

October 7, 2013

Staples High School

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: September 23, 2013

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

PRESENTATION:

- | | | |
|---------------------------------------------------------------------------------------------------------|--------------------|---------------|
| 1. Standardized Testing Report | (Encl.) | Ms. Carrignan |
| 2. NEASC Accreditation: Process and Procedures and Social Studies Curriculum: Designing Backwards | (Encl.) (Encl.) | Mr. D'Amico |
| 3. Review of Class Sizes: Kindergarten-Grade 12 | (Encl.) | Dr. Landon |

DISCUSSION/ACTION:

- | | | |
|----------------------------------------------------|---------|------------|
| 1. Policy P5141.5: Suicide Prevention/Intervention | (Encl.) | Dr. Landon |
| 2. Acceptance of Gift | (Encl.) | Dr. Landon |

DISCUSSION:

- | | | |
|------------------------------------------------------|---------|------------|
| 1. 2014-15 Budget Guidelines: Goals and Priorities | (Encl.) | Dr. Landon |
| 2. Membership: School Security and Safety Committees | (Encl.) | Dr. Landon |

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

ELLIOTT LANDON
Superintendent of Schools

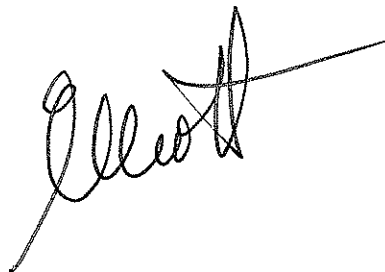
110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Standardized Testing Report
Date: October 7, 2013

Appended to this memorandum is the Annual Standardized Test Report of the Westport Public Schools covering tests administered to students during the 2012-13 school year. This report has been prepared by Natalie Carrigan who serves both as District Director of Technology and District Testing Coordinator.

As noted in the introduction to the report, this is a comprehensive testing report that presents results on all tests administered within our schools during the past school year, including those college-related tests Staples students may have taken on an individual elective basis.

Ms. Carrigan, Ms. Comm, and Ms. Gilchrest have prepared a PowerPoint presentation (also included with this memorandum) to accompany the full report which provides significant comparative data for your perusal. The three administrators will join together in sharing this information with the Board at our meeting of October 7 and will be prepared to answer any questions related to its content.

A handwritten signature in black ink, appearing to read "Elliott", with a long horizontal line extending to the right.

STANDARDIZED TESTING REPORT

*STANDARDIZED TESTING
REPORT*

Westport Public Schools

October 2013

Natalie Carrigan

Director of Technology/

District Testing Coordinator

Table of Contents

| | |
|--------------------------------------------------------|----|
| Introduction..... | 3 |
| Westport Assessment Brochure | 4 |
| I. Otis-Lennon School Ability Test (OLSAT)..... | 7 |
| II. Connecticut Mastery Tests –Fourth Generation | 8 |
| III. Connecticut Academic Performance Test | 22 |
| IV. ACT College Entrance Exam..... | 26 |
| V. SAT Reasoning Test..... | 27 |
| VI. Advanced Placement Tests..... | 28 |

Introduction

This report contains information about the Westport Schools' standardized testing program and Westport students' performance on these tests. Although we report district performance on each specific test to the Board of Education, and individuals' test results to parents and students, this is a comprehensive standardized testing report presenting results on all the tests we administer as well as the college-related tests our high school students take on an individual elective basis.

While this report focuses on standardized testing, one must remember that student assessment in the Westport schools includes both classroom assessment and standardized testing. 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.

The format of this report includes:

- ◆ An introductory section from our assessment brochure outlining our standardized testing program
- ◆ Information and score reports on five standardized tests

While standardized tests provide very useful information, it is important to view results over time and to include many other indicators of success in evaluating our students' and schools' overall performance.

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.

Dr. Elliott Landon
Superintendent of Schools

Lisabeth Comm
Director of Secondary Education, Research and Professional Development

Cynthia Gilchrest
Director of Elementary Education

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 basic skills. The teacher uses these informal observations to answer the questions "Are the students learning the basic skills? Have the students understood the concept I was planning to communicate?" If the answer is "No" the good teacher looks for another way to illuminate the concept, either for the class as a whole, or for individual students. If the answer is "Yes" then the teacher can move on to new information and new concepts. Periodically, teachers augment these informal student assessments with more formal measures. Teachers use two types of formal assessment:

One type of assessment measures the students' 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' progress with basic skills.
- 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 Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)), provide a score that compares a student's performance to specific standards.

(CMT GENERATION IV)

The CMT is a criterion-referenced test given to students in the third, fourth, fifth, sixth, seventh and eighth grades each year. Required by the State of Connecticut, it tests mathematics, reading, writing, and science.

READING:

The reading tests measure students' ability to interpret text by responding to multiple-choice and open-ended questions.

WRITING:

Students in grades 3 and 4 will write to different narrative prompts. Students in grades 5 and 6 will address different expository prompts and students in grades 7 and 8 will select a point of view based on different persuasive prompts.

MATHEMATICS:

Test questions are organized by the following five standards:

- Numerical and Proportional Reasoning
- Geometry and Measurement
- Working with Data; Probability and Statistics
- Algebraic Reasoning; Patterns and Functions
- Integrated Understandings

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 CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

The CAPT is a criterion-referenced test given in tenth grade to assess student achievement in four areas: Math, Science, Reading and Writing.

The **Math** test focuses on mathematical reasoning and the application of key concepts. Content areas include numbers and quantities; measurement and geometry; statistics, probability and discrete mathematics; algebra and functions. Because the test's focus is reasoning and analysis, students are permitted to use calculators.

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 **Reading** test is divided into two sections:

Reading & Information: measures students' ability to read a variety of reading passages and answer related questions focused on developing an interpretation and demonstrating a critical stance.

Response to Literature: students read a short story and write short answers to open-ended questions.

The **Writing** test is divided into two sections:

Interdisciplinary Writing: students are given source material representing several perspectives on two different topics and are asked to respond to each separately in the persuasive writing mode.

Editing & Revising: students answer multiple choice questions based on short passages; focused on grammar/usage skills and composing /revising skills.

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.

THE LIMITS OF STANDARDIZED TEST

Parents (and educators) must use caution when interpreting standardized test scores. They should not be the sole evaluation of student achievement or an educational program because:

The tests are concerned only with certain basic skills and abilities and are not intended to measure total achievement for each subject and grade.

The best assessment of a student's achievement is still classroom performance as judged by a teacher who sees the student's work in a variety of situations over the course of a year.

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 2013

| National Percentile Range | Number of Westport Students | Percentage of Westport Students |
|---------------------------|-----------------------------|---------------------------------|
| 76 – 99% | 193 | 46 |
| 51 – 75% | 115 | 27 |
| 26 – 50% | 69 | 16 |
| 1 – 25% | 47 | 11 |

Number of students tested: 424

Otis Lennon School Ability Test, Eighth Edition Winter of 2006 – 2013

The chart on this page 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 in both percentiles and school ability index.

Percentage of Westport Students at Each Band Level

| National Percentile Range | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------------------------|------|------|------|------|------|------|------|------|
| 76 – 99% | 53% | 44% | 47% | 45% | 39% | 44% | 42% | 46% |
| 51 – 75% | 22% | 26% | 27% | 27% | 34% | 28% | 28% | 27% |
| 26 – 50% | 17% | 18% | 18% | 16% | 17% | 19% | 19% | 16% |
| 1 – 25% | 8% | 11% | 9% | 12% | 10% | 10% | 11% | 11% |

II. Connecticut Mastery Tests (CMT) –Fourth Generation

The State of Connecticut sets a goal for students' performance in four areas: Reading, Writing, Mathematics, and Science (for grade 5 and 8). The year 2000 marked the first administration of the third generation of the CMT. The year 2006 marked the first administration of the fourth generation of the CMT. The year 2006 also marked the change of administration from the fall to the spring of each school year, thus there are no scores for 2005. The year 2008 marked the first administration of the science section of the CMT to grades 5 and 8.

The following chart shows Westport students' performance in relation to the state goal. Also shown are the percentages of students at or above the state goal in our District Reference Group A (DRG A) and statewide. The mastery tests assess different topics at each grade level and measure the cumulative effect of schooling.

In comparison with students statewide, a much higher percentage of Westport students perform at or above the goal on all subtests and in all grades. In comparison with DRG A, the average Westport score was equal to or surpassed the average DRGA average score in fourteen of the twenty score categories

Percent of Students at or Above Goal, March 2013

| Percent of Students at or Above Goal | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| MATH: | | | | | | |
| Westport | 87.9% | 90.9% | 91.6% | 92.2% | 93.4% | 90.8% |
| DRG A Average | 87.9% | 91.2% | 91.4% | 90.6% | 91.0% | 91.4% |
| State Average | 61.6% | 65.4% | 69.4% | 67.2% | 65.7% | 65.2% |
| READING: | | | | | | |
| Westport | 82.8% | 89.1% | 89.1% | 90.9% | 91.0% | 93.9% |
| DRG A Average | 81.8% | 86.5% | 88.4% | 89.8% | 94.2% | 94.1% |
| State Average | 56.9% | 62.7% | 66.9% | 73.3% | 78.9% | 76.3% |
| WRITING: | | | | | | |
| Westport | 76.8% | 84.0% | 86.7% | 90.6% | 86.5% | 90.9% |
| DRG A Average | 80.7% | 86.5% | 84.3% | 86.4% | 85.5% | 90.6% |
| State Average | 60.0% | 63.1% | 65.6% | 65.2% | 65.0% | 67.3% |
| SCIENCE: | | | | | | |
| Westport | | | 86.7% | | | 84.3% |
| DRG A Average | | | 87.9% | | | 85.8% |
| State Average | | | 62.5% | | | 60.6% |

Note:

District Reference Group (DRG) refers to division of the state's school districts into nine groups based on socioeconomic status, indications of student need, and enrollment. The state updated the groups in 2006. Each group has similar student and family backgrounds. DRG A school districts are:

Darien Easton New Canaan Redding Ridgefield Weston
Westport Wilton

2013 CMT DRG A Results

The following tables show the percentage of students at or above goal by grade level for each district in DRG A.

| Math | Grade 3 | Rank | Grade 4 | Rank | Grade 5 | Rank | Grade 6 | Rank | Grade 7 | Rank | Grade 8 | Rank |
|-----------------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| Darien | 80.5% | 8 | 87.3% | 7 | 90.4% | 7 | 93.7% | 1 | 95.3% | 1 | 95.9% | 1 |
| Easton | 86.8% | 6 | 90.9% | 4 | 89.3% | 8 | 92.3% | 3 | 91.7% | 3 | 90.6% | 6 |
| New Canaan | 95.0% | 1 | 96.4% | 1 | 90.7% | 5 | 85.0% | 8 | 88.1% | 7 | 92.4% | 2 |
| Redding | 88.1% | 4 | 90.7% | 5 | 92.1% | 3 | 92.5% | 2 | 87.9% | 8 | 92.3% | 3 |
| Ridgefield | 89.4% | 3 | 91.1% | 3 | 92.5% | 2 | 90.8% | 6 | 89.5% | 6 | 89.5% | 7 |
| Weston | 91.9% | 2 | 94.2% | 2 | 93.8% | 1 | 86.4% | 7 | 90.3% | 5 | 87.7% | 8 |
| Westport | 87.9% | 5 | 90.9% | 4 | 91.6% | 4 | 92.2% | 4 | 93.4% | 2 | 90.8% | 5 |
| Wilton | 83.4% | 7 | 88.2% | 6 | 90.6% | 6 | 92.1% | 5 | 91.4% | 4 | 92.2% | 4 |

| Reading | Grade 3 | Rank | Grade 4 | Rank | Grade 5 | Rank | Grade 6 | Rank | Grade 7 | Rank | Grade 8 | Rank |
|-----------------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| Darien | 80.0% | 6 | 80.2% | 8 | 89.2% | 3 | 89.7% | 4 | 94.8% | 3 | 95.3% | 3 |
| Easton | 82.0% | 4 | 85.9% | 5 | 86.7% | 6 | 89.7% | 4 | 95.1% | 2 | 94.2% | 5 |
| New Canaan | 89.7% | 1 | 94.2% | 1 | 91.7% | 1 | 89.8% | 3 | 92.3% | 6 | 96.6% | 1 |
| Redding | 75.4% | 8 | 85.5% | 6 | 85.8% | 7 | 90.2% | 2 | 93.8% | 5 | 91.0% | 8 |
| Ridgefield | 81.2% | 5 | 84.1% | 7 | 90.9% | 2 | 88.4% | 6 | 95.8% | 1 | 91.4% | 7 |
| Weston | 78.9% | 7 | 86.0% | 4 | 86.9% | 5 | 89.3% | 5 | 94.7% | 4 | 94.6% | 4 |
| Westport | 82.8% | 3 | 89.1% | 2 | 89.1% | 4 | 90.9% | 1 | 91.0% | 7 | 93.9% | 6 |
| Wilton | 84.5% | 2 | 86.9% | 3 | 86.9% | 5 | 90.2% | 2 | 95.8% | 1 | 96.1% | 2 |

| Writing | Grade 3 | Rank | Grade 4 | Rank | Grade 5 | Rank | Grade 6 | Rank | Grade 7 | Rank | Grade 8 | Rank |
|-----------------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| Darien | 81.7% | 3 | 82.7% | 6 | 87.4% | 3 | 89.7% | 2 | 91.8% | 1 | 94.0% | 1 |
| Easton | 82.5% | 2 | 88.9% | 2 | 72.9% | 8 | 81.5% | 7 | 81.3% | 8 | 89.9% | 6 |
| New Canaan | 91.2% | 1 | 92.0% | 1 | 92.7% | 1 | 88.6% | 4 | 86.1% | 4 | 92.7% | 2 |
| Redding | 81.0% | 5 | 86.8% | 4 | 83.1% | 6 | 89.9% | 3 | 82.7% | 6 | 86.5% | 8 |
| Ridgefield | 80.8% | 6 | 86.8% | 4 | 89.3% | 2 | 88.3% | 5 | 89.6% | 2 | 90.7% | 5 |
| Weston | 70.3% | 8 | 88.8% | 3 | 85.4% | 5 | 81.1% | 8 | 82.5% | 7 | 88.3% | 7 |
| Westport | 76.8% | 7 | 84.0% | 5 | 86.7% | 4 | 90.6% | 1 | 86.5% | 3 | 90.9% | 4 |
| Wilton | 81.6% | 4 | 81.9% | 7 | 76.6% | 7 | 81.8% | 6 | 83.6% | 5 | 92.0% | 3 |

| Science | Grade 3 | Rank | Grade 4 | Rank | Grade 5 | Rank | Grade 6 | Rank | Grade 7 | Rank | Grade 8 | Rank |
|-----------------|---------|------|---------|------|--------------|----------|---------|------|---------|------|--------------|----------|
| Darien | | | | | 89.1% | 4 | | | | | 86.5% | 4 |
| Easton | | | | | 84.5% | 7 | | | | | 87.1% | 3 |
| New Canaan | | | | | 92.1% | 1 | | | | | 92.7% | 1 |
| Redding | | | | | 83.9% | 8 | | | | | 81.4% | 8 |
| Ridgefield | | | | | 90.6% | 3 | | | | | 82.3% | 7 |
| Weston | | | | | 91.0% | 2 | | | | | 83.9% | 6 |
| Westport | | | | | 86.7% | 5 | | | | | 84.3% | 5 |
| Wilton | | | | | 85.3% | 6 | | | | | 87.9% | 2 |

2012- 2013 CMT District Results – Cohort Comparison

In a basic cohort score analysis, for example comparing the 2012 grade three students scores in mathematics with 2013 grade four student scores in mathematics; a greater percentage of students achieved goal level or above in nine of the fifteen areas in which cohort comparisons are possible. Since improvement in a cohort's score is achieved by the cumulative effect of the improved performance of individuals within the group, it is a compelling indicator of the beneficial effect of the instructional program Westport teachers and administrators provide.

When comparing 2012 CMT results with the 2013 CMT results, the percentage of Westport students achieving a CMT level of goal or higher remained steady or improved year over year in twelve of the fifteen score categories reported.

| Math | 2012 | 2013 | Difference |
|--------------|-------------|-------------|-------------------|
| Grade 3 to 4 | 88.8 | 90.9 | 2.1 |
| Grade 4 to 5 | 90.8 | 91.6 | 0.9 |
| Grade 5 to 6 | 93.4 | 92.2 | -1.2 |
| Grade 6 to 7 | 92.3 | 93.4 | 1.1 |
| Grade 7 to 8 | 92.1 | 90.8 | -1.3 |

| Reading | 2012 | 2013 | Difference |
|----------------|-------------|-------------|-------------------|
| Grade 3 to 4 | 84.2 | 89.1 | 4.9 |
| Grade 4 to 5 | 83.3 | 89.1 | 5.8 |
| Grade 5 to 6 | 89.0 | 90.9 | 1.9 |
| Grade 6 to 7 | 89.4 | 91.0 | 1.6 |
| Grade 7 to 8 | 93.4 | 93.9 | 0.5 |

| Writing | 2012 | 2013 | Difference |
|----------------|-------------|-------------|-------------------|
| Grade 3 to 4 | 83.2 | 84.0 | 0.8 |
| Grade 4 to 5 | 84.2 | 86.7 | 2.5 |
| Grade 5 to 6 | 89.1 | 90.6 | 1.5 |
| Grade 6 to 7 | 90.8 | 86.5 | -4.3 |
| Grade 7 to 8 | 88.2 | 90.9 | 2.7 |

When looking at the full longitudinal range of the current 8th grade students, the percentage of Westport students achieving a CMT level of goal or higher significantly increases.

| Grade | Year | Mathematics Number Tested | Mathematics % Below Basic | Mathematics % Basic | Mathematics % Proficient | Mathematics % At or Above Goal |
|-------|------|---------------------------|---------------------------|---------------------|--------------------------|--------------------------------|
| 3 | 2008 | 428 | 3.3 | 1.4 | 10.3 | 85 |
| 4 | 2009 | 417 | 0.7 | 1.7 | 9.4 | 88.2 |
| 5 | 2010 | 414 | 1.2 | 0.5 | 3.4 | 94.9 |
| 6 | 2011 | 426 | 1.4 | 0.7 | 6.3 | 91.5 |
| 7 | 2012 | 430 | 1.4 | 1.2 | 5.3 | 92.1 |
| 8 | 2013 | 424 | 1.2 | 1.2 | 6.8 | 90.8 |

| Grade | Year | Reading Number Tested | Reading % Below Basic | Reading % Basic | Reading % Proficient | Reading % At or Above Goal |
|-------|------|-----------------------|-----------------------|-----------------|----------------------|----------------------------|
| 3 | 2008 | 428 | 5.8 | 5.6 | 9.6 | 79 |
| 4 | 2009 | 412 | 3.4 | 2.9 | 9.7 | 84 |
| 5 | 2010 | 410 | 1.5 | 1.5 | 6.8 | 90.2 |
| 6 | 2011 | 425 | 1.9 | 2.1 | 2.1 | 93.9 |
| 7 | 2012 | 427 | 1.6 | 1.9 | 3 | 93.4 |
| 8 | 2013 | 424 | 1.9 | 0.7 | 3.5 | 93.9 |

| Grade | Year | Writing Number Tested | Writing % Below Basic | Writing % Basic | Writing % Proficient | Writing % At or Above Goal |
|-------|------|-----------------------|-----------------------|-----------------|----------------------|----------------------------|
| 3 | 2008 | 427 | 2.6 | 5.9 | 10.8 | 80.8 |
| 4 | 2009 | 426 | 1.6 | 3.5 | 12.9 | 81.9 |
| 5 | 2010 | 418 | 0.7 | 2.2 | 11 | 86.1 |
| 6 | 2011 | 426 | 0.2 | 2.8 | 11.3 | 85.7 |
| 7 | 2012 | 432 | 0.7 | 2.5 | 8.6 | 88.2 |
| 8 | 2013 | 427 | 0.9 | 1.4 | 6.8 | 90.9 |

Connecticut Mastery Tests 2006-2013

The charts on the next two pages show Westport students' performance by grade level for each of the last eight years.

In comparing a particular grade's performance in subsequent years, one must remember that for each higher grade the state sets a higher goal and includes different test items and emphasis in content, and that, as a result of student mobility, the group of students tested in the higher grade is not the identical group of students as those from the prior grade.

| Westport Elementary CMT Scores 2006-Present | | | | | | | | |
|---------------------------------------------|------------|------------|---------|---------|---------|---------|---------|---------|
| Grade 3 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| <i>MATH</i> | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) |
| Objectives Mastered | 16.4/18 | 16.6/18 | 16.6/18 | 17.1/18 | 16.7/18 | 16.7/18 | 16.9/18 | 16.6/18 |
| % At or Above Goal | 79.6% | 78.7% | 85.0% | 90.7% | 85.3% | 83.8% | 88.8% | 87.9% |
| <i>READING</i> | | | | | | | | |
| DRP Score | 58 | 57 | 57.2 | 57.7 | 56.7 | 56.3 | 56.3 | 55.4 |
| % At or Above Goal | 80.2% | 74.7% | 79.0% | 78.1% | 76.3% | 77.8% | 84.2% | 82.8% |
| <i>WRITING</i> | | | | | | | | |
| Avg. D.A.W. Score | 8.4 | 8.7 | 8.5 | 8.5 | 8.8 | 8.8 | 8.9 | 8.5 |
| % At or Above Goal | 82.4% | 79.1% | 80.8% | 79.0% | 76.3% | 76.7% | 83.2% | 76.8% |
| Grade 4 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| <i>MATH</i> | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) |
| Objectives Mastered | 18.5/21 | 19/21 | 19/21 | 19.5/21 | 19.2/21 | 19.4/21 | 19.5/21 | 19.5/21 |
| % At or Above Goal | 81.9% | 88.9% | 85.7% | 88.2% | 90.3% | 91.3% | 90.8% | 90.9% |
| <i>READING</i> | | | | | | | | |
| DRP Score | 69 | 67.7 | 67.2 | 67.9 | 63.8 | 63.2 | 62.8 | 66.1 |
| % At or Above Goal | 83.7% | 81.9% | 82.5% | 84.0% | 81.4% | 85.0% | 83.3% | 89.1% |
| <i>WRITING</i> | | | | | | | | |
| Avg. D.A.W. Score | 9.5 | 9.2 | 9.3 | 9 | 9.4 | 9.3 | 9 | 9.1 |
| % At or Above Goal | 83.0% | 87.3% | 85.7% | 81.9% | 83.3% | 89.0% | 84.2% | 84.0% |
| Grade 5 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| <i>MATH</i> | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) |
| Objectives Mastered | 20.2/23 | 20.9/23 | 20.9/23 | 21.1/23 | 21.2/23 | 21/23 | 21.4/23 | 21.3/23 |
| % At or Above Goal | 86.0% | 91.3% | 92.0% | 91.5% | 94.9% | 91.6% | 93.4% | 91.6% |
| <i>READING</i> | | | | | | | | |
| DRP Score | 71 | 70.4 | 67.2 | 67.7 | 66.5 | 66 | 66.1 | 66 |
| % At or Above Goal | 85.6% | 85.6% | 87.4% | 87.6% | 90.2% | 84.1% | 89.0% | 89.1% |
| <i>WRITING</i> | | | | | | | | |
| Avg. D.A.W. Score | 8.7 | 8.8 | 8.9 | 8.2 | 8.4 | 8.4 | 8.8 | 8.7 |
| % At or Above Goal | 84.8% | 86.0% | 92.4% | 82.5% | 86.1% | 83.1% | 89.1% | 86.7% |
| <i>SCIENCE</i> | | | | | | | | |
| Avg. Raw Score | not tested | not tested | 31.2 | 32.2 | 32.9 | 32.9 | 34.6 | 34.5 |
| % At or Above Goal | | | 80.0% | 82.1% | 83.7% | 84.9% | 86.8% | 86.7% |

Definitions: DRP = Degrees of Reading Power; DAW = Direct Assessment of Writing

| Westport Middle School CMT Scores 2006-Present | | | | | | | | |
|------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Grade 6 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| <i>MATH</i> | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) |
| Objectives Mastered | 19.8/23 | 20.4/23 | 20.7/23 | 20.9/23 | 20.6/23 | 20.3/23 | 20.3/23 | 20.5/23 |
| % At or Above Goal | 90.3% | 92.2% | 94.6% | 95.0% | 92.7% | 91.5% | 92.3% | 92.2% |
| <i>READING</i> | | | | | | | | |
| DRP Score | 78 | 76.2 | 75 | 75.4 | 73.1 | 71.6 | 71.8 | 72.1 |
| % At or Above Goal | 91.0% | 87.0% | 90.7% | 92.5% | 94.0% | 93.9% | 89.4% | 90.9% |
| <i>WRITING</i> | | | | | | | | |
| Avg. D.A.W. Score | 8.8 | 8.5 | 8.9 | 8.9 | 9 | 8.8 | 9 | 8.9 |
| % At or Above Goal | 86.8% | 89.4% | 91.9% | 88.3% | 90.2% | 85.7% | 90.8% | 90.6% |
| Grade 7 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| <i>MATH</i> | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) |
| Objectives Mastered | 19.1/23 | 19.9/23 | 20.8/23 | 20.5/23 | 20.7/23 | 20.4/23 | 20/23 | 19.8/23 |
| % At or Above Goal | 87.5% | 91.8% | 95.0% | 95.6% | 96.4% | 93.3% | 92.1% | 93.4% |
| <i>READING</i> | | | | | | | | |
| DRP Score | 75.4 | 75.3 | 76.2 | 75.3 | 73.8 | 74 | 72.8 | 71.7 |
| % At or Above Goal | 92.7% | 91.8% | 92.0% | 94.5% | 96.8% | 94.3% | 93.4% | 91.0% |
| <i>WRITING</i> | | | | | | | | |
| Avg. D.A.W. Score | 9.2 | 9.4 | 9.3 | 9.1 | 8.9 | 8.9 | 8.7 | 8.7 |
| % At or Above Goal | 89.6% | 91.3% | 88.9% | 89.7% | 90.9% | 87.2% | 88.2% | 86.5 |
| Grade 8 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| <i>MATH</i> | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) | (Gen 4) |
| Objectives Mastered | 17/21 | 17.6/21 | 17.6/21 | 18.1/21 | 17.9/21 | 18.3/21 | 18.4/21 | 17.4/21 |
| % At or Above Goal | 89.5% | 92.2% | 91.3% | 94.2% | 93.2% | 95.0% | 94.2% | 90.8% |
| <i>READING</i> | | | | | | | | |
| DRP Score | 84 | 81.9 | 78.2 | 78.8 | 76.4 | 76.6 | 79.6 | 77.8 |
| % At or Above Goal | 92.4% | 91.4% | 90.1% | 91.7% | 91.4% | 94.3% | 93.8% | 93.9% |
| <i>WRITING</i> | | | | | | | | |
| Avg. D.A.W. Score | 9.9 | 9.6 | 9.7 | 9.6 | 9.3 | 9.3 | 9.6 | 9.1 |
| % At or Above Goal | 91.5% | 93.2% | 93.2% | 92.1% | 88.7% | 95.4% | 94.9% | 90.9% |
| <i>SCIENCE</i> | | | | | | | | |
| Avg. Raw Score | | not tested | not tested | 39.1 | 39.4 | 39.5 | 40.6 | 39.8 |
| % At or Above Goal | | | | 85.6% | 87.8% | 90.3% | 92.7% | 84.3% |

Definitions: DRP = Degrees of Reading Power; DAW = Direct Assessment of Writing

The table below shows the percentage of students scoring at the proficiency level or higher on the March 2013 CMT. This percent is used to determine a district's Annual Yearly Progress (AYP) for the No Child Left Behind act.

| CMT March 2013 Percent of Students at or Above Proficiency Level | | | | | | |
|---------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| Mathematics | 95.6 | 98.4 | 98.1 | 97.5 | 97.8 | 97.6 |
| Reading | 91.8 | 94.9 | 94.4 | 97 | 96.7 | 97.4 |
| Writing | 93 | 96.3 | 97.5 | 97.9 | 96.9 | 97.7 |
| Science | | | 96.6 | | | 93.7 |

