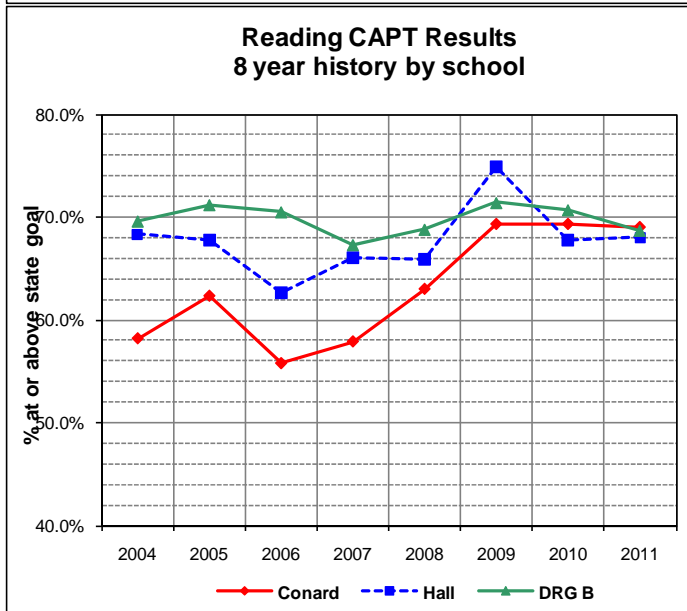
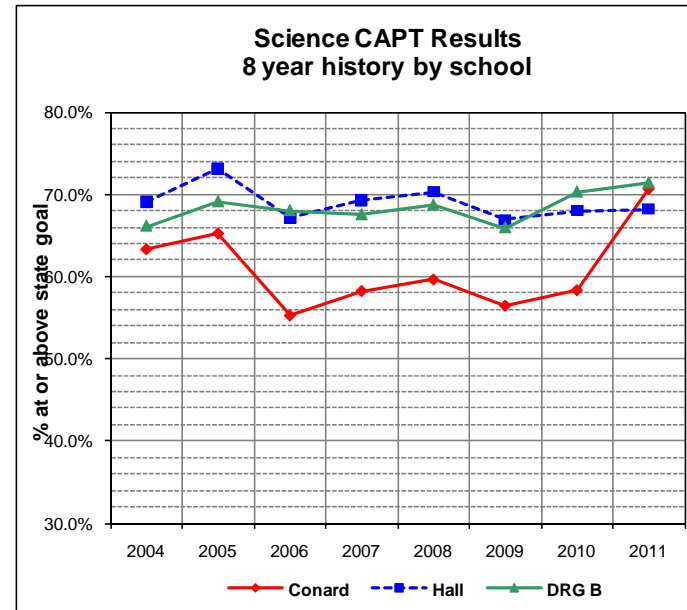
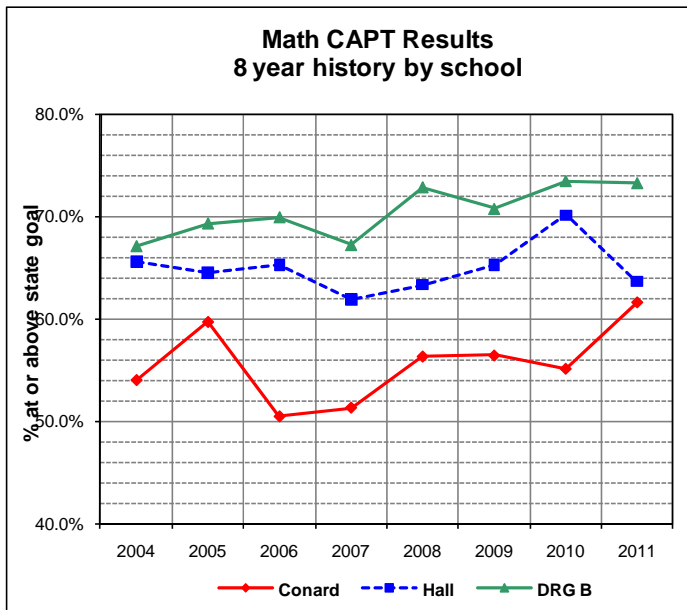
The Editing and Revising test focuses on editing, composing and revising skills. It consists of four passages of sample student writing and 24 multiple-choice questions to assess the student’s ability to correct common errors in organization, word choice, syntax, capitalization, punctuation, usage and spelling.

