

October 24, 2011

Staples High School

WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER: 6:30 p.m., Staples High School, Principal's Conference Room 1025C

ANTICIPATED EXECUTIVE SESSION: Pending Litigation

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:
8:00 p.m. Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: October 11, 2011

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

PRESENTATION: Standardized Testing Report (Encl) Natalie Carrigan

DISCUSSION/ACTION:

1. School Calendar Guidelines: 2013-14 School Year (Encl) Dr. Landon
2. Board of Education Meeting Calendar: July 1, 2012-June 30, 2013 (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.

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) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Annual Standardized Test Report

Date: October 24, 2011

Appended to this memorandum is the Annual Standardized Test Report of the Westport Public Schools covering tests administered to students during the 2010-11 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 will be joined by Cynthia Gilchrest and Lis Comm in presenting the report at our meeting of October 24. All three will be prepared to answer any questions related to its content.

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

*STANDARDIZED TESTING
REPORT*

Westport Public Schools

October 2011

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	21
IV. SAT Reasoning Test.....	25
V. SAT Subject Tests	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 and Professional Development

Cynthia Gilchrest
Director of Elementary Education K-5 and Director of Pupil Services

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 2011

National Percentile Range	Number of Westport Students	Percentage of Westport Students
76 – 99%	196	44
51 – 75%	123	28
26 – 50%	83	19
1 – 25%	43	10

Number of students tested: 445

Otis Lennon School Ability Test, Eighth Edition Winter of 2003 – 2011

The chart on this page shows Westport students performance on the Otis-Lennon School Ability Test (OLSAT) over the past nine 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	2003	2004	2005	2006	2007	2008	2009	2010	2011
76 – 99%	52%	41%	49%	53%	44%	47%	45%	39%	44%
51 – 75%	27%	32%	28%	22%	26%	27%	27%	34%	28%
26 – 50%	15%	18%	14%	17%	18%	18%	16%	17%	19%
1 – 25%	6%	10%	8%	8%	11%	9%	12%	10%	10%

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 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, Westport has a higher percentage of students at or above the goal in ten of the twenty areas.

Percent of Students at or Above Goal, March 2011

Percent of Students at or Above Goal	<u>2011</u>	<u>2011</u>	<u>2011</u>	<u>2011</u>	<u>2011</u>	<u>2011</u>
	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
MATH:						
Westport	83.8	91.3	91.6	91.5	93.3	95
DRG A Average	85.5	91.1	92.4	92.9	92.5	92.1
State Average	63.3	67.3	72.7	71.6	68.7	66.8
READING:						
Westport	77.8	85	84.1	93.9	94.3	94.3
DRG A Average	82.9	85.5	85.7	93.7	95.6	94.9
State Average	58.4	62.5	61.4	76	77.8	74.7
WRITING:						
Westport	76.7	89	83.1	85.7	87.2	95.4
DRG A Average	82.2	84.5	84.0	86.3	87.3	91.0
State Average	61.1	65.5	66.8	65.3	58.9	64.8
SCIENCE:						
Westport			84.9			92.7
DRG A Average			87.2			89.6
State Average			60.2			63.3

Note:

State Goal: State-wide standards have been established in the content areas of mathematics, reading (DRP), and direct writing assessment that represent high expectations and high levels of achievement for Connecticut public school students. Goals are set by the Connecticut State Board of Education.

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

2011 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	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Darien	82.5	92.1	93.1	94.1	95.4	94.2
Easton	86.4	90.9	91.3	91.9	91.5	92.3
New Canaan	90.9	91.3	88.9	92.3	91.9	91.2
Redding	89.1	90.1	93.4	94.9	95.9	93.8
Ridgefield	87	89.8	93.8	92.4	90.7	91.6
Weston	86.1	91.3	93.6	93.3	88.9	88.6
Westport	83.8	91.3	91.6	91.5	93.3	95
Wilton	77.9	91.6	93.8	92.9	92.1	90.3

Reading	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Darien	81.7	85.2	86.3	93.8	95.7	95.8
Easton	88.2	85	82.7	93.2	94.9	96.1
New Canaan	90.9	92	85	97.2	95.6	96.1
Redding	78.2	80.7	87.9	95.6	97.9	98.6
Ridgefield	79.5	82.2	85.3	90.2	95	92.5
Weston	82.1	82.9	84.8	92.8	94.7	93.2
Westport	77.8	85	84.1	93.9	94.3	94.3
Wilton	84.7	90.7	89.3	93.1	96.8	92.2