CMT Scores Disaggregated

The tables on the next few pages show CMT scores both aggregated and disaggregated to enable comparisons of the performance of Special Education students in DRG A. Comparisons of CMT scores within our DRG may be misleading because of the large variation in the number of Special Education students (SPED) tested. If one compares scores without disaggregating them, districts that have large numbers of special education students are at a disadvantage when being compared with districts with low numbers of special education students. The following comparison tables show districts' results for all students, non special education students and only special education students. **The state does not report results for groups of less than 20 students.**

| Grade 3 District/School- All Inclusive | Mathematics | | Reading | | Writing | |
|----------------------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|
| | Total Math | | Total Reading | | Total Writing | |
| | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> |
| Darien | 425 | 80.5 | 424 | 80 | 431 | 81.7 |
| Easton | 91 | 86.8 | 89 | 82 | 97 | 82.5 |
| New Canaan | 302 | 95 | 302 | 89.7 | 308 | 91.2 |
| Redding | 126 | 88.1 | 126 | 75.4 | 126 | 81 |
| Ridgefield | 377 | 89.4 | 377 | 81.2 | 380 | 80.8 |
| Weston | 172 | 91.9 | 171 | 78.9 | 175 | 70.3 |
| Westport | 430 | 87.9 | 429 | 82.8 | 431 | 76.8 |
| Wilton | 296 | 83.4 | 297 | 84.5 | 299 | 81.6 |

| Grade3 District/School- Special Education | Mathematics | | Reading | | Writing | |
|-------------------------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|
| | Total Math | | Total Reading | | Total Writing | |
| | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> |
| Darien | 49 | 40.8 | 48 | 41.7 | 56 | 35.7 |
| Easton | - | - | - | - | - | - |
| New Canaan | - | - | - | - | 23 | 39.1 |
| Redding | - | - | - | - | - | - |
| Ridgefield | 39 | 61.5 | 39 | 25.6 | 41 | 24.4 |
| Weston | - | - | - | - | - | - |
| Westport | 38 | 47.4 | 37 | 48.6 | 40 | 40 |
| Wilton | - | - | - | - | 21 | 33.3 |

| Grade 3 District/School- Without Special Education | Mathematics | | Reading | | Writing | |
|-------------------------------------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|
| | Total Math | | Total Reading | | Total Writing | |
| | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> |
| Darien | 376 | 85.6 | 376 | 84.8 | 375 | 88.5 |
| Easton | 85 | 88.2 | 84 | 84.5 | 85 | 88.2 |
| New Canaan | 284 | 96.5 | 284 | 91.9 | 285 | 95.4 |
| Redding | 108 | 90.7 | 108 | 82.4 | 108 | 86.1 |
| Ridgefield | 338 | 92.6 | 338 | 87.6 | 339 | 87.6 |
| Weston | 161 | 92.5 | 161 | 81.4 | 160 | 74.4 |
| Westport | 392 | 91.8 | 392 | 86 | 391 | 80.6 |
| Wilton | 278 | 85.3 | 278 | 86 | 278 | 85.3 |

| Grade 4 District/School- All Inclusive | Mathematics | | Reading | | Writing | |
|----------------------------------------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Total Math | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 363 | 87.3 | 363 | 80.2 | 369 | 82.7 |
| Easton | 99 | 90.9 | 99 | 85.9 | 99 | 88.9 |
| New Canaan | 360 | 96.4 | 360 | 94.2 | 363 | 92 |
| Redding | 118 | 90.7 | 117 | 85.5 | 121 | 86.8 |
| Ridgefield | 418 | 91.1 | 414 | 84.1 | 418 | 86.8 |
| Weston | 189 | 94.2 | 186 | 86 | 188 | 88.8 |
| Westport | 451 | 90.9 | 451 | 89.1 | 455 | 84 |
| Wilton | 356 | 88.2 | 352 | 86.9 | 365 | 81.9 |

| Grade 4 District/School- Special Education | Mathematics | | Reading | | Writing | |
|--------------------------------------------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Total Math | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 48 | 60.4 | 48 | 47.9 | 55 | 50.9 |
| Easton | - | - | - | - | - | - |
| New Canaan | 29 | 82.8 | 29 | 62.1 | 33 | 51.5 |
| Redding | - | - | - | - | - | - |
| Ridgefield | 44 | 56.8 | 40 | 35 | 44 | 38.6 |
| Weston | - | - | - | - | - | - |
| Westport | 40 | 65 | 40 | 65 | 45 | 57.8 |
| Wilton | 41 | 46.3 | 37 | 37.8 | 50 | 32 |

| Grade 4 District/School- Without Special Education | Mathematics | | Reading | | Writing | |
|-------------------------------------------------------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Total Math | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 315 | 91.4 | 315 | 85.1 | 314 | 88.2 |
| Easton | 96 | 93.8 | 96 | 86.5 | 96 | 89.6 |
| New Canaan | 331 | 97.6 | 331 | 97 | 330 | 96.1 |
| Redding | 103 | 94.2 | 103 | 90.3 | 103 | 92.2 |
| Ridgefield | 374 | 95.2 | 374 | 89.3 | 374 | 92.5 |
| Weston | 180 | 96.7 | 180 | 87.2 | 179 | 92.2 |
| Westport | 411 | 93.4 | 411 | 91.5 | 410 | 86.8 |
| Wilton | 315 | 93.7 | 315 | 92.7 | 315 | 89.8 |

| Grade 5 | Mathematics | | Reading | | Writing | | Science | |
|-------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Reading | | Total Writing | | Total Science | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| District/School-All Inclusive | | | | | | | | |
| Darien | 354 | 90.4 | 353 | 89.2 | 357 | 87.4 | 358 | 89.1 |
| Easton | 103 | 89.3 | 105 | 86.7 | 107 | 72.9 | 103 | 84.5 |
| New Canaan | 311 | 90.7 | 312 | 91.7 | 314 | 92.7 | 315 | 92.1 |
| Redding | 114 | 92.1 | 113 | 85.8 | 118 | 83.1 | 118 | 83.9 |
| Ridgefield | 385 | 92.5 | 386 | 90.9 | 392 | 89.3 | 392 | 90.6 |
| Weston | 176 | 93.8 | 176 | 86.9 | 178 | 85.4 | 178 | 91 |
| Westport | 431 | 91.6 | 432 | 89.1 | 436 | 86.7 | 436 | 86.7 |
| Wilton | 330 | 90.6 | 329 | 86.9 | 334 | 76.6 | 334 | 85.3 |

| Grade 5 | Mathematics | | Reading | | Writing | | Science | |
|-----------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Reading | | Total Writing | | Total Science | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| District/School-Special Education | | | | | | | | |
| Darien | 44 | 54.5 | 43 | 53.5 | 47 | 51.1 | 48 | 50 |
| Easton | - | - | - | - | - | - | - | - |
| New Canaan | 21 | 47.6 | 22 | 36.4 | 24 | 45.8 | 24 | 50 |
| Redding | - | - | - | - | - | - | - | - |
| Ridgefield | 26 | 57.7 | 26 | 38.5 | 32 | 53.1 | 32 | 43.8 |
| Weston | - | - | - | - | - | - | - | - |
| Westport | 37 | 48.6 | 37 | 45.9 | 41 | 43.9 | 41 | 43.9 |
| Wilton | 39 | 56.4 | 38 | 39.5 | 43 | 41.9 | 43 | 46.5 |

| Grade 5 | Mathematics | | Reading | | Writing | | Science | |
|-------------------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Reading | | Total Writing | | Total Science | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| District/School-Without Special Education | | | | | | | | |
| Darien | 310 | 95.5 | 310 | 94.2 | 310 | 92.9 | 310 | 95.2 |
| Easton | 97 | 92.8 | 99 | 90.9 | 99 | 76.8 | 95 | 89.5 |
| New Canaan | 290 | 93.8 | 290 | 95.9 | 290 | 96.6 | 291 | 95.5 |
| Redding | 105 | 96.2 | 105 | 90.5 | 105 | 88.6 | 105 | 91.4 |
| Ridgefield | 359 | 95 | 360 | 94.7 | 360 | 92.5 | 360 | 94.7 |
| Weston | 167 | 95.2 | 167 | 88.6 | 167 | 87.4 | 167 | 92.8 |
| Westport | 394 | 95.7 | 395 | 93.2 | 395 | 91.1 | 395 | 91.1 |
| Wilton | 291 | 95.2 | 291 | 93.1 | 291 | 81.8 | 291 | 91.1 |

| Grade 6 District/School- All Inclusive | Mathematics | | Reading | | Writing | |
|----------------------------------------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Total Math | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 378 | 93.7 | 378 | 89.7 | 378 | 89.7 |
| Easton | 117 | 92.3 | 116 | 89.7 | 119 | 81.5 |
| New Canaan | 306 | 85 | 305 | 89.8 | 307 | 88.6 |
| Redding | 134 | 92.5 | 133 | 90.2 | 138 | 89.9 |
| Ridgefield | 400 | 90.8 | 398 | 88.4 | 403 | 88.3 |
| Weston | 214 | 86.4 | 214 | 89.3 | 217 | 81.1 |
| Westport | 474 | 92.2 | 471 | 90.9 | 477 | 90.6 |
| Wilton | 342 | 92.1 | 338 | 90.2 | 347 | 81.8 |

| Grade 6 District/School- Special Education | Mathematics | | Reading | | Writing | |
|--------------------------------------------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Total Math | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 53 | 69.8 | 53 | 60.4 | 54 | 64.8 |
| Easton | - | - | - | - | - | - |
| New Canaan | 25 | 28 | 26 | 50 | 27 | 48.1 |
| Redding | - | - | - | - | - | - |
| Ridgefield | 32 | 46.9 | 30 | 40 | 35 | 42.9 |
| Weston | - | - | - | - | 20 | 35 |
| Westport | 35 | 45.7 | 33 | 42.4 | 38 | 50 |
| Wilton | 34 | 47.1 | 31 | 29 | 40 | 22.5 |

| Grade 6 District/School- Without Special Education | Mathematics | | Reading | | Writing | |
|-------------------------------------------------------------|------------------|----------------|------------------|----------------|------------------|----------------|
| | Total Math | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 325 | 97.5 | 325 | 94.5 | 324 | 93.8 |
| Easton | 113 | 92 | 113 | 91.2 | 113 | 85 |
| New Canaan | 281 | 90 | 279 | 93.5 | 280 | 92.5 |
| Redding | 122 | 95.1 | 122 | 89.3 | 122 | 95.1 |
| Ridgefield | 368 | 94.6 | 368 | 92.4 | 368 | 92.7 |
| Weston | 198 | 89.4 | 197 | 91.9 | 197 | 85.8 |
| Westport | 439 | 95.9 | 438 | 94.5 | 439 | 94.1 |
| Wilton | 308 | 97.1 | 307 | 96.4 | 307 | 89.6 |

| Grade 7 District/School- All Inclusive | Mathematics | | Reading | | Writing | |
|----------------------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|
| | Total Math | | Total Reading | | Total Writing | |
| | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> |
| Darien | 384 | 95.3 | 383 | 94.8 | 389 | 91.8 |
| Easton | 121 | 91.7 | 122 | 95.1 | 123 | 81.3 |
| New Canaan | 311 | 88.1 | 311 | 92.3 | 317 | 86.1 |
| Redding | 132 | 87.9 | 129 | 93.8 | 133 | 82.7 |
| Ridgefield | 420 | 89.5 | 417 | 95.9 | 425 | 89.6 |
| Weston | 206 | 90.3 | 206 | 94.7 | 206 | 82.5 |
| Westport | 455 | 93.4 | 456 | 91 | 459 | 86.5 |
| Wilton | 359 | 91.4 | 359 | 95.8 | 365 | 83.6 |

| Grade 7 District/School- Special Education | Mathematics | | Reading | | Writing | |
|--------------------------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|
| | Total Math | | Total Reading | | Total Writing | |
| | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> |
| Darien | 38 | 65.8 | 37 | 70.3 | 43 | 60.5 |
| Easton | - | - | - | - | - | - |
| New Canaan | 34 | 32.4 | 34 | 58.8 | 40 | 40 |
| Redding | - | - | - | - | - | - |
| Ridgefield | 35 | 48.6 | 34 | 61.8 | 38 | 44.7 |
| Weston | - | - | - | - | - | - |
| Westport | 59 | 62.7 | 60 | 58.3 | 63 | 47.6 |
| Wilton | 56 | 66.1 | 55 | 80 | 61 | 54.1 |

| Grade 7 District/School-Without Special Education | Mathematics | | Reading | | Writing | |
|---------------------------------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|
| | Total Math | | Total Reading | | Total Writing | |
| | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> | <u>Number Tested</u> | <u>%Goal Range</u> |
| Darien | 346 | 98.6 | 346 | 97.4 | 346 | 95.7 |
| Easton | 116 | 94 | 116 | 95.7 | 116 | 83.6 |
| New Canaan | 277 | 94.9 | 277 | 96.4 | 277 | 92.8 |
| Redding | 116 | 93.1 | 116 | 96.6 | 116 | 87.9 |
| Ridgefield | 385 | 93.2 | 383 | 99 | 387 | 94.1 |
| Weston | 191 | 91.1 | 191 | 96.3 | 191 | 83.8 |
| Westport | 396 | 98 | 396 | 96 | 396 | 92.7 |
| Wilton | 303 | 96 | 304 | 98.7 | 304 | 89.5 |

| Grade 8 District/School- All Inclusive | Mathematics | | Reading | | Writing | | Science | |
|----------------------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Reading | | Total Writing | | Total Science | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 362 | 95.9 | 360 | 95.3 | 364 | 94 | 363 | 86.5 |
| Easton | 138 | 90.6 | 138 | 94.2 | 139 | 89.9 | 139 | 87.1 |
| New Canaan | 327 | 92.4 | 327 | 96.6 | 330 | 92.7 | 330 | 92.7 |
| Redding | 155 | 92.3 | 155 | 91 | 156 | 86.5 | 156 | 81.4 |
| Ridgefield | 428 | 89.5 | 428 | 91.4 | 430 | 90.7 | 429 | 82.3 |
| Weston | 204 | 87.7 | 204 | 94.6 | 206 | 88.3 | 205 | 83.9 |
| Westport | 424 | 90.8 | 424 | 93.9 | 427 | 90.9 | 426 | 84.3 |
| Wilton | 333 | 92.2 | 330 | 96.1 | 339 | 92 | 339 | 87.9 |

| Grade 8 District/School- Special Education | Mathematics | | Reading | | Writing | | Science | |
|-----------------------------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Reading | | Total Writing | | Total Science | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 38 | 65.8 | 38 | 65.8 | 40 | 65 | 40 | 50 |
| Easton | - | - | - | - | - | - | - | - |
| New Canaan | 30 | 66.7 | 30 | 93.3 | 33 | 57.6 | 33 | 57.6 |
| Redding | 22 | 68.2 | 22 | 68.2 | 23 | 60.9 | 23 | 43.5 |
| Ridgefield | 32 | 31.3 | 33 | 42.4 | 34 | 50 | 35 | 22.9 |
| Weston | - | - | - | - | - | - | - | - |
| Westport | 51 | 43.1 | 52 | 75 | 54 | 57.4 | 54 | 42.6 |
| Wilton | 46 | 56.5 | 43 | 81.4 | 51 | 62.7 | 51 | 52.9 |

| Grade 8 District/School- Without Special Education | Mathematics | | Reading | | Writing | | Science | |
|-------------------------------------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Reading | | Total Writing | | Total Science | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 324 | 99.4 | 322 | 98.8 | 324 | 97.5 | 323 | 91 |
| Easton | 130 | 93.1 | 130 | 96.2 | 130 | 94.6 | 130 | 90.8 |
| New Canaan | 297 | 94.9 | 297 | 97 | 297 | 96.6 | 297 | 96.6 |
| Redding | 133 | 96.2 | 133 | 94.7 | 133 | 91 | 133 | 88 |
| Ridgefield | 396 | 94.2 | 395 | 95.4 | 396 | 94.2 | 394 | 87.6 |
| Weston | 190 | 92.1 | 191 | 96.3 | 191 | 91.1 | 190 | 86.8 |
| Westport | 373 | 97.3 | 372 | 96.5 | 373 | 95.7 | 372 | 90.3 |
| Wilton | 287 | 97.9 | 287 | 98.3 | 288 | 97.2 | 288 | 94.1 |

2013 CMT Gender Comparison

The following tables show the CMT scores (percentage of students at or above goal) for the districts in DRG A disaggregated by gender.

| Math Town | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|--------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Darien | 82.1 | 78.7 | 90.4 | 83.2 | 90 | 90.8 | 91.9 | 95.6 | 95 | 95.7 | 94.8 | 97 |
| Easton | 89.4 | 84.1 | 94.1 | 87.5 | 88.3 | 90.7 | 92.9 | 91.5 | 89.6 | 94.4 | 88.6 | 93.2 |
| New Canaan | 95.2 | 94.9 | 97.3 | 95.3 | 90.3 | 91.1 | 81.8 | 88 | 84.7 | 91.3 | 93.8 | 90.7 |
| Redding | 86.8 | 89.7 | 90.8 | 90.6 | 93.1 | 91.1 | 88.5 | 95.9 | 87 | 88.9 | 90 | 94.7 |
| Ridgefield | 89.2 | 89.6 | 90.7 | 91.6 | 93.5 | 91.4 | 90.5 | 91.1 | 89.7 | 89.3 | 87.7 | 91.5 |
| Weston | 91.8 | 92 | 93.4 | 94.9 | 94.5 | 92.9 | 85.8 | 87.1 | 89.3 | 91.3 | 87.9 | 87.5 |
| Westport | 87.7 | 88.1 | 91.3 | 90.5 | 93 | 90 | 90.7 | 93.7 | 94 | 92.7 | 87.9 | 93.8 |
| Wilton | 81.9 | 85 | 88.7 | 87.6 | 91.4 | 89.9 | 90.4 | 93.5 | 93.6 | 89.3 | 92.9 | 91.6 |

| Reading Town | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|-----------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Darien | 80.1 | 79.8 | 81.7 | 78.1 | 89.4 | 89.1 | 85.4 | 94.4 | 93.5 | 96.2 | 94.3 | 96.4 |
| Easton | 84.1 | 80 | 84.3 | 87.5 | 87.1 | 86 | 85.5 | 95.7 | 92.5 | 98.2 | 93.7 | 94.9 |
| New Canaan | 84.2 | 94.9 | 94.7 | 93.6 | 88.5 | 95.2 | 83 | 96.2 | 87.3 | 96.9 | 97.7 | 95.3 |
| Redding | 67.6 | 84.5 | 84.4 | 86.8 | 82.8 | 89.1 | 86.7 | 93.2 | 92.4 | 95.2 | 88.8 | 93.3 |
| Ridgefield | 79.5 | 83 | 81.6 | 86.6 | 90.5 | 91.4 | 86.7 | 90.6 | 93.5 | 98.5 | 90.8 | 92 |
| Weston | 76.8 | 81.6 | 82 | 89.7 | 87.8 | 86 | 87.5 | 91.2 | 92.2 | 97.1 | 93.2 | 96.6 |
| Westport | 80.1 | 85.7 | 88.7 | 89.5 | 88.3 | 90.1 | 87.2 | 94.5 | 88.8 | 93.7 | 92.6 | 95.2 |
| Wilton | 79.3 | 89.8 | 85.4 | 88.8 | 85.2 | 88.6 | 87 | 92.9 | 95.9 | 95.7 | 95.4 | 96.6 |

| Writing Town | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|-----------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Darien | 79.3 | 84.3 | 77.1 | 90.3 | 82.4 | 92.6 | 84.9 | 95 | 85.9 | 98.4 | 90.7 | 97.6 |
| Easton | 76 | 89.4 | 84.3 | 93.8 | 65.6 | 83.7 | 74.6 | 91.7 | 72.1 | 92.7 | 85 | 96.6 |
| New Canaan | 85.9 | 96.2 | 88.3 | 96 | 89.8 | 95.9 | 78.5 | 98.1 | 79.2 | 92.6 | 91 | 94.7 |
| Redding | 67.6 | 96.6 | 87.7 | 85.7 | 75.8 | 91.1 | 81 | 97.3 | 72.9 | 93.7 | 80 | 93.4 |
| Ridgefield | 75.5 | 86.4 | 80.9 | 93.1 | 84.4 | 94.7 | 82.4 | 95.6 | 82.6 | 97.1 | 86.9 | 95 |
| Weston | 56.7 | 87.2 | 81.1 | 95.9 | 81.5 | 89.5 | 75 | 87.6 | 73.8 | 91.3 | 83.1 | 95.5 |
| Westport | 69.9 | 84.4 | 75.7 | 92.7 | 82.4 | 91.6 | 87 | 94.1 | 81.7 | 92.3 | 84.9 | 97.1 |
| Wilton | 71.3 | 91.9 | 76.6 | 88.1 | 67.9 | 85.2 | 74.7 | 87.8 | 76.6 | 90 | 87.3 | 96.2 |

| Science Town | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|-----------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Darien | | | | | 88 | 90.3 | | | | | 85 | 88.2 |
| Easton | | | | | 82.5 | 87.5 | | | | | 85 | 89.8 |
| New Canaan | | | | | 91.6 | 92.6 | | | | | 94.9 | 90.1 |
| Redding | | | | | 82.3 | 85.7 | | | | | 81.3 | 81.6 |
| Ridgefield | | | | | 89.8 | 91.4 | | | | | 81.3 | 83.4 |
| Weston | | | | | 92.4 | 89.5 | | | | | 84.6 | 83 |
| Westport | | | | | 87.6 | 85.7 | | | | | 82.6 | 86.1 |
| Wilton | | | | | 85.5 | 85.2 | | | | | 88.5 | 87.4 |

III. Connecticut Academic Performance Test (CAPT) - Third Generation

In the spring of 1995, the Connecticut Academic Performance Test (CAPT) was administered to tenth graders for the first time *officially*, i.e., with scores that counted. The state set high standards of excellence and expected only about one third of students to achieve this level of excellence the first year. The state believes that this percentage will rise as educators, students, and parents concentrate on students' mastering new skills. In 2001 the state released the second generation of the test. In 2008 the state released the third generation of the test.

The State of Connecticut sets a goal for students' performance in four areas: Reading, Writing, Mathematics and Science. The following chart shows Westport students' performance in relation to the state goal. Also shown are the percentages of students at or above the state goal in our District Reference Group A (DRG A) and statewide.

Staples students performed well above students statewide. Westport performed at or above the DRG average in math, reading, and writing.

Grade 10 District CAPT Results for 2013 Percent of Students at or above Goal

| | MATH | SCIENCE | Reading Across the Disciplines | Writing Across the Disciplines |
|------------|-------|---------|--------------------------------|--------------------------------|
| Westport | 90.0% | 80.3% | 81.7% | 91.7% |
| State | 52.6% | 49.0% | 48.5% | 62.1% |
| DRG A Avg. | 87.3% | 81.4% | 82.1% | 91.4% |

DRG A = WESTON, WILTON, DARIEN, REGIONAL DISTRICT #9, WESTPORT, NEW CANAAN, RIDGEFIELD

The table below shows the percentage of students scoring at the proficiency level or higher on the March 2013 CAPT. This percent is used to determine a district's Annual Yearly Progress (AYP) for the No Child Left Behind act.

| CAPT March 2013 Percent of Students at or Above Proficiency Level | | | | |
|----------------------------------------------------------------------|------|---------|---------|---------|
| | Math | Science | Reading | Writing |
| Grade 10 District | 97.4 | 98.2 | 98.7 | 99.3 |

**2013 DRG A District CAPT Results
Percent of Students at or above Goal**

The following tables show the percentage of students at or above goal by section for each high school in DRG A.

| School | Mathematics | Rank | Science | Rank | Reading | Rank | Writing | Rank |
|-----------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|
| Darien | 88.6 | 2 | 76.7 | 7 | 83.6 | 2 | 90.1 | 7 |
| New Canaan | 86.1 | 5 | 83.6 | 2 | 87.7 | 1 | 92.9 | 2 |
| Ridgefield | 85.5 | 7 | 80.1 | 6 | 82.9 | 4 | 91.3 | 4 |
| Weston | 87.8 | 4 | 81.4 | 3 | 78.2 | 7 | 90.4 | 6 |
| Westport | 90.2 | 1 | 80.5 | 5 | 81.7 | 5 | 91.7 | 3 |
| Wilton | 85.8 | 6 | 81.1 | 4 | 80.3 | 6 | 90.7 | 5 |
| Region 9 | 88.7 | 3 | 87.3 | 1 | 83 | 3 | 94.2 | 1 |
| DRG Average | 87.5 | | 81.5 | | 82.4 | | 91.6 | |

DRG A HIGH SCHOOL CAPT SCORES DIFFERENTIAL FOR 2012-2013

| Town | Math | | Science | | Reading | | Writing | |
|------------|------|------------|---------|------------|---------|------------|---------|------------|
| | 2013 | Difference | 2013 | Difference | 2013 | Difference | 2013 | Difference |
| Darien | 88.6 | 6.1 | 76.6 | 3.5 | 83.6 | 8.6 | 90.1 | -0.8 |
| New Canaan | 86.1 | 2.3 | 83.6 | 4.7 | 87.7 | -1.2 | 92.9 | -0.2 |
| Ridgefield | 85.5 | 1.8 | 80.1 | 0.1 | 82.4 | 1.4 | 91.3 | -2.6 |
| Weston | 87.8 | 3.3 | 81.4 | -2 | 78.2 | -7.8 | 90.4 | -2.6 |
| Westport | 90.2 | 4.3 | 80.5 | 1.1 | 81.8 | -1.8 | 91.9 | 0.6 |
| Wilton | 85.8 | 4.1 | 81.1 | -0.4 | 80.3 | -0.2 | 90.7 | -2.4 |
| Region #9 | 88.7 | 5.8 | 87.3 | 9.9 | 83 | -5.1 | 94.2 | 0.2 |

Connecticut Academic Performance Test:

This table shows the percent of Staples High School 10th graders scoring at or above the state standard over the past nine years.

