

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:

7:00 p.m. Staples High school, Room 333, Pupil Services Conference Room

ANTICIPATED EXECUTIVE SESSION: Discussion of possible ratification of the Tentative Agreement with the Westport Intermediate Administrators Association

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

7:30 p.m., Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: September 26, 2016

DISCUSSION/ACTION:

Approval of Tentative Agreement with the Westport Intermediate Administrators Association

Mr. John Bayers

DISCUSSION:

- 1. Results of Standardized Testing: 2015-16 School Year, *pages 1 - 28* (Encl.) Ms. Natalie Carrignan
Ms. Jennifer Allen
Ms. Julie Droller
- 2. Discussion of District-Wide Implementation of Guiding Principles, *pages 29 - 34* (Encl.) Ms. Jennifer Allen
Ms. Julie Droller
- 3. Superintendent's Update Dr. Colleen Palmer
 - Current District Work
 - Budget Development
 - Facilities – CMS Mold Remediation
 - Conversation with the Superintendent October 26 at 7:30 p.m.

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

Westport Public Schools

STANDARDIZED TESTING REPORT



October 2016

Presented by
Natalie Carrigan, District Testing Coordinator
Jennifer Allen, Director of Secondary Education
Julie Droller, Director of Elementary Education

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Dr. Colleen Palmer, Ph.D.
Superintendent of Schools

Jennifer Allen
Director of Secondary Education

Julie Droller
Director of Elementary Education

Natalie Carrignan
District Testing Coordinator, Director of Technology

Introduction

Student assessment is the process of evaluating students' abilities and achievements. It is an ongoing, continuous and daily activity in every classroom, and it is integral to effective teaching.

Student assessment in the Westport schools includes both classroom assessment and standardized testing. While in some minds, "standardized testing" is synonymous with "student assessment" in fact, student assessment incorporates much more.

Classroom Assessments

Student assessments begin in the classroom. Each teacher evaluates students informally, everyday, observing their responses to questions, classroom contributions, interactions with other students, and their acquisition of knowledge and skills. The teacher uses these informal observations to assess student progress and inform his/her daily instruction. Periodically, teachers augment these informal student assessments with more formal measures. Teachers use two types of formal assessment:

One type of assessment measures the student's' ability to answer well-structured, unconditional questions (e.g., true/false, multiple-choice, short-answer or short essay questions, and math problems).

An alternative type of assessment evaluates students using a variety of indicators and sources of evidence, for example:

- Performance Assessment is a teacher's evaluation of both the process students use to answer a question demonstrating their knowledge and skills, as well as the evaluation of the product they create;
- Portfolio Assessment involves teacher evaluation of a collection of samples of an individual student's work showing progress over time.

Connecticut Physical Fitness Assessment

Physical fitness is an important component of Connecticut's overall educational program goals. All students in Grades 4, 6, 8 and 10 participating in physical education during the physical fitness testing period must be tested. The test is broken up into four components: the modified sit and reach, the partial curl-up, the right angle push-up, and the one-mile run/walk.

Standardized Testing

A standardized test is one that is administered and scored under the same conditions for all students. Through such tests, students in Westport are evaluated in relationship to students regionally, statewide, and nationally through our annual program of standardized testing.

These tests serve a variety of purposes:

- They provide additional information to teachers, counselors, parents, and students on students' achievement and growth;
- They assist teachers in identifying students in need of additional support;
- They provide information to administrators and teachers about curriculum and instruction;
- They provide information about the performance of Westport students relative to students in the state and nation;
- Some are required by state mandate.

Students are Given Two Basic Types of Standardized Tests

Norm-referenced Tests: (e.g., Otis Lennon School Ability Test (OLSAT)) provide a score that compares a student's performance to that of students in a "norm" group.

Criterion-referenced Tests: (e.g. the Smarter Balanced Assessment (SBA), Connecticut Mastery Test (CMT), and Connecticut Academic Performance Test (CAPT)), provide a score that compares a student's performance to specific standards.

OLSAT

The Otis-Lennon School Ability Test (OLSAT) is a group-administered test of verbal and nonverbal reasoning ability. It is administered to all students in second grade. In addition, it is one of the assessments used by school personnel to identify students as gifted.

Smarter Balanced Assessment (SBA)

The Connecticut Core Standards set learning expectations for what students should learn and be able to do at each grade level so that by the time they graduate from high school, they are ready to succeed in college and in the workplace.

