

# **Watertown Public Schools**

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## **Connecticut Mastery Test and Connecticut Academic Performance Test**



**2011 Results**  
**September 26, 2011**

# CMT and CAPT Testing Overview

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## **Test Content:**

- Reading, Writing, Math and Science

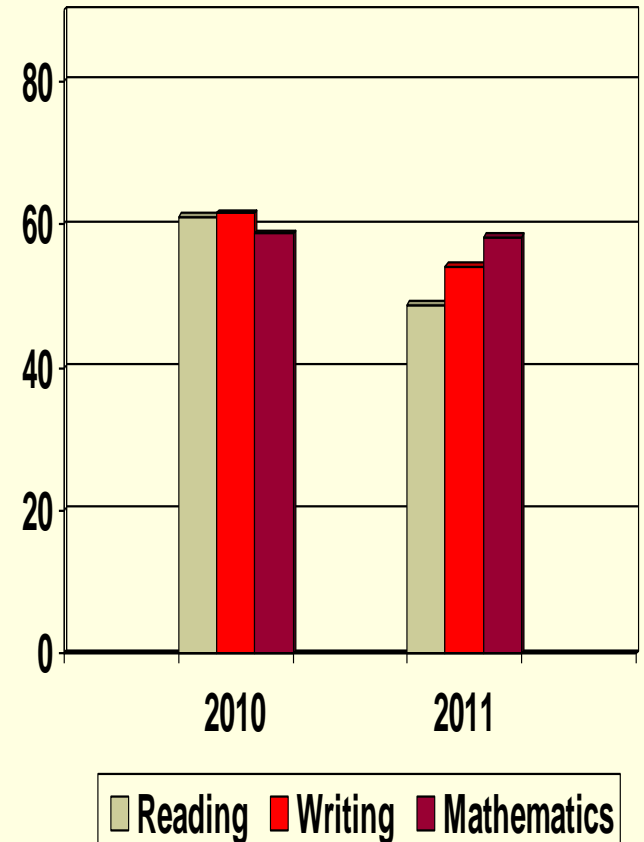
## **Purpose:**

- Identifies student strengths and weaknesses
- Tracks annual progress of same student groups over time
- Guides and strengthens evaluation and planning for continuous improvement
- Guides professional development
- Strengthens accountability

# CMT Grade 3

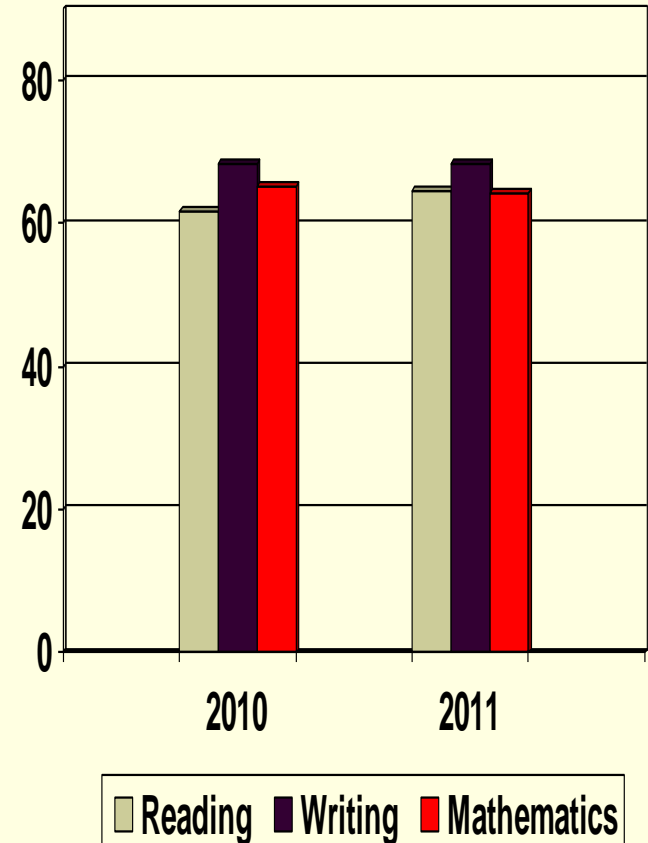
## Students At/Above Goal

<b>Grade 3</b>	<b>2010</b>	<b>2011</b>
Reading	61.1%	48.8%
Writing	61.6%	54.2%
Mathematics	58.7%	58.2%