The overall writing score is based 70% on the two Interdisciplinary Writing tests and 30% on the Editing and Revising tests. As was the case in Reading across the Disciplines, success on the Writing across the Disciplines is a whole school effort as the material for the Interdisciplinary Writing portion of the test is drawn primarily from the social studies and scientific areas.

Table 1: CAPT Historical Data

	2nd Generation		3rd Generation				
West Hartford	2005	2006	2007	2008	2009	2010	2011
Math	62.2%	57.9%	56.8%	59.3%	60.7%	63.1%	62.4%
Science	69.3%	61.2%	63.9%	64.6%	61.4%	63.4%	69.2%
Reading	65.1%	59.1%	62.0%	64.0%	72.1%	68.5%	68.4%
Writing	67.2%	59.3%	68.3%	69.8%	75.4%	75.4%	79.6%
Average of 4 tests	65.9%	59.3%	62.8%	64.4%	67.4%	67.6%	69.9%
Conard	2005	2006	2007	2008	2009	2010	2011
Math	59.7%	50.4%	51.3%	56.3%	56.4%	55.1%	61.6%
Science	65.3%	55.2%	58.2%	59.6%	56.4%	58.3%	70.7%
Reading	62.3%	55.8%	57.9%	63.0%	69.4%	69.3%	69.0%
Writing	64.9%	58.6%	65.6%	70.1%	72.8%	74.4%	81.3%
Average of 4 tests	63.0%	55.0%	58.3%	62.3%	63.7%	64.3%	70.7%
Hall	2005	2006	2007	2008	2009	2010	2011
Math	64.5%	65.3%	61.8%	63.3%	65.2%	70.1%	63.6%
Science	73.1%	67.1%	69.3%	70.3%	66.9%	68.0%	68.2%
Reading	67.7%	62.6%	66.0%	65.9%	74.9%	67.8%	68.0%
Writing	69.3%	60.2%	70.8%	70.6%	78.0%	76.8%	78.5%
Average of 4 tests	68.6%	63.8%	67.0%	67.5%	71.3%	70.7%	69.6%
DRG B	2005	2006	2007	2008	2009	2010	2011
Math	69.3%	69.9%	67.2%	72.8%	70.7%	73.4%	73.2%
Science	69.1%	68.0%	67.5%	68.7%	65.9%	70.3%	71.4%
Reading	71.2%	70.5%	67.3%	68.8%	71.4%	70.7%	68.7%
Writing	75.3%	72.3%	72.9%	78.1%	77.1%	81.9%	83.1%
Average of 4 tests	71.2%	70.2%	68.7%	72.1%	71.3%	74.1%	74.1%

Figure 1



Comparisons with the DRG B Results:

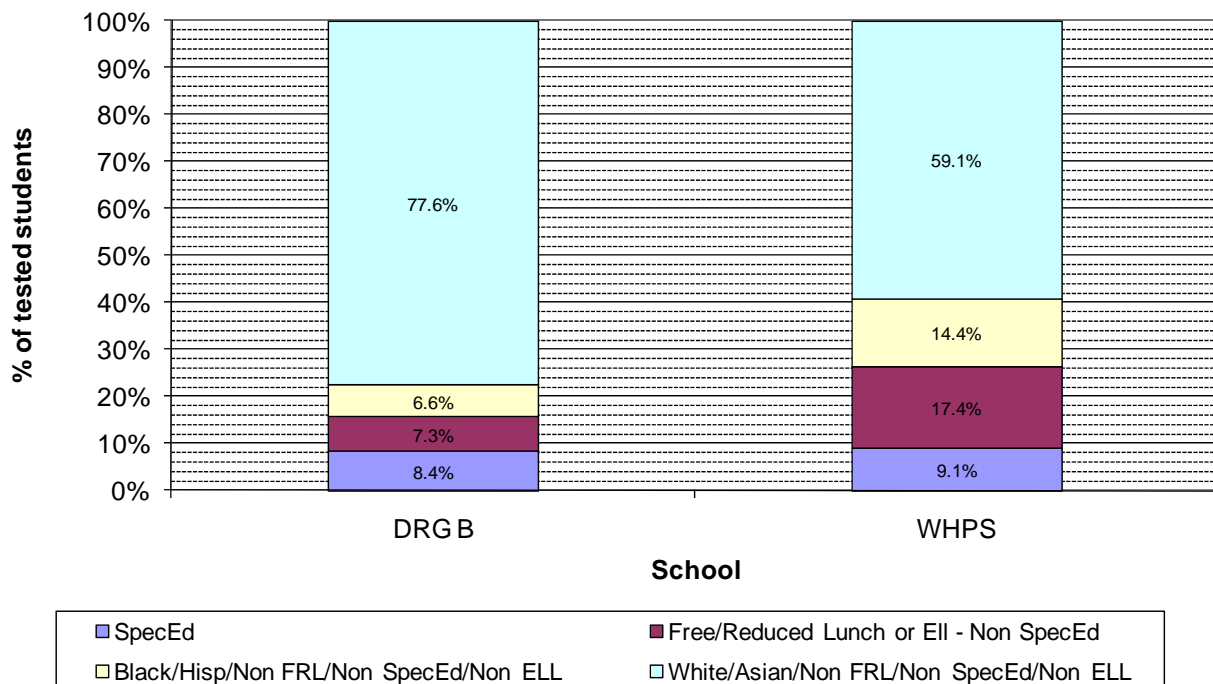
Comparing CAPT scores between DRG B and West Hartford requires a similar approach as was taken in the CMT score comparison as the demographics of West Hartford and DRG B are very different. The chart below compares the demographics of the two split into four mutually exclusive groups:

- Special Ed students
- Free/Reduced lunch or ELL but not special education students
- Black or Hispanic but not FRL, special education or ELL students
- Asian or White but not FRL, special education or ELL students

The first three categories include different groups of students who perform less well as a whole on local, state, and national tests. These are the achievement gap students. Among the grade 10 CAPT students, DRG B has about 22% of its students that fall into one of these categories, while West Hartford has about 41% of its students that fall into one of these categories.

So a direct comparison of the overall scores for the DRG B students and West Hartford students is not a true apples-to-apples comparison. The chart on the next page compares the performance of the 4 mutually exclusive groups of students in DRG B and West Hartford on the 2011 CAPT.