Writing	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Darien	82.6	86.5	87.2	90.3	84.2	91.6
Easton	89.4	78.9	85.2	79	94	93.9
New Canaan	88.8	88.2	87.4	86.3	90.9	92.1
Redding	84.3	82.1	90.2	83.6	88.1	89.9
Ridgefield	78.3	84.7	86	90.2	86.8	87.2
Weston	79.8	78.8	87.8	88.1	85.3	89.8
Westport	76.7	89	83.1	85.7	87.2	95.4
Wilton	77.3	88.1	84	86.9	81.9	88.2

Science	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Darien			87.2			88.9
Easton			85.9			90.8
New Canaan			91.3			93.1
Redding			82.9			87.2
Ridgefield			88.4			85.1
Weston			87.7			88.1
Westport			84.9			92.7
Wilton			89.5			91.1

Connecticut Mastery Tests 2003-2011

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

In comparing a grade over the years, one must remember that a grade each year consists of a different group of students, potentially with greater strengths or weaknesses than others.

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 are not the identical group of students as those from the prior grade

Westport Elementary CMT Scores 2003-Present								
Grade 3	2003	2004	2006	2007	2008	2009	2010	2011
<i>MATH</i>	not tested	not tested	(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
% At or Above Goal			79.6%	78.7%	85.0%	90.7%	85.3%	83.8%
<i>READING</i>								
DRP Score			58	57	57.2	57.7	56.7	56.3
% At or Above Goal			80.2%	74.7%	79.0%	78.1%	76.3%	77.8%
<i>WRITING</i>								
Avg. D.A.W. Score			8.4	8.7	8.5	8.5	8.8	8.8
% At or Above Goal			82.4%	79.1%	80.8%	79.0%	76.3%	76.7%
Grade 4	2003	2004	2006	2007	2008	2009	2010	2011
<i>MATH</i>	(Gen 3)	(Gen 3)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	16.5/18	16.1/18	18.5/21	19/21	19/21	19.5/21	19.2/21	19.4/21
% At or Above Goal	85.0%	81.0%	81.9%	88.9%	85.7%	88.2%	90.3%	91.3%
<i>READING</i>								
DRP Score	59	55	69	67.7	67.2	67.9	63.8	63.2
% At or Above Goal	88.0%	80.9%	83.7%	81.9%	82.5%	84.0%	81.4%	85.0%
<i>WRITING</i>								
Avg. D.A.W. Score	9.4	8.5	9.5	9.2	9.3	9	9.4	9.3
% At or Above Goal	92.0%	85.4%	83.0%	87.3%	85.7%	81.9%	83.3%	89.0%
Grade 5	2003	2004	2006	2007	2008	2009	2010	2011
<i>MATH</i>	not tested	not tested	(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
% At or Above Goal			86.0%	91.3%	92.0%	91.5%	94.9%	91.6%
<i>READING</i>								
DRP Score			71	70.4	67.2	67.7	66.5	66
% At or Above Goal			85.6%	85.6%	87.4%	87.6%	90.2%	84.1%
<i>WRITING</i>								
Avg. D.A.W. Score			8.7	8.8	8.9	8.2	8.4	8.4
% At or Above Goal			84.8%	86.0%	92.4%	82.5%	86.1%	83.1%
<i>SCIENCE</i>								
Avg. Raw Score			not tested	not tested	31.2	32.2	32.9	32.9
% At or Above Goal					80.0%	82.1%	83.7%	84.9%