**2006-2013 CAPT Results for Staples High School
Percent at or above Goal**

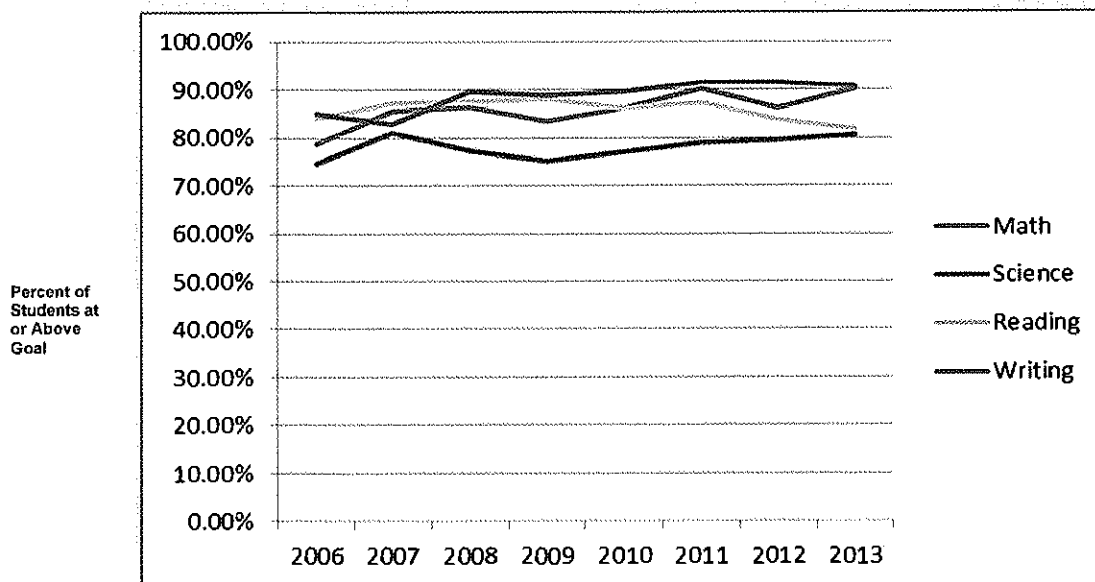
| | Math | Science | Reading | Writing |
|------|-------------|----------------|----------------|----------------|
| 2006 | 78.7% | 74.8% | 83.9% | 85% |
| 2007 | 85.7% | 81.1% | 87.2% | 82.9% |
| 2008 | 86.3% | 77.4% | 87.4% | 89.7% |
| 2009 | 83.6% | 75.2% | 87.9% | 88.7% |
| 2010 | 86.2% | 77% | 86.2% | 89.6% |
| 2011 | 90.2% | 79% | 87.3% | 91.5% |
| 2012 | 86.1% | 79.6% | 83.7% | 91.5% |
| 2013 | 90.2% | 80.5% | 81.8% | 90.7% |

CAPT Third Generation Average for Staples High School

| | | | | |
|------------|-------|-------|-------|-------|
| 2008-2013* | 87.1% | 78.1% | 85.7% | 90.3% |
|------------|-------|-------|-------|-------|

*2006 and 2007 scores are from a previous generation and are not included in the average

**CAPT Score Trend Line for Staples High School
(2006-2013)**



2013 DRG A CAPT Scores Disaggregated

| District/School- All Inclusive | Mathematics | | Science | | Reading | | Writing | |
|-----------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Science | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 324 | 88.6 | 325 | 76.6 | 324 | 83.6 | 324 | 90.1 |
| New Canaan | 309 | 86.1 | 311 | 83.6 | 309 | 87.7 | 311 | 92.9 |
| Ridgefield | 422 | 85.5 | 423 | 80.1 | 421 | 82.4 | 424 | 91.3 |
| Weston | 164 | 87.8 | 167 | 81.4 | 165 | 78.2 | 167 | 90.4 |
| Westport | 458 | 90.2 | 457 | 80.5 | 457 | 81.8 | 456 | 91.9 |
| Wilton | 318 | 85.8 | 317 | 81.1 | 320 | 80.3 | 322 | 90.7 |
| Region # 09 | 257 | 88.7 | 259 | 87.3 | 259 | 83 | 258 | 94.2 |

| District/School- Special Education | Mathematics | | Science | | Reading | | Writing | |
|------------------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Science | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 30 | 40 | 31 | 25.8 | 30 | 40 | 31 | 38.7 |
| New Canaan | 22 | 22.7 | 24 | 20.8 | 22 | 50 | 24 | 62.5 |
| Ridgefield | 29 | 31 | 30 | 36.7 | 28 | 32.1 | 31 | 51.6 |
| Weston | - | - | - | - | - | - | - | - |
| Westport | 36 | 52.8 | 37 | 54.1 | 36 | 44.4 | 36 | 61.1 |
| Wilton | 27 | 44.4 | 31 | 48.4 | 27 | 44.4 | 32 | 53.1 |
| Region # 09 | 23 | 52.2 | 25 | 48 | 24 | 50 | 25 | 60 |

| District/School- Without Special Education | Mathematics | | Science | | Reading | | Writing | |
|--------------------------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | Total Math | | Total Science | | Total Reading | | Total Writing | |
| | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range | Number Tested | %Goal Range |
| Darien | 294 | 93.5 | 294 | 82 | 294 | 88.1 | 293 | 95.6 |
| New Canaan | 287 | 90.9 | 287 | 88.9 | 287 | 90.6 | 287 | 95.5 |
| Ridgefield | 393 | 89.6 | 393 | 83.5 | 393 | 86 | 393 | 94.4 |
| Weston | 150 | 92 | 151 | 85.4 | 150 | 83.3 | 151 | 94.7 |
| Westport | 422 | 93.4 | 420 | 82.9 | 421 | 85 | 420 | 94.5 |
| Wilton | 291 | 89.7 | 286 | 84.6 | 293 | 83.6 | 290 | 94.8 |
| Region # 09 | 234 | 92.3 | 234 | 91.5 | 235 | 86.4 | 233 | 97.9 |

2013 CAPT Gender Comparison

The following tables show the CAPT scores (percentage of students at or above goal) for the districts in DRG A disaggregated by gender.

| District | Math %Goal Range | Science %Goal Range | Reading %Goal Range | Writing %Goal Range |
|------------|------------------|---------------------|---------------------|---------------------|
| Darien | | | | |
| Male | 92.6 | 81.2 | 79.1 | 87.9 |
| Female | 85.2 | 72.7 | 87.5 | 92 |
| New Canaan | | | | |
| Male | 90 | 82.1 | 81.9 | 89.5 |
| Female | 81.9 | 85.2 | 94 | 96.6 |
| Ridgefield | | | | |
| Male | 83.9 | 78.4 | 77.4 | 87.7 |
| Female | 87.3 | 82 | 87.7 | 95.1 |
| Weston | | | | |
| Male | 89.2 | 80.9 | 72.8 | 87.2 |
| Female | 85.9 | 82.2 | 84.9 | 94.5 |
| Westport | | | | |
| Male | 93.4 | 87.3 | 72.2 | 88.2 |
| Female | 87.4 | 74.7 | 90.2 | 95.1 |
| Wilton | | | | |
| Male | 89.5 | 84.5 | 79.2 | 86.8 |
| Female | 81.5 | 76.9 | 81.6 | 95.3 |
| Region # 9 | | | | |
| Male | 89.3 | 88 | 79.5 | 90.2 |
| Female | 88.1 | 86.5 | 86.6 | 98.4 |

IV. 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. In February 2005, an optional Writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year. 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. Nationally, just fewer than 50% of all students take the exam; in Connecticut approximately 25% take the exam; in Westport approximately 20% of our students take the exam. 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, 21; science, 24.

ACT Average Test Scores: 2006 to 2013

| | | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|----------------------------------|-------------|---------|---------|---------|---------|---------|---------|---------|----------------|
| Number of Students Tested | Westport | 87 | 163 | 220 | 254 | 234 | 242 | 226 | 261 |
| | Connecticut | 5,093 | 6,651 | 8,159 | 9,240 | 10,453 | 10,809 | 11,192 | 11,551 |
| | Nation | 1.2 mil | 1.3 mil | 1.4 mil | 1.4 mil | 1.5 mil | 1.6 mil | 1.6 mil | 1.8 mil |
| | | | | | | | | | |
| English | Westport | 25.8 | 26.5 | 26.5 | 27.3 | 27.2 | 27.8 | 28.7 | 28.4 |
| | Connecticut | 23.0 | 23.2 | 23.2 | 23.6 | 23.8 | 24.0 | 23.9 | 24.0 |
| | Nation | 20.6 | 20.7 | 20.6 | 20.6 | 20.5 | 20.6 | 20.5 | 20.2 |
| | | | | | | | | | |
| Mathematics | Westport | 26.3 | 26.1 | 26.9 | 26.8 | 26.5 | 27.1 | 27.9 | 27.9 |
| | Connecticut | 23.0 | 23.2 | 23.3 | 23.5 | 23.5 | 23.9 | 23.8 | 23.9 |
| | Nation | 20.8 | 21.0 | 21.0 | 21.0 | 21.0 | 21.1 | 21.1 | 20.9 |
| | | | | | | | | | |
| Reading | Westport | 25.5 | 26.3 | 26.7 | 27.0 | 26.6 | 26.8 | 27.7 | 28.0 |
| | Connecticut | 23.6 | 23.6 | 23.6 | 24.0 | 23.9 | 24.1 | 23.9 | 24.4 |
| | Nation | 21.4 | 21.5 | 21.4 | 21.4 | 21.4 | 21.3 | 21.3 | 21.1 |
| | | | | | | | | | |
| Science | Westport | 23.9 | 24.8 | 25.2 | 25.1 | 25.3 | 26.0 | 26.8 | 26.8 |
| | Connecticut | 22.2 | 22.4 | 22.3 | 22.6 | 22.9 | 23.1 | 23.2 | 23.3 |
| | Nation | 20.9 | 21.0 | 20.8 | 20.9 | 20.9 | 20.9 | 20.9 | 20.7 |
| | | | | | | | | | |
| Composite | Westport | 25.5 | 26.0 | 26.4 | 26.7 | 26.5 | 27.0 | 27.9 | 27.9 |
| | Connecticut | 23.1 | 23.2 | 23.3 | 23.5 | 23.7 | 23.9 | 23.8 | 24.0 |
| | Nation | 21.1 | 21.2 | 21.1 | 21.1 | 21.0 | 21.1 | 21.1 | 20.9 |

V. SAT Reasoning Test

The SAT Reasoning Test (formerly known as the SAT 1) is a college entrance exam administered nationally by The College Entrance Examination board and is generally taken by juniors and seniors. It tests verbal, mathematical, and writing skills. The writing component was added in 2006. Nationally, approximately 40% of all students take the exam; in Connecticut approximately 80% take the exam; in Westport over 90% of our students take the exam. The range of possible scaled scores is from 200 – 800.

SAT Reasoning Test Results Class of 2012

| Mean Scores | Westport | Connecticut | USA |
|-------------------------|----------|-------------|-----|
| Critical Reading | 585 | 508 | 496 |
| Math | 604 | 512 | 514 |
| Writing | 599 | 512 | 488 |

Westport's SAT scores are very strong. We are well above the Connecticut and national averages in spite of the fact that we have a much higher participation rate.

SAT Reasoning Test Scores: 2006 to 2013 Senior Classes

| | | Class of 2006 | Class of 2007 | Class of 2008 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|-------------------------------|-------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Critical Reading Score | Westport | 571 | 583 | 586 | 596 | 584 | 581 | 589 | 585 |
| | Connecticut | 512 | 510 | 509 | 509 | 509 | 509 | 506 | 508 |
| | Nation | 503 | 502 | 502 | 501 | 501 | 497 | 496 | 496 |
| Math Score | Westport | 588 | 592 | 596 | 606 | 597 | 599 | 599 | 604 |
| | Connecticut | 516 | 512 | 513 | 513 | 514 | 513 | 512 | 512 |
| | Nation | 518 | 515 | 515 | 515 | 516 | 514 | 514 | 514 |
| Writing Score | Westport | 578 | 582 | 602 | 605 | 596 | 595 | 597 | 599 |
| | Connecticut | 511 | 511 | 513 | 512 | 513 | 513 | 510 | 512 |
| | Nation | 497 | 494 | 494 | 493 | 492 | 489 | 488 | 488 |

2012 SAT Reasoning Test Gender Comparison

| | Critical Reading | | Mathematics | | Writing | |
|----------|------------------|--------|-------------|--------|---------|--------|
| | Male | Female | Male | Female | Male | Female |
| Westport | 587 | 584 | 619 | 586 | 594 | 604 |
| State* | | | | | | |
| Nation* | | | | | | |

*Scores not available at time of publishing

SAT Subject Tests (previously known as the SAT II)

WESTPORT STUDENTS

Class of 2013

| Sat II Subject Test Scores | Number of Students | Mean Score | National Mean Score** |
|-----------------------------------|---------------------------|-------------------|------------------------------|
| Math I | 63 | 658 | |
| Math II | 114 | 713 | |
| Biology - E | 9 | 673 | |
| Biology - M | 24 | 748 | |
| Chemistry | 57 | 753 | |
| Physics | 48 | 674 | |
| U.S. History | 25 | 670 | |
| World History | 21 | 591 | |
| Literature | 59 | 677 | |
| Chinese/Listening | 2 | | |
| French | 5 | 624 | |
| French Listening | 1 | | |
| German | 1 | | |
| German Listening | 3 | | |
| Italian | 2 | | |
| Japanese/Listening | 2 | | |
| Latin | 1 | | |
| Spanish | 6 | 698 | |
| Spanish/Listening | 2 | | |

**Notes:*

- 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
- Mean scores are reported when there are 5 or more test takers

** National Mean Scores not available at time of publishing

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.) Staples offered Advanced Placement classes in Biology, Calculus AB, Calculus BC, Chemistry, Economics, English Language & Comp, English Lit. & Comp, Environmental Science, Modern European History, French Language, French Literature, German Language, Government and Politics, Multivariable Calculus, Physics, Spanish, Statistics, and US History. Students are scored on a five-point scale, five being high. A three is generally considered a score for awarding college credit.

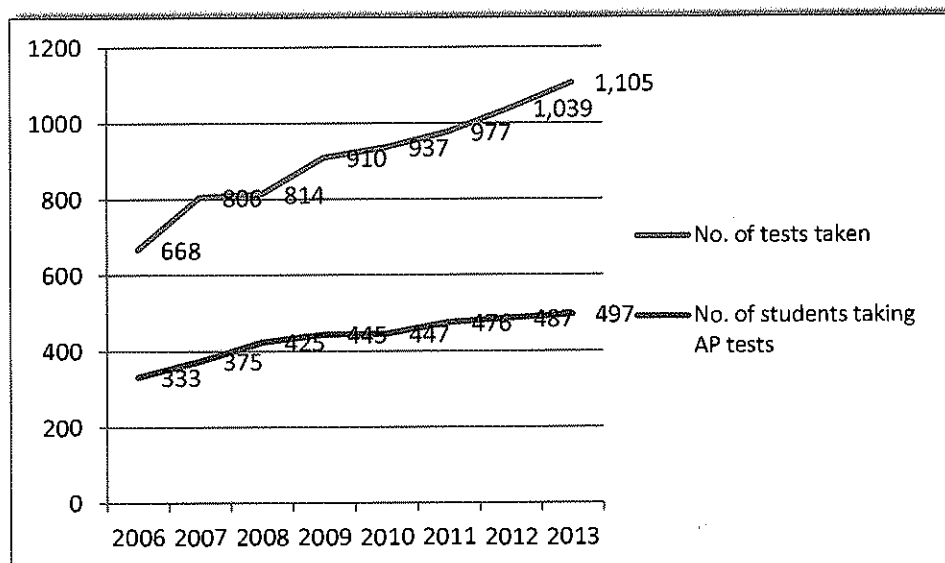
Advanced Placement Test History, 2006 – 2013

| Year | % Scoring 3 or Higher | Number of Test Grades Reported | Total Number of Students Tested |
|------|--------------------------|-----------------------------------|------------------------------------|
| 2006 | 78% | 668 | 333 |
| 2007 | 90% | 806 | 375 |
| 2008 | 92% | 814 | 425 |
| 2009 | 92% | 910 | 445 |
| 2010 | 89% | 937 | 447 |
| 2011 | 91% | 977 | 476 |
| 2012 | 93% | 1,039 | 487 |
| 2013 | 94% | 1,105 | 497 |

Notes:

- * 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
- * Many students take multiple tests

AP Test Trends (2006-2013)



AP Test Participation 2006-2013

| Year | # Students taking AP test | # Tests Taken | # Enrolled in SHS | % of Enrolled who took one or more AP tests |
|------|---------------------------|---------------|-------------------|---------------------------------------------|
| 2006 | 333 | 668 | 1,530 | 22% |
| 2007 | 375 | 806 | 1,600 | 23% |
| 2008 | 425 | 814 | 1,724 | 25% |
| 2009 | 445 | 910 | 1,765 | 25% |
| 2010 | 447 | 937 | 1,786 | 25% |
| 2011 | 476 | 977 | 1,837 | 26% |
| 2012 | 487 | 1,039 | 1,829 | 27% |
| 2013 | 497 | 1,105 | 1,882 | 26% |

AP Course Participation by Graduating Class 2006-2013

| Year of Graduation | Number of students attending Staples for all four years | Number of students earning credit in at least one Advanced Placement course while at Staples | % |
|--------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------|-------|
| 2006 | 294 | 192 | 65.3% |
| 2007 | 345 | 224 | 64.9% |
| 2008 | 358 | 227 | 63.4% |
| 2009 | 389 | 285 | 73.2% |
| 2010 | 366 | 235 | 64.2% |
| 2011 | 423 | 287 | 67.8% |
| 2012 | 433 | 283 | 65.3% |
| 2013 | 428 | 300 | 70.1% |

Eight Year History of the AP Exam

| AP EXAM | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
|------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|-------|-------|-------|-------|
| | # | % ≥ 3 | # | % ≥ 3 | # | % ≥ 3 | # | % ≥ 3 | # | % ≥ 3 | # | % ≥ 3 | # | % ≥ 3 | # | % ≥ 3 |
| Eng. Lang. & Comp. | 54 | 93 | 65 | 100 | 75 | 100 | 59 | 98 | 57 | 98 | 69 | 99 | 89 | 100 | 98 | 99 |
| English Lit. & Comp. | 43 | 95 | 48 | 94 | 46 | 91 | 52 | 98 | 34 | 94 | 33 | 91 | 16 | 100 | 23 | 100 |
| Calc. AB | 56 | 79 | 88 | 81 | 82 | 84 | 103 | 85 | 81 | 72 | 84 | 80 | 90 | 85 | 105 | 89 |
| Calc. BC | 24 | 100 | 31 | 97 | 24 | 100 | 43 | 100 | 41 | 89 | 45 | 93 | 44 | 98 | 64 | 94 |
| Statistics | 35 | 100 | 51 | 96 | 39 | 100 | 59 | 97 | 71 | 99 | 72 | 96 | 66 | 100 | 62 | 90 |
| Biology | 22 | 100 | 42 | 95 | 81 | 95 | 42 | 98 | 36 | 90 | 81 | 90 | 39 | 98 | 81 | 96 |
| Chemistry | 35 | 94 | 38 | 95 | 34 | 100 | 56 | 98 | 35 | 100 | 36 | 100 | 57 | 100 | 40 | 98 |
| Environ. Sci | 31 | 42 | 46 | 59 | 56 | 86 | 99 | 85 | 114 | 86 | 83 | 90 | 73 | 76 | 66 | 80 |
| Physics B | 31 | 97 | 17 | 94 | 13 | 92 | 14 | 86 | 9 | 100 | 13 | 69 | 15 | 94 | 28 | 93 |
| Physics C E. & M. | 21 | 86 | 36 | 88 | 21 | 100 | 21 | 90 | 17 | 94 | 27 | 93 | 23 | 100 | 40 | 88 |
| Physics C Mech. | 23 | 83 | 37 | 97 | 55 | 100 | 15 | 100 | 24 | 96 | 41 | 93 | 29 | 100 | 42 | 100 |
| Econ. Mac. | 117 | 36 | 87 | 93 | 81 | 90 | 92 | 96 | 81 | 88 | 90 | 96 | 98 | 93 | 95 | 92 |
| Econ. Mic. | 30 | 93 | 53 | 85 | 44 | 93 | 74 | 96 | 67 | 97 | 77 | 95 | 83 | 98 | 92 | 98 |
| Europ. History | 40 | 88 | 31 | 84 | 60 | 80 | 96 | 90 | 1 | 100 | | | | | | |
| Govt. & Pol. Comp. | | | 5 | 100 | | | | | | | | | | | | |
| Govt. & Pol. U.S. | 53 | 87 | 43 | 95 | 32 | 100 | 13 | 100 | 19 | 100 | 65 | 94 | 104 | 90 | 163 | 93 |
| Human Geography | | | | | | | | | | | | | | | | |
| Psychology | | | | | 3 | 100 | | | 2 | 100 | 2 | 100 | | | 2 | 100 |
| U.S. History | 25 | 52 | 34 | 85 | 35 | 80 | 37 | 76 | 26 | 87 | 52 | 81 | 52 | 88 | 43 | 93 |
| World History | | | | | | | | | 85 | 80 | 60 | 77 | 49 | 96 | 27 | 81 |
| Chinese Lang./Culture | | | | | | | | | 1 | 100 | | | 1 | 100 | 1 | 100 |
| French Lang. | 8 | 100 | 8 | 100 | 7 | 100 | 8 | 88 | 8 | 100 | 10 | 80 | 14 | 94 | 5 | 100 |
| German Lang. | 1 | 100 | 4 | 75 | | | 3 | 100 | | | 9 | 100 | 1 | 100 | | |
| Italian Lang. | | | | | | | | | | | | | 2 | 100 | | |
| Japanese Lang./Culture | | | | | | | | | 1 | 100 | | | 1 | 100 | 1 | 100 |
| Latin | | | | | | | | | | | | | | | 6 | 100 |
| Spanish Lang. | 18 | 100 | 27 | 100 | 13 | 100 | 16 | 100 | 15 | 100 | 23 | 100 | 14 | 100 | 17 | 100 |
| Spanish Lit | | | 6 | 100 | 7 | 100 | 2 | 100 | 2 | 100 | | | 1 | 100 | 3 | 100 |
| Art History | | | 1 | 100 | | | 1 | 0 | | | | | | | | |
| Music Theory | | | 3 | 67 | 2 | 50 | 4 | 75 | 4 | 57 | 2 | 50 | 2 | 67 | | |
| Totals | 668 | 78 | 801 | 90 | 810 | 92 | 909 | 92 | 831 | 89 | 977 | 91 | 1,039 | 93 | 1,105 | 94 |

**POWER POINT PRESENTATION SLIDES
IN ADVANCE OF MEETING**

2013
STANDARDIZED TESTING
REPORT

For the Westport Public Schools

October 7, 2013

Presented by Lisabeth Comm, Cynthia Gilchrest,
and Natalie Carrigan

2012- 2013 CMT District Results – Cohort Comparison Percent of Students at/above Goal

| Math | 2012 | 2013 | Difference |
|--------------|-------------|-------------|-------------------|
| Grade 3 to 4 | 88.8 | 90.9 | 2.1 |
| Grade 4 to 5 | 90.8 | 91.6 | 0.9 |
| Grade 5 to 6 | 93.4 | 92.2 | -1.2 |
| Grade 6 to 7 | 92.3 | 93.4 | 1.1 |
| Grade 7 to 8 | 92.1 | 90.8 | -1.3 |

| Reading | 2012 | 2013 | Difference |
|----------------|-------------|-------------|-------------------|
| Grade 3 to 4 | 84.2 | 89.1 | 4.9 |
| Grade 4 to 5 | 83.3 | 89.1 | 5.8 |
| Grade 5 to 6 | 89.0 | 90.9 | 1.9 |
| Grade 6 to 7 | 89.4 | 91.0 | 1.6 |
| Grade 7 to 8 | 93.4 | 93.9 | 0.5 |

| Writing | 2012 | 2013 | Difference |
|----------------|-------------|-------------|-------------------|
| Grade 3 to 4 | 83.2 | 84.0 | 0.8 |
| Grade 4 to 5 | 84.2 | 86.7 | 2.5 |
| Grade 5 to 6 | 89.1 | 90.6 | 1.5 |
| Grade 6 to 7 | 90.8 | 86.5 | -4.3 |
| Grade 7 to 8 | 88.2 | 90.9 | 2.7 |

Chart used from page 10 of Testing Booklet

CMT District Results – Longitudinal Results (Students currently in 9th grade)

| Grade | Year | Mathematics Number Tested | Mathematics % Below Basic | Mathematics % Basic | Mathematics % Proficient | Mathematics % At or Above Goal |
|-------|------|---------------------------|---------------------------|---------------------|--------------------------|--------------------------------|
| 3 | 2008 | 428 | 3.3 | 1.4 | 10.3 | 85 |
| 4 | 2009 | 417 | 0.7 | 1.7 | 9.4 | 88.2 |
| 5 | 2010 | 414 | 1.2 | 0.5 | 3.4 | 94.9 |
| 6 | 2011 | 426 | 1.4 | 0.7 | 6.3 | 91.5 |
| 7 | 2012 | 430 | 1.4 | 1.2 | 5.3 | 92.1 |
| 8 | 2013 | 424 | 1.2 | 1.2 | 6.8 | 90.8 |

| Grade | Year | Reading Number Tested | Reading % Below Basic | Reading % Basic | Reading % Proficient | Reading % At or Above Goal |
|-------|------|-----------------------|-----------------------|-----------------|----------------------|----------------------------|
| 3 | 2008 | 428 | 5.8 | 5.6 | 9.6 | 79 |
| 4 | 2009 | 412 | 3.4 | 2.9 | 9.7 | 84 |
| 5 | 2010 | 410 | 1.5 | 1.5 | 6.8 | 90.2 |
| 6 | 2011 | 425 | 1.9 | 2.1 | 2.1 | 93.9 |
| 7 | 2012 | 427 | 1.6 | 1.9 | 3 | 93.4 |
| 8 | 2013 | 424 | 1.9 | 0.7 | 3.5 | 93.9 |

| Grade | Year | Writing Number Tested | Writing % Below Basic | Writing % Basic | Writing % Proficient | Writing % At or Above Goal |
|-------|------|-----------------------|-----------------------|-----------------|----------------------|----------------------------|
| 3 | 2008 | 427 | 2.6 | 5.9 | 10.8 | 80.8 |
| 4 | 2009 | 426 | 1.6 | 3.5 | 12.9 | 81.9 |
| 5 | 2010 | 418 | 0.7 | 2.2 | 11 | 86.1 |
| 6 | 2011 | 426 | 0.2 | 2.8 | 11.3 | 85.7 |
| 7 | 2012 | 432 | 0.7 | 2.5 | 8.6 | 88.2 |
| 8 | 2013 | 427 | 0.9 | 1.4 | 6.8 | 90.9 |

Chart used from page 11 of Testing Booklet

**CMT Scores (Westport to DRG)
Percent of Students at or Above Goal**

| Percent of Students at or Above Goal | | | | | | |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | <u>2013</u> | <u>2013</u> | <u>2013</u> | <u>2013</u> | <u>2013</u> | <u>2013</u> |
| MATH: | <u>Grade 3</u> | <u>Grade 4</u> | <u>Grade 5</u> | <u>Grade 6</u> | <u>Grade 7</u> | <u>Grade 8</u> |
| Westport | 87.9% | 90.9% | 91.6% | 92.2% | 93.4% | 90.8% |
| DRG A Average | 87.9% | 91.2% | 91.4% | 90.6% | 91.0% | 91.4% |
| State Average | 61.6% | 65.4% | 69.4% | 67.2% | 65.7% | 65.2% |
| READING: | | | | | | |
| Westport | 82.8% | 89.1% | 89.1% | 90.9% | 91.0% | 93.9% |
| DRG A Average | 81.8% | 86.5% | 88.4% | 89.8% | 94.2% | 94.1% |
| State Average | 56.9% | 62.7% | 66.9% | 73.3% | 78.9% | 76.3% |
| WRITING: | | | | | | |
| Westport | 76.8% | 84.0% | 86.7% | 90.6% | 86.5% | 90.9% |
| DRG A Average | 80.7% | 86.5% | 84.3% | 86.4% | 85.5% | 90.6% |
| State Average | 60.0% | 63.1% | 65.6% | 65.2% | 65.0% | 67.3% |
| SCIENCE: | | | | | | |
| Westport | | | 86.7% | | | 84.3% |
| DRG A Average | | | 87.9% | | | 85.8% |
| State Average | | | 62.5% | | | 60.6% |

Chart used from page 8 of Testing Booklet

**CAPT Score Comparison (Westport to DRG)
Percent of Students at or Above Goal**

| | MATH | SCIENCE | Reading Across the Disciplines | Writing Across the Disciplines |
|------------|-------------|----------------|---------------------------------------|---------------------------------------|
| Westport | 90.2% | 80.5% | 81.8% | 91.9% |
| DRG A Avg. | 87.3% | 81.4% | 82.1% | 91.4% |
| State | 52.6% | 49.0% | 48.5% | 62.1% |

Based on chart from page 22 of Testing Booklet

WESTPORT ACT SCORES (YEAR TO YEAR)

| | | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|----------------------------------|-------------|---------|---------|---------|---------|---------|----------------|
| Number of Students Tested | Westport | 220 | 254 | 234 | 242 | 226 | 261 |
| | Connecticut | 8,159 | 9,240 | 10,453 | 10,809 | 11,192 | 11,551 |
| | Nation | 1.4 mil | 1.4 mil | 1.5 mil | 1.6 mil | 1.6 mil | 1.8 mil |
| | | | | | | | |
| English | Westport | 26.5 | 27.3 | 27.2 | 27.8 | 28.7 | 28.4 |
| | Connecticut | 23.2 | 23.6 | 23.8 | 24.0 | 23.9 | 24.0 |
| | Nation | 20.6 | 20.6 | 20.5 | 20.6 | 20.5 | 20.2 |
| | | | | | | | |
| Mathematics | Westport | 26.9 | 26.8 | 26.5 | 27.1 | 27.9 | 27.9 |
| | Connecticut | 23.3 | 23.5 | 23.5 | 23.9 | 23.8 | 23.9 |
| | Nation | 21.0 | 21.0 | 21.0 | 21.1 | 21.1 | 21.0 |
| | | | | | | | |
| Reading | Westport | 26.7 | 27.0 | 26.6 | 26.8 | 27.7 | 28.0 |
| | Connecticut | 23.6 | 24.0 | 23.9 | 24.1 | 23.9 | 24.4 |
| | Nation | 21.4 | 21.4 | 21.4 | 21.3 | 21.3 | 21.1 |
| | | | | | | | |
| Science | Westport | 25.2 | 25.1 | 25.3 | 26.0 | 26.8 | 26.8 |
| | Connecticut | 22.3 | 22.6 | 22.9 | 23.1 | 23.2 | 23.3 |
| | Nation | 20.8 | 20.9 | 20.9 | 20.9 | 20.9 | 20.7 |
| | | | | | | | |
| Composite | Westport | 26.4 | 26.7 | 26.5 | 27.0 | 27.9 | 27.9 |
| | Connecticut | 23.3 | 23.5 | 23.7 | 23.9 | 23.8 | 24.0 |
| | Nation | 21.1 | 21.1 | 21.0 | 21.1 | 21.1 | 20.9 |

Based on chart from page 27 of Testing Booklet

Westport SAT Scores (Year to Year)

| | | Class of 2008 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|-----------------------------------|-------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Critical Reading Score | Westport | 586 | 596 | 584 | 581 | 589 | 585 |
| | Connecticut | 509 | 509 | 509 | 509 | 506 | 508 |
| | Nation | 502 | 501 | 501 | 497 | 496 | 496 |
| | | | | | | | |
| Math Score | Westport | 596 | 606 | 597 | 599 | 599 | 604 |
| | Connecticut | 513 | 513 | 514 | 513 | 512 | 512 |
| | Nation | 515 | 515 | 516 | 514 | 514 | 514 |
| | | | | | | | |
| Writing Score | Westport | 602 | 605 | 596 | 595 | 597 | 599 |
| | Connecticut | 513 | 512 | 513 | 513 | 510 | 512 |
| | Nation | 494 | 493 | 492 | 489 | 488 | 488 |

Based on chart from page 28 of Testing Booklet

AP (Year to Year)

| Year | % Scoring 3 or Higher | Number of Test Grades Reported | Total Number of Students Tested |
|------|--------------------------|-----------------------------------|------------------------------------|
| 2006 | 78% | 668 | 333 |
| 2007 | 90% | 806 | 375 |
| 2008 | 92% | 814 | 425 |
| 2009 | 92% | 910 | 445 |
| 2010 | 89% | 937 | 447 |
| 2011 | 91% | 977 | 476 |
| 2012 | 93% | 1,039 | 487 |
| 2013 | 94% | 1,105 | 497 |

Chart used from page 28 of Testing Booklet

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

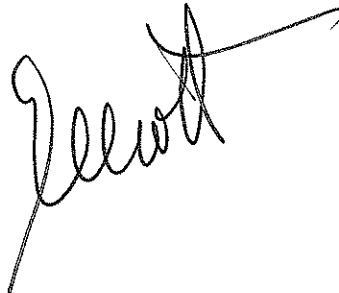
To: Members of the Board of Education
From: Elliott Landon
Subject: NEASC Accreditation/Social Studies Curriculum
Date: October 7, 2013

With the incredible number of matters that occupied the efforts of the Board of Education during the months of May and June, we were unable to report to you on the progress of the re-design and enhancement of our social studies curriculum since our decision in 2010 to introduce Global Studies to all freshman students attending Staples. James D'Amico, Chair, Social Studies, Grades 6-12 will address this issue at our meeting of October 7.

