



Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District	School Classification Category
Second Hill Lane School	TRANSITIONING
Stratford School District	<i>(see page 2 for classification information)</i>

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	81.2	82.3	79.4	77.7	No	No
District (DPI)	80.8	81.3	82.1	79.4	No	No

Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	320	100.0%	77.7	81.5	No	79.4	81.9
Black or African American	60	100.0%	72.2	76.0	No	69.5	74.4
Hispanic or Latino	102	100.0%	76.5	80.7	No	75.3	77.4
English Language Learners	62	100.0%	74.9	76.2	No	73.1	74.9
Free/Reduced Lunch Eligible	168	100.0%	72.2	76.3	No	71.3	75.0
Students with Disabilities	34	100.0%	44.5	50.5	No	41.1	49.3
High Needs	197	100.0%	71.7	75.4	No	68.6	72.7

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	320	100.0%	76.7	82.9	No	78.6	82.6
Reading	319	100.0%	75.1	77.1	No	78.9	80.5
Writing	309	100.0%	81.9	85.5	No	83.4	84.9
Science	84	100.0%	85.0	87.9	No	76.8	79.0

Understanding School Classifications

EXCELLING: (123 schools) An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%.

PROGRESSING: (235 schools) There are 2 ways in which a school can receive a Progressing classification:

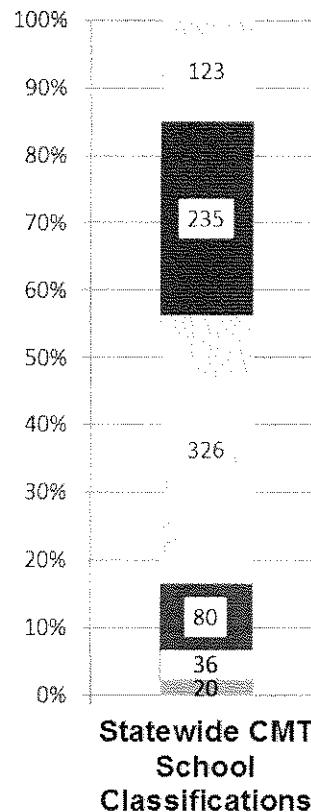
- An overall SPI of 88 or above and a CMT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CMT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points.

TRANSITIONING: (326 schools) An overall SPI of 64 to 87 and a CMT participation rate of at least 95% and misses one or more of the Progressing criteria.

REVIEW: (80 schools) An overall SPI below 64 or a CMT participation rate below 95%.

FOCUS: (36 schools) A Title I school with one of its subgroups among the lowest performing in the state.

TURNAROUND: (20 schools) Schools in this category were selected from among the lowest performing schools statewide.



School of Distinction: A school in the Excelling, Progressing, or Transitioning category may be named a School of Distinction if it is among the highest performing schools statewide (at the all students and/or subgroup levels) and/or among schools that are making the most progress. (See a statewide list of Schools of Distinction at <http://tinyurl.com/lnktspz>)

Connecticut Mastery Test (CMT) 2012-13
School Performance Index (SPI)
Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
MATH PERFORMANCE						
Black or African American	100.0%	71.7	75.5	No	67.3	74.0
Hispanic or Latino	100.0%	77.5	82.7	No	74.6	78.9
English Language Learners	100.0%	75.6	80.3	No	73.7	77.8
Free/Reduced Lunch Eligible	100.0%	72.3	78.2	No	69.9	75.8
Students with Disabilities	100.0%	43.1	49.1	No	40.6	50.0
High Needs	100.0%	71.3	77.1	No	67.2	73.4
READING PERFORMANCE						
Black or African American	100.0%	67.8	71.3	No	68.0	72.7
Hispanic or Latino	100.0%	73.0	74.7	No	74.0	74.4
English Language Learners	100.0%	71.5	69.5	Yes	69.2	69.2
Free/Reduced Lunch Eligible	100.0%	67.3	70.0	No	70.5	72.5
Students with Disabilities	100.0%	44.1	45.2	No	39.0	46.0
High Needs	100.0%	68.0	69.4	No	67.6	70.1
WRITING PERFORMANCE						
Black or African American	100.0%	79.1	84.6	No	78.0	80.1
Hispanic or Latino	100.0%	79.0	84.7	No	80.3	81.9
English Language Learners	100.0%	77.8	79.9	No	78.3	79.8
Free/Reduced Lunch Eligible	100.0%	77.0	81.5	No	77.4	80.0
Students with Disabilities	100.0%	44.5	57.1	No	46.4	54.9
High Needs	100.0%	76.2	81.1	No	74.8	78.0
SCIENCE PERFORMANCE						
Black or African American			76.4	n/a	63.5	68.8
Hispanic or Latino	100.0%	83.4	88.0	No	73.4	72.2
English Language Learners					70.7	67.2
Free/Reduced Lunch Eligible	100.0%	81.5	84.1	No	67.5	69.8
Students with Disabilities					38.3	52.5
High Needs	100.0%	81.5	83.6	No	66.6	68.8