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

Westport Middle School CMT Scores 2002-Present								
Grade 6	2003	2004	2006	2007	2008	2009	2010	2011
<i>MATH</i>	(Gen 3)	(Gen 3)	(Gen 4)					
Objectives Mastered	20.8/23	20.8/23	19.8/23	20.4/23	20.7/23	20.9/23	20.6/23	20.3/23
% At or Above Goal	93.0%	93.2%	90.3%	92.2%	94.6%	95.0%	92.7%	91.5%
<i>READING</i>								
DRP Score	70	69	78	76.2	75	75.4	73.1	71.6
% At or Above Goal	92.0%	86.0%	91.0%	87.0%	90.7%	92.5%	94.0%	93.9%
<i>WRITING</i>								
Avg. D.A.W. Score	8.6	8.4	8.8	8.5	8.9	8.9	9	8.8
% At or Above Goal	86.0%	83.4%	86.8%	89.4%	91.9%	88.3%	90.2%	85.7%
Grade 7	2003	2004	2006	2007	2008	2009	2010	2011
<i>MATH</i>	not tested	not tested	(Gen 4)					
Objectives Mastered			19.1/23	19.9/23	20.8/23	20.5/23	20.7/23	20.4/23
% At or Above Goal			87.5%	91.8%	95.0%	95.6%	96.4%	93.3%
<i>READING</i>								
DRP Score			75.4	75.3	76.2	75.3	73.8	74
% At or Above Goal			92.7%	91.8%	92.0%	94.5%	96.8%	94.3%
<i>WRITING</i>								
Avg. D.A.W. Score			9.2	9.4	9.3	9.1	8.9	8.9
% At or Above Goal			89.6%	91.3%	88.9%	89.7%	90.9%	87.2%
Grade 8	2003	2004	2006	2007	2008	2009	2010	2011
<i>MATH</i>	(Gen 3)	(Gen 3)	(Gen 4)					
Objectives Mastered	18.9/23	19.8/23	17/21	17.6/21	17.6/21	18.1/21	17.9/21	18.3/21
% At or Above Goal	91.0%	92.6%	89.5%	92.2%	91.3%	94.2%	93.2%	95.0%
<i>READING</i>								
DRP Score	76	77	84	81.9	78.2	78.8	76.4	76.6
% At or Above Goal	93.0%	93.6%	92.4%	91.4%	90.1%	91.7%	91.4%	94.3%
<i>WRITING</i>								
Avg. D.A.W. Score	9	9.6	9.9	9.6	9.7	9.6	9.3	9.3
% At or Above Goal	87.0%	90.4%	91.5%	93.2%	93.2%	92.1%	88.7%	95.4%
<i>SCIENCE</i>								
Avg. Raw Score			not tested	not tested	39.1	39.4	39.5	40.6
% At or Above Goal					85.60%	87.80%	90.3%	92.70%

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 2011 CMT. This percent is used to determine a district's Annual Yearly Progress (AYP) for the No Child Left Behind act.

CMT March 2011						
Percent of Students at or Above Proficiency Level						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	95	97.2	97.3	97.9	98.9	99.5
Reading	89.5	92.2	92.7	96	98.9	96.8
Writing	93.2	96.6	95.9	96.9	97	99.1
Science			95.3			97.7

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	360	82.5	360	81.7	363	82.6
Easton	110	86.4	110	88.2	113	89.4
New Canaan	309	90.9	309	90.9	312	88.8
Redding	119	89.1	119	78.2	121	84.3
Ridgefield	370	87	370	79.5	373	78.3
Weston	173	86.1	173	82.1	173	79.8
Westport	421	83.8	421	77.8	424	76.7
Wilton	308	77.9	307	84.7	313	77.3

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	36	38.9	35	31.4	39	28.2
Easton	-	-	-	-	-	-
New Canaan	-	-	-	-	22	40.9
Redding	-	-	-	-	-	-
Ridgefield	29	51.7	29	27.6	32	25
Weston	-	-	-	-	-	-
Westport	30	60	30	33.3	33	30.3
Wilton	26	42.3	25	52	31	48.4

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	32.4	87.3	325	87.1	324	89.2
Easton	106	86.8	106	90.6	106	92.5
New Canaan	290	93.4	290	93.8	290	92.4
Redding	106	93.4	106	84.9	106	90.6
Ridgefield	341	90	341	83.9	341	83.3
Weston	159	91.2	159	88.7	159	83.6
Westport	391	85.7	391	81.2	391	80.6
Wilton	282	81.2	282	87.6	282	80

Grade 4	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	367	92.1	366	85.2	370	86.5
Easton	121	90.9	120	85	123	78.9
New Canaan	300	91.3	301	92	306	88.2
Redding	141	90.1	140	80.7	145	82.1
Ridgefield	384	89.8	382	82.2	386	84.7
Weston	207	91.3	211	82.9	212	78.8
Westport	459	91.3	459	85	465	89
Wilton	334	91.6	333	90.7	337	88.1