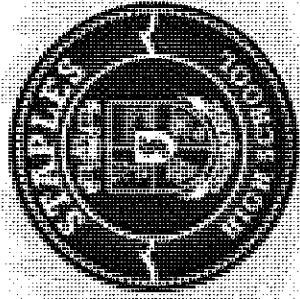
Furthermore, our last evaluation and accreditation by the New England Association of Schools and Colleges (NEASC) occurred in 2003. At our request, we received a two year extension for our next 10 year accreditation because of the extensive work with which Staples was involved in addressing the demands associated with the implementation of Westport 2025. The accreditation process began at the start of the current school year. We will be required to spend the next two years in a self-study in preparation for the site visit by NEASC in October 2015.

The self-study and related activities are being coordinated at Staples by James D'Amico and AJ Scheetz, Chair, Science, Grades 6-12. Mr. D'Amico will provide us with a brief overview of the accreditation process prior to his presentation related to developments in the revisions to the social studies curriculum.

Mr. D'Amico has prepared for your review a copy of his two PowerPoint presentations concerning the NEASC evaluation and the social studies curriculum which he will be presenting to the Board on the evening of Monday, October 7. You will find those presentations appended to this memorandum.



STAPLES HIGH SCHOOL
NEASC ACCREDITATION



Staples High School NEASC Evaluation



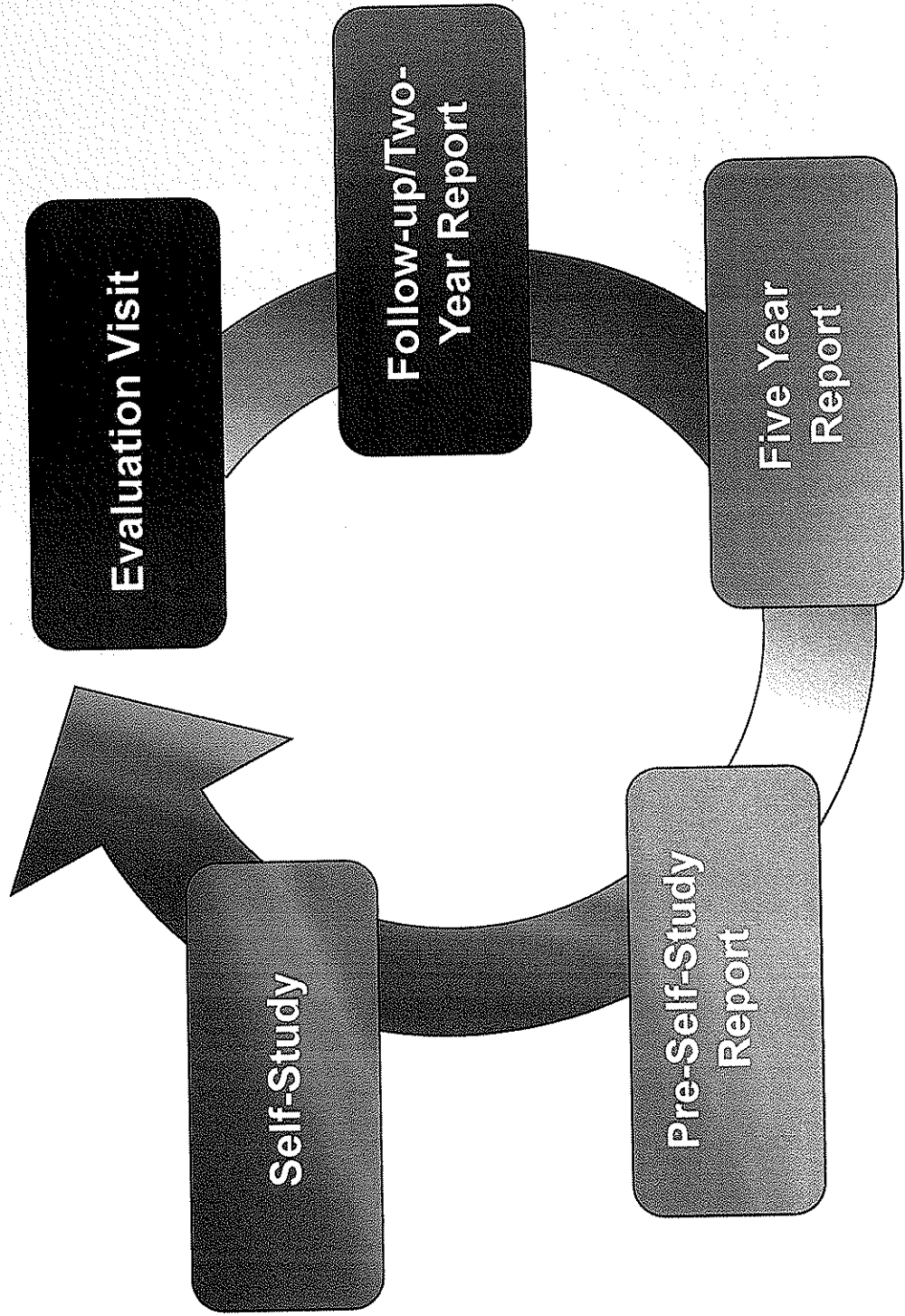
Self-Study Overview & Timeline

Westport Board of Education
October 7, 2013

What does Accreditation mean?

- ❖ Adherence to seven Standards established by the Commission regarding the systems, processes and practices of school personnel
- ❖ Adherence to CPSS procedures and policies
- ❖ Demonstration of school improvement based on steps taken to address evaluation report findings

The Ten-Year Cycle



Purpose of the Self-Study

- ❖ Gather evidence on each Standard for Accreditation
- ❖ Reflection on how well the school meets the Standards
 - ❖ Emphasis on how school follows its own core values, beliefs, expectations
- ❖ Provide guidance to support the school's ongoing efforts to improve practices

Emphasis of the Standards

- ❖ Accountability for 21st Century learning for all students through a local assessment plan
- ❖ A school culture which encourages reflection and collaboration
- ❖ In-depth professional development tied to teaching and learning
- ❖ Effective instructional leadership
- ❖ Resources to support teaching and learning

Assessment Practices

- ❖ Includes for every student 21st Century learning goals/expectations that address academic, civic, and social competencies
- ❖ Includes analytic rubrics for each of the above goals/expectations
- ❖ Includes a process for teachers to use the rubrics regularly with all students

Assessment Practices

- ❖ Includes use of formative and summative assessments
- ❖ Includes reporting individual progress in achieving the learning expectations to students and their families
- ❖ Includes reporting school-wide progress to the school community

Standard 1: Core Values, Beliefs, and Learning Expectations

- ❖ Identify core values and beliefs about learning
- ❖ Identify 21st Century learning expectations that address academic, social, and civic competencies
- ❖ Analytic rubrics for each expectation

Standard 2: Curriculum

- ❖ Purposefully aligned with 21st Century learning expectations
- ❖ Emphasizes depth of understanding and application of knowledge
- ❖ Written in common format

Standard 3: Instruction

- ❖ Instructional practices are continuously examined in light of core values/beliefs about learning
- ❖ Supports achievement of 21st Century learning expectations
- ❖ Teachers adjust practices to individual student needs

Standard 4: Assessment of and for Student Learning

- ❖ Teachers employ a formal process, using rubrics, to assess individual student progress in achieving learning expectations
- ❖ Professional staff collects and analyzes data to respond to inequities in student learning

Standard 5: School Culture and Leadership

❖ Safe, positive, supportive school culture

❖ Formal, ongoing, personalization program

❖ Equitable, inclusive, fosters heterogeneity

Standard 6: School Resources for Learning

- ❖ Library/media, health, guidance, and special education services support student achievement
- ❖ Timely, coordinated, and directive intervention strategies for all students, including those at-risk

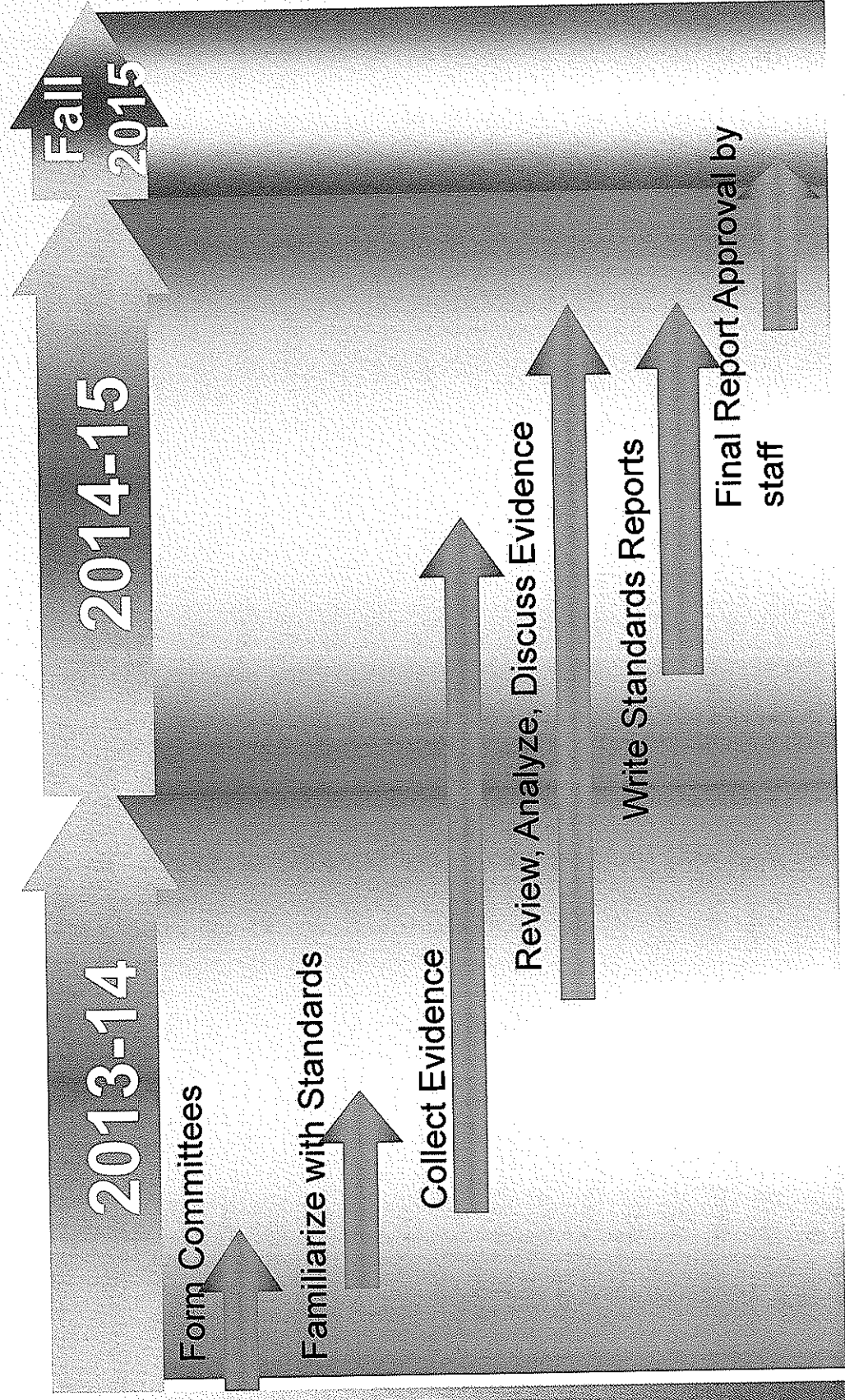
Standard 7: Community Resources for Learning

- ❖ Dependable and adequate funding
- ❖ Plans for maintenance/cleaning
- ❖ Long-range plans
- ❖ Plant supports delivery of high quality school programs and services
- ❖ School engages parents as partners

Committees

- ❖ All SHS faculty members are assigned to a NEASC Standard Committee
- ❖ Committees co-chaired by teachers and administrators
- ❖ Committees will reach out to other school staff, central office personnel, BOE and community members
- ❖ Meetings will take place on Monday afternoons

Timeline of the Self-Study



Accreditation Visit

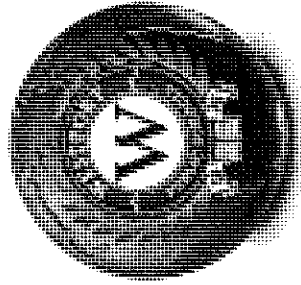
- ❖ Report completed and submitted late summer 2015
- ❖ Visiting committee will come to Staples in October 2015
- ❖ Analysis of report and supporting materials
- ❖ Will talk with many members of the broader school community
- ❖ Final report distributed in February 2016

STAPLES HIGH SCHOOL
SOCIAL STUDIES CURRICULUM
CHANGE UPDATE

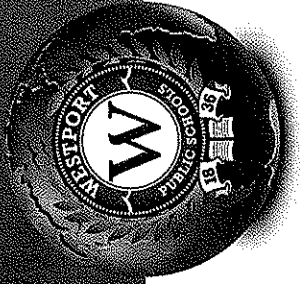
Social Studies Curriculum Change Update

**Westport Board of Education
October 7, 2013**

**James D'Amico
Grades 6-12 Social Studies Department Chair**

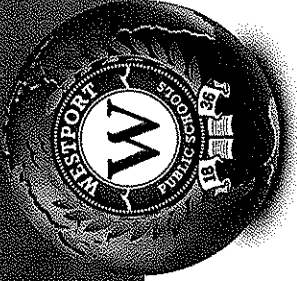


Reasons for Change Then & Now



- Alignment to state frameworks, national standards
- Support for 21st Century Thinking Skills
- Address the “divisive nature of the traditional social studies model”

Global Themes



- Began with results of 2005-07 K-12 curriculum review
- Global Themes developed in 2008-10 by SHS Social Studies teachers
- Approved by BOE in Fall 2010
 - Replaced Western Humanities
 - SHS Goal: Real-world problem solving
- Examination of broad themes
 - De-emphasized “coverage”
 - Contemporary Connections
 - Core “case studies”
 - Room for teacher passion and expertise

Global Themes Curriculum

III. Empires and Encounters

Essential Question: How do cultural differences affect the internal affairs and development of empires?

Contemporary Connection: Cultural Globalization: Then and Now

Teacher Flexibility

A. Russian Empire (expansion following Mongol rule, conflict over westernization)

One of:

B. China (Ming, Qing Empires)

C. Tokugawa Japan

One of:

D. African Empires (the Maghri Muslim States, Ghana, Mali, Songhai)

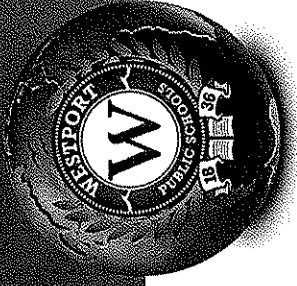
E. Mughal Empire (Muslims and Hindus)

F. Ottoman Empire (Muslims, Christians)

Core concept for common writing assessments

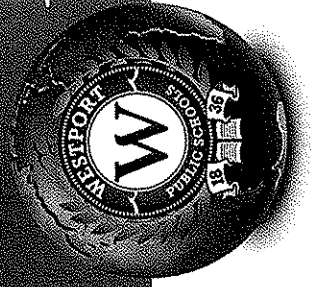
Building toward case study/final assessment

Real-World Problems



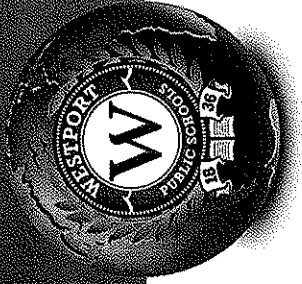
- No “final exams”
 - Content tests within thematic units
 - Time formerly devoted midterm now a two-hour block period to practice core skills
- Fourth quarter is largely designed as a case study of a part of the world that was influenced by Western imperialism
 - Africa, India, Middle East, Latin America, Southeast Asia
- Problem-Based Final Assessment
 - Recommendations to address legacies of Imperialism

Re-imagining the Curriculum



- Global Themes served as a jumping-off point to restructure curriculum
 - Build toward from 6th grade
 - Build from for 10th-12th grades
- Coincided with westport2025 initiative in 2011

Alignment



- Recently Released College, Career, and Civic Life (C3) Framework for Social Studies advocates for an inquiry-based, interdisciplinary approach to social studies
- Scaffolding of concepts and thinking skills reflects 21st Century literacy skills

Conceptual Understanding

Geographic
Concept:
Place, Region
and Culture

Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific regions and places

Explain how physical and human characteristics of places and regions are connected to human identities and cultures

Describe how environmental and cultural characteristics influence population distribution

“Spiraled” Inquiry

Civic and
Political
Institutions

How effective is the U.S. government at addressing social and political problems domestically?

How does federalism play a role in that effectiveness?

What specific powers does the U.S. Constitution grant the government?

What documents provide structure to the governments of other nations?

What is government?

What are different systems of government?

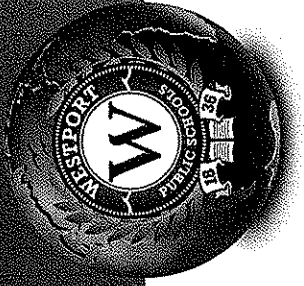
How is the U.S. government structured?

Progress & Future



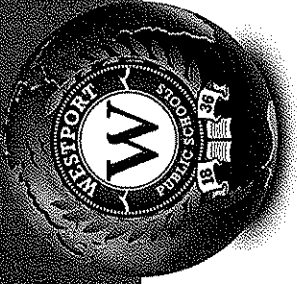
- New curricula/course revisions will be complete by Fall 2014
- Have introduced online texts, correlated to Common Core in Grades 6 & 7
- CAPT Interdisciplinary Writing scores have remained high, improved last year

Progress & Future



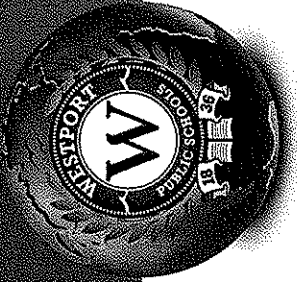
- Global Themes final assessments praised as “world-class” by our Teachers College associates
- Flexibility has allowed for interdisciplinary collaboration
 - Grade 9 Digital Curriculum (“9T”) Pilot
 - Gifted “push-in” at the middle schools
 - 6th Grade Science & Social Studies projects

Progress & Future



- Revision with similar design principles applied to sophomore U.S. History
- Introduction of Contemporary World Studies to complement and continue real-world application of social studies content
- Reintroduction of AP European History for students that want a more history discipline-specific experience
- Examining other offerings that reflect our real-world, inquiry based approach
 - Comparative Government and Politics
 - Human Geography

Next Steps:



- Continue rich professional dialog and collaborative planning
 - Ongoing unit revision
 - Curriculum writing
- Creation of reliable and valid skills and concept assessments across classes and buildings
 - Aligned to C3, Common Core

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Review of Class Sizes/Kindergarten – Grade 12
Date: October 7, 2013

As part of our goals for the 2013-14 school year, we adopted the following upon which to report:

[A] long-term analysis of the impact of class size breakpoints, K-5; team class sizes at the middle school level, grades 6-8; and, class size minima and maxima at Staples, grades 9-12.

Additionally, as part of our revised “2013-14 Calendar Governing Administrative Presentations,” the above-referenced matter was placed on our October meeting schedule for discussion purposes. For our meeting of October 7, therefore, the information presented below and clarified on the backup materials appended to this memorandum should help to guide those discussions.

1. Class Size Breakpoints, K-5

Using the October 1 projections found in our budget book each year, had we modified our current class size guidelines so that our maxima K-2 were 21 instead of 22 and for Grades 3-5 were 24 instead of 25, *and* we retained the current breakpoint protocol, the impact on size of elementary staff for the school years from 2009-13 would have shown increases in staffing, as follows:

| <u>School Year</u> | <u>Kdgn-Grade 2</u> | <u>Grades 3-5</u> | <u>Total Staff Increase</u> |
|--------------------|---------------------|-------------------|-----------------------------|
| •2009-10 | +3 | +2 | +5 |
| •2010-11 | +6 | +1 | +7 |
| •2011-12 | +3 | +3 | +6 |
| •2012-13 | +5 | +2 | +7 |
| •2013-14 | +6 | +1 | +7 |

The impact of such a change in class size guidelines would, of course, require us to find more classroom space at those schools where the increases were to take place. Unfortunately, several of our elementary schools are currently at capacity. This would make it impossible to accommodate the increased staffing without placing the students in sub-standard spaces. However, in the alternative, by using the 21/24 guidelines, we could accommodate the increased classroom needs by redistricting our elementary schools.

Please see staffing charts for the elementary schools appended to this memorandum.

2. Team Class Sizes at the Middle School Level, Grades 6-8

Bedford Middle School has had 3 teams per grade level throughout the 2009-14 school year period; Coleytown Middle School has had 2 teams per grade level. The average team sizes have been as follows:

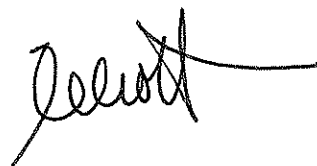
| <u>School Year</u> | | <u>Bedford Middle</u> | <u>Coleytown Middle</u> |
|--------------------|-------|-----------------------|-------------------------|
| •2009-10 | Gr. 6 | 88 | 91 |
| | Gr. 7 | 94 | 85 |
| | Gr. 8 | 101 | 76 |
| •2010-11 | Gr. 6 | 94 | 76 |
| | Gr. 7 | 89 | 90 |
| | Gr. 8 | 94 | 83 |
| •2011-12 | Gr. 6 | 98 | 83 |
| | Gr. 7 | 94 | 76 |
| | Gr. 8 | 90 | 88 |
| •2012-13 | Gr. 6 | 102 | 92 |
| | Gr. 7 | 94 | 87 |
| | Gr. 8 | 95 | 78 |
| •2013-14 | Gr. 6 | 92 | 87 |
| | Gr. 7 | 99 | 91 |
| | Gr. 8 | 97 | 89 |

Bedford consistently has had higher average team sizes per grade level. Nonetheless, with a number of exceptions, the differences have not been that significant. However, since team sizes are dependent upon numbers of students in each of the individual school attendance areas, any attempt to further minimize the differences would require some form of redistricting, although the capacity of each of the schools needs to be considered before any attempt to redistrict attendance zones is made.

3. Class Size Minima and Maxima at Staples, Grades 9-12

Staples High School was built to accommodate 1800 students despite indications that enrollment would exceed that capacity. In preparing our 2013-14 budget, our NESDEC projections indicated that as of October 1, 2013, actual enrollment at Staples would hover at 1874. To accommodate this increase in enrollment, several smaller spaces not used for instruction were converted to smaller instructional spaces and are currently being utilized as intended. Without further conversion of non-instructional spaces to instructional ones, the continued rise in enrollment will be difficult to accommodate. Thus, our class size guidelines of 25 for virtually all of our academic programs cannot be reduced; nor can our class size guidelines of 18 for our specialized academic programs. In fact, if enrollment continues to build beyond our ability to convert non-instructional spaces to instructional spaces, those class size guidelines may have to be raised.

Please find attached to this memorandum the most recent class sizes at Staples in each of our academic programs.