The Smarter Balanced Assessments (SBA) are designed to measure each student's progress toward meeting these expectations. The Smarter Balanced summative (end-of-

year) assessment is a computer adaptive test that Connecticut uses for accountability purposes.

The Smarter Balanced Assessment is given to students in grades 3-8, and is used to determine students' progress toward college and career readiness in English language arts/literacy and mathematics. The ELA/literacy test measures student progress in reading, writing, listening and research/inquiry. The mathematics test measures student ability in three areas of knowledge and skills— concepts and procedures; problem solving and modeling & data analysis; and communicating reasoning.

These tests replaced the Connecticut Mastery Test (CMT) for English and mathematics. As you will recall from last year, SBA scores are different than CMT scores, and results cannot be compared. SBA is aligned to the Common Core State Standards and reflects more rigorous standards than previous measures.

Connecticut Mastery Test (CMT)

The CMT is a criterion-referenced test given to students in fifth and eighth grades each year in science. It is required by the State of Connecticut.

The science tests measure both content knowledge and science process skills. Students in grades 3, 4, and 5 complete open-ended lab activities and answer related questions on the 5th grade test. Students in grades 6, 7, and 8 complete open-ended lab activities and answer related questions on the 8th grade test.

Connecticut School Day SAT Test for Juniors

Beginning in March 2016, the state of Connecticut required all students in eleventh grade to take the Connecticut School Day SAT exam. The three-hour test was developed by the College Board and offered through the Connecticut State Department of Education. The Connecticut School Day SAT is scored on a 400- to 1600-point scale. The evidence-based reading and writing section and the math section are each scored on a 200- 800 point scale. The state set achievement benchmarks at four levels. A student scoring at level 3 has met the state goal, and a student scoring at a level 4 has exceeded the state goal.

Connecticut Academic Performance Test (CAPT)

The CAPT is a criterion-referenced test given in tenth grade to assess student achievement in science. It is required by the state of Connecticut.

The Science test measures students' understanding of important scientific concepts and their application to realistic problems. There are five content strands comprising a major focus of the test (Energy Transformations; Chemical Structures and Properties; Global Interdependence; Cell Chemistry and Biotechnology; and Genetics, Evolution and Biodiversity). Each content strand includes an open-ended lab experiment and a Science Technology and Society (STS) activity.

Limits of Standardized Tests

Parents (and educators) must use caution when interpreting standardized test scores. They are a snapshot of one point in time and should not be the sole evaluation of student achievement or an educational program.

The best assessment of a student's achievement is still classroom performance as determined by teachers, who utilize a wide range of formal and informal measures, across settings and contexts.

I. Otis-Lennon School Ability Test (OLSAT)

The Otis-Lennon School Ability Test (OLSAT), Eighth Edition, is designed to measure those verbal, quantitative, and figural reasoning skills that are most closely related to school learning ability. This complex set of abilities is assessed through performance on such tasks as detecting similarities and differences, solving analogies and matrixes, classifying, and determining sequence.

This test is administered to second graders in the Westport schools.

National Grade Percentile Rank Summary, March 2016

National Percentile Range	Number of Westport Students	Percentage of Westport Students
76 – 99%	190	47%
51 – 75%	118	29%
26 – 50%	61	15%
1 – 25%	37	9%

Number of students tested: 406

The following table shows Westport students' performance on the Otis-Lennon School Ability Test (OLSAT) over the past eight years. It shows the percentage of Westport students at each band level.

Percentage of Westport Students at Each Band Level Winter of 2009 – 2016

National Percentile Range	2009	2010	2011	2012	2013	2014	2015	2016
76 – 99%	45%	39%	44%	42%	46%	52%	41%	47%
51 – 75%	27%	34%	28%	28%	27%	25%	33%	29%
26 – 50%	16%	17%	19%	19%	16%	15%	17%	15%
1 – 25%	12%	10%	10%	11%	11%	8%	9%	9%

II. Smarter Balanced Assessment (SBA)

The Connecticut Core Standards set learning expectations for what students should learn and be able to do at each grade level so that by the time they graduate from high school, they are ready to succeed in college and in the workplace. The Smarter Balanced Assessments (SBA) are designed to measure each student's progress toward meeting these expectations.