Grade 4	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	50	68	49	46.9	53	43.4
Easton	-	-	-	-	-	-
New Canaan	24	50	25	52	30	46.7
Redding	-	-	-	-	-	-
Ridgefield	30	46.7	29	17.2	32	25
Weston	-	-	-	-	-	-
Westport	35	60	35	37.1	41	51.2
Wilton	25	56	24	45.8	28	46.4

Grade 4	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	317	95.9	317	91.2	317	93.7
Easton	114	92.1	114	87.7	114	83.3
New Canaan	276	94.9	276	95.7	276	92.8
Redding	128	93.8	128	82.8	128	87.5
Ridgefield	354	93.5	353	87.5	354	90.1
Weston	192	93.2	193	86	193	81.9
Westport	424	93.9	424	88.9	424	92.7
Wilton	309	94.5	309	94.2	309	91

Grade 5	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range						
Darien	379	93.1	379	86.3	383	87.2	383	87.2
Easton	126	91.3	127	82.7	128	85.2	128	85.9
New Canaan	306	88.9	307	85	310	87.4	310	91.3
Redding	121	93.4	116	87.9	123	90.2	123	82.9
Ridgefield	417	93.8	414	85.3	421	86	422	88.4
Weston	204	93.6	204	84.8	205	87.8	204	87.7
Westport	441	91.6	441	84.1	443	83.1	444	84.9
Wilton	356	93.8	354	89.3	363	84	363	89.5

Grade 5	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range						
Darien	38	65.8	38	39.5	42	50	42	42.9
Easton	-	-	-	-	-	-	-	-
New Canaan	34	44.1	34	32.4	37	56.8	37	59.5
Redding	-	-	-	-	-	-	-	-
Ridgefield	35	62.9	31	41.9	38	44.7	39	51.3
Weston	-	-	-	-	-	-	-	-
Westport	55	63.6	55	43.6	57	36.8	58	53.4
Wilton	43	60.5	41	56.1	50	48	50	44

Grade 5	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range						
Darien	341	96.2	341	91.5	341	91.8	341	92.7
Easton	122	93.4	122	86.1	122	88.5	122	88.5
New Canaan	272	94.5	273	91.6	273	91.6	273	95.6
Redding	109	97.2	109	89	109	92.7	109	89.9
Ridgefield	382	96.6	383	88.8	383	90.1	383	92.2
Weston	186	94.6	186	88.7	187	90.4	186	91.4
Westport	386	95.6	386	89.9	386	89.9	386	89.6
Wilton	313	98.4	313	93.6	313	89.8	313	96

Grade 6 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	371	94.1	371	93.8	372	90.3
Easton	135	91.9	133	93.2	138	79
New Canaan	324	92.3	325	97.2	329	86.3
Redding	158	94.9	160	95.6	159	83.6
Ridgefield	421	92.4	420	90.2	427	90.2
Weston	208	93.3	207	92.8	210	88.1
Westport	426	91.5	425	93.9	426	85.7
Wilton	325	92.9	320	93.1	329	86.9

Grade 6 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	35	62.9	35	68.6	36	61.1
Easton	-	-	-	-	-	-
New Canaan	32	68.8	33	87.9	37	45.9
Redding	-	-	-	-	-	-
Ridgefield	27	51.9	25	44	29	51.7
Weston	-	-	-	-	-	-
Westport	49	53.1	48	68.8	50	50
Wilton	36	61.1	31	67.7	40	47.5

Grade 6 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	336	97.3	336	96.4	336	93.5
Easton	128	93.8	128	94.5	128	83.6
New Canaan	292	94.9	292	98.3	292	91.4
Redding	140	98.6	142	97.2	141	86.5
Ridgefield	394	95.2	395	93.2	398	93
Weston	196	94.9	196	94.4	195	92.3
Westport	377	96.6	377	97.1	376	90.4
Wilton	289	96.9	289	95.8	289	92.4