SUPPORTING DATA RE: MEMO CONCLUSIONS

2013 - 2014 School Year

| School | Kindergarten | | | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | |
|--------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|
| | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 |
| CES | 61 | 3 | 4 | 63 | 3 | 4 | 62 | 3 | 4 | 77 | 4 | 4 | 85 | 4 | 4 |
| GFS | 63 | 3 | 4 | 67 | 4 | 4 | 79 | 4 | 4 | 75 | 4 | 4 | 79 | 4 | 4 |
| KHS | 70 | 4 | 4 | 76 | 4 | 4 | 78 | 4 | 4 | 75 | 4 | 4 | 87 | 4 | 4 |
| LLS | 87 | 5 | 5 | 87 | 5 | 5 | 96 | 5 | 5 | 109 | 5 | 5 | 707 | 5 | 5 |
| SES | 84 | 4 | 5 | 93 | 5 | 5 | 83 | 4 | 5 | 93 | 4 | 4 | 85 | 4 | 4 |
| TOTAL | | 19 | 22 | 21 | 20 | 22 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 22 |

CURRENT NUMBER OF SECTIONS 123
 NUMBER OF SECTIONS WITH NEW BREAKPOINTS 130
 ADDITIONAL SECTIONS REQUIRED 7

2012 - 2013 School Year

| School | Kindergarten | | | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | |
|--------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|
| | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 |
| CES | 63 | 3 | 4 | 58 | 3 | 3 | 73 | 4 | 4 | 84 | 4 | 4 | 92 | 4 | 4 |
| GFS | 60 | 3 | 3 | 67 | 4 | 4 | 76 | 3 | 4 | 72 | 3 | 4 | 74 | 4 | 4 |
| KHS | 69 | 4 | 4 | 74 | 4 | 4 | 68 | 4 | 4 | 87 | 4 | 4 | 85 | 4 | 4 |
| LLS | 84 | 4 | 5 | 89 | 5 | 5 | 101 | 5 | 5 | 103 | 5 | 5 | 102 | 5 | 5 |
| SES | 76 | 4 | 4 | 85 | 4 | 5 | 91 | 4 | 5 | 86 | 4 | 4 | 98 | 4 | 4 |
| TOTAL | | 18 | 20 | 20 | 20 | 22 | 20 | 20 | 21 | 20 | 20 | 21 | 21 | 21 | 20 |

CURRENT NUMBER OF SECTIONS 119
 NUMBER OF SECTIONS WITH NEW BREAKPOINTS 126
 ADDITIONAL SECTIONS REQUIRED 7

2011 - 2012 School Year

| School | Kindergarten | | | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|--------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|--------------------|-----------|----------------|
| | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 |
| CES | 81 | 4 | 4 | 77 | 4 | 4 | 80 | 4 | 4 | 86 | 4 | 4 | 74 | 4 | 4 | 96 | 4 | 5 |
| GFS | 67 | 4 | 4 | 72 | 4 | 4 | 70 | 3 | 4 | 77 | 4 | 4 | 85 | 4 | 4 | 90 | 4 | 4 |
| KHS | 67 | 4 | 4 | 76 | 4 | 4 | 80 | 4 | 4 | 90 | 4 | 4 | 86 | 4 | 4 | 77 | 4 | 4 |
| LLS | 76 | 4 | 4 | 106 | 5 | 6 | 95 | 4 | 5 | 102 | 5 | 5 | 95 | 4 | 5 | 113 | 5 | 5 |
| SES | 69 | 4 | 4 | 93 | 5 | 5 | 82 | 4 | 4 | 97 | 4 | 5 | 90 | 4 | 4 | 76 | 4 | 4 |
| TOTAL | | 20 | 20 | 22 | 19 | 21 | 23 | 19 | 21 | 21 | 21 | 22 | 20 | 20 | 21 | 21 | 21 | 22 |

CURRENT NUMBER OF SECTIONS 123
 NUMBER OF SECTIONS WITH NEW BREAKPOINTS 129
 ADDITIONAL SECTIONS REQUIRED 6

2010-2011 School Year

| School | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | |
|--------------|--------------------|---------|----------------|--------------------|---------|----------------|--------------------|---------|----------------|--------------------|---------|----------------|
| | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 24 | Number of Students | Current | With Max at 24 |
| CES | 63 | 3 | 4 | 58 | 3 | 4 | 84 | 4 | 4 | 92 | 4 | 4 |
| GFS | 60 | 3 | 3 | 67 | 4 | 4 | 72 | 3 | 4 | 74 | 4 | 4 |
| KHS | 69 | 4 | 4 | 74 | 4 | 4 | 87 | 4 | 4 | 85 | 4 | 4 |
| LLS | 84 | 4 | 5 | 89 | 5 | 5 | 103 | 5 | 5 | 102 | 5 | 5 |
| SES | 76 | 4 | 4 | 85 | 4 | 5 | 86 | 4 | 4 | 98 | 4 | 5 |
| TOTAL | | 18 | 20 | | 20 | 22 | | 20 | 21 | | 21 | 22 |

CURRENT NUMBER OF SECTIONS 119
 NUMBER OF SECTIONS WITH NEW BREAKPOINTS 126
 ADDITIONAL SECTIONS REQUIRED 7

2009-2010

| School | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | |
|--------------|--------------------|---------|----------------|--------------------|---------|----------------|--------------------|---------|----------------|--------------------|---------|----------------|
| | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 21 | Number of Students | Current | With Max at 24 | Number of Students | Current | With Max at 24 |
| CES | 67 | 4 | 4 | 87 | 5 | 4 | 97 | 4 | 5 | 76 | 4 | 4 |
| GFS | 67 | 4 | 4 | 71 | 4 | 4 | 77 | 4 | 4 | 89 | 4 | 4 |
| KHS | 68 | 4 | 4 | 92 | 5 | 4 | 79 | 4 | 4 | 92 | 4 | 4 |
| LLS | 80 | 4 | 4 | 99 | 5 | 5 | 112 | 5 | 5 | 106 | 5 | 5 |
| SES | 72 | 4 | 4 | 96 | 5 | 5 | 75 | 4 | 4 | 107 | 5 | 5 |
| TOTAL | | 20 | 20 | | 24 | 22 | | 21 | 22 | | 22 | 22 |

CURRENT NUMBER OF SECTIONS 126
 NUMBER OF SECTIONS WITH NEW BREAKPOINTS 131
 ADDITIONAL SECTIONS REQUIRED 5

CLASS SIZE BREAKDOWNS:

2012 – 2013 and 2013 – 2014 SCHOOL YEARS

2013 - 2014 Actual Class Sizes as of October 1, 2013

| <u>SCHOOL</u> | <u>Maximum Class Size Per Guidelines: 22</u> | | | <u>Maximum Class Size Per Guidelines: 25</u> | | |
|---------------------|----------------------------------------------|----------------|----------------|----------------------------------------------|----------------|--|
| | <u>Grade 1</u> | <u>Grade 2</u> | <u>Grade 3</u> | <u>Grade 4</u> | <u>Grade 5</u> | |
| <u>KINDERGARTEN</u> | | | | | | |
| 20,20,19 | 21,21,20 | 18,17,17,16 | 21,21,20,20 | 23,22,22,22 | 23,23,23,22 | |
| GFS | 18,17,17,15 | 20,20,20,19 | 19,19,18,18 | 22,22,21,20 | 25,24,23 | |
| KHS | 20,20,19,19 | 22,22,21,18 | 21,21,20,19 | 22,22,21,20 | 25,24,24,24 | |
| LLS | 18,18,17,17,17 | 19,18,17,16,15 | 23,23,22,21,21 | 22,22,21,21,21 | 21,21,21,20,20 | |
| SES | 19,19,19,19 | 22,21,21,20 | 23,22,22,21 | 21,21,20,20 | 20,20,20,20,19 | |

2012 - 2013 Actual Class Sizes as of October 1, 2012

| <u>SCHOOL</u> | <u>Maximum Class Size Per Guidelines: 22</u> | | | <u>Maximum Class Size Per Guidelines: 25</u> | | |
|---------------------|----------------------------------------------|----------------|----------------|----------------------------------------------|----------------|--|
| | <u>Grade 1</u> | <u>Grade 2</u> | <u>Grade 3</u> | <u>Grade 4</u> | <u>Grade 5</u> | |
| <u>KINDERGARTEN</u> | | | | | | |
| 20,20,19 | 20,20,20 | 19,19,19,18 | 21,21,21,20 | 23,23,22,21 | 20,20,20,20 | |
| GFS | 19,19,19,19 | 19,19,19,19 | 20,20,19,19 | 20,19,19,19 | 23,21,20,20 | |
| KHS | 20,19,19,18 | 19,19,18,17 | 21,21,21,21 | 23,23,23,22 | 24,23,22,22 | |
| LLS | 19,19,19,18,17 | 22,22,21,21,20 | 22,21,21,21,21 | 20,20,20,20,19 | 21,20,20,19,19 | |
| SES | 18,18,18,18,17 | 23,23,23,22 | 21,21,21,21 | 24,24,24,23 | 22,21,21,20 | |

