

GREENWICH PUBLIC SCHOOLS

NEWS

CMT & CAPT SCORES ON THE RISE

Sustained Focus on Improving Instructional Strategies Continues to Yield Results District Will Maintain Strategies to Address Areas of Challenge

(Greenwich, CT: For Immediate Release, REVISED for Friday, July 16, 2010) The Connecticut Department of Education has released the results of the 2010 Connecticut Mastery Test (CMT) and the 2010 Connecticut Academic Performance Test (CAPT).

The 2010 overall CMT and CAPT scores continue to reflect the success of our efforts at a structured focus on strategies that address the needs of our students and that support our teachers and administrators in delivering instruction.

The 2010 CMT and CAPT scores at the District level display increases over the 2009 scores and three to five-year highs at virtually every level – elementary, middle and high – reading, writing, math and science – at proficiency, goal/mastery and advanced levels.

Superintendent of Schools Dr. Sidney A. Freund said, “The 2010 CMT and CAPT scores are early indications of our success at targeting our improvement strategies toward increasing our teachers’ capacity to teach and our administrators’ capacity to lead. We are optimistic that with our current strategies, resources, and high-quality team in place – we will continue to achieve new heights in student performance.”

Dr. Freund continues, “We are moving in the right direction, but we are not yet where we want to be - or should be - in terms of student outcomes. We will continue to drive resources toward areas in need of improvement – such as Science. Understanding that Science is a challenge area for us, we have dedicated resources, curriculum development, equipment, and staff training in support of this program for the coming school year. Early results are promising, but we still have work to do.”

District and School-based Data Teams will review the CMT results in depth, looking at schools, programs, expected growth, and individual student outcomes in the coming weeks. Data Teams will continue to use this information throughout the year as they plan for and monitor student progress – at the individual, classroom, school and District levels.

The District will present the Board of Education with a comprehensive Achievement Report at their August 26, 2010 meeting at Glenville School, 7:00pm.

Greenwich Public Schools

CMT/CAPT Preliminary Report on 2010 Results

On July 16th, the Connecticut State Department of Education released the results of the March 2010 administration of the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). CMT and CAPT are state mandated assessments of student achievement in reading, writing, mathematics and science administered annually to all public school students across Connecticut in grades three through eight (CMT) and grade ten (CAPT). Student scores on CMT and CAPT are characterized by performance level: Advanced, Goal, Proficient, Basic and Below Basic. Students scoring at the advanced level are performing at the top of all students across the state. Students scoring in the goal category possess the knowledge, ability, and skill necessary to successfully perform the tasks and assignments appropriately expected of a student with minimal teacher assistance. Students who score in the proficient category are able to successfully participate in their regular grade appropriate course work. The proficient standard is used to calculate adequate yearly progress under No Child Left Behind (NCLB). Scoring at the proficient level or higher on the mathematics, reading and writing subtests is required for graduation from Greenwich High School. Students scoring below the proficient level require intervention to accelerate their academic progress.

Greenwich students continue to perform well on the mathematics subtest of the CMT in grades three through five, five year highs at the proficient and goal levels, and in grades six through eight, five year highs at the proficient and advanced levels. Gains on the writing subtest of the CMT from 2008 to 2009 were largely maintained in 2010 at both the elementary and middle school level. CMT reading achievement was relatively unchanged in grades three through five and reached five year highs at the proficient, goal and advanced level in grades six through eight. The improvement of third grade CMT reading scores, five year high at the proficient and goal levels, is largely attributable to the implementation of a comprehensive literacy instructional framework in the primary grades. Also notable is the achievement of seventh grade students in CMT reading and mathematics, five year highs in both subjects at the proficient, goal and advanced levels. When results were released last summer, there were concerns that this group had not transitioned well into middle school as sixth graders. CMT science was administered for the first time in 2008 to students in grades five and eight. Compared to mathematics, reading and writing, science scores are lower at the advanced and goal level and roughly the same at the proficient level. The 2008 - 2010 science scores will serve as a baseline for future years and provide data to assess the effectiveness of the science improvement as it is implemented over the next three years.

Tenth grade students performed well on CAPT mathematics and CAPT writing with a four year high at goal in mathematics and a four year high at goal and advanced in writing. The writing score at goal has increased for three consecutive years and almost half of the students scored at the advanced level. Student achievement on the CAPT science subtest, a major concern over the last few years and the focus of a major curriculum improvement, increased to four year highs at the proficient, goal and advanced levels. CAPT reading scores declined from a four year high

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CMT/CAPT Preliminary Report on 2010 Results

last year at the goal and advanced level, but remained relatively unchanged at the proficient level.

This report is intended to provide a preliminary look at CMT and CAPT results for the 2009-2010 school year. Test results, benchmarked against comparable districts will be presented to the Board of Education on August 26th.