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	393	95.4	393	95.7	392	84.2
Easton	117	91.5	117	94.9	117	94
New Canaan	271	91.9	271	95.6	274	90.9
Redding	148	95.9	146	97.9	151	88.1
Ridgefield	441	90.7	438	95	441	86.8
Weston	208	88.9	208	94.7	211	85.3
Westport	435	93.3	436	94.3	437	87.2
Wilton	342	92.1	340	96.8	349	81.9

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	46	78.3	46	76.1	46	56.5
Easton	-	-	-	-	-	-
New Canaan	30	73.3	30	80	33	72.7
Redding	-	-	-	-	21	57.1
Ridgefield	28	46.4	27	66.7	29	41.4
Weston	-	-	-	-	20	40
Westport	55	54.5	54	64.8	56	46.4
Wilton	34	52.9	31	77.4	42	19

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	347	97.7	347	98.3	346	87.9
Easton	110	95.5	111	97.3	110	96.4
New Canaan	241	94.2	241	97.5	241	93.4
Redding	130	96.9	130	98.5	130	93.1
Ridgefield	413	93.7	411	96.8	412	90
Weston	190	94.2	190	98.4	191	90.1
Westport	380	98.9	382	98.4	381	93.2
Wilton	308	96.4	309	98.7	307	90.6

Grade 8	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range						
Darien	380	94.2	380	95.8	380	91.6	380	88.9
Easton	130	92.3	129	96.1	131	93.9	131	90.8
New Canaan	284	91.2	284	96.1	290	92.1	290	93.1
Redding	146	93.8	141	98.6	148	89.9	148	87.2
Ridgefield	430	91.6	429	92.5	438	87.2	437	85.1
Weston	176	88.6	177	93.2	176	89.8	176	88.1
Westport	437	95	437	94.3	437	95.4	437	92.7
Wilton	341	90.3	344	92.2	347	88.2	347	91.1

Grade 8	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range						
Darien	30	56.7	30	66.7	30	56.7	30	46.7
Easton	-	-	-	-	-	-	-	-
New Canaan	21	61.9	21	85.7	27	70.4	27	63
Redding	-	-	-	-	21	66.7	21	52.4
Ridgefield	32	40.6	31	51.6	39	35.9	39	28.2
Weston	23	30.4	23	69.6	23	47.8	23	39.1
Westport	38	63.2	38	68.4	38	78.9	38	73.7
Wilton	34	50	37	51.4	40	42.5	40	50

Grade 8	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range						
Darien	350	97.4	350	98.3	350	94.6	350	92.6
Easton	123	95.1	123	98.4	123	95.9	123	95.1
New Canaan	263	93.5	263	97	263	94.3	263	96.2
Redding	127	98.4	127	99.2	127	93.7	127	92.9
Ridgefield	398	95.7	398	95.7	399	92.2	398	90.7
Weston	153	97.4	154	96.8	153	96.1	153	95.4
Westport	399	98	399	96.7	399	97	399	94.5
Wilton	307	94.8	307	97.1	307	94.1	307	96.4

2011 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										
Darien	82.9	82.1	89.1	95.4	93	93.3	93.5	94.7	95.5	95.3	94.9	93.6
Easton	84.8	88.6	89.2	93.6	90.1	92.7	92.2	91.4	89.8	93.1	91.2	93.5
New Canaan	90.9	91	90.3	92.3	89.6	88.2	92.9	91.6	92.8	90.9	96.6	85.6
Redding	92.9	85.7	90.3	89.9	89.9	98.1	95.1	94.8	98.4	94.2	90.4	97.3
Ridgefield	85.4	88.8	91.8	87.5	91.5	96.1	91.5	93.4	87.8	93.6	90	93.5
Weston	85.7	86.6	92.7	89.8	93.1	94.2	93.4	93.1	85.9	91.7	86.9	90.9
Westport	87.6	79.6	91.5	91.1	92.6	90.5	90.8	92.3	93.5	93.2	96.4	93.8
Wilton	83.3	72.4	92.5	90.9	94.9	92.8	90.6	94.9	90.5	94.1	90.8	89.8