The Smarter Balanced Assessment is given to students in grades 3-8, and is used to determine students' progress toward college and career readiness in English language arts/literacy and mathematics. The ELA/literacy test measures student progress in reading, writing, listening and research/inquiry. The mathematics test measures student ability in three areas of knowledge and skills— concepts and procedures; problem solving and modeling & data analysis; and communicating reasoning.

The following tables show the percentage of Westport students scoring at or above the state goal on the different portions of the SBA. The tables also show the percentage of students scoring at or above goal in District Reference Group A (DRG A). A District Reference Group (DRG) refers to the division of the state's school districts into nine groups based on socioeconomic status, indications of student need, and enrollment.

SBA 2016: ELA Grades 3 to 8 DRG A Comparison

Grade	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton
Grade 3	83%	90%	87%	85%	86%	83%	74%	82%
Grade 4	85%	90%	90%	87%	84%	84%	76%	83%
Grade 5	90%	88%	86%	79%	88%	87%	84%	74%
Grade 6	86%	75%	78%	74%	77%	80%	78%	78%
Grade 7	89%	78%	76%	82%	79%	78%	85%	80%
Grade 8	89%	76%	83%	71%	81%	81%	78%	82%

SBA 2016: Math Grade 3 to 8 DRG Comparison

Grade	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton
Grade 3	82%	91%	90%	92%	80%	83%	80%	75%
Grade 4	79%	83%	91%	87%	79%	80%	74%	73%
Grade 5	78%	72%	72%	62%	65%	76%	72%	54%
Grade 6	83%	65%	70%	61%	57%	66%	65%	65%
Grade 7	78%	68%	74%	80%	74%	75%	75%	68%
Grade 8	90%	80%	76%	67%	70%	68%	65%	68%

The following tables show the percentage of Westport students scoring at or above the state goal on the different portions of the SBA during the 2015 and the 2016 administrations. The tables also show the percentage of students scoring at or above goal in DRG A. It is important to note that the Connecticut State Department of Education (CSDE) discontinued the English Language Arts (ELA) Performance Task from the Smarter Balanced summative assessment in February 2016; therefore the ELA/literacy scores from 2015 to 2016 are not directly comparable.

SBA ELA/Literacy Scores 2015 to 2016 Grade 3-5 DRG Comparison

District	Grade 3		Grade 4		Grade 5	
	2015	2016	2015	2016	2015	2016
Darien	83%	83%	83%	85%	85%	90%
Easton	79%	90%	79%	90%	76%	88%
New Canaan	86%	87%	87%	90%	87%	86%
Redding	84%	85%	88%	87%	77%	79%
Ridgefield	83%	86%	81%	84%	86%	88%
Westport	85%	83%	84%	84%	89%	87%
Weston	76%	74%	82%	76%	86%	84%
Wilton	76%	82%	66%	83%	76%	74%

SBA ELA/Literacy Scores 2015 to 2016 Grade 6-8 DRG Comparison

Grade	Grade 6		Grade 7		Grade 8	
	2015	2016	2015	2016	2015	2016
Darien	84%	86%	92%	89%	89%	89%
Easton	76%	75%	72%	78%	73%	76%
New Canaan	78%	78%	82%	76%	73%	83%
Redding	70%	74%	72%	82%	74%	71%
Ridgefield	80%	77%	83%	79%	79%	81%
Westport	83%	80%	90%	78%	85%	81%
Weston	77%	78%	78%	85%	72%	78%
Wilton	73%	78%	81%	80%	87%	82%

SBA Mathematics Scores 2015 to 2016 Grade 3-5 DRG Comparison

Grade	Grade 3		Grade 4		Grade 5	
	2015	2016	2015	2016	2015	2016
Darien	83%	82%	75%	79%	65%	78%
Easton	69%	91%	67%	83%	52%	72%
New Canaan	83%	90%	81%	91%	76%	72%
Redding	85%	92%	79%	87%	63%	62%
Ridgefield	76%	80%	65%	79%	61%	65%
Westport	81%	83%	80%	80%	73%	76%
Weston	82%	80%	73%	74%	69%	72%
Wilton	67%	75%	57%	73%	47%	54%

SBA Mathematics Scores 2015 to 2016 Grade 6-8 DRG Comparison

Grade	Grade 6		Grade 7		Grade 8	
	2015	2016	2015	2016	2015	2016
Darien	78%	83%	83%	78%	83%	90%
Easton	59%	65%	65%	68%	66%	80%
New Canaan	67%	70%	72%	74%	72%	76%
Redding	65%	61%	55%	80%	61%	67%
Ridgefield	58%	57%	71%	74%	68%	70%
Westport	66%	66%	76%	75%	65%	68%
Weston	65%	65%	76%	75%	59%	65%
Wilton	48%	65%	65%	68%	55%	68%