STAPLES HIGH SCHOOL ENROLLMENT REPORT

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPs | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|-------------------|-----|--------|-------------|---------|--------|------|------|--------------------------|-----|------|-------|
| 030020A_01 | ENGLISH 1A | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2032 | Thomas, Cody | 25 | 23 | 2 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2033 | Koperwhats(Humphrey), E. | 25 | 24 | 1 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2033 | Koperwhats(Humphrey), E. | 25 | 23 | 2 |
| | | 4 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2032 | Fulton, Michael | 25 | 18 | 7 |
| | | 5 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2008 | Richardson, Christina | 25 | 19 | 6 |
| | | 6 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2007 | Triggs, Elizabeth | 25 | 21 | 4 |
| | | 7 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2032 | Marsick, Rebecca | 25 | 23 | 2 |
| | | 8 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2002 | Scheck, Meghan | 25 | 22 | 3 |
| | | 9 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2002 | Thomas, Cody | 25 | 21 | 4 |
| | | 10 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2032 | Parrish, Amanda | 25 | 19 | 6 |
| | | 11 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2001 | Spose, Lindsay | 25 | 25 | 0 |
| | | 12 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2001 | Spose, Lindsay | 25 | 25 | 0 |
| | | 13 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2001 | Spose, Lindsay | 25 | 25 | 0 |
| 030020B_01 | ENGLISH 1B | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2007 | Tippy, Brian | 18 | 16 | 2 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2007 | Triggs, Elizabeth | 18 | 13 | 5 |
| | | 3 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2002 | Koperwhats(Humphrey), E. | 18 | 15 | 3 |
| | | 4 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2007 | Triggs, Elizabeth | 18 | 14 | 4 |
| 030020H_01 | ENGLISH 1 HNRS | 1 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2007 | Tippy, Brian | 25 | 22 | 3 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2007 | Tippy, Brian | 25 | 24 | 1 |
| | | 3 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2032 | Fulton, Michael | 25 | 23 | 2 |
| | | 4 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2008 | Richardson, Christina | 25 | 24 | 1 |
| 030060A_01 | ENGLISH 2A | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2010 | Young, Gus | 25 | 25 | 0 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2001 | Sulzycki, Holly | 25 | 18 | 7 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2015 | Bauks, Jesse | 25 | 21 | 4 |
| | | 4 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2006 | Miller, Alex | 25 | 21 | 4 |
| | | 5 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2001 | Sulzycki, Holly | 25 | 20 | 5 |
| | | 6 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2010 | Olbrych, Elizabeth | 25 | 22 | 3 |
| | | 7 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2006 | Palheiredo, Daniel | 25 | 23 | 2 |
| | | 8 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2006 | Miller, Alex | 25 | 22 | 3 |
| | | 9 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2005 | Schulz, Kristin | 25 | 23 | 2 |
| | | 10 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2006 | O'Hara, Sue | 25 | 21 | 4 |
| | | 11 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2015 | Fulco, Mary | 25 | 25 | 0 |
| | | 12 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2010 | Olbrych, Elizabeth | 25 | 24 | 1 |
| | | 13 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2007 | Young, Gus | 25 | 23 | 2 |
| | | 14 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2005 | Schulz, Kristin | 25 | 25 | 0 |
| 030060B_01 | ENGLISH 2B | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2015 | Fulco, Mary | 18 | 13 | 5 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2015 | Fulco, Mary | 18 | 17 | 1 |
| | | 3 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2009 | Palheiredo, Daniel | 18 | 16 | 2 |
| 030060H_01 | ENGLISH 2 HNRS | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2005 | Schulz, Kristin | 25 | 24 | 1 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2009 | O'Hara, Sue | 25 | 23 | 2 |
| | | 3 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2006 | Sulzycki, Holly | 25 | 20 | 5 |
| | | 4 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2005 | Shortliff, Delbert | 25 | 23 | 2 |
| | | 5 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2001 | O'Hara, Sue | 25 | 20 | 5 |
| 030080P_01 | A.P. ENG.LANGUAGE | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2002 | Scheck, Meghan | 25 | 21 | 4 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2033 | McNamee, Julia | 25 | 24 | 1 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2015 | Fulco, Mary | 25 | 25 | 0 |
| | | 4 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2005 | Colletti-Houde, Heather | 25 | 17 | 8 |
| 030120A_52 | RES.& LITERATURE | 1 | 6 | M1 M2 | T W R F | 0.50 | EN | 2008 | Fernandez, Anne | 25 | 25 | 0 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPs | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|----------------------------|-----|--------|-------------|---------|--------|------|------|--------------------------|-----|------|-------|
| 030120A_52 | RES.& LITERATURE | 2 | 2 | M1 M2 | M T W F | 0.50 | EN | 2007 | Tippy, Brian | 25 | 25 | 0 |
| | | 3 | 4 | M1 M2 | M W R F | 0.50 | EN | 2015 | Bauks, Jesse | 25 | 25 | 0 |
| | | 4 | 8 | M1 M2 | M W R F | 0.50 | EN | 2007 | Triggs, Elizabeth | 25 | 17 | 8 |
| | | 5 | 8 | M1 M2 | M W R F | 0.50 | EN | 2015 | Bauks, Jesse | 25 | 20 | 5 |
| 030120A_62 | RES.& LITERATURE | 1 | 5 | M3 M4 | M T R F | 0.50 | EN | 2009 | Palheiredo, Daniel | 25 | 14 | 11 |
| | | 2 | 4 | M3 M4 | M W R F | 0.50 | EN | 2009 | Palheiredo, Daniel | 25 | 14 | 11 |
| 030160A_01 | ENGLISH 3:AMER.VCS | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2033 | Thomas, Cody | 25 | 22 | 3 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2009 | Parrish, Amanda | 25 | 22 | 3 |
| | | 3 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2010 | Olbrych, Elizabeth | 25 | 25 | 0 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2008 | Fernandez, Anne | 25 | 21 | 4 |
| | | 5 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2006 | Miller, Alex | 25 | 22 | 3 |
| | | 6 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2002 | Scheck, Meghan | 25 | 21 | 4 |
| | | 7 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2012 | Shortliff, Delbert | 25 | 23 | 2 |
| | | 8 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2033 | Thomas, Cody | 25 | 23 | 2 |
| | | 9 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2032 | Marsick, Rebecca | 25 | 23 | 2 |
| 030200B_01 | EFFEC.WRIT.& RES | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2005 | Schulz, Kristin | 25 | 18 | 7 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2032 | Robbins, Barbara | 25 | 15 | 10 |
| 030320A_52 | CONTMP.AMER.LIT | 1 | 1 | M1 M2 | M T R F | 0.50 | EN | 2006 | Miller, Alex | 25 | 23 | 2 |
| 030320A_62 | CONTMP.AMER.LIT | 1 | 6 | M3 M4 | T W R F | 0.50 | EN | 2008 | Fernandez, Anne | 25 | 24 | 1 |
| | | 2 | 6 | M3 M4 | T W R F | 0.50 | EN | 2010 | Young, Gus | 25 | 24 | 1 |
| | | 3 | 1 | M3 M4 | M T R F | 0.50 | EN | 2006 | Miller, Alex | 25 | 24 | 1 |
| 030400A_52 | MYTHOLOGY & BIBLE | 1 | 8 | M1 M2 | M W R F | 0.50 | EN | 2005 | Colletti-Houde, Heather | 25 | 23 | 2 |
| | | 2 | 7 | M1 M2 | M T W R | 0.50 | EN | 2002 | Koperwhats(Humphrey), E. | 25 | 23 | 2 |
| | | 3 | 4 | M1 M2 | M W R F | 0.50 | EN | 2009 | Palheiredo, Daniel | 25 | 25 | 0 |
| | | 4 | 5 | M1 M2 | M T R F | 0.50 | EN | 2009 | Palheiredo, Daniel | 25 | 21 | 4 |
| 030400H_01 | MYTHOLOGY & BIBLE HONORS | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2008 | Richardson, Christina | 25 | 23 | 2 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | EN | 2008 | Richardson, Christina | 25 | 25 | 0 |
| 030440A_62 | SHAKESPEARE | 1 | 2 | M3 M4 | M T W F | 0.50 | EN | 2007 | Tippy, Brian | 25 | 22 | 3 |
| 030490A_62 | LIT.OF GENDER SEX IDENTITY | 1 | 3 | M3 M4 | M T W F | 0.50 | EN | 2012 | Herzog (Palca), Kim | 25 | 22 | 3 |
| | | 2 | 5 | M3 M4 | M T R F | 0.50 | EN | 2012 | Robbins, Barbara | 25 | 22 | 3 |
| 030560A_52 | WRLD.LIT:CARIBBEAN | 1 | 3 | M1 M2 | M T W F | 0.50 | EN | 2009 | Parrish, Amanda | 25 | 23 | 2 |
| | | 2 | 5 | M1 M2 | M T R F | 0.50 | EN | 2010 | Olbrych, Elizabeth | 25 | 25 | 0 |
| 030600A_52 | INTRO.BRITISH LIT | 1 | 6 | M1 M2 | T W R F | 0.50 | EN | 2010 | Young, Gus | 25 | 25 | 0 |
| 030620A_52 | IRISH LITERATURE | 1 | 8 | M1 M2 | M W R F | 0.50 | EN | 2006 | O'Hara, Sue | 25 | 15 | 10 |
| 030620A_62 | IRISH LITERATURE | 1 | 8 | M3 M4 | M W R F | 0.50 | EN | 2001 | O'Hara, Sue | 25 | 24 | 1 |
| | | 2 | 5 | M3 M4 | M T R F | 0.50 | EN | 2010 | Olbrych, Elizabeth | 25 | 26 | -1 |
| 030642A_52 | RHETRC.& PERSUAS. | 1 | 2 | M1 M2 | M T W F | 0.50 | EN | 2001 | Sulzicky, Holly | 25 | 12 | 13 |
| 030642A_62 | RHETRC.& PERSUAS. | 1 | 2 | M3 M4 | M T W F | 0.50 | EN | 2001 | Sulzicky, Holly | 25 | 24 | 1 |
| 030680A_52 | CRIT.ANALYSIS FILM & LIT. | 1 | 3 | M1 M2 | M T W F | 0.50 | EN | 2012 | Herzog (Palca), Kim | 25 | 18 | 7 |
| | | 2 | 5 | M1 M2 | M T R F | 0.50 | EN | 2012 | Robbins, Barbara | 25 | 23 | 2 |
| 030680A_62 | CRIT.ANALYSIS FILM & LIT. | 2 | 7 | M3 M4 | M T W R | 0.50 | EN | 2002 | Koperwhats(Humphrey), E. | 25 | 22 | 3 |
| | | 3 | 8 | M3 M4 | M W R F | 0.50 | EN | 2015 | Bauks, Jesse | 25 | 23 | 2 |
| | | 4 | 4 | M3 M4 | M W R F | 0.50 | EN | 2015 | Bauks, Jesse | 25 | 26 | -1 |
| | | 1 | 8 | M3 M4 | M W R F | 0.50 | EN | 2007 | Triggs, Elizabeth | 25 | 16 | 9 |
| 030720A_62 | RD.&WRT.FICTION | 2 | 8 | M3 M4 | M W R F | 0.50 | EN | 2005 | Colletti-Houde, Heather | 25 | 18 | 7 |
| | | 3 | 3 | M3 M4 | M T W F | 0.50 | EN | 2009 | Parrish, Amanda | 25 | 22 | 3 |
| | | 1 | 8 | M1 M2 | M W R F | 0.50 | EN | 2033 | McNamee, Julia | 25 | 25 | 0 |
| 030760A_52 | JOURNALISM | 2 | 5 | M1 M2 | M T R F | 0.50 | EN | 2005 | Colletti-Houde, Heather | 25 | 16 | 9 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPS | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|---------------------|-----|--------|-------------|---------|--------|------|------|---------------------------|-----|------|-------|
| 030760A_62 | JOURNALISM | 1 | 8 | M3 M4 | M W R F | 0.50 | EN | 2033 | McNamee, Julia | 25 | 22 | 3 |
| | | 2 | 5 | M3 M4 | M T R F | 0.50 | EN | 2005 | Colletti-Houde, Heather | 25 | 24 | 1 |
| 030800A_01 | ADV.JOURNALISM | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2033 | McNamee, Julia | 40 | 43 | -3 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2033 | Marsick, Rebecca | 40 | 41 | -1 |
| 030840P_01 | A.P. ENG.LITERATURE | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2012 | Herzog (Palca), Kim | 25 | 21 | 4 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2008 | Fernandez, Anne | 25 | 26 | -1 |
| | | 3 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | EN | 2032 | Parrish, Amanda | 25 | 24 | 1 |
| | | 4 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2008 | Fernandez, Anne | 25 | 23 | 2 |
| 030860A_01 | ENGLISH 4:SR.THMS | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2012 | Colletti-Houde, Heather | 25 | 21 | 4 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2015 | Bauks, Jesse | 25 | 25 | 0 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | EN | 2010 | Young, Gus | 25 | 19 | 6 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | EN | 2002 | Scheck, Meghan | 25 | 18 | 7 |
| | | 5 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | EN | 2001 | Spose, Lindsay | 25 | 19 | 6 |
| 070940C_01 | APPLIED MATH 1 | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3063 | Gomez, Margaret | 12 | 11 | 1 |
| 071040A_01 | ALGEBRA 1A | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3053 | Pendolphi, Nicole | 25 | 23 | 2 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3042 | Delmhorst, Stacey | 25 | 17 | 8 |
| | | 3 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3053 | Pendolphi, Nicole | 25 | 19 | 6 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3042 | Delmhorst, Stacey | 25 | 24 | 1 |
| | | 5 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3071 | Warnock, Kerrigan | 25 | 19 | 6 |
| 071040B_01 | ALGEBRA 1B | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3021 | Papp, Robert | 18 | 8 | 10 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3021 | Papp, Robert | 18 | 10 | 8 |
| | | 3 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3023 | Thomas, Karen | 18 | 17 | 1 |
| 071040C_01 | ALGEBRA 1C | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3063 | Gomez, Margaret | 12 | 7 | 5 |
| 071115A_01 | GEOMETRY A | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3021 | Levy, Jessica | 25 | 25 | 0 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3021 | Levy, Jessica | 25 | 22 | 3 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3021 | Levy, Jessica | 25 | 23 | 2 |
| | | 4 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3065 | Hurlbut(Sacilotto), Robin | 25 | 24 | 1 |
| | | 5 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3065 | Hurlbut(Sacilotto), Robin | 25 | 24 | 1 |
| | | 6 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3064 | Forgette, Anthony | 25 | 17 | 8 |
| | | 7 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3040 | Kissinger, Theron | 25 | 21 | 4 |
| | | 8 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3065 | Warnock, Kerrigan | 25 | 20 | 5 |
| | | 9 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3065 | Warnock, Kerrigan | 25 | 20 | 5 |
| 071115B_01 | GEOMETRY B | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3071 | Warnock, Kerrigan | 18 | 15 | 3 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3071 | Warnock, Kerrigan | 18 | 15 | 3 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3063 | Pendolphi, Nicole | 18 | 16 | 2 |
| 071115C_01 | GEOMETRY C | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3067 | Wilkes, William | 12 | 7 | 5 |
| 071115H_01 | GEOMETRY HNRS | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3023 | James, Caroline | 25 | 23 | 2 |
| | | 2 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3065 | Didelot, Ann | 25 | 17 | 8 |
| | | 3 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3065 | Didelot, Ann | 25 | 25 | 0 |
| | | 4 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3023 | Thomas, Karen | 25 | 22 | 3 |
| | | 5 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3023 | Thomas, Karen | 25 | 16 | 9 |
| 071190A_01 | ALGEBRA 2A | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3042 | Delmhorst, Stacey | 25 | 25 | 0 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3064 | Denton, Gertrude | 25 | 25 | 0 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3064 | Denton, Gertrude | 25 | 22 | 3 |
| | | 4 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3066 | Didelot, Ann | 25 | 23 | 2 |
| | | 5 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3063 | Pendolphi, Nicole | 25 | 24 | 1 |
| | | 6 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3063 | Pendolphi, Nicole | 25 | 26 | -1 |
| | | 7 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3042 | Delmhorst, Stacey | 25 | 23 | 2 |
| | | 8 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3042 | Papp, Robert | 25 | 22 | 3 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPs | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|-----------------------|-----|--------|-------------|---------|--------|------|------|---------------------------|-----|------|-------|
| 071190A_01 | ALGEBRA 2A | 9 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3042 | Papp, Robert | 25 | 25 | 0 |
| 071190B_01 | ALGEBRA 2B | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3069 | Walsh, William | 18 | 15 | 3 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3042 | Forgette, Anthony | 18 | 12 | 6 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3063 | Hurlbut(Sacilotto), Robin | 18 | 13 | 5 |
| | | 4 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3042 | Forgette, Anthony | 18 | 9 | 9 |
| 071190C_01 | ALGEBRA 2C | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3040 | Jolley, Alan | 18 | 7 | 11 |
| 071190H_01 | ALGEBRA 2 HNRS | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3040 | Giudice, Jennifer | 25 | 24 | 1 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3040 | Giudice, Jennifer | 25 | 23 | 2 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3071 | Stern, Rebecca | 25 | 20 | 5 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3025 | Thomas, Karen | 25 | 24 | 1 |
| | | 5 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3021 | Levy, Jessica | 25 | 23 | 2 |
| | | 6 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3021 | Levy, Jessica | 25 | 23 | 2 |
| | | 7 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3025 | White, Sarah | 25 | 24 | 1 |
| | | B | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3025 | Thomas, Karen | 25 | 25 | 0 |
| 071245C_01 | FINANCIAL ALGEBRA 3C | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3023 | James, Caroline | 12 | 8 | 4 |
| | | 2 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3023 | James, Caroline | 12 | 7 | 5 |
| 071265A_01 | PRE-CALCULUS A | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3064 | Forgette, Anthony | 25 | 21 | 4 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3064 | Forgette, Anthony | 25 | 25 | 0 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3023 | James, Caroline | 25 | 20 | 5 |
| | | 4 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3069 | Denton, Gertrude | 25 | 20 | 5 |
| | | 5 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3071 | Stern, Rebecca | 25 | 23 | 2 |
| | | 6 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3071 | Stern, Rebecca | 25 | 17 | 8 |
| | | 7 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3071 | Stern, Rebecca | 25 | 19 | 6 |
| | | 8 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3065 | Didelot, Ann | 25 | 22 | 3 |
| | | 9 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3067 | Wetzel, John | 25 | 24 | 1 |
| | | 10 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3023 | James, Caroline | 25 | 22 | 3 |
| | | 11 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3065 | Didelot, Ann | 25 | 18 | 7 |
| | | 12 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3067 | Wetzel, John | 25 | 22 | 3 |
| 071265B_01 | PRE-CALCULUS B | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3040 | Kissinger, Theron | 18 | 20 | -2 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3071 | Stern, Rebecca | 18 | 19 | -1 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3053 | Levy-Dolyak, Dana | 18 | 19 | -1 |
| | | 4 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3053 | Levy-Dolyak, Dana | 18 | 19 | -1 |
| | | 5 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3064 | Klein, Leonard | 18 | 18 | 0 |
| 071265H_01 | PRE-CALCULUS HNRS | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3069 | Wetzel, John | 25 | 24 | 1 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3053 | Levy-Dolyak, Dana | 25 | 21 | 4 |
| | | 3 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3069 | Walsh, William | 25 | 21 | 4 |
| | | 4 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3069 | Walsh, William | 25 | 21 | 4 |
| | | 5 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3067 | Wetzel, John | 25 | 21 | 4 |
| 071315P_01 | A.P. STATISTICS | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3064 | Denton, Gertrude | 25 | 19 | 6 |
| | | 2 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3064 | Denton, Gertrude | 25 | 17 | 8 |
| | | 3 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3040 | Kissinger, Theron | 25 | 21 | 4 |
| 071365A_52 | STATISTICS A | 1 | 1 | M1 M2 | M T R F | 0.50 | MAT | 3069 | Walsh, William | 25 | 24 | 1 |
| | | 2 | 5 | M1 M2 | M T R F | 0.50 | MAT | 3069 | Walsh, William | 25 | 24 | 1 |
| 071415A_62 | DISCRETE MATH | 1 | 1 | M3 M4 | M T R F | 0.50 | MAT | 3069 | Walsh, William | 25 | 16 | 9 |
| | | 2 | 5 | M3 M4 | M T R F | 0.50 | MAT | 3069 | Walsh, William | 25 | 13 | 12 |
| 071430A_01 | ACCOUNTING | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3066 | Klein, Leonard | 25 | 16 | 9 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3066 | Klein, Leonard | 25 | 16 | 9 |
| 071440A_52 | PRSNL.FNANCIAL MGMT.A | 1 | 7 | M1 M2 | M T W R | 0.50 | MAT | 3053 | Delmhorst, Stacey | 25 | 20 | 5 |
| | | 2 | 1 | M1 M2 | M T R F | 0.50 | MAT | 3066 | Klein, Leonard | 25 | 27 | -2 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPs | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|-----------------------|-----|--------|-------------|---------|--------|------|------|---------------------------|-----|------|-------|
| 071440A_52 | PRSNL.FNANCIAL MGMT.A | 3 | 8 | M1 M2 | M W R F | 0.50 | MAT | 3066 | Klein, Leonard | 25 | 25 | 0 |
| | | 4 | 4 | M1 M2 | M W R F | 0.50 | MAT | 3025 | White, Sarah | 25 | 24 | 1 |
| | | 5 | 5 | M1 M2 | M T R F | 0.50 | MAT | 3025 | White, Sarah | 25 | 21 | 4 |
| 071440A_62 | PRSNL.FNANCIAL MGMT.A | 1 | 7 | M3 M4 | M T W R | 0.50 | MAT | 3053 | Delmhorst, Stacey | 25 | 25 | 0 |
| | | 2 | 1 | M3 M4 | M T R F | 0.50 | MAT | 3066 | Klein, Leonard | 25 | 26 | -1 |
| | | 3 | 8 | M3 M4 | M W R F | 0.50 | MAT | 3066 | Klein, Leonard | 25 | 22 | 3 |
| | | 4 | 4 | M3 M4 | M W R F | 0.50 | MAT | 3025 | White, Sarah | 25 | 23 | 2 |
| | | 5 | 5 | M3 M4 | M T R F | 0.50 | MAT | 3025 | White, Sarah | 25 | 24 | 1 |
| 07146SP_01 | A.P. CALCULUS BC | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3063 | Hurlbut(Sacilotto), Robin | 25 | 15 | 10 |
| | | 2 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3063 | Hurlbut(Sacilotto), Robin | 25 | 21 | 4 |
| 071490P_01 | A.P. CALCULUS AB | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3040 | Kissingner, Theron | 25 | 20 | 5 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3067 | Wilkes, William | 25 | 23 | 2 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3053 | Levy-Dolyak, Dana | 25 | 14 | 11 |
| | | 4 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3067 | Wilkes, William | 25 | 24 | 1 |
| | | 5 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3040 | Kissingner, Theron | 25 | 21 | 4 |
| | | 6 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | MAT | 3069 | Wetzel, John | 25 | 22 | 3 |
| | | 7 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3053 | Levy-Dolyak, Dana | 25 | 15 | 10 |
| 071515H_01 | CALCULUS HNRS | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | MAT | 3066 | Gomez, Margaret | 25 | 20 | 5 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3066 | Gomez, Margaret | 25 | 25 | 0 |
| | | 3 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3021 | Papp, Robert | 25 | 25 | 0 |
| | | 4 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | MAT | 3066 | Gomez, Margaret | 25 | 25 | 0 |
| 071566P_01 | MULTIVAR.CALC.BC | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | MAT | 3067 | Wilkes, William | 25 | 24 | 1 |
| 071567P_01 | MULTIVAR.CALC.AB | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | MAT | 3067 | Wilkes, William | 25 | 23 | 2 |
| 111700A_01 | BIOLOGY A + LAB | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3001 | Thompson, Karen | 24 | 24 | 0 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3001 | Duffy, Cecilia | 24 | 20 | 4 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3010 | Thompson, Karen | 24 | 20 | 4 |
| | | 4 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3001 | Duffy, Cecilia | 24 | 19 | 5 |
| | | 5 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3002 | Lazaroff, Michael | 24 | 18 | 6 |
| | | 6 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3006 | Krubski, Ally | 24 | 24 | 0 |
| | | 7 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3010 | Thompson, Karen | 24 | 16 | 8 |
| | | 8 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3001 | Krubski, Ally | 24 | 19 | 5 |
| | | 9 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3006 | Balazsi, Bethann | 24 | 22 | 2 |
| | | 10 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3002 | Thompson, Karen | 24 | 22 | 2 |
| | | 11 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3002 | Lazaroff, Michael | 24 | 23 | 1 |
| | | 12 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3006 | Balazsi, Bethann | 24 | 24 | 0 |
| 111700B_01 | BIOLOGY B + LAB | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3006 | Balazsi, Bethann | 18 | 14 | 4 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3002 | Balazsi, Bethann | 18 | 15 | 3 |
| | | 3 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3002 | Tirado, Serena | 18 | 16 | 2 |
| | | 4 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3001 | Tirado, Serena | 18 | 13 | 5 |
| | | 5 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3006 | Wirkus, Heather | 18 | 12 | 6 |
| | | 6 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3006 | Krubski, Ally | 18 | 16 | 2 |
| 111700H_01 | BIOLOGY HNRS + LAB | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3001 | Tirado, Serena | 23 | 23 | 0 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3002 | Tirado, Serena | 24 | 24 | 0 |
| | | 3 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3010 | Wirkus, Heather | 24 | 22 | 2 |
| | | 4 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3010 | Wirkus, Heather | 24 | 24 | 0 |
| | | 5 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3006 | Wirkus, Heather | 24 | 21 | 3 |
| 111750A_52 | ENVRN.SCIENCE+LAB | 1 | 6 | M1 M2 | T W R F | 0.50 | SCI | 2012 | Coccoli, Antonio | 40 | 40 | 0 |
| | | 2 | 6 | M1 M2 | T W R F | 0.50 | SCI | 3005 | Kaszanek(Hirth),Christine | 40 | 38 | 2 |
| 111750A_62 | ENVRN.SCIENCE+LAB | 1 | 6 | M3 M4 | T W R F | 0.50 | SCI | 2012 | Coccoli, Antonio | 40 | 40 | 0 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPs | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|---------------------|-----|--------|-------------|---------|--------|------|------|---------------------------|-----|------|-------|
| 111775A_52 | HORTICULTURE+LAB | 1 | 2 | M1 M2 | M T W F | 0.50 | SCI | 3022 | Scott, Kristin | 24 | 19 | 5 |
| | | 2 | 4 | M1 M2 | M W R F | 0.50 | SCI | 3022 | Scott, Kristin | 24 | 21 | 3 |
| 111775A_62 | HORTICULTURE+LAB | 1 | 6 | M3 M4 | T W R F | 0.50 | SCI | 3005 | Kaszanek(Hirth),Christine | 24 | 24 | 0 |
| | | 2 | 7 | M3 M4 | M T W R | 0.50 | SCI | 3005 | Kaszanek(Hirth),Christine | 24 | 22 | 2 |
| | | 3 | 2 | M3 M4 | M T W F | 0.50 | SCI | 3022 | Scott, Kristin | 24 | 22 | 2 |
| 111800A_52 | FORENSICS + LAB | 1 | 1 | M1 M2 | M T R F | 0.50 | SCI | 3029 | Rollison, David | 24 | 23 | 1 |
| | | 2 | 7 | M1 M2 | M T W R | 0.50 | SCI | 3029 | Lazaroff, Michael | 24 | 19 | 5 |
| 111800A_62 | FORENSICS + LAB | 1 | 1 | M3 M4 | M T R F | 0.50 | SCI | 3029 | Rollison, David | 24 | 16 | 8 |
| | | 2 | 7 | M3 M4 | M T W R | 0.50 | SCI | 3029 | Lazaroff, Michael | 24 | 19 | 5 |
| | | 3 | 5 | M3 M4 | M T R F | 0.50 | SCI | 3029 | Kabak, Joel | 24 | 20 | 4 |
| 111835A_52 | MEDIC.TRMNLGY & LAB | 1 | 5 | M1 M2 | M T R F | 0.50 | SCI | 3029 | Kabak, Joel | 24 | 15 | 9 |
| 111850A_01 | ANAT.&PHYSIOL.+LAB | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3002 | Lazaroff, Michael | 24 | 19 | 5 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3002 | Krubski, Ally | 24 | 14 | 10 |
| 111875A_52 | MARINE BIOL. +LAB | 1 | 1 | M1 M2 | M T R F | 0.50 | SCI | 3022 | Duffy, Cecilia | 24 | 22 | 2 |
| | | 2 | 6 | M1 M2 | T W R F | 0.50 | SCI | 3022 | Rollison, David | 24 | 24 | 0 |
| | | 3 | 7 | M1 M2 | M T W R | 0.50 | SCI | 3022 | Duffy, Cecilia | 24 | 22 | 2 |
| 111875A_62 | MARINE BIOL. +LAB | 1 | 7 | M3 M4 | M T W R | 0.50 | SCI | 3022 | Duffy, Cecilia | 24 | 21 | 3 |
| | | 2 | 6 | M3 M4 | T W R F | 0.50 | SCI | 3022 | Rollison, David | 24 | 15 | 9 |
| | | 3 | 1 | M3 M4 | M T R F | 0.50 | SCI | 3022 | Duffy, Cecilia | 24 | 20 | 4 |
| | | 4 | 4 | M3 M4 | M W R F | 0.50 | SCI | 3010 | Duffy, Cecilia | 24 | 17 | 7 |
| 111900P_01 | A.P. BIOLOGY + LAB | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3010 | Morse-Gaudio, Michele | 24 | 16 | 8 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3010 | Kabak, Joel | 24 | 19 | 5 |
| | | 3 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3010 | Kabak, Joel | 24 | 20 | 4 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3010 | Kabak, Joel | 24 | 18 | 6 |
| 111925P_01 | A.P. ENVRN.SCI.+LAB | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3005 | Aitkenhead, Michael | 24 | 23 | 1 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3005 | Aitkenhead, Michael | 24 | 21 | 3 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3005 | Aitkenhead, Michael | 24 | 20 | 4 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3005 | Aitkenhead, Michael | 24 | 21 | 3 |
| | | 5 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3005 | Kaszanek(Hirth),Christine | 24 | 20 | 4 |
| | | 6 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3005 | Kaszanek(Hirth),Christine | 24 | 22 | 2 |
| 111950A_01 | SCIENT.RSRCH.+LAB | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3033 | Morse-Gaudio, Michele | 24 | 14 | 10 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3032 | Morse-Gaudio, Michele | 24 | 13 | 11 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3033 | Morgan, Nicholas | 24 | 17 | 7 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3006 | Morgan, Nicholas | 24 | 12 | 12 |
| 111950NI52 | IS SCIENT.RSRCH | 1 | 9 | M1 M2 | M T W F | 0.50 | SCI | 3002 | Lazaroff, Michael | 1 | 1 | 0 |
| 112000A_01 | CHEMISTRY A + LAB | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3028 | Scott, Kristin | 24 | 20 | 4 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3028 | Tinoco, Flavio | 24 | 20 | 4 |
| | | 3 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3032 | Messina, Dominick | 24 | 21 | 3 |
| | | 4 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3032 | Messina, Dominick | 24 | 21 | 3 |
| | | 5 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3028 | Coccoli, Antonio | 24 | 22 | 2 |
| | | 6 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3034 | Voytek, Trema | 24 | 19 | 5 |
| | | 7 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3029 | Messina, Dominick | 24 | 21 | 3 |
| | | 8 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3029 | Coccoli, Antonio | 24 | 18 | 6 |
| | | 9 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3028 | Scott, Kristin | 24 | 20 | 4 |
| | | 10 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3028 | Scott, Kristin | 24 | 21 | 3 |
| | | 11 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3028 | Tinoco, Flavio | 24 | 20 | 4 |
| | | 12 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3028 | Lee, Scott | 24 | 19 | 5 |
| 112000B_01 | CHEMISTRY B + LAB | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3034 | Jones, William | 18 | 17 | 1 |
| | | 2 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3029 | Rollison, David | 18 | 16 | 2 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPs | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|---------------------------|-----|--------|-------------|---------|--------|------|------|-------------------|-----|------|-------|
| 112000B_01 | CHEMISTRY B + LAB | 3 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3032 | Delaney, Maura | 18 | 14 | 4 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3029 | Rollison, David | 18 | 17 | 1 |
| | | 5 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3032 | Delaney, Maura | 18 | 13 | 5 |
| 112000H_01 | CHEM.HNRS. + LAB | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3028 | Delaney, Maura | 24 | 17 | 7 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3034 | Voytek, Trema | 24 | 22 | 2 |
| | | 3 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3034 | Jones, William | 24 | 19 | 5 |
| | | 4 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3034 | Voytek, Trema | 24 | 21 | 3 |
| | | 5 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3034 | Voytek, Trema | 24 | 17 | 7 |
| | | 7 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3032 | Delaney, Maura | 24 | 16 | 8 |
| | | 8 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3029 | Messina, Dominick | 24 | 20 | 4 |
| 112025P_01 | A.P. CHEMISTRY+LAB | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3032 | Tinoco, Flavio | 24 | 19 | 5 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3034 | Jones, William | 24 | 24 | 0 |
| | | 3 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3034 | Jones, William | 24 | 22 | 2 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3032 | Tinoco, Flavio | 24 | 18 | 6 |
| 112032A_52 | INTRO. TO PRGRM. | 1 | 6 | M1 M2 | T W R F | 0.50 | SCI | 1033 | Scrofani, David | 18 | 16 | 2 |
| | | 2 | 2 | M1 M2 | M T W F | 0.50 | SCI | 1033 | Scrofani, David | 18 | 15 | 3 |
| | | 3 | 3 | M1 M2 | M T W F | 0.50 | SCI | 1033 | Dewey, Nathaniel | 18 | 18 | 0 |
| 112032A_62 | INTRO.TO PRGRM. | 1 | 3 | M3 M4 | M T W F | 0.50 | SCI | 1033 | Scrofani, David | 18 | 14 | 4 |
| | | 2 | 2 | M3 M4 | M T W F | 0.50 | SCI | 1033 | Scrofani, David | 18 | 18 | 0 |
| 112034A_62 | INTRO.TO WEB PRGRM. | 1 | 7 | M3 M4 | M T W R | 0.50 | SCI | 1033 | Dewey, Nathaniel | 18 | 14 | 4 |
| | | 2 | 8 | M3 M4 | M W R F | 0.50 | SCI | 1033 | Dewey, Nathaniel | 18 | 15 | 3 |
| 112036A_52 | BLDG.WEB APPLCTNS. | 1 | 8 | M1 M2 | M W R F | 0.50 | SCI | 1033 | Dewey, Nathaniel | 18 | 6 | 12 |
| 112038A_62 | SOFTWARE DVLP. | 1 | 6 | M3 M4 | T W R F | 0.50 | SCI | 1033 | Dewey, Nathaniel | 18 | 5 | 13 |
| 112100A_52 | JOURN.SOLAR SYS.+L | 1 | 7 | M1 M2 | M T W R | 0.50 | SCI | 3001 | Veigas, Carrie | 24 | 22 | 2 |
| | | 2 | 8 | M1 M2 | M W R F | 0.50 | SCI | 3001 | Veigas, Carrie | 24 | 21 | 3 |
| 112125A_62 | STARS,GALAX.UNVRS.+L | 1 | 7 | M3 M4 | M T W R | 0.50 | SCI | 3001 | Veigas, Carrie | 24 | 17 | 7 |
| | | 2 | 8 | M3 M4 | M W R F | 0.50 | SCI | 3001 | Veigas, Carrie | 24 | 16 | 8 |
| 112225A_62 | AEROSPACE + L | 1 | 5 | M3 M4 | M T R F | 0.50 | SCI | 1033 | Andrew, Robert | 24 | 18 | 6 |
| 112250A_01 | PHYSICS A + LAB | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3007 | Dewey, Nathaniel | 24 | 19 | 5 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3007 | Wong, Humphrey | 24 | 23 | 1 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3007 | Wong, Humphrey | 24 | 20 | 4 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3007 | Lee, Scott | 24 | 20 | 4 |
| | | 5 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3007 | Lee, Scott | 24 | 22 | 2 |
| | | 6 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3007 | Veigas, Carrie | 24 | 23 | 1 |
| | | 7 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3033 | Gifford, Sarah | 24 | 21 | 3 |
| | | 8 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3033 | Gifford, Sarah | 24 | 20 | 4 |
| | | 9 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3007 | Dewey, Nathaniel | 24 | 18 | 6 |
| 112250B_01 | PHYSICS B + LAB | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3033 | Gifford, Sarah | 18 | 14 | 4 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3033 | Gifford, Sarah | 18 | 17 | 1 |
| | | 3 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3033 | Klouda, Joanne | 18 | 11 | 7 |
| | | 4 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3033 | Klouda, Joanne | 18 | 12 | 6 |
| 112250H_01 | PHYSICS HNRS + LAB | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3011 | Morgan, Nicholas | 24 | 20 | 4 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3011 | Scrofani, David | 24 | 20 | 4 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3011 | Lee, Scott | 24 | 22 | 2 |
| | | 4 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SCI | 3011 | Scrofani, David | 24 | 23 | 1 |
| 112255A_52 | ENGN. & APPL.PHYSICS +LAB | 1 | 3 | M1 M2 | M T W F | 0.50 | SCI | 3022 | Wong, Humphrey | 18 | 12 | 6 |
| | | 2 | 5 | M1 M2 | M T R F | 0.50 | SCI | 3022 | Wong, Humphrey | 18 | 17 | 1 |
| 112255A_62 | ENGN. & APPL.PHYSICS +LAB | 1 | 3 | M3 M4 | M T W F | 0.50 | SCI | 3022 | Wong, Humphrey | 18 | 14 | 4 |
| 112275P_01 | A.P. PHYSICS B+LAB | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SCI | 3011 | Andrew, Robert | 24 | 17 | 7 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | Mps | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|----------------------|-----|--------|-------------|---------|--------|------|------|---------------------|-----|------|-------|
| 112275P_01 | A.P. PHYSICS B+LAB | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SCI | 3011 | Veigas, Carrie | 24 | 11 | 13 |
| 112300P_01 | A.P. PHYSICS C+LAB | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SCI | 3011 | Klouda, Joanne | 24 | 15 | 9 |
| | | 2 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SCI | 3011 | Klouda, Joanne | 24 | 15 | 9 |
| 152561A_01 | GLOBAL THEMES A | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2060 | Gayanilo, Ashley | 25 | 25 | 0 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2060 | Gayanilo, Ashley | 25 | 24 | 1 |
| | | 3 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2063 | Goulian, Katherine | 25 | 22 | 3 |
| | | 4 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2063 | Goulian, Katherine | 25 | 18 | 7 |
| | | 5 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2063 | Goulian, Katherine | 25 | 22 | 3 |
| | | 6 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SS | 2060 | Francese, Lauren | 25 | 24 | 1 |
| | | 7 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2060 | Francese, Lauren | 25 | 24 | 1 |
| | | 8 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2064 | Lin, Chi-Ann | 25 | 21 | 4 |
| | | 9 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2064 | Lin, Chi-Ann | 25 | 21 | 4 |
| | | 10 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2061 | Rogers, James | 25 | 20 | 5 |
| | | 11 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SS | 2064 | Lin, Chi-Ann | 25 | 26 | -1 |
| | | 12 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2061 | Rogers, James | 25 | 17 | 8 |
| | | 13 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SS | 2060 | Francese, Lauren | 25 | 25 | 0 |
| | | 14 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SS | 2061 | Rogers, James | 25 | 23 | 2 |
| 152561B_01 | GLOBAL THEMES B | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2062 | Heaphy, Daniel | 18 | 16 | 2 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2062 | Heaphy, Daniel | 18 | 19 | -1 |
| | | 3 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2062 | Avery, Carol | 18 | 18 | 0 |
| 152561H_01 | GLOBAL THEMES HONORS | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2060 | Gayanilo, Ashley | 25 | 28 | -3 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2060 | Gayanilo, Ashley | 25 | 25 | 0 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2060 | Gayanilo, Ashley | 25 | 25 | 0 |
| 152660A_01 | U.S. HISTORY A | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2038 | Gilland, Dana | 25 | 22 | 3 |
| | | 2 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2038 | Gilland, Dana | 25 | 21 | 4 |
| | | 3 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2038 | Hirai, Sheila | 25 | 25 | 0 |
| | | 4 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2038 | Hirai, Sheila | 25 | 22 | 3 |
| | | 5 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2038 | Gilland, Dana | 24 | 22 | 2 |
| | | 6 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2038 | Hirai, Sheila | 25 | 20 | 5 |
| | | 7 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2063 | Schager, Catherine | 25 | 23 | 2 |
| | | 8 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2063 | Schager, Catherine | 25 | 20 | 5 |
| | | 9 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SS | 2038 | Hirai, Sheila | 25 | 24 | 1 |
| | | 10 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2057 | McRedmond, Danielle | 25 | 23 | 2 |
| | | 11 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SS | 2065 | McRedmond, Danielle | 25 | 22 | 3 |
| | | 12 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2030 | Willick, David | 25 | 23 | 2 |
| | | 13 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2030 | Willick, David | 24 | 19 | 5 |
| | | 14 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SS | 2028 | Mongirdas, Eric | 25 | 22 | 3 |
| | | 15 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2028 | Mongirdas, Eric | 25 | 21 | 4 |
| | | 16 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2030 | Willick, David | 25 | 22 | 3 |
| 152660H_01 | U.S. HISTORY HNRS | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2059 | Pinchback, Sara | 25 | 21 | 4 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2059 | Francese, Lauren | 25 | 21 | 4 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2059 | Francese, Lauren | 25 | 21 | 4 |
| | | 4 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2059 | Pinchback, Sara | 25 | 26 | -1 |
| | | 5 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2059 | Pinchback, Sara | 25 | 19 | 6 |
| 152710P_01 | A.P. U.S. HISTORY | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2028 | Mongirdas, Eric | 25 | 17 | 8 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2030 | Heaphy, Daniel | 25 | 19 | 6 |
| | | 3 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SS | 2030 | Heaphy, Daniel | 25 | 12 | 13 |
| 152760P_01 | A.P. EUR.HIST | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2030 | Willick, David | 25 | 20 | 5 |
| | | 2 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | SS | 2062 | Avery, Carol | 25 | 19 | 6 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPs | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|-----------------------|-----|--------|-------------|-------|--------|------|------|---------------------|-----|------|-------|
| 152760P_01 | A.P. EUR.HIST | 3 | 3 | M1 M2 M3 M4 | MTWFF | 1.00 | SS | 2062 | Avery, Carol | 25 | 19 | 6 |
| | | 4 | 4 | M1 M2 M3 M4 | MWRFF | 1.00 | SS | 2062 | Avery, Carol | 25 | 18 | 7 |
| | | 5 | 6 | M1 M2 M3 M4 | TWRF | 1.00 | SS | 2062 | Avery, Carol | 25 | 17 | 8 |
| 152770P_01 | A.P. WORLD HISTORY | 1 | 5 | M1 M2 M3 M4 | MTRF | 1.00 | SS | 2030 | Willick, David | 25 | 15 | 10 |
| 152850A_52 | CONTEMP.WORLD STUDIES | 1 | 6 | M1 M2 | TWRF | 0.50 | SS | 2063 | Gilland, Dana | 25 | 22 | 3 |
| 152850A_62 | CONTEMP.WORLD STUDIES | 1 | 6 | M3 M4 | TWRF | 0.50 | SS | 2063 | Gilland, Dana | 25 | 17 | 8 |
| | | 2 | 3 | M3 M4 | MTWFF | 0.50 | SS | 2061 | Schager, Catherine | 25 | 21 | 4 |
| 152860A_52 | AFRICAN STUDIES | 1 | 5 | M1 M2 | MTRF | 0.50 | SS | 2014 | Mongirdas, Eric | 25 | 21 | 4 |
| | | 2 | 3 | M1 M2 | MTWFF | 0.50 | SS | 2014 | Mongirdas, Eric | 25 | 23 | 2 |
| 152860A_62 | AFRICAN STUDIES | 1 | 5 | M3 M4 | MTRF | 0.50 | SS | 2014 | Mongirdas, Eric | 25 | 25 | 0 |
| | | 2 | 3 | M3 M4 | MTWFF | 0.50 | SS | 2014 | Mongirdas, Eric | 25 | 25 | 0 |
| 152885A_52 | EAST ASIAN STUDIES | 1 | 2 | M1 M2 | MTWFF | 0.50 | SS | 2064 | Lin, Chi-Ann | 25 | 24 | 1 |
| | | 2 | 1 | M1 M2 | MTRF | 0.50 | SS | 2064 | Lin, Chi-Ann | 25 | 25 | 0 |
| | | 3 | 8 | M1 M2 | MWRFF | 0.50 | SS | 2064 | Hirai, Sheila | 25 | 24 | 1 |
| 152885A_62 | EAST ASIAN STUDIES | 1 | 2 | M3 M4 | MTWFF | 0.50 | SS | 2064 | Lin, Chi-Ann | 25 | 24 | 1 |
| | | 2 | 1 | M3 M4 | MTRF | 0.50 | SS | 2064 | Lin, Chi-Ann | 25 | 25 | 0 |
| | | 3 | 8 | M3 M4 | MWRFF | 0.50 | SS | 2064 | Hirai, Sheila | 25 | 23 | 2 |
| 152910A_52 | MIDDLE EAST STDYS | 1 | 7 | M1 M2 | MTWR | 0.50 | SS | 2038 | Gilland, Dana | 25 | 19 | 6 |
| | | 2 | 3 | M1 M2 | MTWFF | 0.50 | SS | 2061 | Schager, Catherine | 25 | 21 | 4 |
| | | 3 | 4 | M1 M2 | MWRFF | 0.50 | SS | 2061 | Schager, Catherine | 25 | 24 | 1 |
| 152910A_62 | MIDDLE EAST STDYS | 1 | 7 | M3 M4 | MTWR | 0.50 | SS | 2038 | Gilland, Dana | 25 | 23 | 2 |
| | | 2 | 4 | M3 M4 | MWRFF | 0.50 | SS | 2061 | Schager, Catherine | 25 | 25 | 0 |
| | | 3 | 8 | M3 M4 | MWRFF | 0.50 | SS | 2061 | Schager, Catherine | 25 | 24 | 1 |
| 152935A_52 | LATIN AMER.STDYS | 1 | 7 | M1 M2 | MTWR | 0.50 | SS | 2062 | Heaphy, Daniel | 25 | 24 | 1 |
| 152935A_62 | LATIN AMER.STDYS | 1 | 7 | M3 M4 | MTWR | 0.50 | SS | 2062 | Heaphy, Daniel | 25 | 25 | 0 |
| 152960A_52 | AMERICAN GOVT | 1 | 4 | M1 M2 | MWRFF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 22 | 3 |
| | | 2 | 6 | M1 M2 | TWRF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 24 | 1 |
| | | 3 | 8 | M1 M2 | MWRFF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 21 | 4 |
| | | 4 | 2 | M1 M2 | MTWFF | 0.50 | SS | 2065 | McRedmond, Danielle | 25 | 25 | 0 |
| | | 5 | 3 | M1 M2 | MTWFF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 21 | 4 |
| | | 6 | 5 | M1 M2 | MTRF | 0.50 | SS | 2065 | McRedmond, Danielle | 25 | 25 | 0 |
| | | 7 | 1 | M1 M2 | MTRF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 24 | 1 |
| 152960A_62 | AMERICAN GOVT | 1 | 4 | M3 M4 | MWRFF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 22 | 3 |
| | | 2 | 5 | M3 M4 | MTRF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 21 | 4 |
| | | 3 | 6 | M3 M4 | TWRF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 21 | 4 |
| | | 4 | 2 | M3 M4 | MTWFF | 0.50 | SS | 2065 | McRedmond, Danielle | 25 | 26 | -1 |
| | | 5 | 3 | M3 M4 | MTWFF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 24 | 1 |
| | | 6 | 1 | M3 M4 | MTRF | 0.50 | SS | 2065 | Stevens, Jeanne | 25 | 24 | 1 |
| 152985P_01 | A.P. GOVPOL US | 1 | 1 | M1 M2 M3 M4 | MTRF | 1.00 | SS | 2014 | Miller, John | 25 | 23 | 2 |
| | | 2 | 2 | M1 M2 M3 M4 | MTWFF | 1.00 | SS | 2057 | Kammerman, Suzanne | 25 | 21 | 4 |
| | | 3 | 3 | M1 M2 M3 M4 | MTWFF | 1.00 | SS | 2057 | Kammerman, Suzanne | 25 | 22 | 3 |
| | | 4 | 5 | M1 M2 M3 M4 | MTRF | 1.00 | SS | 2057 | Kammerman, Suzanne | 25 | 22 | 3 |
| | | 5 | 7 | M1 M2 M3 M4 | MTWR | 1.00 | SS | 2057 | Kammerman, Suzanne | 25 | 22 | 3 |
| | | 6 | 6 | M1 M2 M3 M4 | TWRF | 1.00 | SS | 2057 | Kammerman, Suzanne | 25 | 19 | 6 |
| | | 7 | 4 | M1 M2 M3 M4 | MWRFF | 1.00 | SS | 2014 | Miller, John | 25 | 23 | 2 |
| | | 8 | 8 | M1 M2 M3 M4 | MWRFF | 1.00 | SS | 2014 | Miller, John | 25 | 21 | 4 |
| 153010A_52 | INTRO.TO ECNMCS | 1 | 8 | M1 M2 | MWRFF | 0.50 | SS | 2061 | Schager, Catherine | 25 | 15 | 10 |
| 153010A_62 | INTRO.TO ECNMCS | 1 | 8 | M3 M4 | MWRFF | 0.50 | SS | 2065 | Shepro, Jonathan | 25 | 19 | 6 |
| 153035P_01 | A.P.MACRO/MICRO ECON | 1 | 3 | M1 M2 M3 M4 | MTWFF | 1.00 | SS | 2028 | Shepro, Jonathan | 25 | 25 | 0 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPS | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|----------------------|-----|--------|-------------|---------|--------|------|------|----------------------|-----|------|-------|
| 153035P_01 | A.P.MACRO/MICRO ECON | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | SS | 2028 | Shepro, Jonathan | 25 | 25 | 0 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | SS | 2028 | Shepro, Jonathan | 24 | 24 | 0 |
| | | 4 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | SS | 2059 | Pinchback, Sara | 25 | 23 | 2 |
| | | 5 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | SS | 2059 | Pinchback, Sara | 25 | 24 | 1 |
| 153085A_52 | ANTHROPOLOGY | 1 | 4 | M1 M2 | M W R F | 0.50 | SS | 2057 | McRedmond, Danielle | 25 | 25 | 0 |
| 153085A_62 | ANTHROPOLOGY | 1 | 4 | M3 M4 | M W R F | 0.50 | SS | 2057 | McRedmond, Danielle | 25 | 25 | 0 |
| | | 2 | 8 | M3 M4 | M W R F | 0.50 | SS | 2057 | McRedmond, Danielle | 25 | 20 | 5 |
| 153110A_62 | CURRENT ISSUES | 1 | 2 | M3 M4 | M T W F | 0.50 | SS | 2028 | Shepro, Jonathan | 25 | 24 | 1 |
| 153135A_52 | ENVRN.SOC.ST.+LAB | 1 | 7 | M1 M2 | M T W R | 0.50 | SS | 2012 | Miller, John | 40 | 40 | 0 |
| | | 2 | 7 | M1 M2 | M T W R | 0.50 | SS | 3005 | Shepro, Jonathan | 40 | 38 | 2 |
| 153135A_62 | ENVRN.SOC.ST.+LAB | 1 | 7 | M3 M4 | M T W R | 0.50 | SS | 2012 | Miller, John | 40 | 40 | 0 |
| 153160A_52 | INTRO.TO PSYCHOL | 1 | 6 | M1 M2 | T W R F | 0.50 | SS | 2061 | Rogers, James | 25 | 25 | 0 |
| | | 2 | 7 | M1 M2 | M T W R | 0.50 | SS | 2063 | Goulian, Katherine | 25 | 25 | 0 |
| | | 3 | 1 | M1 M2 | M T R F | 0.50 | SS | 2061 | Rogers, James | 25 | 25 | 0 |
| | | 4 | 8 | M1 M2 | M W R F | 0.50 | SS | 2063 | Goulian, Katherine | 25 | 21 | 4 |
| 153160A_62 | INTRO.TO PSYCHOL | 1 | 6 | M3 M4 | T W R F | 0.50 | SS | 2061 | Rogers, James | 25 | 25 | 0 |
| | | 2 | 1 | M3 M4 | M T R F | 0.50 | SS | 2061 | Rogers, James | 25 | 25 | 0 |
| | | 3 | 8 | M3 M4 | M W R F | 0.50 | SS | 2063 | Goulian, Katherine | 25 | 24 | 1 |
| | | 4 | 7 | M3 M4 | M T W R | 0.50 | SS | 2063 | Goulian, Katherine | 25 | 25 | 0 |
| 193370A_01 | LATIN 1A | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 2058 | Huettner, Jennifer | 25 | 18 | 7 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 2058 | Huettner, Jennifer | 25 | 18 | 7 |
| 193385A_01 | LATIN 2A | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 2058 | Hirth, Adelaide | 25 | 6 | 19 |
| | | 2 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 2058 | Hirth, Adelaide | 25 | 8 | 17 |
| 193385H_01 | LATIN 2 HNRS | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 2058 | Hirth, Adelaide | 25 | 18 | 7 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 2058 | Hirth, Adelaide | 25 | 19 | 6 |
| 193400A_01 | LATIN 3A | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 2058 | Hirth, Adelaide | 25 | 3 | 22 |
| 193400H_01 | LATIN 3 HNRS | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 2058 | Huettner, Jennifer | 25 | 17 | 8 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 2058 | Huettner, Jennifer | 25 | 17 | 8 |
| 193415A_01 | LATIN 4A | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 2058 | Hirth, Adelaide | 25 | 2 | 23 |
| 193415H_01 | LATIN 4 HNRS | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 2058 | Hirth, Adelaide | 25 | 3 | 22 |
| 193425P_01 | A.P. LATIN | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1055 | Huettner, Jennifer | 25 | 11 | 14 |
| 193430A_01 | GERMAN 1A | 1 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1055 | Kochecko, Carol | 25 | 20 | 5 |
| 193445A_01 | GERMAN 2A | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1055 | Kochecko, Carol | 25 | 13 | 12 |
| 193445H_01 | GERMAN 2 HNRS | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1055 | Kochecko, Carol | 25 | 19 | 6 |
| 193460A_01 | GERMAN 3A | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1055 | Kochecko, Carol | 25 | 6 | 19 |
| 193460H_01 | GERMAN 3 HNRS | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1055 | Kochecko, Carol | 25 | 8 | 17 |
| 193475A_01 | GERMAN 4A | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1055 | Kochecko, Carol | 25 | 5 | 20 |
| 193475H_01 | GERMAN 4 HNRS | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1055 | Kochecko, Carol | 25 | 15 | 10 |
| 193520H_01 | GERMAN 5H | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1055 | Kochecko, Carol | 25 | 5 | 20 |
| 193550A_01 | FRENCH 1A | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1036 | Blanchardon, Olivier | 25 | 15 | 10 |
| 193565A_01 | FRENCH 2A | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 3025 | White, Sarah | 25 | 17 | 8 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 3025 | White, Sarah | 25 | 20 | 5 |
| 193565H_01 | FRENCH 2 HNRS | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1036 | Clay, Natalie | 25 | 21 | 4 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1036 | Clay, Natalie | 25 | 13 | 12 |
| 193580A_01 | FRENCH 3A | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1036 | Clay, Natalie | 25 | 26 | -1 |
| 193580H_01 | FRENCH 3 HNRS | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1036 | Blanchardon, Olivier | 25 | 26 | -1 |
| 193595A_01 | FRENCH 4A | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1036 | Clay, Natalie | 25 | 18 | 7 |
| 193595H_01 | FRENCH 4 HNRS | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1036 | Blanchardon, Olivier | 25 | 22 | 3 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1036 | Blanchardon, Olivier | 25 | 13 | 12 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPS | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|-------------------|-----|--------|-------------|---------|--------|------|------|----------------------|-----|------|-------|
| 193610A_01 | FRENCH 5A | 1 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1034 | Blanchardon, Olivier | 25 | 10 | 15 |
| 193610H_01 | FRENCH 5 HNRS | 1 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1034 | Blanchardon, Olivier | 25 | 8 | 17 |
| 193625P_01 | A.P. FRENCH LANG | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1047 | Clay, Natalie | 25 | 12 | 13 |
| 193760C_01 | SPANISH 1C | 1 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1054 | Kenny, Donna | 18 | 12 | 6 |
| | | 2 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1049 | Kenny, Donna | 18 | 13 | 5 |
| 193775C_01 | SPANISH 2C | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1047 | Wentworth, Priscilla | 18 | 16 | 2 |
| 193798B_01 | SPANISH 4B | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1052 | Zabala, Kemen | 18 | 15 | 3 |
| 193805A_01 | SPANISH 1A | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1054 | Griffin, Eamon | 25 | 16 | 9 |
| 193805B_01 | SPANISH 1B | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1055 | Fray, Christopher | 25 | 15 | 10 |
| 193820A_01 | SPANISH 2A | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1054 | Ballesteros, Horacio | 25 | 18 | 7 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1054 | Ballesteros, Horacio | 25 | 19 | 6 |
| | | 3 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1049 | Kenny, Donna | 25 | 19 | 6 |
| | | 4 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1054 | Kenny, Donna | 25 | 19 | 6 |
| | | 5 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1051 | Griffin, Eamon | 25 | 22 | 3 |
| | | 6 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1054 | Griffin, Eamon | 25 | 19 | 6 |
| 193820B_01 | SPANISH 2B | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1049 | Pels, Susan | 25 | 14 | 11 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1049 | Pels, Susan | 25 | 13 | 12 |
| 193820H_01 | SPANISH 2 HNRS | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1047 | Torres, Rene | 25 | 27 | -2 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1051 | Griffin, Eamon | 25 | 24 | 1 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1047 | Torres, Rene | 25 | 24 | 1 |
| 193835A_01 | SPANISH 3A | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1052 | DeLuca, Ana | 25 | 23 | 2 |
| | | 2 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1052 | DeLuca, Ana | 25 | 21 | 4 |
| | | 3 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1034 | Ballesteros, Horacio | 25 | 22 | 3 |
| | | 4 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1049 | Ballesteros, Horacio | 25 | 22 | 3 |
| | | 5 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1051 | Griffin, Eamon | 25 | 20 | 5 |
| | | 6 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1049 | Pels, Susan | 25 | 20 | 5 |
| 193835B_01 | SPANISH 3B | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1034 | Wentworth, Priscilla | 25 | 19 | 6 |
| | | 2 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1051 | Barahona Jr, Joseph | 25 | 13 | 12 |
| 193835H_01 | SPANISH 3 HNRS | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1051 | Barahona Jr, Joseph | 25 | 23 | 2 |
| | | 2 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1054 | Kenny, Donna | 25 | 24 | 1 |
| | | 3 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1054 | Ballesteros, Horacio | 25 | 24 | 1 |
| | | 4 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1051 | Barahona Jr, Joseph | 25 | 26 | -1 |
| 193850A_01 | SPANISH 4A | 1 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1052 | DeLuca, Ana | 25 | 21 | 4 |
| | | 2 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1047 | Torres, Rene | 25 | 20 | 5 |
| | | 3 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1034 | Zabala, Kemen | 25 | 26 | -1 |
| | | 4 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1052 | Zabala, Kemen | 25 | 23 | 2 |
| | | 5 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1052 | DeLuca, Ana | 25 | 23 | 2 |
| 193850H_01 | SPANISH 4 HNRS | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1034 | Wentworth, Priscilla | 25 | 25 | 0 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1034 | Wentworth, Priscilla | 25 | 26 | -1 |
| | | 3 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1034 | Zabala, Kemen | 25 | 24 | 1 |
| 193865A_01 | SPANISH 5A | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1051 | Barahona Jr, Joseph | 25 | 21 | 4 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1051 | Barahona Jr, Joseph | 25 | 21 | 4 |
| | | 3 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1047 | Torres, Rene | 25 | 19 | 6 |
| | | 4 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1047 | Torres, Rene | 25 | 23 | 2 |
| 193865H_01 | SPANISH 5 HNRS | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 1052 | Zabala, Kemen | 25 | 15 | 10 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 1047 | Wentworth, Priscilla | 25 | 13 | 12 |
| 193880P_01 | A.P. SPANISH LANG | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1049 | Pels, Susan | 25 | 15 | 10 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 1049 | Pels, Susan | 25 | 12 | 13 |
| 193895P_01 | A.P. SPANISH LIT | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 1052 | DeLuca, Ana | 25 | 10 | 15 |