Reading Town	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Male	Female										
Darien	80.7	82.7	82.2	88.6	85.5	87.2	94.5	93	95	96.5	95.5	96.1
Easton	89.4	86.4	80.8	91.5	83.1	82.1	92.1	94.7	89.7	100	95.6	96.7
New Canaan	87.8	94.5	89.5	94.3	81.3	88.8	98.8	95.5	93.5	97.7	93.8	98.6
Redding	78.6	77.8	80.3	81	82.8	94.2	95.1	96.2	100	96.5	97.1	100
Ridgefield	77.1	82	83.5	80.7	81.3	89.3	90.5	89.9	94.1	95.9	90.4	95
Weston	83.5	80.5	82.7	83.2	83.2	86.4	90	96.6	92.9	96.3	88.9	98.7
Westport	77.2	78.5	80.9	89.3	84.3	83.9	89.9	98.1	94.9	93.6	93.9	94.6
Wilton	86.5	82.8	86.7	94.3	88.5	90	91.7	94.3	96.3	97.4	91.9	92.4

Writing Town	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Male	Female										
Darien	77	88.3	79.8	93.8	82.3	92.8	85.6	95.9	78.6	91.3	86.4	96.1
Easton	84.1	97.7	73.3	87.5	83.1	87.7	74.7	84.7	89.8	98.3	92.6	95.2
New Canaan	84.8	93.2	82.4	93.7	80.4	94.7	81.4	91.7	87.9	94	87.4	97.1
Redding	75.9	92.1	73.8	88.8	85.7	96.2	76.5	91	81	93.2	81.1	98.6
Ridgefield	72.4	84.5	81.3	88.7	78.5	93.7	85.4	95.5	82.3	91.4	81.6	93.6
Weston	73.6	86.6	72.7	85.3	80.2	95.2	84.3	93.3	79.2	90.9	85.7	94.9
Westport	71.8	82.2	83.3	95.1	79.4	87.5	79.3	92.3	83.4	90.9	93.9	96.7
Wilton	69.8	85.1	86.3	89.8	81.7	86.3	82.1	91	77.1	87.9	83.5	93.7

Science Town	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Male	Female										
Darien					87.7	86.7					88.1	89.7
Easton					88.7	82.5					92.6	88.9
New Canaan					89.2	93.4					92.1	94.2
Redding					82.9	83					86.5	87.8
Ridgefield					88.8	87.9					82.9	87.7
Weston					86.1	89.3					84.8	92.2
Westport					86.1	83.5					93.9	91.7
Wilton					90.6	88.5					92	89.9

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 and reading.

Grade 10 CAPT Results for 2011 Percent of Students at or above Goal

	MATH	SCIENCE	Reading Across the Disciplines	Writing Across the Disciplines
Westport	90.2	79	87.3	91.5
State	49.6	47.2	44.8	61.3
DRG A	86.7	78.6	82.8	91.2

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

**2011 DRG A 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 district in DRG A.

DRG A	Math
Darien	88.1
New Canaan	86
Ridgefield	88.2
Weston	86.1
Westport	90.2
Wilton	83.6
Region #9	85

DRG A	Science
Darien	77.3
New Canaan	72.6
Ridgefield	77.7
Weston	82.8
Westport	79
Wilton	81.4
Region #9	79.6

DRG A	Reading
Darien	83.4
New Canaan	82.2
Ridgefield	81.2
Weston	84.9
Westport	87.3
Wilton	78.7
Region #9	82.1

DRG A	Writing
Darien	91.9
New Canaan	90.9
Ridgefield	91.4
Weston	90.6
Westport	91.5
Wilton	90.2
Region #9	91.9

DRG A CAPT Scores Differential from 2010-2011 for DRG A

Town	Math		Science		Reading		Writing	
	2011	Delta	2011	Delta	2011	Delta	2011	Delta
Darien	88.1	7.7	77.3	10.5	83.4	4.9	91.9	2.9
New Canaan	86	1.1	72.6	-7.9	82.2	-2.7	90.9	1.4
Ridgefield	88.2	6.2	77.7	1.1	81.2	-1.5	91.4	-1.1
Weston	86.1	0.9	82.8	-6.2	84.9	-3.1	90.6	-4.5
Westport	90.2	4	79	2	87.3	1.1	91.5	1.9
Wilton	83.6	-2.6	81.4	2.7	78.7	-4	90.2	-2.1
Region #9	85	9.3	79.6	0.6	82.1	3.3	91.9	1.6

Connecticut Academic Performance Test:

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

**2003-2011 CAPT Results for Staples High School
Percent at or above Goal**

	Math	Science	Reading	Writing
2003	76.7%	72.4%	81.9%	85.0%
2004	73.1%	68.9%	81.3%	82.5%
2005	78.6%	76.4%	89.4%	85.8%
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%

2011 DRG A CAPT Scores Disaggregated

District/School- All Inclusive	Mathematics		Science		Reading		Writing	
	Total Math		Total Science		Total Reading		Total Writing	
	<u>Number Tested</u>	<u>%Goal Range</u>						
Darien	319	88.1	321	77.3	319	83.4	321	91.9
New Canaan	349	86	350	72.6	349	82.2	350	90.9
Ridgefield	415	88.2	350	77.7	415	81.2	418	91.4
Weston	201	86.1	203	82.8	199	84.9	202	90.6
Westport	458	90.2	461	79	456	87.3	459	91.5
Wilton	311	83.6	307	81.4	315	78.7	316	90.2
Region # 09	246	85	250	79.6	246	82.1	246	91.9

District/School- Special Education	Mathematics		Science		Reading		Writing	
	Total Math		Total Science		Total Reading		Total Writing	
	<u>Number Tested</u>	<u>%Goal Range</u>						
Darien	31	54.8	33	30.3	31	51.6	33	57.6
New Canaan	37	48.6	38	18.4	37	45.9	38	55.3
Ridgefield	-	-	21	19	-	-	20	40
Weston	-	-	-	-	-	-	-	-
Westport	46	58.7	49	40.8	44	63.6	47	59.6
Wilton	35	48.6	36	41.7	34	41.2	37	59.5
Region # 09	21	52.4	25	36	21	42.9	25	60

District/School- Without Special Education	Mathematics		Science		Reading		Writing	
	Total Math		Total Science		Total Reading		Total Writing	
	<u>Number Tested</u>	<u>%Goal Range</u>						
Darien	288	91.7	288	82.6	288	86.8	288	95.8
New Canaan	312	90.4	312	79.2	312	86.5	312	95.2
Ridgefield	396	91.7	396	80.8	396	83.6	398	94
Weston	188	88.8	189	85.2	186	87.6	188	93.6
Westport	412	93.7	412	83.5	412	89.8	412	95.1
Wilton	276	88	271	86.7	281	83.3	279	94.3
Region # 09	225	88	225	84.4	225	85.8	221	95.5

2011 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	91.1	82.3	78.5	89.2
Female	85.1	72.4	88.2	94.5
New Canaan				
Male	84.9	68.8	75	85.5
Female	87	76.3	89.3	96
Ridgefield				
Male	88.8	80.5	81.9	89.7
Female	87.5	74.8	80.5	93.1
Weston				
Male	88.5	85.6	80.6	85.6
Female	83.5	79.8	89.6	95.9
Westport				
Male	94.1	83.3	83.9	90.3
Female	85.9	74.3	90.9	92.8
Wilton				
Male	85	83.4	76.3	84.4
Female	82.1	79.3	81.3	96.2
Region # 9				
Male	89.5	84.6	82.5	87.7
Female	81.1	75.2	81.8	95.5

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 2011

Mean Scores	Westport	Connecticut	USA
Verbal/Critical Reading	581	509	497
Math	599	513	514
Writing	595	513	489

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: 2003 to 2011 Senior Classes

		Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011
Verbal/ Critical Reading Score	Westport	571	581	589	571	583	586	596	584	581
	Connecticut	512	515	517	512	510	509	509	509	509
	Nation	507	508	508	503	502	502	501	501	497
Math Score	Westport	584	593	602	588	592	596	606	597	599
	Connecticut	514	515	517	516	512	513	513	514	513
	Nation	519	518	520	518	515	515	515	516	514
Writing Score	Westport	NA	NA	NA	578	582	602	605	596	595
	Connecticut				511	511	513	512	513	513
	Nation				497	494	494	493	492	489

DRG A Score Differential from 2010--2011

	Critical Reading		Math		Writing	
	2011	Delta	2011	Delta	2011	Delta
Darien	589	16	617	6	604	8
New Canaan	589	4	608	-2	597	-4
Ridgefield	570	1	580	-5	580	0
Weston	575	-12	598	2	594	-16
Westport	581	-3	599	2	595	-1
Wilton	598	23	597	-3	610	17
Region #9	547	-24	555	-6	563	-17