The following tables show the percentage of students scoring at or above goal disaggregated by students who receive, and who do not receive, special education services in Westport

2016 Westport SBA Scores Disaggregated by IDEA Indicator

Grade 3	Mathematics		ELA/Literacy	
	Number Tested	% At/Above Goal	Number Tested	% At/Above Goal
All Inclusive	412	83	413	83
Special Ed.	37	49	38	53
Not Special Ed.	375	87	375	86

2016 Westport SBA Scores Disaggregated by IDEA Indicator

	Mathematics		ELA/Literacy	
	Number Tested	% At/Above Goal	Number Tested	% At/Above Goal
Grade 4				
All Inclusive	417	80	418	84
Special Ed.	48	35	49	47
Not Special Ed.	369	85	369	89

	Mathematics		ELA/Literacy	
	Number Tested	% At/Above Goal	Number Tested	% At/Above Goal
Grade 5				
All Inclusive	447	76	448	87
Special Ed.	46	17	46	41
Not Special Ed.	401	83	402	92

	Mathematics		ELA/Literacy	
	Number Tested	% At/Above Goal	Number Tested	% At/Above Goal
Grade 6				
All Inclusive	430	66	429	80
Special Ed.	41	7	40	28
Not Special Ed.	389	72	389	86

	Mathematics		ELA/Literacy	
	Number Tested	% At/Above Goal	Number Tested	% At/Above Goal
Grade 7				
All Inclusive	443	75	445	78
Special Ed.	49	27	49	33
Not Special Ed.	394	81	396	84

	Mathematics		ELA/Literacy	
	Number Tested	% At/Above Goal	Number Tested	% At/Above Goal
Grade 8				
All Inclusive	444	68	445	81
Special Ed.	46	9	46	28
Not Special Ed.	398	75	399	87

The following tables show the percentage of students scoring at or above goal disaggregated by gender for Westport.

2016 Westport SBA Scores Gender Comparison

Mathematics Percent At/above Goal		
Grade	Male	Female
Grade 3	86	81
Grade 4	79	80
Grade 5	77	75
Grade 6	68	63
Grade 7	75	74
Grade 8	70	66

ELA/Literacy Percent At/above Goal		
Grade	Male	Female
Grade 3	81	85
Grade 4	81	87
Grade 5	83	90
Grade 6	78	82
Grade 7	75	82
Grade 8	79	84

III. Connecticut Mastery Tests (CMT)

The CMT is a criterion-referenced test given to students in fifth and eighth grades each year in science.

The science tests measure both content knowledge and science process skills. Students in grades 3, 4, and 5 complete open-ended lab activities and answer related questions on the 5th grade test. Students in grades 6, 7, and 8 complete open-ended lab activities and answer related questions on the 8th grade test.

The following tables show the percentage of students scoring at or above goal disaggregated by students who receive, and who do not receive, special education services in Westport.

2016 Westport CMT Science Scores Disaggregated by IDEA Indicator

Grade 5		
	Number Tested	Percent At/Above Goal
Westport		
All Inclusive	450	87
Special Ed.	46	43
No Special Ed.	404	92

Grade 8		
	Number Tested	Percent At/Above Goal
Westport		
All Inclusive	449	86
Special Ed.	46	35
No Special Ed.	403	92

The following table shows the percentage of students scoring at or above goal disaggregated by gender for Westport.

2016 Westport CMT Science Scores Gender Comparison

Grade	Percent At/Above Goal	
	Male	Female
Grade 5	89	85
Grade 8	88	84

IV. Connecticut School Day SAT

Beginning in March 2016 the state of Connecticut required all students in eleventh grade to take the Connecticut School Day SAT exam. The three hour test was developed by the College Board and offered through the Connecticut State Department of Education.

The Connecticut SAT School Day is scored on a 400- to 1600-point scale. The evidence-based reading and writing section and the math section are each scored on a 200- to 800-point scale. The state set achievement benchmarks at four levels. A student scoring at level 3 has met the state goal, and a student scoring at level 4 has exceeded the state goal. Below are general descriptors for each level.