# CMT Grade 4 Students At/Above Goal

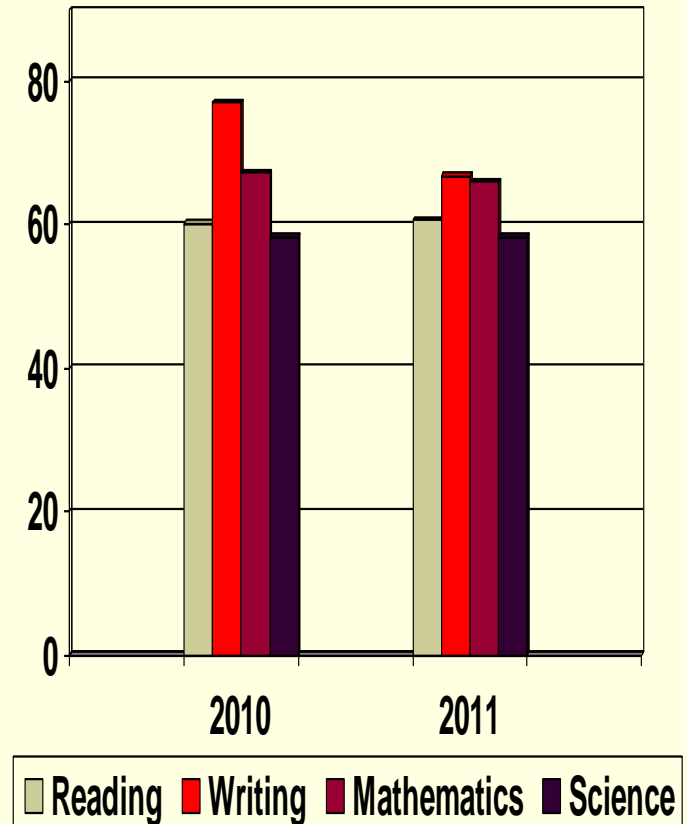
<b>Grade 4</b>	<b>2010</b>	<b>2011</b>
Reading	61.8%	64.6%
Writing	68.3%	68.4%
Mathematics	65.1%	64.3%



# CMT Grade 5 Students At/Above Goal

<b>Grade 5</b>	<b>2010</b>	<b>2011</b>
Reading	60.1%	60.5%
Writing	77.0%	66.7%
Mathematics	67.1%	66.0%
Science*	58.2%	58.2%

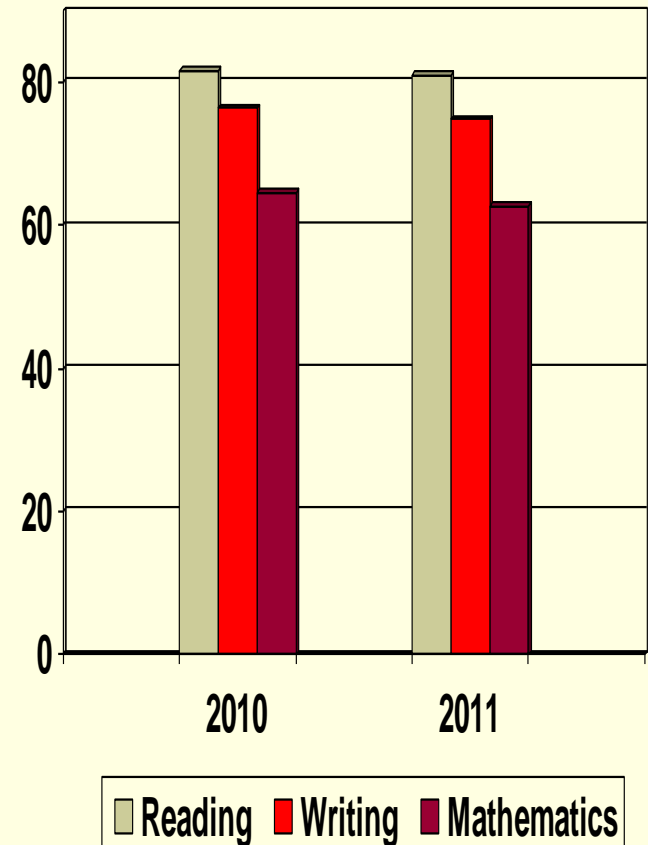
\* Note: Science is assessed in grades 5 and 8 only.