**Distribution of Student Groups on CAPT
DRG B vs West Hartford**

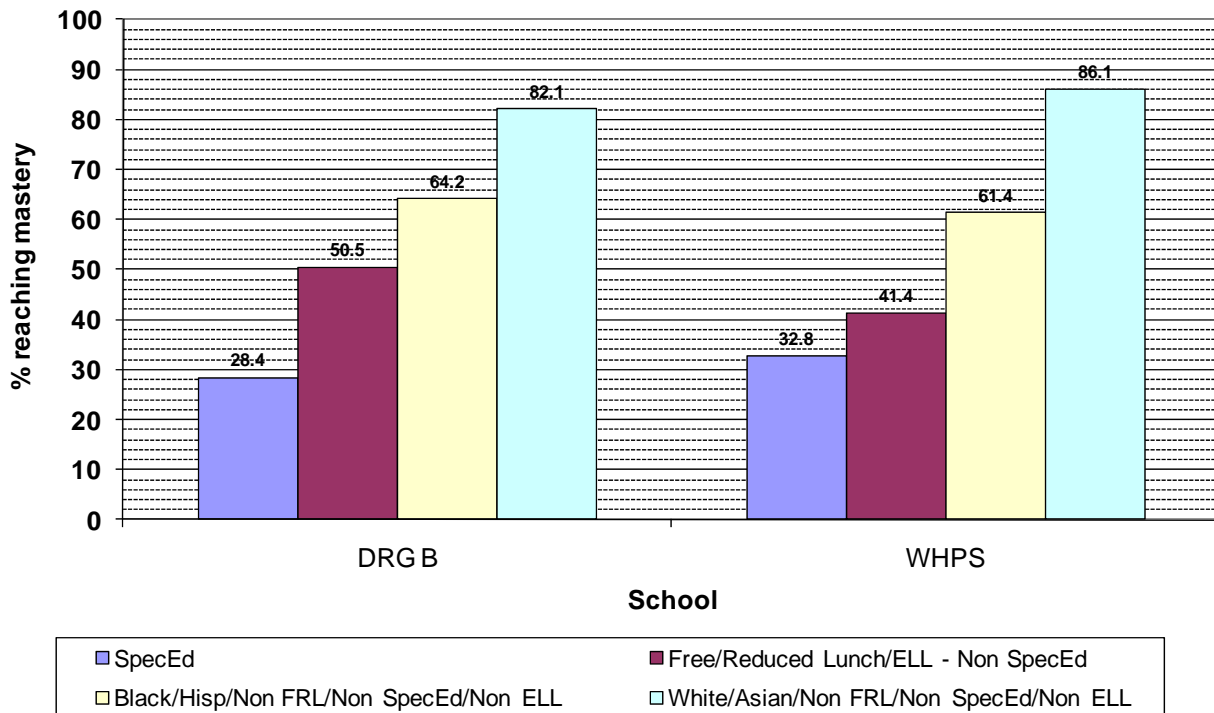


The CAPT scores disaggregated in this fashion show a similar pattern to that shown in the CMT scores. The CAPT scores are lowest for students who are in special education. In DRG B, an