Connecticut Mastery Test (CMT) 2010-2012

Baseline SPI's

	2009-10 SPI	2010-11 SPI	2011-12 SPI	Baseline SPI
All Students	81.2	82.3	79.4	81.0
<i>SUBGROUP PERFORMANCE</i>				
Black or African American	75.6	77.7	71.6	75.0
Hispanic or Latino	79.3	81.9	79.0	80.1
English Language Learners	70.0	78.4	77.3	75.2
Free/Reduced Lunch Eligible	73.1	78.7	73.9	75.3
Students with Disabilities	43.4	54.0	45.2	47.5
High Needs	72.6	77.1	73.3	74.3
<i>MATH PERFORMANCE</i>				
Math Overall	83.3	84.2	80.0	82.5
Black or African American	72.6	79.4	71.1	74.4
Hispanic or Latino	83.8	84.7	78.5	82.3
English Language Learners	75.8	83.7	79.4	79.6
Free/Reduced Lunch Eligible	75.4	82.6	74.1	77.4
Students with Disabilities	39.2	54.7	44.5	46.1
High Needs	74.4	80.3	73.7	76.1
<i>READING PERFORMANCE</i>				
Reading Overall	75.6	77.9	74.8	76.1
Black or African American	71.2	71.1	67.2	69.9
Hispanic or Latino	69.0	76.5	75.1	73.5
English Language Learners	61.8	70.2	71.7	67.9
Free/Reduced Lunch Eligible	65.8	71.9	67.5	68.4
Students with Disabilities	41.5	46.4	38.9	42.3
High Needs	65.5	70.6	67.2	67.7
<i>WRITING PERFORMANCE</i>				
Writing Overall	85.1	86.6	84.3	85.4
Black or African American	84.6	87.9	80.6	84.4
Hispanic or Latino	85.2	85.6	82.7	84.5
English Language Learners	73.8	83.7	80.1	79.2
Free/Reduced Lunch Eligible	78.6	84.2	80.2	81.0
Students with Disabilities	45.7	64.6	52.7	54.3
High Needs	78.1	83.1	80.2	80.5
<i>SCIENCE PERFORMANCE</i>				
Science Overall	94.5	80.4	88.9	87.9
Black or African American		75.4		75.4
Hispanic or Latino	95.7	79.1	89.9	88.2
English Language Learners				
Free/Reduced Lunch Eligible	89.5	74.0	88.0	83.8
Students with Disabilities				
High Needs	90.2	71.5	88.1	83.2

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP often is called the "Nation's Report Card." It is the only measure of student achievement in the United States where you can compare the performance of students in a state with the performance of students across the nation or in other states. NAEP, sponsored by the U.S. Department of Education, has been conducted for over 40 years. Beginning in 2009, the U.S. Department of Education required states to report state-level NAEP results in state and district report cards. This reporting requirement was designed to provide parents and the public with additional important information about the performance of the students in their state. However, there are important differences to consider when reviewing state-level NAEP results alongside results from the Connecticut Mastery Test (CMT). Specifically, state assessments and NAEP are developed for different purposes and performance standards (e.g., proficient) are set independently. Therefore, one should not expect performance results to be the same across CMT and NAEP. Instead, NAEP results are meant to complement our state assessment results. NAEP can be helpful in gauging the progress of Connecticut students over time and in reviewing our state performance relative to the performance of other states across the country.

The NAEP 2013 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	NAEP 2013: GRADE 4 MATHEMATICS				NAEP 2013: GRADE 4 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	17	38	36	9	24	33	31	12
White	6	36	47	12	15	32	38	15
Black	43	44	13	1	48	37	14	2
Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Native Hawaiian/ Other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	‡	‡
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
Students with Disabilities	41	38	18	2	58	27	12	3
English Language Learners	54	39	7	#	75	21	3	1

REPORTING GROUP	NAEP 2013: GRADE 8 MATHEMATICS				NAEP 2013: GRADE 8 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
White	14	38	34	13	11	35	46	8
Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	45	15
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Native Hawaiian/ Other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	‡	‡
Eligible for NSLP ¹	49	36	13	2	35	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

‡ Reporting standards not met

Rounds to zero

REPORTING GROUP	CONNECTICUT STUDENT PARTICIPATION RATES			
	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	92	92	88	88
English Language Learners	96	89	91	87

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard/>