# CMT Grade 6

## Students At/Above Goal

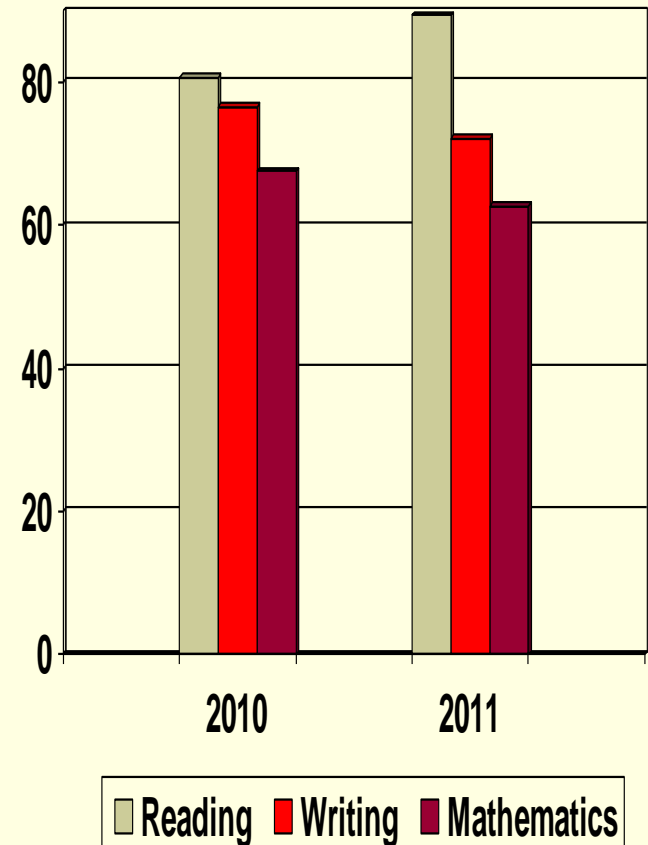
<b>Grade 6</b>	<b>2010</b>	<b>2011</b>
Reading	81.7%	81.0%
Writing	76.4%	74.8%
Mathematics	64.5%	62.6%



# CMT Grade 7

## Students At/Above Goal

<b>Grade 7</b>	<b>2010</b>	<b>2011</b>
Reading	80.6%	89.3%
Writing	76.6%	72.2%
Mathematics	67.6%	62.6%

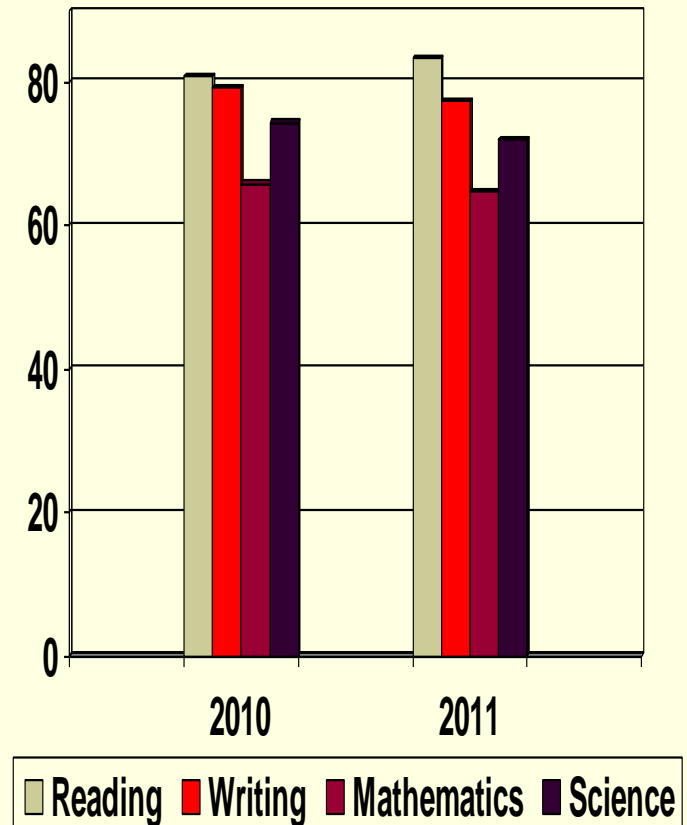


# CMT Grade 8

## Students At/Above Goal

<b>Grade 8</b>	<b>2010</b>	<b>2011</b>
Reading	80.7%	83.2%
Writing	79.2%	77.3%
Mathematics	65.8%	64.6%
Science*	74.3%	71.9%

\* Note: Science is assessed in grades 5 and 8 only.