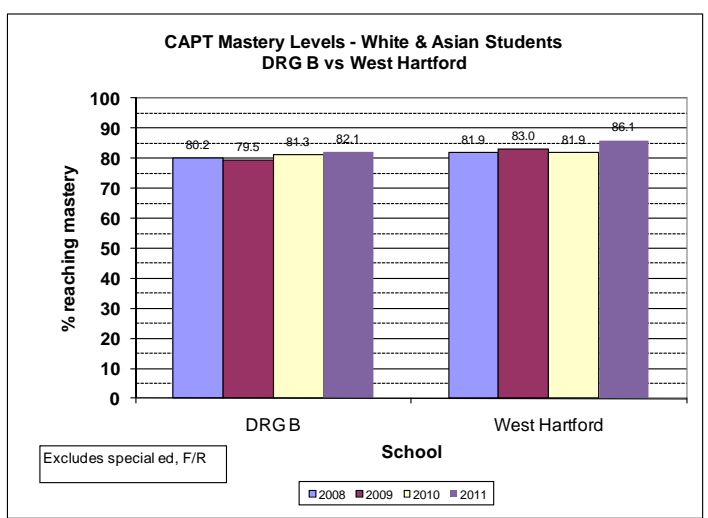
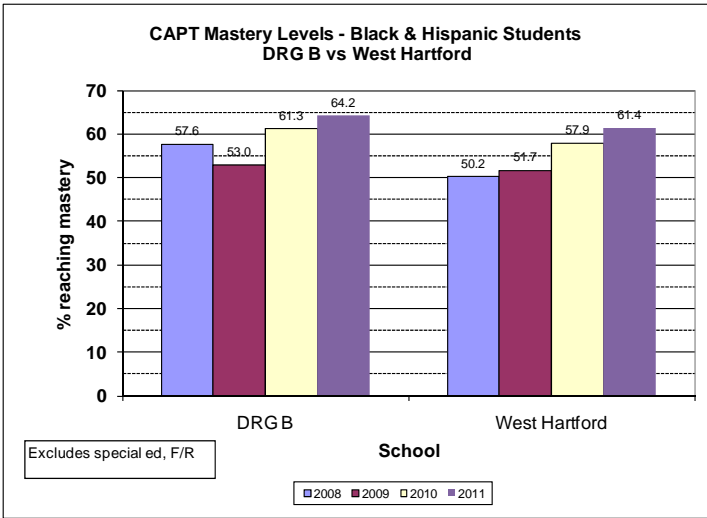
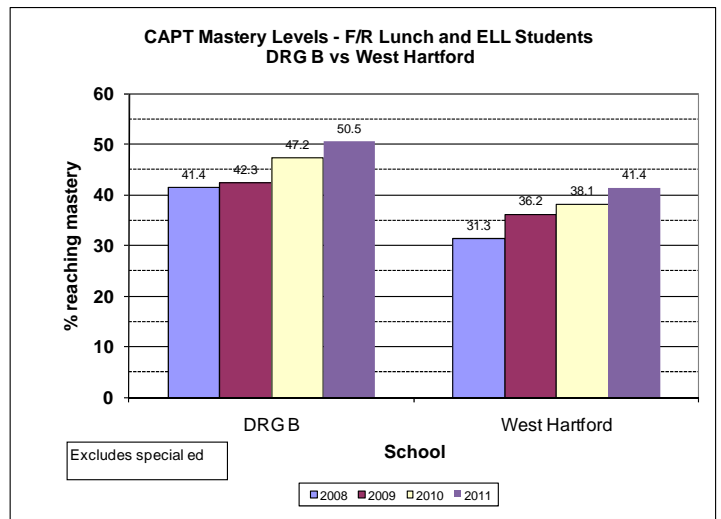
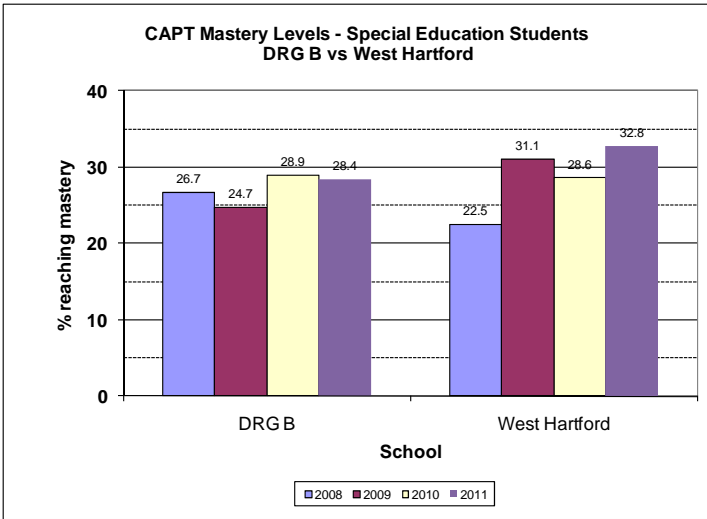
average of 28% of these students reached mastery compared to 33% at mastery in West Hartford. Among students on free or reduced lunch or were ELL students and who were not special ed, DRG B had 51% of these students to mastery and West Hartford had 41% of these students at mastery. Among black or Hispanic students who were not on free or reduced lunch, not special education and not ELL, DRG B got 64% of these students to mastery, while West Hartford got 61% to mastery. And finally among white or Asian students not on free or reduced lunch, not special education and not ELL, West Hartford outperformed DRG B getting 86% of these students to mastery compared to 82% for DRG B.

While there is little we can do as a district to change our demographic makeup, we can work to improve the performance of all the students that we have. For the highest performing group of students – white/Asian students, we exceeded the performance of DRG B. West Hartford also outperformed DRG B among special education students. For the other groups, our performance lagged behind that of DRG B.

**Mastery Levels in Different Student Groups on CAPT
DRG B vs West Hartford**



We have been presenting this disaggregation of the CAPT data in this manner for four years now and the charts on the next page show the performance of each of these distinct groups of students for the last three years.



In 2011 we saw nice gains among all groups.

Impact of the Modified Assessment (MAS) on the CAPT Scores

As we did last year, we report separately on the Modified Assessment (MAS) tests. The MAS is an alternative assessment in reading and math for students whose disability precludes them from achieving grade-level proficiency on the standard CAPT. Students are identified to take the MAS through the IEP process. As described by the State, “the MAS is designed to measure academic content that are aligned with grade-level expectations, but with modification to both the performance standards and the questions such that the assessment would better discriminate among members of this target population.”