Level 1: Not Met

The student has not met the achievement standard and demonstrates a **minimal** understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy or Math Content Standards respective to tested category.

Level 2: Approaching

The student has partially met the achievement standard and demonstrates an **incomplete** understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy or Math Content Standards respective to tested category.

Level 3: Met

The student has met the achievement standard and demonstrates an **adequate** understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy or Math Content Standards respective to tested category.

Level 4: Exceeded

The student has exceeded the achievement standard and demonstrates a **thorough** understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy or Math Content Standards respective to tested category.

The following table shows the percent of students who met or exceeded the state goal by scoring at a level 3 or 4 and the average score for the districts in DRG A.

2016 Connecticut School Day SAT Test DRG A Comparison

District	ELA		Math	
	Percent At/Above State Goal	Average Score	Percent At/Above State Goal	Average Score
Darien	94.6	619	83.7	626
New Canaan	96.2	607	84	609
Ridgefield	92.1	608	80.4	604
Weston	84.3	585	71.1	582
Westport	90.8	598	75.5	599
Wilton	93	604	76.1	596
Region # 09	90.9	587	72.6	573

The following table shows the percent of students who met or exceeded the state goal by scoring at a level 3 or 4 disaggregated by gender for the DRG A districts.

2016 Connecticut School Day SAT Gender Comparison

District	Percent At/Above Goal in ELA	
	Male	Female
Darien	93.2	96
New Canaan	97.6	94.8
Ridgefield	92.4	91.8
Weston	80.4	89.4
Westport	87.4	94.1
Wilton	90.5	95
Region # 09	89.6	92.4

District	Percent At/Above Goal in Math	
	Male	Female
Darien	80.7	86.8
New Canaan	87.8	80
Ridgefield	81.9	78.8
Weston	68.8	74.1
Westport	74.8	76.3
Wilton	77.6	75
Region # 09	75	69.7

V. Connecticut Academic Performance Test (CAPT)

The CAPT is a criterion-referenced test given in tenth grade to assess student achievement in science. It is required by the state of Connecticut.

The Science test measures students' understanding of important scientific concepts and their application to realistic problems. There are five content strands comprising a major focus of the test (Energy Transformations; Chemical Structures and Properties; Global Interdependence; Cell Chemistry and Biotechnology; and Genetics, Evolution and Biodiversity). Each content strand includes an open-ended lab experiment and a Science Technology and Society (STS) activity.

The table below shows the percent of Staples High School 10th graders scoring at or above goal over the past eight years.

2009-2016 CAPT Results for Staples High School

Year	Percent At/Above Goal
2009	75.2%
2010	77%
2011	79%
2012	79.6%
2013	80.5%
2014	84.4%
2015	78.9%
2016	76%
Overall Avg.	78.8%

The following table shows the percentage of students scoring at or above goal disaggregated by students who receive, and who do not receive, special education services in Westport.

2016 Staples CAPT Science Scores Disaggregated by IDEA Indicator

Westport	Number Tested	Percent At/Above Goal
All Inclusive	468	76
Special Ed.	54	26
No Special Ed.	414	82

The following table shows the percentage of students scoring at or above goal disaggregated by gender for Westport.

2016 Westport CAPT Science Scores Gender Comparison

	Percent At/Above Goal	
	Male	Female
Grade 10	79	72

V. ACT College Entrance Exam

The ACT® test is a college entrance exam administered nationally by ACT, Inc. and is generally taken by juniors and seniors. It assesses high school students' general educational development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading, and science. All four-year colleges and universities in the U.S. accept the ACT, but different institutions place different emphasis on the ACT and SAT scores as well as GPA, etc. The main four tests are scored individually on a scale of 1-36, and a composite score is provided which is the average of the four scores. The benchmark scores for each area are: English, 18; math, 22; reading, 22; science, 23; STEM, 26.