# **CMT Reading Analysis Summary**

## **Students At/Above Goal**

**2006 - 2011**

<b>Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>3</b>	54.3%	56.2%	51.6%	54.5%	61.1%	48.8%
<b>4</b>	59.0%	61.5%	67.0%	62.7%	61.8%	64.6%
<b>5</b>	67.2%	68.4%	66.3%	69.0%	60.1%	60.5%
<b>6</b>	65.4%	74.8%	75.5%	74.3%	81.7%	81.0%
<b>7</b>	81.4%	78.2%	84.9%	85.7%	80.6%	89.3%
<b>8</b>	80.7%	85.9%	79.3%	80.2%	80.7%	83.2%

# **CMT Writing Analysis Summary**

## **Students At/Above Goal**

### **2006 - 2011**

<b>Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>3</b>	67.2%	66.7%	61.5%	53.4%	61.6%	54.2%
<b>4</b>	70.3%	70.7%	77.8%	72.5%	68.3%	68.4%
<b>5</b>	76.7%	79.3%	80.6%	78.3%	77.1%	66.7%
<b>6</b>	69.4%	77.6%	82.8%	78.8%	76.4%	74.8%
<b>7</b>	71.2%	70.2%	81.3%	80.1%	76.6%	72.2%
<b>8</b>	78.1%	85.0%	82.5%	82.6%	79.2%	77.3%

# **CMT Math Analysis Summary**

## **Students At/Above Goal**

### **2006-2011**

<b>Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>3</b>	55.5%	60.7%	63.9%	62.1%	58.7%	58.2%
<b>4</b>	49.0%	60.4%	61.1%	60.2%	65.1%	64.3%
<b>5</b>	55.8%	62.9%	65.3%	65.5%	67.1%	66.0%
<b>6</b>	44.2%	62.3%	61.7%	67.2%	64.5%	62.6%
<b>7</b>	63.0%	60.0%	63.9%	66.4%	67.6%	62.6%
<b>8</b>	61.1%	72.4%	62.9%	66.1%	65.8%	64.6%

# **CMT Data By Cohort Students At/Above Goal 2009 - 2011**

## **Reading**

<b>Grades</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>3-4-5</b>	<b>54.5%</b>	<b>61.8%</b>	<b>60.5%</b>
<b>4-5-6</b>	<b>62.7%</b>	<b>60.1%</b>	<b>81.0%</b>
<b>5-6-7</b>	<b>69.0%</b>	<b>81.7%</b>	<b>89.3%</b>
<b>6-7-8</b>	<b>74.3%</b>	<b>80.6%</b>	<b>83.2%</b>

# **CMT Data By Cohort Students At/Above Goal 2009 - 2011**

## **Writing**

<b>Grades</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>3-4-5</b>	<b>53.4%</b>	<b>68.3%</b>	<b>66.7%</b>
<b>4-5-6</b>	<b>72.5%</b>	<b>77.1%</b>	<b>74.8%</b>
<b>5-6-7</b>	<b>78.3%</b>	<b>76.4%</b>	<b>72.2%</b>
<b>6-7-8</b>	<b>78.8%</b>	<b>76.6%</b>	<b>77.3%</b>

# **CMT Data By Cohort Students At/Above Goal 2009 - 2011**

## **Mathematics**

<b>Grades</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>3-4-5</b>	<b>62.1%</b>	<b>65.1%</b>	<b>66.0%</b>
<b>4-5-6</b>	<b>60.2%</b>	<b>67.1%</b>	<b>62.6%</b>
<b>5-6-7</b>	<b>65.5%</b>	<b>64.5%</b>	<b>62.6%</b>
<b>6-7-8</b>	<b>67.2%</b>	<b>67.6%</b>	<b>64.6%</b>