Seat Availability Report

School Year: 2013 - 14

| Course | Name | Sec | Period | MPs | Days | Credit | Dept | Room | Teacher | Max | Used | Avail |
|------------|---------------------|-----|--------|-------------|-----------|--------|------|------|-----------------------|-----|------|-------|
| 193910A_01 | MANDARIN CHINESE 1A | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 2055 | Kessinger(Yang), Lili | 25 | 8 | 17 |
| 193925A_01 | MANDARIN CHINESE 2A | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 2046 | Kessinger(Yang), Lili | 25 | 14 | 11 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 2046 | Fray, Christopher | 25 | 12 | 13 |
| 193936NI01 | IS.CHIN.TCHNG.ASST | 1 | 9 | M1 M2 M3 M4 | M T W R F | 1.00 | WL | N/A | Fray, Christopher | 5 | 1 | 4 |
| 193947H_01 | MANDARIN CHINESE 2H | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 2046 | Kessinger(Yang), Lili | 25 | 22 | 3 |
| | | 2 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 2046 | Kessinger(Yang), Lili | 25 | 23 | 2 |
| | | 3 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 2046 | Fray, Christopher | 25 | 25 | 0 |
| 193949H_01 | MANDARIN CHINESE 3H | 1 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 2046 | Fray, Christopher | 25 | 14 | 11 |
| | | 2 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 2046 | Fray, Christopher | 25 | 17 | 8 |
| 193951H_01 | MANDARIN CHINESE 4H | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 2046 | Kessinger(Yang), Lili | 25 | 18 | 7 |
| 193965A_01 | ITALIAN 1A | 1 | 5 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 2048 | Noonan, Enia | 25 | 27 | -2 |
| | | 2 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 2048 | D'Amore, Louisa | 25 | 24 | 1 |
| 193980A_01 | ITALIAN 2A | 1 | 3 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 2048 | D'Amore, Louisa | 25 | 16 | 9 |
| | | 2 | 6 | M1 M2 M3 M4 | T W R F | 1.00 | WL | 2048 | Noonan, Enia | 25 | 17 | 8 |
| | | 3 | 7 | M1 M2 M3 M4 | M T W R | 1.00 | WL | 2048 | Noonan, Enia | 25 | 19 | 6 |
| 193990A_01 | ITALIAN 3A | 1 | 4 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 2048 | D'Amore, Louisa | 25 | 19 | 6 |
| | | 2 | 1 | M1 M2 M3 M4 | M T R F | 1.00 | WL | 2048 | Noonan, Enia | 25 | 15 | 10 |
| 194015H_01 | ITALIAN 4H | 1 | 8 | M1 M2 M3 M4 | M W R F | 1.00 | WL | 2048 | Noonan, Enia | 25 | 19 | 6 |
| 224220E_01 | BEGIN. E.S.O.L. | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1034 | Giaume, Csilla | 25 | 4 | 21 |
| | | 2 | 2 | M1 M2 M3 M4 | M W | 0.50 | WL | 1034 | Staff | 6 | 0 | 6 |
| | | 3 | 2 | M1 M2 M3 M4 | T F | 0.50 | WL | 1034 | Staff | 6 | 0 | 6 |
| 224300E_01 | ADV. E.S.O.L. | 1 | 2 | M1 M2 M3 M4 | M T W F | 1.00 | WL | 1034 | Giaume, Csilla | 25 | 4 | 21 |
| | | 2 | 2 | M1 M2 M3 M4 | M W | 0.50 | WL | 1034 | Staff | 6 | 0 | 6 |

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Policy P5141.5: Suicide Prevention/Intervention
Date: October 7, 2013

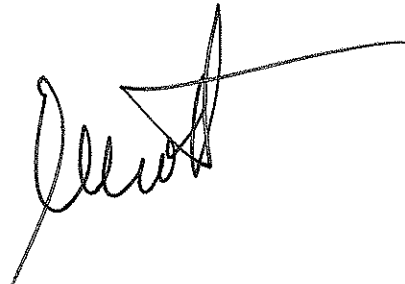
At our meeting of September 23, the Board was presented with revisions to the above-referenced policy by Michael Rizzo, Director of Pupil Services and Valerie Babich, Director of Psychological Services. As a result of the discussion following the presentation, the following items are being presented to the Board of Education for your review:

- The Westport Board of Education Suicide Prevention/Intervention Policy (Proposed)
- The Westport Suicide Prevention/Intervention Administrative Regulations (with all changes redlined)
- Current Westport Suicide Prevention Policy, Adopted June 1990

The revised proposed Policy is being submitted to you for approval at our meeting scheduled for Monday, October 7.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves Policy P5141.5: Westport Suicide Prevention/Intervention Policy, a copy of which shall be appended to the Minutes of the Meeting of October 7, 2013.



5141.5

**WESTPORT SUICIDE PREVENTION/INTERVENTION
POLICY**

Westport Suicide Prevention/Intervention Policy

5141.5

Students

Suicide Prevention and Intervention

The Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in-depth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Any school employee who may have knowledge of a suicide threat must promptly take the proper steps to report this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

Legal Reference: Connecticut General Statutes
10-221(e) Boards of education to prescribe rules.

WESTPORT ADMINISTRATIVE REGULATIONS

Westport Administrative Regulations

Suicide Prevention and Intervention

Westport is committed to providing a positive school climate that promotes the physical and mental health of all students and staff. In order to create this environment, the Board has developed a comprehensive plan that is consistent with state law and best practice guidelines for suicide prevention and intervention.

Suicide Prevention

Students will receive mental health education as part of the curriculum, in compliance with state law. Schools may also conduct outreach to students through school assemblies and public awareness campaigns, aimed at mental health issues. Students will be strongly encouraged to report any information regarding a possible suicide threat. The district will conduct outreach to parents/guardians and parent groups through individual meetings, lectures/speakers, or written material appropriate to raise awareness and educate parents/guardians regarding their role in fostering nurturing and supportive family environments for their children.

Staff will receive in-service training on a yearly basis regarding youth suicide prevention. Such trainings shall cover risk factors for suicide, how to talk with at-risk students, and accessing school and community resources. Trainings shall delineate specific school personnel and the procedural guidelines to follow whenever a student is identified as a student at risk for suicide. School personnel shall identify a potential network of community mental providers with whom they can collaborate.

Westport recognizes the importance of student connectedness and resiliency in order to promote positive emotional well-being and has developed prevention programs for this purpose.

Some other Westport prevention programs include:

- School/district crisis teams
- Safe school climate teams
- Student Assistance teams and Response to Intervention teams
- Social skills curriculum (elementary)
- Developmental Counseling (middle school)
- K-12 Health Curriculum

Management of Suicide Risk

Suicide Prevention Procedures – During school hours

The school cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, the Board is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or is seriously considering attempting suicide. The following procedures shall be implemented toward this end.

I. Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or his/her designee and not leave the student alone. This must be done even if the student has confided in the staff person and asked his/her communication be kept confidential. The principal or designee will then notify appropriate pupil personnel services staff.

II. The PPS staff member shall interview the student, consider available background information and determine whether the student is “at-risk” or in “imminent danger”.

III. If a staff member becomes aware that the student has a weapon, the staff member will immediately contact the Westport Police Department and the Principal, as outlined in the Westport Public Schools Crisis Manual.

IV. If the student is assessed to be “at-risk”:

A. A student is assessed to be at risk if he/she has some intent to kill himself/herself and/or has thought about how he/she would do it. He/she may have access to the method but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness and unbearable pain, he/she shows some willingness to accept help.

1. The PPS staff member will explain to the student that parent(s) will be contacted in order to arrange for professional help and to develop an appropriate support plan.

2. The PPS staff member will notify the student’s parent/guardian and request a meeting with them as soon as possible, preferably that same day.

3. The student should not be allowed to go home alone. The student must be released to a parent, guardian, or other responsible adult with the parent’s or guardian’s permission. If staff are unable to reach a parent/guardian, staff shall utilize the student’s emergency contact information. If parent is unable to meet the same day, PPS staff member and principal will determine if the student is safe to go home as per usual form of transportation (e.g. bus, walk).

3. When the parent/guardian arrives at school, the PPS staff member shall meet with him/her to discuss:

(1) the seriousness of the situation;

Comment [v1]: remove

- (2) the need for an immediate suicide risk evaluation by a licensed medical or mental health professional;
 - (3) the need for continued monitoring of the student at home if he/she is released following the evaluation;
 - (4) referral to appropriate professional services outside the school system;
 - (5) PPS staff member will inform the parent/guardian that in order to be sure the student is safe to return to school, a licensed medical or mental health professional should review the crisis intervention form, and complete and sign the last page of the form. Parent/guardian should return this form to the PPS staff member prior to or on the day of the student's return to school. *(See Appendix-Crisis Intervention Form, Documentation of Mental Health Evaluation)*
 - (6) PPS staff member will request that the parent/guardian sign a release of information form permitting communication between the school and the licensed medical or mental health professional who conducted the evaluation, the student's therapist, and other appropriate individuals. *(See Appendix-HIPAA form)*
4. The PPS staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome. *(See Appendix-Crisis Intervention Form)*
 5. When a student assessed to have been "at-risk" returns to the school, the student and parent/guardian will meet with the principal and PPS staff member to create a re-entry plan. The PPS staff member will document the meeting in writing. *(See Appendix-Re-entry form)*
 6. If the parent/guardian does not follow through and the student remains "at-risk", a medical neglect referral to the Department of Children and Families (DCF) may be made (if the student is less than 18 years of age). The parent/guardian should be notified as soon as possible that such a referral has been made.
 7. The PPS staff member may notify other staff, as necessary, to maintain a safe school environment for all students.
 8. The PPS staff member may refer the student to the school's Response to Intervention Team, Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.
 9. The PPS staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.

V. If the student is assessed to be in "imminent danger":

A. A student is assessed to be in imminent danger if he/she has the intent to kill himself/herself, a specific plan for how he/she will do it, and immediate access to the method; in addition, he/she may exhibit feelings of loneliness, hopelessness, helplessness, and the inability to tolerate more pain.

1. The PPS staff member shall ensure that the student is not left alone.

2. The PPS staff member shall notify the parent/guardian and request that the student be picked up at school and taken to a licensed medical or mental health professional for a thorough suicidal risk evaluation.
3. When the parent/guardian arrives at school, the PPS staff member and an administrator shall meet with him/her to discuss:
 - (1) The seriousness of the situation;
 - (2) The need for an immediate suicide risk evaluation by a licensed medical or mental health professional;
 - (3) The need for continued monitoring of the student at home if he/she is released following the evaluation;
 - (4) Referral to appropriate professional services outside the school system;
 - (5) PPS staff member will inform the parent/guardian that in order to be sure the student is safe to return to school, a licensed medical or mental health professional should review the crisis intervention form, and complete and sign the last page of the form. Parent/guardian should return this form to the PPS staff member prior to or on the day of the student's return to school. *(See Appendix-Crisis Intervention Form, Documentation of Mental Health Evaluation)*
 - (6) PPS staff member will request that the parent/guardian sign a release of information form permitting communication between the school and the licensed medical or mental health professional who conducted the evaluation, the student's therapist, and other appropriate individuals. *(See Appendix-HIPAA form)*
4. The PPS staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome. *(See Appendix-Crisis Intervention Form)*
5. The PPS staff member may notify other staff, as necessary to maintain a safe school environment for all students.
6. The PPS staff member may refer the student to the school's Response to Intervention/ Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.
7. If the parent/guardian is unable to come to school:
 - (1) The PPS staff member and administrator shall provide, over the telephone, information as to available resources outside and within the school system, and shall plan follow-up contacts.
 - (2) The PPS staff member will notify the parent/guardian of his/her intent to and arrange transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
 - (3) Police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.
 - (4) The PPS staff member shall document in writing the course of events and the outcome. *(See Appendix-Crisis Intervention Form)*
8. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action:

- (1) The PPS staff member shall meet with the building principal to develop an immediate plan focused on protection of the student.
- (2) The PPS staff member shall notify the parent/guardian of the plan which may include either that a) the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative and the student is less than 18 years of age; and/or b) the police will be called to maintain the student's safety.
- (3) The PPS staff member shall arrange for an emergency vehicle to transport the student to the hospital or an appropriate mental health facility; shall inform hospital staff of the situation; shall plan follow-up in relation to hospital staff or mental health facility staff decisions as to how to proceed.
- (4) The PPS staff member shall consult and cooperate with DCF and/or the police as necessary.
- (5) The PPS staff member shall document in writing the course of events and the outcome. *(See Appendix-Crisis Intervention Form)*

9. When a student assessed to have been in "imminent danger" returns to the school, the student and parent/guardian will meet with the principal and PPS staff member to create a re-entry plan. The PPS staff member will document the meeting in writing. *(See Appendix-Re-entry form)*

10. The PPS staff member or appropriate school-based team (if such a referral has been made) shall coordinate consultation with outside professionals, supportive services in school, and changes in the instructional program, when necessary.

VI. General Procedures During After School Hours For Potentially Suicidal Students

A. If a staff member becomes aware of a potentially suicidal student during after-school hours, he/she should immediately contact the building Principal. If the Principal is unavailable, the staff member will contact another administrator on the list.

B. The Principal or other administrator may then contact the parents/guardians of the student and/or the police, as appropriate.

C. In addition, the Principal, in conjunction with the parent/guardian, may contact a 24-hour crisis center or the student's therapist, if the school has consent to speak with such therapist.

D. If the student attends school the following day, the Principal shall notify a PPS staff member and follow the procedures above to the extent appropriate.

E. Refer to additional procedures for students assessed to be at risk, above, in Section III.

VII. Students Who Have Attempted Suicide

1. In School Attempt

- (1) The staff person who becomes aware of the attempt will remain with the student and will immediately send for the nurse and Principal.

- (2) The nurse and Principal will follow school medical emergency procedures to get immediate medical help for the student.
- (3) The parents will be contacted.
- (4) The Principal in conjunction with the Crisis Team and the Coordinator of Psychological Services will develop a plan to monitor and support students.
- (5) If the attempted suicide is causing visible distress among students, PPS staff may be asked to talk to students about the incident. A before or after school meeting may be held to identify other at-risk students and discuss concerns. The Principal or other PPS staff member will follow additional procedures for students assessed to be in imminent danger, above, in Section IV.

2. Out of School Attempt

- (1) The staff person who receives the information concerning an attempted suicide will immediately contact the school Principal who will call the parents to verify the information and actions taken.
- (2) The Principal, in conjunction with the Crisis Team and the Coordinator of Psychological Services, will develop a plan to monitor and support other students.
- (3) If the attempted suicide is causing visible distress among students, PPS staff may be asked to talk to students about the incident. A before or after school meeting may be held to identify other at-risk students and discuss concerns.
- (4) The Principal will determine if the situation warrants informing the full faculty.
- (5) A PPS staff member will be assigned to follow up and monitor the student upon his/her return to school. A re-entry meeting and review of appropriate documentation provided by the parents will take place when the student returns to school.
- (6) If appropriate, information will be shared with the Principal of the sibling's school.
- (7) The Principal or other PPS staff member will follow additional procedures for students assessed to be in imminent danger, above, in Section IV.

The principal or designee will notify the Director of Special Education of any incident involving a suicidal ideation, attempt, threat or act and complete the Crisis Intervention Form.

VIII. Completed Suicides

- A. In the case of a completed suicide, the Principal shall immediately notify the Superintendent. The Principal will mobilize the school crisis team in order to formulate an emergency response plan. The goals of this plan will be to:
 - Support high-risk students
 - Provide quality information to staff, students, and parents. Any communication should not provide details as to the cause of death, but should focus on resources for support.

- Support the entire school community including the family of the deceased student
- Plan for both short-term and long-term needs of staff, school, and the community

Appendix:

Crisis Intervention

Documentation of Mental Health Evaluation

Re-entry Plan

HIPAA

WESTPORT PUBLIC SCHOOLS
Department of Pupil Services
Crisis Intervention Form
Confidential

Date: _____

Student's Name: _____

Birth date: _____

School: _____

Grade: _____

Referred by: _____

Does student have an IEP? _____

Does student have 504 Plan? _____

Is the student in RTI- Academic? _____ Behavior? _____

Did crisis involve:

| | |
|------------------------------------------|------------|
| Suicidal ideation or threat? | Yes__ No__ |
| Mild attempt (did not endanger life)? | Yes__ No__ |
| Serious attempt (causing physical harm)? | Yes__ No__ |
| Self-injurious behavior/threat? | Yes__ No__ |
| Threat to others? | Yes__ No__ |
| Other crisis? | Yes__ No__ |

Describe the event, precipitating factors, and assessment findings (i.e. plan, intent, means, prior attempt):

Check relevant stressors/risk factors:

| | | | | |
|---------------------------|-----|--------------------------|-----|-------------------------|
| Family | | Student | | School/Community |
| Separation/Divorce | ___ | Physical Illness | ___ | Attendance |
| Physical Illness | ___ | Depression/Anxiety or | ___ | Disciplinary |
| Depression/Anxiety or | ___ | other emotional disorder | ___ | Police involvement |
| other emotional disorders | ___ | Peer issues | ___ | Other: _____ |
| Recent Death | ___ | Impulsive | ___ | |
| Financial | ___ | Alcohol/Drugs | ___ | |
| Abuse | ___ | Academic | ___ | |
| Suicide history | ___ | Suicide history | ___ | |
| Other: _____ | ___ | Other: _____ | ___ | |

Is the student *at-risk* for suicidal behavior? Yes ___ No ___

Is the student in *imminent danger* for suicidal behavior? Yes ___ No ___

Describe actions taken:

| ACTION | DATE |
|--------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Follow-up recommendations:

| RECOMMENDATIONS | PERSON RESPONSIBLE |
|-----------------|--------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

We request that the student receive a mental health evaluation by a licensed medical or mental health professional*. Please take this form with you for the provider's reference and have them complete and sign the following pages. We have also attached the exchange of information form to allow communication between the provider and specific school staff members.