In 2008 these students took the regular CAPT and their results were included in the regular CAPT results. In 2009 these students took the pilot MAS and their results were not reported during the pilot year. Approximately 30-45% of special education students take the MAS and in the increase in scores on the CAPT results for 2009 over 2008 is partially attributable to that. The number of students participating in the MAS dropped significantly in 2011.

Item	West Hartford			State		
	Math					
	2009 – Pilot	2010	2011	2009 - Pilot	2010	2011
Number of test takers		33	17		834	914
% of students who took the MAS	2.9%	4.5%	2.1%	2.1%	2.0%	2.3%
% of students at Mastery		12.1%	17.6%		17.9%	15.4%
% of students at Proficient		45.5%	41.2%		37.2%	33.4%
	Reading					
Number of test takers		33	17		815	941
% of students who took the MAS	3.7%	4.5%	2.1%	2.0%	2.1%	2.3%
% of students at Mastery		57.6%	64.7%		36.3%	38.4%
% of students at Proficient		75.8%	88.2%		60.4%	61.3%

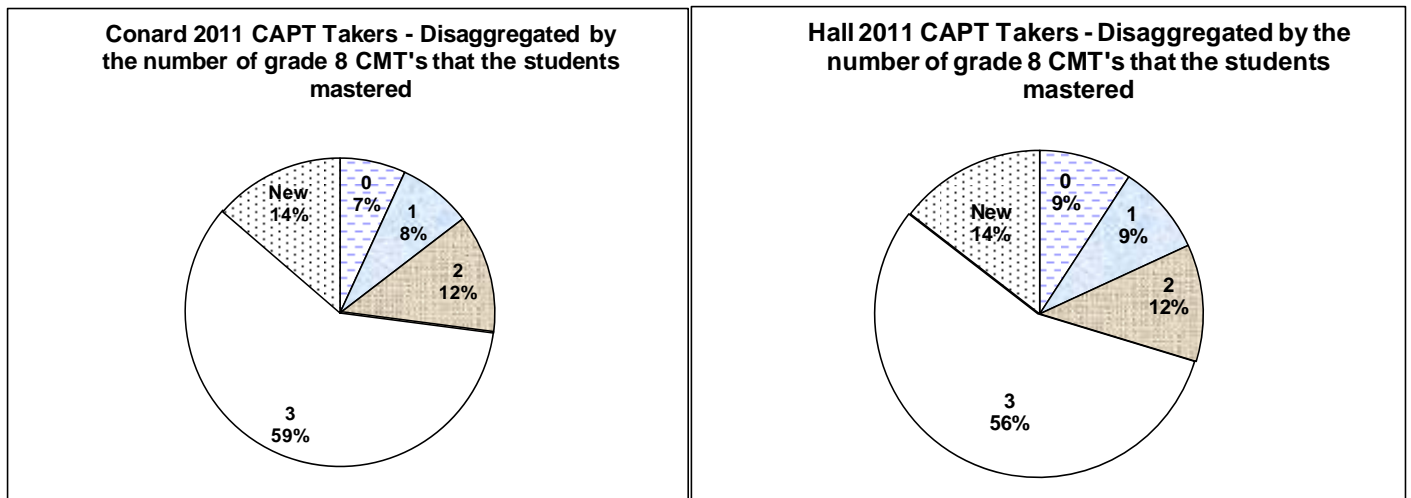
In West Hartford 2.1% of all students tested took the MAS in mathematics and 17.6% of those students reached mastery and 41.2% reached proficient. In West Hartford 2.1% of all students tested took the MAS in reading and 64.7% of those students reached mastery and 88.2% reached proficient. The MAS participation rates were much lower in 2011 than in 2010. The number of students taking the MAS was so low in 2011 that it is difficult to draw conclusions on the trends in the performance on the test. The students who took the MAS in 2011 and reached proficiency were counted as proficient for AYP purposes.

Disaggregation of CAPT Scores (Cohort Analysis)

While the CAPT test is given in grade 10 and reported as a high school test result, the CAPT test truly measures the performance of the students based on the their Kindergarten through 10th grade education - not just the preparation of the student in the spring of the 10th grade year. The curriculum and the skills covered on the CAPT are just too broad to be covered in a single year. For example, the Science CAPT covers such a broad range of subject material, life science, earth science and physical science, that it takes three years in the 8th through 10th grades to cover all the material.