# CMT Summary of Results

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## **Overall:**

- **Mathematics performance is an area of concern**
- **Reading performance grades 3-5 is an area of concern**
- **Cohort analysis yields evidence of increased achievement over time**
- **Curriculum transition to Common Core State Standards, Guided Reading currently underway will take time to impact CMT**
- **Fidelity of Implementation is our area of focus**

# CAPT Students At/Above Goal

<b>Subject Area</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
<b>Mathematics</b>	<b>39.6%</b>	<b>52.1%</b>	<b>49.1%</b>	<b>50.6%</b>	<b>40.8%</b>	<b>45.6%</b>
<b>Science</b>	<b>44.4%</b>	<b>50.4%</b>	<b>41.9%</b>	<b>46.2%</b>	<b>47.8%</b>	<b>51.6%</b>
<b>Reading Across the Disciplines</b>	<b>43.4%</b>	<b>36.7%</b>	<b>46.7%</b>	<b>43.0%</b>	<b>34.8%</b>	<b>44.4%</b>
<b>Writing Across the Disciplines</b>	<b>43.0%</b>	<b>46.6%</b>	<b>59.6%</b>	<b>57.0%</b>	<b>54.9%</b>	<b>74.5%</b>

# **CAPT Summary of Results**

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## **Results for Grade 10 Students:**

- Increase in all areas
- Highest Science achievement to date
- Third year of curriculum implementation shows in a 9.45% average increase in the number of students at goal

# Adequate Yearly Progress (AYP)

## ■ CMT Targets:

91% **Proficient** in Mathematics (82% in 2010)

89% **Proficient** in Reading (79% in 2010)

70% At/Above Basic in Writing (Safe Harbor criteria)

## ■ CAPT Targets:

90% **Proficient** in Mathematics

91% **Proficient** in Reading

Safe Harbor: Alternate means of showing progress toward goals - academic indicator in writing met, 95% participation rate, 10% reduction in non proficient.

# NCLB - AYP Status 2011 CMT/CAPT

	<b>Mathematics</b>			<b>Reading</b>		
	<b>% Proficient</b>	<b>Target</b>	<b>Met AYP</b>	<b>% Proficient</b>	<b>Target</b>	<b>Met AYP</b>
<b>Polk</b>	86.0%	91.0%	No	81.1%	89.0%	No
<b>Judson</b>	94.6%	91.0%	Yes	82.5%	89.0%	No
<b>Swift</b>	90.0%	91.0%	No	94.8%	89.0%	Yes
<b>CMT - District</b>	88.9%	91.0%	No	87.2%	89.0%	No
<b>WHS - CAPT</b>	83.1%	91.0%	Safe Harbor	92.1%	91.1%	Yes

# Improving Student Achievement in Watertown

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## **The Work Ahead:**

- Focus district and school goals on continuous progress for all students
  - School Improvement Plans in place and revised through the 2011-2013 school year
- Continue to strengthen and align curriculum, instruction and assessment systems through job embedded (PLC) professional development
- Implement K-8 Mathematics Curriculum
  - Infinite Campus Data Collection
- Implement K-2 English Language Arts Curriculum
  - Infinite Campus Data Collection - DRA

# **Improving Student Achievement in Watertown**

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- **Continue to write English Language Arts Curriculum 3-5**
- **Middle school curriculum audit expanding to Science and Social Studies**
  - **Curriculum implementation and course redesign implementation**
- **Revise all curriculum to align with Common Core State Standards**
- **Quality Tier 1 instruction & timely instructional interventions (Tier 2 & 3) based on data**

# Improving Student Achievement in Watertown

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- Implement structural changes:
  - Guided Study, Flex, Intervention Blocks
- Set challenging and attainable student performance targets for all students
- Professional Development addressing differentiation of instruction, **student engagement and higher order thinking; college & career readiness**
- Continue to utilize grant funds to engage instructional coaching consultants in professional development and curriculum: Litlife, Christa Begley; Mary Jane Pazda; Clair Shea; Paula Banas

# Summary

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**Student learning will to increase by:**

- **Strengthening, and aligning, our system of curriculum, instruction and assessment;**
- **Building on our past work and creating coherence around the effort and initiatives;**
- **Maintaining high expectations for all students focused on standards and effort.**