*A licensed medical or mental health provider who has training to conduct mental health assessments, which includes physicians, psychiatrists, psychologists, clinical social workers, and advanced practice registered nurses, who are not employees of the Westport Public Schools.

Report filed by: _____ **Telephone #:** _____

Date report submitted: _____

Reviewed by Building Administrator _____ **signature** _____ **date**

To be completed by licensed medical or mental health professional:

Documentation of Mental Health Evaluation

I have evaluated _____ (student's name) on

_____ (date) and I have reviewed the attached Westport Public Schools Crisis

Intervention Form.

Results of Evaluation: _____

Recommended date for student to return to school: _____

Completed by:

Name/Title

Address

Telephone and Fax Numbers

Signature of Person Completing Mental Health Evaluation

Date

To be completed by Westport Public Schools Staff upon Re-Entry to School

Re-Entry Plan

Student Name: _____ Date: _____

Attendees at Meeting: _____

Reason for Referral:

Dates of Absence from School: _____

Team reviewed Crisis Intervention Form/Mental Health Evaluation: add check box

Exchange of Information for Form Completed: *add check box*

Current medications/Treatment Plan:

| Re-Entry Plan | Staff Member Responsible |
|---------------|--------------------------|
| | |
| | |
| | |
| | |

Reviewed by Bnilding Administrator _____ **signature** _____ **date**

5141.5

CURRENT

WESTPORT SUICIDE PREVENTION POLICY

5141.5

Students

Suicide Prevention Policy

The Westport Board of Education recognizes that the rise in reported suicidal behavior by students is a cause for serious concern. As a response to this concern, the Board provides suicide prevention programs that are designed to help all students feel competent, solve problems, and develop into mature, healthy adults. These programs provide information to staff and students about youth suicide, as well as training for staff in the area of suicide prevention.

The Westport suicide prevention program has three main components: Primary prevention, intervention with at-risk students, and post-vention. Staff members are systematically trained in these three components of suicide prevention.

Suicide prevention in the Westport schools starts first with the provision of a nurturing, structured environment, designed to aid students in learning academic skills, to help students accept responsibility for their own behavior, and to develop respect for themselves and others. Services for the prevention of youth suicide are incorporated into programs that promote positive mental health and personal growth.

For those students who may be involved in life threatening behavior or who are in crisis or at-risk, the Board provides staff and programs to provide certain supports to these students and to work cooperatively with families and community professionals in developing intervention plans which will access appropriate school and community resources.

The Board recognizes, however, that suicide is a complex issue and that, while the school may recognize potentially suicidal youth, it cannot make detailed clinical assessment of risk and provide in-depth counseling, but must refer the youth to an appropriate community resource for such assessment and counseling.

Therefore, any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the school Principal or his/her designee who will, in turn, notify the appropriate school staff, the student's family and appropriate resource services.

Post-vention activities are generally carried out under the direction of the building Crisis Team when necessary.

The Westport Public Schools provide staff with on-going suicide prevention information and training.

Research indicates that suicide prevention programs, as such, in isolation are not effective and may, in fact, be counter productive. In Westport, the curriculum for a suicide prevention program is enfolded into other activities, such as health classes, advisor-advisee and student advocacy groups.

Legal Reference: Connecticut General Statutes
10-221(e) Boards of education to prescribe rules.

Policy adopted: June 18, 1990

5141.5

Students**Suicide Prevention Procedures**

The Westport Public School System has had established procedures regarding youth suicide prevention and suicide attempts for almost a decade. State law requires that these procedures be formalized by the Board of Education.

Extensive research over the past decade suggests that suicide prevention programs are most likely to be effective when they are incorporated into broader programs designed to ensure academic competence and positive mental health.

The Westport student program has three components: Primary prevention, intervention with at-risk students, and post-vention.

Primary Prevention:

The Westport Board of Education seeks to make all students feel committed to school and to the educational process. The Board provides programs and methodologies which ensure academic success for all students. The Westport curriculum offers activities at every level which emphasize the value of life and encourage the development of competence. In addition, the Board provides non-academic and co-curricular activities that help the students feel a part of the school life.

Some Westport programs and activities which deal with primary prevention are:

1. Consultation teams in every school
2. QUEST at the elementary schools
3. Student Advocacy or Advisor-Advisee at each of the middle schools
4. Adolescent Competency Training (ACT)
5. PPS Programs, i.e., special education, gifted, counseling groups

Intervention With At-Risk Students:

All Crisis Team and PPS staff members have been trained in dealing with at-risk students. Training programs for all staff are offered on an annual basis.

There are established procedures for dealing with a potential student suicide:

1. If any school employee hears of a student expressing suicidal thought or making suicidal attempts or gestures, the staff member must report this to the building Principal or designee, and/or to a support staff member, e.g., special ed/PPS coordinator, psychologist, counselor, social worker, nurse at once.
2. If the referral is to a support staff member, that person must notify the building principal or designee immediately.
3. The support staff member(s) must determine the seriousness of the threat. This

determination may be made by any combination of the following:

- a. interview with suspected suicidal student;
 - b. consultation with other staff members, i.e., teacher, Crisis Team members, other PPS staff, or the special education coordinator;
 - c. review of existing confidential records;
 - d. consultation with the Westport Board of Education psychiatric or clinical psychologist consultant.
4. Even if the suicide risk appears minimal, the parents must be notified at once, either by the involved support staff or the Principal or designee.
5. If support staff member considers that the suicide threat is serious, the student's parent(s) must be notified at once and asked to come to school immediately. Under no circumstances should the student be left alone. The student should be in the care of an appropriate professional staff member until the parent(s) arrive at school. The staff member may assist the parents in making an appropriate referral.

If reasonable attempts to reach the parent, guardian, or other responsible adult in whose custody the student may be released are not successful, the case will be treated as a medical emergency and arrangements will be made to transport the student to an area hospital emergency room or mental health facility.

Failure on the part of the family to take seriously and provide for the safety of the student in case of potential suicide will be considered emotional neglect and reported to the Department of Children and Youth Services.

Post-vention Activities:

1. Crisis Teams

Crisis Teams have been established in every school for several years. In general, they have been responsible for post-vention activities.

The Westport schools have established a Building Crisis Team in every school as well as a coordinating Town Wide Crisis Team.

The Building Crisis Teams are under the direction of the school Principal or his/her designee. They are composed of both professions and non-professional staff and parents. Membership on the teams is not rigid and can vary with the nature of the crisis under consideration. Other community members and students might join the teams where appropriate. Annual training is offered to these teams.

The Town-Wide Crisis Team is composed of the Assistant Superintendent of Special Education and Pupil Personnel Services, the town-wide crisis team coordinator, a PTA representative, and building Principal.

The Crisis Teams came into being as a result of a year which saw two student deaths, one as a result of an accident, the other a completed suicide. They were formed to help the schools and the people in them deal in a systematic way with any crisis that needs a coordinated response.

Life altering incidents such as the assassination of a President might call the Team into action. Although the work of the teams has been mostly post-vention, some building teams have been using a more active prevention role.

Referrals to the Building Crisis Team can be made through the building principal or designee, a staff member, or the Assistant Superintendent of Special Education and Pupil Personnel Services.

A description of the Crisis Teams and the way they work in the school follow.

2. In an effort to identify students at risk and to understand them better, the Assistant Superintendent of Special Education and Pupil Personnel Services is informed of every suicide threat/attempt/completion. This data is analyzed on a yearly basis, but not divulged except in general terms by the Assistant Superintendent for the purposes of planning for student services.

Regulation approved: June 18, 1990

5141.5 Appendix A

Warning Signs

It is important to note that adolescence is often a time of change and mood swings. When considering possible warning signs of suicide, you should look for the pattern (several related signs), the duration (2 or more weeks of a given pattern), the intensity and the presence of a particular crisis event. You should measure these against what is perceived to be normal for a given adolescent.

Perhaps, most importantly, you should trust your instincts. When in doubt, seek help. Any young person exhibiting some combination of these signs is probably in need of some type of help.

Many of the risk factors listed in Appendix A are, in hindsight, seen as early warning signs for suicide following a suicide death. Observation of the following signals of severe emotional distress or overt suicide warning signs, especially when combined with two or more risk factors from Appendix A must be reported to the Principal or his/her designee as soon as possible.

Early Warning Signs

- Difficulty coping with any of the risk factors in Appendix A.
- Sudden or unexpected changes in school behavior such as:
 - attendance
 - declining academic performance
 - changed peer relationships
 - sudden failure to complete work
 - loss of interest; inability to concentrate
 - disciplinary crisis, especially involving violence or aggression

- communicating about death, suicide through writing, artwork, class discussion
- Increased frequency and/or quantity of alcohol and other drug use
- Sudden changes in appearance - especially neglect of appearance
- Gradual withdrawal from friends, schools, family; loss of interest in activities
- Sudden or increasingly negative changes in personality and attitude
- Depression (may be expressed as sadness or angry acting out)
- Sleep disturbances - (inability to sleep or sleeping to “escape”)
- Eating disturbances (loss of appetite, sudden weight gain or loss, eating disorders)
- Restlessness and agitation (especially if perceived as uncontrollable)
- Over-reaction to criticism
- Overwhelming feelings of failure, worthlessness
- Failure or inability to derive pleasure from one’s life, friends, activities
- Exaggerated or long term apathy and disinterest
- Inability to recover from a loss; ongoing and overwhelming feelings of grief
- Excessive frequency and intensity of mood swings (especially if perceived as uncontrollable)
- Persistent nightmare
- Frequent expressions of hostility, anger, rage (especially if perceived as uncontrollable)
- Pessimism about life, about one’s future
- Persistent physical complaints (especially if no physiological basis can be found)
such as headaches, stomachaches, nausea, anxiety reactions
- Difficulties in concentration, completing tasks, making decisions
(especially if perceived as uncontrollable)
- Delusions or hallucinations; loss of touch with reality

Late Warning Signs

- Threatening to commit-suicide, openly talking about death,
not being around, not being wanted or needed

- Dropping out of activities; increasing isolation and withdrawal
- Feelings of helplessness, inability to change or control one's life
- Feelings of extreme humiliation, loss of status
- Radical personality or behavioral change
- Sudden or increasingly dangerous risk taking behavior
- Increasing feelings of aloneness, despair; perception that no-one can help
- Increasing loss of control over behavior
- Making final arrangements; giving things away, putting one's life in order
- Sudden and inexplicable improvement in behavior, appearance

Warning Signs

Precipitating Events

Often one event will seem to trigger a suicide or suicide attempt. The most common of these seem to be:

- Loss of a close relationship through:
 - Death
 - Divorce
 - Breaking up with boyfriend/girlfriend
 - Suicide of a friend, family member or someone youth has known or identified with
 - Unexpected loss of status with peers or failure to achieve such status
 - Serious fight with parents, or close peer
 - Being arrested for a crime (especially if incarcerated)
 - Sudden or unexpected failure or setback
 - Recent traumatic event such as moving, a car accident, a major loss or disciplinary crisis that makes facing the future seems impossible
 - Anniversary of someone else's suicide or death
 - Fear of a major change in life status such as graduation, moving
 - Actual major life change such as going to college, staying behind while friends go to college

5141.5 Appendix B

Westport Crisis Teams

In order to formalize and to coordinate some of the crisis related services which are already available in the schools, the Westport Board of Education has established a Town-Wide Crisis Intervention Team and re-organized the individual Crisis Intervention Teams in each of the public schools. This expansion of the existing program is a result of a Board of Education goal to develop programs to aid students under stress.

Less formalized Crisis Teams have been in existence since 1982-1983 as a result of an intensive town-wide in-service crisis intervention training program.

Scope of the Teams' Activities

The activities of the Crisis Intervention Teams will fall into three general areas: planning and prevention; intervention and post-vention; and coordination and evaluation.

The Town-Wide Crisis Team will coordinate crisis related activities which involve more than one school or otherwise have a town-wide impact.

The Town-Wide Crisis Team will collect, evaluate, and disseminate crisis related materials (films, books, etc.), develop training programs (for staff, students, and community members); and identify outside resources (for training, program development, therapy, etc.).

The Town-Wide Crisis Team will serve as a general resource for the school based Crisis Teams. The Town-Wide Team will consult with school based Teams during crisis situations. The Town-Wide Team will review and evaluate the crisis activities of the building Teams.

The Town-Wide Crisis Team will also provide coordination services to local agencies, as well as other public and private school systems, after a specific crisis. After a crisis, the Team will maintain a calendar of all of the scheduled activities in order to help provide crisis services in an organized manner.

The Town-Wide Crisis Team will systematically review the procedures currently in use in order to meet the changing needs of the community.

The Town-Wide Crisis Team will systematically collect and analyze information about every life threatening event which involves a student.

Each building Crisis Team will be directed by the school Principal. Situations which are life threatening or significantly life changing will be the focus of the Teams' activities. Such situation might be the death of a student, serious illness of a staff member, an act of violence in the community, or the death of a President. The school based Crisis Teams work within a school to assist staff, students, and parents in the management of crisis situations.

The building Crisis Teams are most likely to be involved in post-trauma crisis intervention. They will set up procedures and assign staff to aid the school community at the time of the crisis. They will establish follow-up procedures to see that the program was carried out and to evaluate its effectiveness. They will report on their activities to the Town-Wide Team.

Members of the Teams

The Town-Wide Crisis Team consists minimally of the town-wide crisis coordinator, one school

principal, and the Director of PPS services. Other staff or members of the community may serve on the Town-Wide Crisis Team as the occasion requires. A staff member from this team is available for crisis intervention during the summer months. The summer staff member will be responsible for informing the building Teams at the beginning of the school year of any general issues to which they should respond.

The school based Crisis Teams are flexible in structure. The Principal will chair each school based Team, although another staff member may serve as the Chairperson at the request of the Principal. Permanent Team members will all have had training in crisis intervention procedures. The school based Teams will be likely to have at least one counselor and the school nurse. Non-certified staff, parents, students, and community members may join the Teams where appropriate. There is no limit as to the number of members on the school based Crisis Team.

A School's Response

The following outline is based on a program developed by several school systems in New York State in a response to their concerns about adolescent suicide. It has been modified somewhat to meet Westport needs. This outline can be used as a guideline for interventions in the case of a student suicide. It can also be used as a base to develop a logical sequence of Crisis Team responses to other less traumatic events.

Day One: A student is found dead of a suspected suicide. Student suicides usually occur after school hours or on weekends. The school principal is informed. Schools are usually informed through the parent, the police, or the medical community.

The Principal must: (not necessarily in this sequence)

1. Verify the information;
2. Inform the Superintendent of Schools;
3. Contact the family;
4. Inform sibling's schools;
5. Inform the Town-Wide Crisis Team;
6. Inform the Building Crisis Team;
7. Inform the staff;
8. Inform the PTA Chairperson;
9. Inform or contact such local agencies, such as the police, medical personnel, etc. as the individual circumstances demand.

Depending on the time and the circumstances, the Principal may inform the staff by letter (in the case of a death during vacation), or through a telephone chain. It is essential that the factual information be shared as soon as possible; it is important to prevent rumors.

If there is time to inform staff through a telephone chain, the Principal should ask the staff to arrive at school for an early morning meeting. This meeting will enable the staff to begin the day with accurate information. If time constraints make it impossible to assemble the entire faculty before school, a

procedure should be established to inform them systematically as soon as possible.

The advantages of a staff meeting before school are many. It will be in the most efficient way of communicating to the staff, it will insure that every one has been given the same information, it will provide the staff with the knowledge of the program of support activities for the students, and it will provide staff members an opportunity to obtain support and assistance from other staff members.

It is important that non-professional staff should be informed. The secretaries are especially important since they are often the first contact that members of the community have with the school. If it is not possible for them to attend the early morning meeting, then the Principal should see that they are notified as soon as possible. Substitute teachers should also be notified.

Interview with the media should be under the direction of the Principal and the Town School Office. A guideline for the sharing of information with the media is being prepared by the Town School Office.

After the staff has been informed and are prepared for the day, the Principal should meet with the Crisis Team to review the procedures for dealing with the individual situation. Assignments will be given to Team members.

Each school should have already made general provisions for crisis intervention support services. These services may include individual counseling on a one-to-one basis, a crisis center open throughout the day, staff members available in the halls, or the support staff available throughout the building, etc. These services will be reviewed with the staff so that they know what is available for the students.

The school must inform students as soon as possible and in the most supportive way practicable. It is essential that the students not become involved in rumors which will lead to anxiety about what has really happened. It is preferable to tell students in one-to-one situations or in small group conferences. Some schools might elect to use more intimate situations such as the advisor/advisee groups. Informing students in the homeroom or in regular classes is also appropriate. If the classroom teacher is uncomfortable with sharing this information, the Principal should designate a support staff member to assist the teacher.

If it is not possible to inform the students in a classroom situation, and if there is no other option, the public address system or a large group meeting may be used. This method should only be used if there is no other way.

Whichever method is employed, it is essential that the students be dealt with honestly and the information that they are given be factually accurate.

After the information has been shared with the students, they should be given enough time to ask questions and to express their feelings. It may be that the students will need more time than is available in this meeting. Certainly in the case of a student death, the staff should feel free to change its daily plans and programs if it appears to be advisable. Staff may permit students to postpone examinations, for instance.

The guiding principle will be to return the students to the normal schedule and activities as soon as possible. It is to be expected that some students may continue to need additional support for some time to come. Students who continue to be unable to handle the demands of the regular school activities may then be referred to the guidance office or to whatever additional Crisis facilities are available.

Parents or members of the community may call or visit the school seeking reassurance and guidance for themselves or their children. The staff should be prepared to provide these services to an appropriate degree. The guidance staff should be ready to refer parents and students to outside professionals for counseling where such a referral is indicated.

Some of the ongoing activities of the support staff should be temporarily suspended. The possibility of the school providing counseling after school or in the evenings should be considered.

Day Two: A brief meeting will be held before school for the Principal to share additional information. The Principal will then discuss the assignment of responsibilities and the schedule for the day.

If the funeral arrangements are known, they should be discussed with the staff and provision should be made for both staff and students to attend.

In every case of the death of a staff member, a student, or the death of a student's parent, the Principal should contact the family and attend the funeral services. Staff members should be encouraged to visit the family to the extent that they are comfortable.

The return to the normal schedule should remain the goal. However it is unrealistic to think that this can be done by all of the students. Teachers should continue to permit students to express their sorrow and to make changes in the school's demands where necessary.

Depending on the circumstances, the Principal or the member of the support staff may visit classes or home rooms to speak with the students. Who ever speaks with the students should keep in mind the following guidelines:

1. Review facts and dispel rumors.
2. De-romanticize the act.
3. Encourage students to express their feelings in their own ways; all responses are acceptable.
4. Discuss possible feelings of guilt or responsibility, reminding students that they were not responsible for the suicide. That act was decided upon by the suicidal student.
5. Discuss possible fears for their own safety and the safety of their friends and family.
8. Encourage them to talk to their parents.
9. Remember that grief and fear can be expressed in unexpected ways. Expect, for instance, to have some competition among the students for the status of who was closest to the dead student.
10. Discuss aspects of the funeral services with the students, if they are interested. The Team might identify students of different faiths than the deceased and to explain to them the rituals connected with the funeral. Students may be interested in writing or visiting the family. The Crisis Team can provide suggestions for procedures to assist students in the composition of letters of condolence. Students often benefit from some activity which will give support to the family and will express their own concern.

The support staff should call the parents of those students who seem particularly upset. Some parents may be asked to take their child home for the day. Plan for the attendance at the funeral may be

discussed at that time or may be postponed, depending on the circumstances.

The Team should appoint a member to be the main contact person with the family. Frequently, a bereaved family "appoints" a family member or a close family friend to be the contact person with the outside world. This person is often very helpful in working with the schools. If it is appropriate, this person can serve as an intermediary to help decide on such issues as:

1. Retaining the student's name on school lists (such as the graduation lists).
2. Returning to the school of texts, library books, etc.
3. Delivering to the family materials already paid for by the student, such as yearbooks, school photos, literary magazines, etc.
4. Returning to the family the student's personal effects such as materials in the student's desk or locker.
5. Obtaining the student's report cards, progress reports, SIR cards, and any additional information that the family might request.
6. Informing any colleges or private schools to which the student had applied.

The Team should ensure that no routine information is sent home which might hurt the family unnecessarily. If the family contact person agrees, the student's name should be removed from all routine mailing lists such as:

1. Library notices;
2. attendance lists;
3. bus schedules;
4. PTA notices and mailings.

Day Three: The Crisis Team should meet to review the activities of the past two days. They should check to make sure that all the required activities have been carried out.

They should check on all students and staff members who may be under particular stress.

The Team should work in close contact with the schools which house the siblings of the deceased student. The sibling(s)'s school should also participate in those activities already discussed which would help and support the sibling(s) and the family.

The Crisis Team in consultation with the Town-Wide Crisis Team should decide if the use of consultants is appropriate. Such consultants might be:

1. Other members of the school staff.
2. Psychiatric or Clinical Psychological consultants.
3. Outside professionals under contract by the school system.

If students are interested in some kind of a memorial to the deceased student (such as a page in the

yearbook, a plaque, etc.) a Crisis Team member should be designated to work with them to obtain their goal.

Two Weeks after the Suicide: The member of the Team who knows the family best should contact the family in a supportive way. Depending on the circumstances, the team member might refer the family for counseling or to a supportive group such as Compassionate Friends of the Samaritans.

Those students and staff members previously identified as being under particular stress should be contacted by a member of the Team to see if they require additional support. They might be referred to the school psychologist, the school social worker, or a member of the guidance department.

5141.5 Appendix C

Techniques for Dealing with Crisis at Staples

Some members of the Crisis Team should meet with the Town Wide Crisis Team to review the entire incident in order to plan for improvements of the crisis response procedures.

I. Death of an Immediate Family Member of a Student (e.g. Parent or Sibling)

- A. Whoever learns of death will notify key people. Key people are: Counselor, Dean, Nurse, Guidance Receptionist, Coordinator of Guidance, Social Worker or Psychologist.
- B. Counselor will notify student's teachers the same day.
- C. Counselor will contact family/student (when appropriate) and inquire if student needs support upon return to school.
- D. Counselor will contact student upon return to school.
- E. One month after the incident, counselor will contact student's teachers to check on adjustment.

II. Suicide Threat by a Student

- A. Whoever becomes aware of such a threat will notify key people. Key people are: Counselor, Dean, Nurse, Coordinator of Guidance, Social Worker or Psychologist.
- B. A meeting will be held to plan strategy of dealing with the situation. Meeting will include the Counselor, Dean, and one of the following: Coordinator of Guidance, Social Worker, or psychologist.
- C. Student will be contacted that day by an assigned person.
- D. Parents will be contacted that day by an assigned person.
- E. A referral to a hospital, psychiatrist, or counseling agency will be made that day by an assigned person.
- F. Follow up contact will be made with parent, student and the psychiatrist or agency in the following days by an assigned person.

Techniques for Dealing with Crisis at Staples

III. School Crisis (e.g. Death of a student, serious accident)

- A. Key people should be contacted. Key people are: Principal, Vice-Principal, Nurse, Dean(s), Counselor(s) of students involved, Social Worker, Psychologist and Coordinator of Guidance.
- B. The key people will meet to plan a strategy of informing the school and dealing with the crisis.

NOTE: These procedures, adapted for the staffing resources, are used at the elementary and middle schools.

Legal Reference: Connecticut General Statutes
10-221(e) Boards of education to prescribe rules.

Copyright © CABE. All rights reserved.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Acceptance of Gifts
Date: August 26, 2013

Kathie Bennewitz, Westport Schools Permanent Art Committee (WSPAC) Co-Chair and Town of Westport Curator, has advised us that WSPAC has received a gift of a modernist sculpture – a six foot diameter iron disc—from Adam D. Stolpen a Westport resident and a former member of Staples Players from 1962-65. Staples High School Principal John Dodig has worked closely with Ms. Bennewitz and Mr. Stolpen in arranging for this gift to be accepted. It is to be placed in the Staples outdoor courtyard. Installation will be performed by our Facilities Department in October.

The plaque accompanying this sculpture will read: *"In memory of Craig Mathieson and Steve Gilbert, teachers and founders of The Staples Players. Gift of Adam Stolpen, a Staples Player, 1962-1965."*

Should the Board accept this gift, valued at \$4,500, it will be dedicated in mid-November at the opening of this fall's Staples Players' production of "Thoroughly Modern Millie" under the title "All the World's a Stage." It will join a sculpture by Harvey Weiss that Mollie Donovan had installed in the courtyard previously.

Mr. Stolpen is a longtime Westport resident and important collector. He has attributed this untitled, unsigned work, which he bought in 2000, to Harry Bertoia (1915-78), an Italian born furniture and jewelry designer, printmaker and sculpture of international renown. Ms. Bennewitz has advised that Bertoia pushed the wave of modern art into an expansive period of exploration of not only visual, but practical and auditory and tactile, art. Stolpen asserts this work is related to his sound sculpture series.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with thanks and appreciation a gift valued at \$4,500 of a modernist sculpture, *All the World's A Stage*, from Adam D. Stolpen, to be placed in the Staples High School outdoor courtyard.



WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029


To: Members of the Board of Education
From: Elliott Landon
Subject: 2014-15 Budget Guidelines: Goals and Priorities
Date: October 7, 2013

In accordance with our approved Board of Education Goals for the 2013-14 school year; specifically, that which states: "Manage the schools in an efficient and cost effective manner while maintaining and improving the quality of educational programs," the Board developed an action plan, in part, as follows:

Develop a written calendar and schedule for 2014-15 school budget preparation that reflects an October 2013 pre-budget discussion of the Board and the Administration to define budgetary goals and priorities....

Pursuant to that action plan, the meeting of October 7 will provide the Board an opportunity to discuss for the first time its budgetary goals and priorities for the 2014-15 school year.

For our meeting of October 21, based upon the Board's budgetary goals and priorities, the Administration will present to the Board some of its proposals to attempt to conform to the budgetary goals and priorities of the Board. As a result of the discussions that take place on October 7 and October 21, the proposed budget of the Superintendent of Schools for the 2014-15 school year should better reflect the wishes of the Board and the educational priorities of the Superintendent.



WESTPORT PUBLIC SCHOOLS

ELLIOTT LONDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Membership: School Security and Safety Committees
Date: October 7, 2013

Boards of Education throughout Connecticut are required by July 1, 2014 to establish a "school security and safety committee" at each of its schools. The membership of such committees is prescribed to include "a local police officer, a local first responder, a teacher and an administrator at the school, a mental health professional, a parent or guardian of a student enrolled in the school and any other person the board of education deems necessary."

The committee is responsible for "assisting in the development of the school security and safety plan for the school and administering such plan."

Rather than waiting for July 1, 2014 to set up these committees, I would recommend that a school safety and security committee be formed in each of our schools as soon as we receive the final recommendations of Kroll Advisory Services, outlining its recommendations for improving school security at each of our schools.

I would recommend further that each committee be comprised of the following persons:

1. A local police officer, appointed by the Chief of the Westport Police Department
2. A local first responder, appointed by the Chief of the Westport Fire Department
3. A teacher selected by the building principal in each of the Westport Public Schools
4. The principal or one of the assistant principals in each of the Westport Public Schools
5. A parent with a student enrolled at the school, to be appointed by the PTA
6. Two community members for each school to be appointed by the Board of Education

To further strengthen our need to do our utmost to protect the students attending our schools, Elaine Whitney, Marge Cion, Elio Longo and I met on Monday, September 30 with Police Chief Dale Call, Deputy Police Chief Foti Koskinas, and Fire Chief Andrew Kingsbury to discuss on-going communications between our departments to ensure the safety of students within our schools. Towards that end, I suggested that Michael Rizzo, Director of Pupil Services serve as liaison with the Westport Police Department and its professional staff to govern communications in those instances where knowledge of students and families might better serve the security interests of those attending our schools. That assignment was initiated immediately.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, and consistent with the obligations imposed upon the Board of Education with regard to P.A. 13-3, An Act Concerning Gun Violence Prevention and Children's Safety, the Board of Education authorizes the creation of a "school security and safety committee" at each of the eight Westport Public Schools in accordance with the memorandum of the Superintendent of Schools dated October 7, 2013.

