

## CT School Day SAT Report Notes

### **Achievement/Participation Calculations**

#### ***Who is Included?***

All students who attempted at least one SAT test item in the subject area (English Language Arts or Math) are included in the achievement calculations.

#### ***Who is Excluded?***

- Students with invalidated tests (included for participation calculations only)
- Recently arrived English learners
- Students with significant cognitive disabilities who are designated to take the CT Alternate Assessment
- Students who are medically exempt from assessment

### ***Differences between these achievement calculations and school/district accountability calculations***

There are a few differences between this reporting of assessment results and the handling of these assessment scores in accountability calculations. For example, accountability calculations include all test takers across all assessments; this report only includes students who participated on the SAT. Additionally, only students who are enrolled in the same district/school on October 1 and at the time of testing are included in accountability calculations, unlike this report which includes all SAT test takers.

### ***District and School Level Tables***

A student is included in the district that reported the student to the CSDE in PSIS. This district is referred to as the "CSDE Reporting District." Each *CSDE Reporting District* has a unique seven-digit code.

A student is included in the school where he/she is enrolled during the testing window as reported to the CSDE in PSIS. This school is referred to as "CSDE Facility 1." Each *CSDE Facility 1* has a unique seven-digit code.

School-level tables exclude nonpublic organizations such as approved private special education programs. Students enrolled in these programs are included in the district level analyses based on the CSDE Reporting District.

### **Note:**

The 2018-19 results were updated on August 20, 2019 to add scores for approximately 900 students. The College Board missed including these scores in the state accountability file they sent initially to the CSDE.

**Terms/Definitions:**

<b>Term</b>	<b>Definition</b>	<b>Source</b>
Total Number with Scored Tests	Count of students who earned a score.	SAT File
Level 1: Not Met	Count of students scoring in Level 1: Did not meet the achievement standard.	SAT File
Level 2: Approaching	Count of students scoring in Level 2: Approaching the achievement standard.	SAT File
Level 3: Met	Count of students scoring in Level 3: Met the achievement standard.	SAT File
Level 4: Exceeded	Count of students scoring in Level 4: Exceeding the achievement standard.	SAT File
Average Score	Average of the Scale Scores of all students with a score.	Calculated field

***Additional Definitions***

High Needs: A student who is eligible for free/reduced price meals or is an English learner or a student with a disability is included in the "High Needs" super subgroup category.

Recently Arrived English Learners (ELs): A student who is an EL and was enrolled for the first time in a U.S. school for fewer than 24 calendar months at the time of testing.

Military Family: A student whose parent or guardian is a member of the Armed Forces on active duty or serves on full-time National Guard duty. "Armed Forces" means the Army, Navy, Air Force,

Marine Corps and Coast Guard. "Active duty" means full-time duty.

Homeless: A student who lacks a fixed, regular, and adequate nighttime residence as defined under the federal McKinney-Vento Act.

Foster Care: A student who has been involved with the CT Department of Children and Families (DCF) Foster Care unit within the current school year.

**Score Ranges by Level:**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 3+</b>
ELA	200-410	420-470	480-620	630-800	480-800
Math	200-410	420-520	530-640	650-800	530-800

**Achievement Level Descriptors  
Grade 11: English Language Arts (ELA)**

Level 4: Exceeded	Level 3: Met	Level 2: Approaching	Level 1: Not Met
The student has exceeded the achievement standard and demonstrates a <b>thorough</b> understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.	The student has met the achievement standard and demonstrates an <b>adequate</b> understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.	The student has partially met the achievement standard and demonstrates an <b>incomplete</b> understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.	The student has not met the achievement standard and demonstrates a <b>minimal</b> understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.

**Achievement Level Descriptors  
Grade 11: Math**

Level 4: Exceeded	Level 3: Met	Level 2: Approaching	Level 1: Not Met
The student has exceeded the achievement standard and demonstrates a <b>thorough</b> understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for a range of strategies, accurate and insightful reasoning, and connecting different areas of mathematics.	The student has met the achievement standard and demonstrates an <b>adequate</b> understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for effective use of strategies and accurate reasoning in different areas of mathematics.	The student has partially met the achievement standard and demonstrates an <b>incomplete</b> understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for simple strategies and reasoning accurately applied to basic areas of mathematics.	The student has not met the achievement standard and demonstrates a <b>minimal</b> understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves some problems that require applying simple strategies to basic areas of mathematics without an understanding of the reasoning behind the strategies.

For more information see [Data Dictionary](#)

Source list:

Spring SAT Assessment

### **Suppression Rules**

Table below provides a quick reference on assessment suppression rules. For additional details, see the [Data Suppression Guidelines](#).

Count/Percent	Suppression Rule
Total Number of Students	Suppress if $\leq 5$
Total Number Tested	Suppress if $\leq 5$
Participation Rate	Suppress if denominator (Total Number of Students) $< 20$ Suppress if numerator (Total Number Tested) $\leq 5$
Total Number with Valid Scores	Suppress if $\leq 5$
Level 1,2,3,4 Count/Percent	Suppress if Total Number with Valid Scores $< 20$ Suppress if Level Count $\leq 5$ Apply complementary suppression across levels.
Level 3&4 Count/Percent	Suppress if Total Number with Valid Scores $< 20$ Suppress if Level 3 or Level 4 count is suppressed. Show if Level 1 and 2 are not suppressed, and Level 3 and 4 are suppressed.
Vertical Scale Score (VSS)	Suppress if Total Number with Valid Scores $< 20$