The first step in analyzing CMT and CAPT results is to disaggregate the data by grade, school, student subgroup and content strand. The recent addition of a vertically scaled score for CMT reading and mathematics provides for the basis for an analysis of the academic growth of a cohort of students from year to year. As test results become available over the summer, curriculum coordinators and building principals analyze and discuss data trends. When an area is identified where results need to improve, key questions are asked:

- Is the District curriculum aligned with the assessment?
- Is the staff sufficiently trained in the program delivery model and instructional best practice?
- Is the program effectively implemented in the classroom?

This analysis is used to inform improvement planning at both the school and district levels through the data team process. Data teams develop action plans with specific strategies that are monitored throughout the school year and serve to inform the allocation of resources through the budget process.

Greenwich Public Schools CMT Mathematics

Grade	Year	Tested N	% Proficient	% Goal	% Advanced
3	2006	659	90.4%	71.7%	33.2%
3	2007	692	89.7%	77.3%	37.4%
3	2008	674	89.8%	72.3%	36.4%
3	2009	634	91.0%	76.5%	42.1%
3	2010	708	92.5%	76.3%	37.7%
4	2006	689	90.1%	76.2%	38.2%
4	2007	664	92.9%	82.7%	46.1%
4	2008	683	91.3%	78.6%	44.2%
4	2009	668	92.0%	79.4%	40.6%
4	2010	620	93.2%	80.5%	45.0%
5	2006	681	92.0%	76.4%	40.4%
5	2007	656	92.4%	83.4%	44.2%
5	2008	637	94.2%	84.8%	50.1%
5	2009	643	94.4%	83.2%	55.2%
5	2010	644	94.5%	86.9%	53.0%
3 - 5	2006	2029	90.8%	74.8%	37.3%
3 - 5	2007	2012	91.6%	81.1%	42.5%
3 - 5	2008	1994	91.7%	78.5%	43.4%
3 - 5	2009	1945	92.5%	79.7%	45.9%
3 - 5	2010	1972	93.4%	81.1%	45.0%
6	2006	635	92.0%	75.9%	42.0%
6	2007	655	92.5%	79.1%	49.3%
6	2008	644	91.8%	78.1%	47.0%
6	2009	600	94.4%	83.7%	52.5%
6	2010	618	94.0%	83.3%	54.5%
7	2006	640	91.5%	78.1%	47.2%
7	2007	636	90.6%	75.2%	45.8%
7	2008	647	92.9%	81.0%	46.7%
7	2009	626	92.8%	81.5%	47.6%
7	2010	602	95.6%	84.5%	49.8%
8	2006	651	92.3%	81.4%	46.7%
8	2007	628	93.4%	81.0%	48.2%
8	2008	639	93.0%	78.0%	45.9%
8	2009	647	94.2%	83.1%	49.9%
8	2010	628	91.9%	80.4%	51.9%
6 - 8	2006	1926	91.9%	78.5%	45.3%
6 - 8	2007	1919	92.2%	78.4%	47.8%
6 - 8	2008	1930	92.6%	79.0%	46.5%
6 - 8	2009	1873	93.8%	82.8%	50.0%
6 - 8	2010	1848	93.8%	82.7%	52.1%

Greenwich Public Schools CMT Reading

Grade	Year	Tested N	% Proficient	% Goal	% Advanced
3	2006	657	86.2%	75.2%	31.7%
3	2007	689	85.4%	73.1%	25.8%
3	2008	676	83.4%	70.7%	30.6%
3	2009	625	85.4%	72.3%	32.6%
3	2010	703	87.3%	76.2%	26.3%
4	2006	688	88.1%	79.8%	35.8%
4	2007	662	88.8%	79.6%	30.4%
4	2008	682	86.3%	79.0%	34.6%
4	2009	661	90.5%	79.6%	34.8%
4	2010	620	87.2%	77.8%	32.6%
5	2006	680	88.8%	81.7%	32.1%
5	2007	658	88.6%	80.7%	33.6%
5	2008	637	92.4%	82.0%	36.9%
5	2009	634	91.1%	82.0%	35.8%
5	2010	642	89.9%	79.9%	38.2%
3 - 5	2006	2025	87.7%	78.9%	33.2%
3 - 5	2007	2009	87.6%	77.7%	29.9%
3 - 5	2008	1995	87.3%	77.1%	34.0%
3 - 5	2009	1920	89.0%	78.0%	34.4%
3 - 5	2010	1965	88.1%	77.9%	32.2%
6	2006	632	90.2%	80.7%	36.9%
6	2007	654	88.2%	80.7%	29.8%
6	2008	642	86.3%	78.5%	36.3%
6	2009	599	92.1%	83.8%	39.6%
6	2010	613	92.9%	88.8%	46.7%
7	2006	639	89.8%	85.6%	40.8%
7	2007	634	88.2%	81.7%	39.7%
7	2008	643	91.9%	87.9%	43.1%
7	2009	618	90.3%	84.0%	44.0%
7	2010	601	94.3%	90.5%	51.6%
8	2006	651	88.3%	80.8%	38.7%
8	2007	629	89.7%	83.8%	40.9%
8	2008	638	89.6%	82.9%	38.4%
8	2009	649	90.8%	84.3%	39.3%
8	2010	627	90.0%	84.1%	47.4%
6 - 8	2006	1922	89.4%	82.4%	38.8%
6 - 8	2007	1917	88.7%	82.0%	36.7%
6 - 8	2008	1923	89.3%	83.1%	39.3%
6 - 8	2009	1866	91.1%	84.0%	41.0%
6 - 8	2010	1841	92.4%	87.8%	48.5%