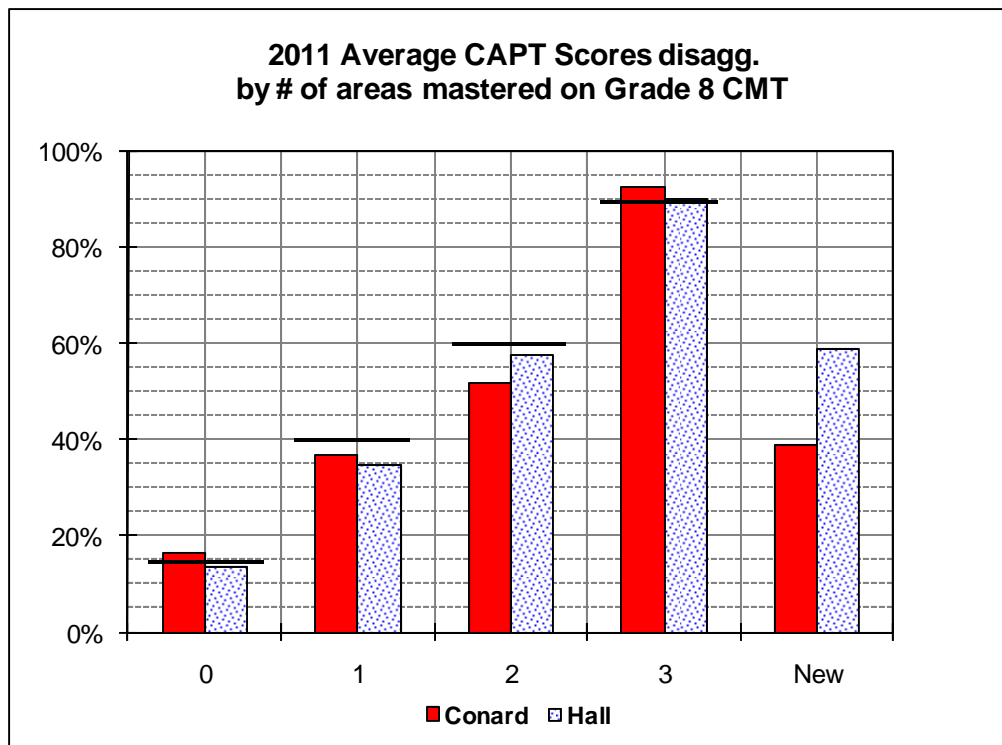
When looking at the CAPT results for Conard and Hall, it is important to look at the CAPT results disaggregated by some measure of the preparation level of the student upon entering high school. To do so we separate students based on the number of areas of the grade 8 Connecticut Mastery Test (CMT) that they have mastered. The grade 8 CMT assesses students in three areas – reading, writing and mathematics – and students can master from 0 to 3 areas on the CMT. Students who took the CAPT in the spring of 2011 took the grade 8 CMT in the spring of 2009. Since many are

new students have moved in during that 2-year period, we do not have grade 8 CMT data for that fraction of students. The two pie charts below show such a disaggregation of the 2011 CAPT test takers at Hall and Conard.



This year, the preparation level of CAPT test takers at Conard was a little stronger than at Hall – which is a reverse of the usual trend. Hall had 56% of its students master all 3 areas on the grade 8 CMT, while Conard had 59%. Given the slightly better preparation of Conard students than Hall students, we would expect slightly higher CAPT scores at Conard compared to Hall – and that is exactly what we saw. Conard averaged 70.7% at mastery compared to Hall at 69.6%.

We can better compare the Hall and Conard scores if we disaggregate the performance on the CAPT of students by how well they performed on the grade 8 CMT as shown on the graph below. The chart shows how the five different groups of students performed on the CAPT at Hall and Conard. The heights of the bars represent what percent of each group reached mastery on the CAPT. Generally 85 - 90% of students who mastered all 3 areas on the grade 8 CMT reached mastery on the CAPT, while only about 10-15% of students who mastered 0 areas on the grade 8 CMT reached mastery on the CAPT.