ACT Average Test Scores: 2009 to 2016

		2009	2010	2011	2012	2013	2014	2015	2016
Number of Students Tested	Westport	254	234	242	226	261	248	268	270
	Connecticut	9,240	10,453	10,809	11,192	11,551	12,044	13,175	13,880
	Nation	1.4 mil	1.5 mil	1.6 mil	1.6 mil	1.8 mil	1.8 mil	1.9 mil	2.1 mil
English	Westport	27.3	27.2	27.8	28.7	28.4	28.5	28.6	29.5
	Connecticut	23.6	23.8	24.0	23.9	24.0	24.2	24.5	24.4
	Nation	20.6	20.5	20.6	20.5	20.2	20.3	20.4	20.1
Mathematics	Westport	26.8	26.5	27.1	27.9	27.9	27.6	27.6	28.1
	Connecticut	23.5	23.5	23.9	23.8	23.9	24.1	24.1	24.1
	Nation	21.0	21.0	21.1	21.1	20.9	20.9	20.8	20.6
Reading	Westport	27.0	26.6	26.8	27.7	28.0	27.6	28.1	28.9
	Connecticut	24.0	23.9	24.1	23.9	24.4	24.5	24.7	25.0
	Nation	21.4	21.4	21.3	21.3	21.1	21.3	21.4	21.3
Science	Westport	25.1	25.3	26.0	26.8	26.8	26.8	27.3	27.7
	Connecticut	22.6	22.9	23.1	23.2	23.3	23.6	23.8	24.1
	Nation	20.9	20.9	20.9	20.9	20.7	20.8	20.9	20.8
Composite	Westport	26.7	26.5	27.0	27.9	27.9	27.7	28.0	28.7
	Connecticut	23.5	23.7	23.9	23.8	24.0	24.2	24.4	24.5
	Nation	21.1	21.0	21.1	21.1	20.9	21.0	21.0	20.8
STEM	Westport				27.6	27.6	27.4	27.7	28.2
	Connecticut				23.7	23.9	24.1	24.2	24.3
	Nation				21.3	21.1	21.1	21.1	20.9

2016 ACT Summary Gender Comparison

	English		Mathematics		Reading		Science		Composite		STEM	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Westport	29.0	29.9	28.4	27.9	28.5	29.3	27.6	27.8	28.5	28.8	28.3	28.1
State	24.3	24.6	25.0	23.4	24.9	25.0	24.7	23.5	24.8	24.2	25.1	23.7
Nation	19.8	20.6	21.0	20.3	21.0	21.6	21.0	21.6	20.9	20.9	21.3	20.7

VI. SAT Reasoning Test

The SAT Reasoning Test is a college entrance exam administered nationally by The College Board. The scores below represent the data from graduated seniors. The SAT tests verbal, mathematical, and writing skills.

In March of 2016, the College Board released a new version of the SAT Reasoning test. The scores listed below are from students who took the SAT exam *prior* to March of 2016. The range of possible scaled scores is from 200 – 800.

SAT Reasoning Test Scores: 2009 to 2016 Senior Classes*

Sub-Test		Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Critical Reading	Westport	596	584	581	589	585	583	585	588
	Connecticut	509	509	509	506	508	507	504	500
	Nation	501	501	497	496	496	497	495	494
Math	Westport	606	597	599	599	604	593	589	597
	Connecticut	513	514	513	512	512	510	506	500
	Nation	515	516	514	514	514	513	511	508
Writing	Westport	605	596	595	597	599	591	589	590
	Connecticut	512	513	513	510	512	508	504	497
	Nation	493	492	489	488	488	487	484	482

*DRG comparisons not available at time of creation of this report.

2016 SAT Reasoning Test Senior Class Gender Comparison

	Critical Reading		Mathematics		Writing	
	Male	Female	Male	Female	Male	Female
Westport	592	585	614	581	586	593
State	501	499	514	487	490	503
Nation	495	493	524	494	475	487

**2016 SAT Subject Test Scores for Westport Senior Class
(Previously Known as the SAT II)**

Sat II Subject Test Scores*	Number of Students	Mean Score	National Mean Score
Math 1	44	659	599
Math II	115	715	690
Biology – E	9	676	616
Biology - M	52	724	647
Chemistry	38	752	668
Physics	48	706	667
U.S. History	25	653	624
World History	4	*	615
Literature	47	654	599
French	5	632	634
German/Listening	1	*	629
Italian	2	*	677
Latin	4	*	632
Spanish	8	709	653
Spanish/Listening	2	*	660

Please note the following:

- Students are not required to take these tests;
- Students pay for these exams;
- Students may cancel or withhold a score (“score choice”);
- These tests may be taken at any grade during high school;
- On Math 1C and Math 2C, students may use a calculator; and
- Mean scores are reported when there are 5 or more test takers.