Greenwich Public Schools CMT Writing

Grade	Year	Tested N	% Proficient	% Goal	% Advanced
3	2006	651	93.6%	80.5%	34.7%
3	2007	684	92.1%	76.6%	36.5%
3	2008	665	90.8%	75.2%	30.2%
3	2009	643	93.2%	82.3%	45.9%
3	2010	714	93.5%	78.9%	38.0%
4	2006	689	93.8%	82.8%	41.4%
4	2007	662	96.0%	83.9%	42.1%
4	2008	681	93.1%	77.7%	39.8%
4	2009	686	93.0%	80.2%	37.6%
4	2010	643	94.6%	80.4%	44.0%
5	2006	680	95.2%	82.8%	43.4%
5	2007	661	95.0%	83.2%	41.9%
5	2008	637	96.4%	80.4%	36.6%
5	2009	651	94.1%	84.9%	44.5%
5	2010	666	94.0%	83.5%	36.8%
3 - 5	2006	2020	94.2%	82.1%	39.9%
3 - 5	2007	2007	94.3%	81.2%	40.1%
3 - 5	2008	1983	93.4%	77.7%	35.6%
3 - 5	2009	1980	93.4%	82.4%	42.6%
3 - 5	2010	2023	94.0%	80.9%	39.5%
6	2006	628	92.5%	81.2%	40.8%
6	2007	653	92.9%	77.7%	35.4%
6	2008	645	89.5%	74.5%	28.1%
6	2009	612	92.8%	81.0%	32.5%
6	2010	626	92.6%	78.9%	38.8%
7	2006	633	91.5%	78.2%	41.5%
7	2007	634	91.1%	76.9%	39.7%
7	2008	644	89.0%	75.2%	30.6%
7	2009	629	88.4%	76.5%	36.6%
7	2010	617	90.8%	76.7%	40.7%
8	2006	652	93.4%	80.1%	37.3%
8	2007	629	92.6%	79.7%	35.5%
8	2008	637	91.9%	79.7%	32.8%
8	2009	656	92.6%	80.1%	39.2%
8	2010	634	91.3%	77.6%	37.4%
6 - 8	2006	1913	92.5%	79.8%	39.8%
6 - 8	2007	1916	92.2%	78.1%	36.9%
6 - 8	2008	1926	90.1%	76.5%	30.5%
6 - 8	2009	1897	91.3%	79.2%	36.2%
6 - 8	2010	1877	91.6%	77.7%	39.0%

**Greenwich Public Schools
CMT Science**

Grade	Year	Tested N	% Proficient	% Goal	% Advanced
5	2008	636	93.6%	73.0%	23.0%
5	2009	653	93.1%	72.4%	23.4%
5	2010	666	91.5%	73.0%	24.8%

8	2008	632	89.3%	75.4%	24.1%
8	2009	656	89.5%	75.2%	26.7%
8	2010	635	86.2%	74.2%	17.0%

**Greenwich Public Schools
Connecticut Academic Performance Test**

Mathematics

Grade	Year	Tested N	% Proficient	% Goal	% Advanced
10	2007	671	89.7%	70.8%	43.2%
10	2008	660	89.8%	68.0%	34.4%
10	2009	631	92.2%	70.2%	37.6%
10	2010	634	91.2%	72.3%	39.3%

Science

Grade	Year	Tested N	% Proficient	% Goal	% Advanced
10	2007	670	91.9%	61.8%	33.4%
10	2008	660	87.4%	53.2%	27.3%
10	2009	638	92.2%	61.9%	34.2%
10	2010	637	93.8%	64.8%	37.5%

Reading

Grade	Year	Tested N	% Proficient	% Goal	% Advanced
10	2007	668	93.5%	71.0%	41.2%
10	2008	661	90.8%	60.8%	28.0%
10	2009	630	95.4%	71.0%	38.9%
10	2010	630	94.6%	66.2%	33.5%

Writing

Grade	Year	Tested N	% Proficient	% Goal	% Advanced
10	2007	668	93.0%	76.2%	44.2%
10	2008	659	94.3%	78.8%	42.2%
10	2009	633	96.8%	79.1%	45.3%
10	2010	637	94.1%	81.4%	48.4%