With respect to performance at the mastery level on the CAPT, Conard students generally did a little better than Hall students in most subgroups. Among students who mastered 3 areas on the grade 8 CMT Conard got 92% to mastery on the CAPT compared to 90% at Hall. Among students who mastered 2 areas on the grade 8 CMT, Hall got 57% to mastery on the CAPT compared to 52% at Conard. The gap in the performance of the “new” students at Conard and Hall continued the typical trend with Hall’s “new” students doing much better than Conard’s “new” students.

CAPT Performance and Board Goals

The District Goals for 2007-11 have four quantitative standards for academic achievement that we can report on based on the 2011 CAPT results.

- ❑ Among students who have attended West Hartford Public Schools for three consecutive years, 90% will perform at the “proficient” level, and 78% (68% at grade 10) will perform at the “mastery/goal” level, and 34% will perform at the “advanced” level on the state mandated reading, mathematics, and writing assessments given in grades 3-8 and 10.
- ❑ Students receiving special education services will master 80% of their Individualized Education Program (I.E.P) objectives-and the percentage of special education students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 45% to 60%.
- ❑ The percentage of minority students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 73% to 85% and the percentage at mastery will increase from 53% to 65% (35% to 45% at grade 10).
- ❑ The percentage of economically disadvantaged students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will

increase from 61% to 75% and the percentage at mastery will increase from 36% to 50% (29% to 40% at grade 10).

The tables below show the percentage of students who reached proficient, mastery, and advanced on the 2009-11 CAPT. These results only include students who have been in WHPS for grade 8, 9, and 10. We reached the Board performance targets for proficiency in all subject areas. We reached the Board performance targets for mastery and advanced in reading and writing.

Board Goal – 90% at proficient

Test Area	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	90%	90%	91%
Reading	92%	92%	92%
Writing	95%	95%	96%

Board Goal – 68% at mastery

Test Area	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	61%	63%	65%
Reading	71%	68%	70%
Writing	72%	78%	82%

Board Goal – 34% at advanced

Test Area	% at or above advanced – 2009	% at or above advanced – 2010	% at or above advanced – 2011
Math	29%	25%	33%
Reading	42%	35%	42%
Writing	42%	40%	54%

The chart below shows the percentage of special education students scoring at the proficient level on the CAPT – the goal is 60% at proficient. The numbers in parentheses include students who scored at the proficient level including those who scored proficient on the MAS. We saw excellent gains in all three subject areas among special education students taking the regular CAPT.

Board Goal – 60% of special education students at proficient

Test Area	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	56%	49% (68%)	55% (58%)
Reading	57%	42% (74%)	53% (61%)
Writing	72%	70%	73%

The charts below show the percentage of minority (black and Hispanic) students scoring at the proficient and mastery levels on the CAPT – the goals are 85% at proficient and 45% at mastery. We saw excellent gains in Math and Writing at the proficient level and excellent gains in all subjects at the mastery level. We met the writing goal at the proficient and the mastery level and also met the goal in reading at the mastery level.

Board Goal – 85% of minority students at proficient

Test Area	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	67%	71%	82%
Reading	78%	77%	79%
Writing	87%	84%	94%

Board Goal – 45% of minority students at mastery

Test Area	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	26%	34%	39%
Reading	43%	36%	47%
Writing	52%	55%	66%

The charts below show the percentage of economically disadvantage students (eligible for free or reduced price lunch) scoring at the proficient and mastery levels on the CAPT – the goals are 75% at proficient and 40% at mastery. In the proficient band we saw excellent gains and met goal in all three subject areas. In the mastery band we saw good gains and met goal in Writing and just missed on Math and Reading

Board Goal – 75% of economically disadvantaged students at proficient

Test Area	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	70%	70%	78%
Reading	67%	75%	78%
Writing	81%	82%	93%

Board Goal – 40% of economically disadvantaged students at mastery

Test Area	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	28%	36%	37%
Reading	40%	32%	36%
Writing	45%	52%	61%