VI. Advanced Placement Tests

Advanced Placement Tests are administered to students as they complete an Advanced Placement course at Staples. (Taking the formal AP exam is voluntary on the part of students.) Students are scored on a five-point scale, five being the highest. A three is generally considered a score for awarding college credit.

Staples Advanced Placement Test History, 2009 – 2016

Year	Percent of Students Scoring 3 or Higher	Number of Test Grades Reported	Total Number of Students Tested
2009	92%	910	445
2010	89%	937	447
2011	91%	977	476
2012	93%	1,039	487
2013	94%	1,105	497
2014	92%	1,133	533
2015	91%	1,258	575
2016	91%	1,197	550

Please note the following:

- Students who take an AP class are not required to take the AP test;
- Students pay for the exam(s);
- Students may cancel a test score after they take the test; and
- Many students take multiple tests.

L I G H T I N G I N L A N G U A G E I N S T R U C T I O N

AP Exam	2009		2010		2011		2012		2013		2014		2015		2016	
	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3
Biology	42	98	36	90	81	90	39	98	81	96	65	92	61	98	63	94
Calc. AB	103	85	81	72	84	80	90	85	105	89	122	94	112	89	122	92
Calc. BC	43	100	41	89	45	93	44	98	64	94	56	100	67	99	65	97
Chemistry	56	98	35	100	36	100	57	100	40	98	77	98	45	98	32	100
Chinese																
Lang./Cul.			1	100			1	100	1	100	3	100	1	100	4	75
Computer Sci. A											3	67	2	100	8	100
Eng. Lang./Comp.	59	98	57	98	69	99	89	100	98	99	78	95	96	96	81	94
Eng. Lit./Comp.	52	98	34	94	33	91	16	100	23	100	43	98	40	98	38	97
Environ. Science	99	85	114	86	83	90	73	76	66	80	115	81	135	79	44	86
European History	96	90	1	100							56	79	38	79	30	67
French Language	8	88	8	100	10	80	14	94	5	100	9	100	6	100	12	100
German Language	3	100			9	100	1	100					1	100	3	100
Govt. & Pol. U.S.	13	100	19	100	65	94	104	90	163	93	142	94	170	89	169	91
Human Geo					2	100					1	100	1	100		
Italian Language															3	100
Japanese Lang.															1	100
Latin															2	50
Macro Econ	92	96	81	88	90	96	98	93	95	92	88	91	123	87	136	82
Micro Econ	74	96	67	97	77	95	83	98	92	98	75	91	104	96	119	87
Music Theory													3	67	3	67
Physics 1	14	86	9	100	13	69	15	94	28	93	14	100	16	94	25	88
Physics 2													2	100	4	50
Physics C E. & M.	21	90	17	94	27	93	23	100	40	88	21	100	36	92	38	97
Physics C Mechl.	15	100	24	96	41	93	29	100	42	100	23	100	41	97	39	100
Psychology															2	100
Spanish Lang.	16	100	15	100	23	100	14	100	17	100	25	100	26	100	20	100
Spanish Lit.	2	100	2	100			1	100	3	100	5	80	3	100	1	100
Statistics	59	97	71	99	72	96	66	100	62	90	47	100	57	96	67	94
Studio Art-3D											7	93	6	100	4	100
Studio Art-Draw													4	100	4	100
U.S. History	37	76	26	87	52	81	52	88	43	93	40	75	54	93	49	92
World History			85	80	60	77	49	96	27	81	8	100	8	75	9	100
World	909	92	831	89	977	91	1,039	93	1,105	94	1,133	92	1,258	91	1,197	91



2016 Standardized Testing Report

October 10, 2016 BOE Presentation

Natalie Carrigan
Jennifer Allen
Julie Droller

In General . . .

- Our SBA scores remained steady overall with minor fluctuations either up or down.
- We met the mandated participation rate this year at all levels.
- We maintained a positive trend with the regular SAT and ACT exams.
- For the AP exams, 550 students took nearly 1,200 tests and 91% of the students scored at least a 3 or above.

SBA English/Language Arts, Grades 3-8

Percentage of Students At or Above Standard

Grade	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton
Grade 3	83%	90%	87%	85%	86%	83%	74%	82%
Grade 4	85%	90%	90%	87%	84%	84%	76%	83%
Grade 5	90%	88%	86%	79%	88%	87%	84%	74%
Grade 6	86%	75%	78%	74%	77%	80%	78%	78%
Grade 7	89%	78%	76%	82%	79%	78%	85%	80%
Grade 8	89%	76%	83%	71%	81%	81%	78%	82%

SBA English/Language Arts, Grades 3-8 DRG A Ranking

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Easton	Easton	Darien	Darien	Darien	Darien
New Canaan	New Canaan	Easton	Westport	Weston	New Canaan
Ridgefield	Redding	Ridgefield	New Canaan	Redding	Wilton
Redding	Darien	Westport	Weston	Wilton	Ridgefield
Darien	Ridgefield	New Canaan	Wilton	Ridgefield	Westport
Westport	Westport	Weston	Ridgefield	Easton	Weston
Wilton	Wilton	Redding	Easton	Westport	Easton
Weston	Weston	Wilton	Redding	New Canaan	Redding

SBA Mathematics, Grades 3-8

Percentage of Students At or Above Standard

Grade	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton
Grade 3	82%	91%	90%	92%	80%	83%	80%	75%
Grade 4	79%	83%	91%	87%	79%	80%	74%	73%
Grade 5	78%	72%	72%	62%	65%	76%	72%	54%
Grade 6	83%	65%	70%	61%	57%	66%	65%	65%
Grade 7	78%	68%	74%	80%	74%	75%	75%	68%
Grade 8	90%	80%	76%	67%	70%	68%	65%	68%

SBA Mathematics, Grades 3-8 DRG A Ranking

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Redding	New Canaan	Darien	Darien	Redding	Darien
Easton	Redding	Westport	New Canaan	Darien	Easton
New Canaan	Easton	Easton	Westport	Westport	New Canaan
Westport	Westport	New Canaan	Easton	Weston	Ridgefield
Darien	Darien	Weston	Weston	New Canaan	Westport
Ridgefield	Ridgefield	Ridgefield	Wilton	Ridgefield	Wilton
Weston	Weston	Redding	Redding	Easton	Redding
Wilton	Wilton	Wilton	Ridgefield	Wilton	Weston

Connecticut School Day SAT*

District	ELA		Math	
	Percent At/Above State Goal	Average Score	Percent At/Above State Goal	Average Score
Darien	94.6	619	83.7	626
New Canaan	96.2	607	84	609
Ridgefield	92.1	608	80.4	604
Weston	84.3	585	71.1	582
Westport	90.8	598	75.5	599
Wilton	93	604	76.1	596
Region # 09	90.9	587	72.6	573

*Students had the option of cancelling scores for their record with the College Board within 48 hours of taking the test.

Connecticut School Day SAT DRG A Rankings

ELA	Math
New Canaan	New Canaan
Darien	Darien
Wilton	Ridgefield
Ridgefield	Wilton
Region # 09	Westport
Westport	Region # 09
Weston	Weston

What's Coming Next

- Developing year over year growth matrices for SBA scores.
- Looking at how best to help high school students prepare for the Connecticut School Day SAT while continuing to put regular instructional time first.
- Continuing to delve into cohort specific results and ensure we are providing the most appropriate supports for the students based on the latest research and best practices.



Questions?

Westport Public School's Guiding Principles

Presented by
Jennifer Allen and Julie Droller
Report to the Board of Education ~ October 10, 2016



A Brief History...

Westport Public Schools' Guiding Principles



Members of the Westport Public Schools Team aspire to be:

- Emotionally and Socially Aware
- Kind With Sincerity
- Principled in Thought and Action
- Learning Always

This year...

Vision and Leadership

Operationalizing the Guiding Principles

Summer Leadership Retreat

Strategic Planning

Practices and Procedures Aligned to the Guiding Principles

Goal-Setting

Communication

Operationalizing the Guiding Principles

Newsletters

PTA Meetings

Parent and Community Presentations

School Climate Survey

Professional Development

Operationalizing the Guiding Principles

Marc Brackett Keynote

Responsive Classroom

Professional Literature

Faculty Meetings

Assessment

Operationalizing the Guiding Principles

Learning Walks

Goal-Setting Evidence

School Climate Survey

Other...?

Looking ahead...

Guiding Principles Committee

45 Participants

District Leadership

Learning Walks

Development of Short-
and Long-Term Plans

Continuing the Conversation



School Leadership Teams

Student Voice

Parent Programs

Ongoing Professional
Development

Wellness Committee

Community

Emotionally and socially **W**are



Principled in thought and action

Kind with **S**incerity



Learning **ALWAYS**