2011 SAT Reasoning Test Gender Comparison

	Critical Reading		Mathematics		Writing	
	Male	Female	Male	Female	Male	Female
Westport	583	579	616	579	594	595
State	511	507	528	499	504	521
Nation	500	495	531	500	482	496

V. SAT Subject Tests (previously known as the SAT II)

WESTPORT STUDENTS
Class of 2011

Sat II Subject Test Scores	Number of Students	Mean Score	National Mean Score
Math I	82	642	610
Math II	114	730	654
Biology - E	13	667	604
Biology - M	22	747	635
Chemistry	40	734	648
Physics	48	700	656
U.S. History	15	643	608
World History	30	596	607
Literature	59	641	576
Chinese/Listening	4	*	758
French	3	*	622
French Listening	1	*	646
German	1	*	622
Italian	1	*	666
Japanese/Listening	1	*	684
Spanish	10	638	647
Spanish/Listening	1	*	663

**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

VII. Advanced Placement Tests

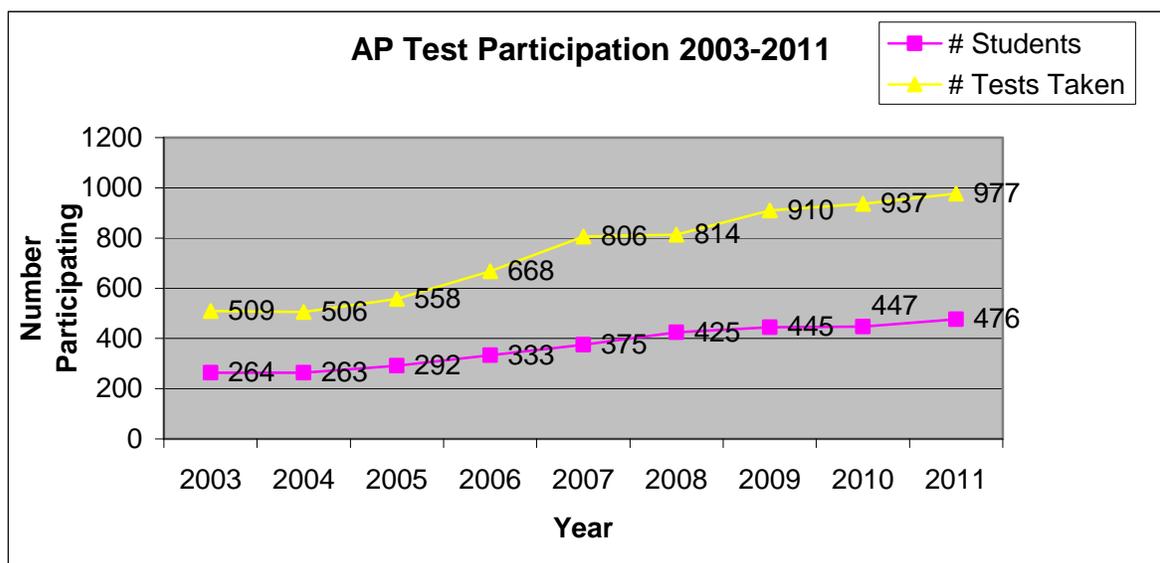
Advanced Placement Tests are administered to students as they complete an Advanced Placement course at Staples. (Taking the formal AP exam is voluntary on the part of students.) Staples offered Advanced Placement classes in Biology, Calculus AB, Calculus BC, Chemistry, Economics, English Language & Comp, 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, 2003 – 2011

Year	% Scoring 3 or Higher	Number of Test Grades Reported	Total Number of Students Tested
2003	76%	509	264
2004	83%	506	263
2005	88%	558	292
2006	78%	668	333
2007	90%	806	375
2008	92%	814	425
2009	92%	910	445
2010	89%	937	447
2011	91%	977	476

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 Participation 2003-2011

Year	# Students taking AP test	# Tests Taken	# Enrolled in SHS	% of Enrolled who took one or more AP tests
2003	264	509	1,283	21%
2004	263	506	1,395	19%
2005	292	558	1,459	20%
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%

AP Course Participation by Graduating Class 2004-2011

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	%
2004	282	184	65.2%
2005	295	206	69.8%
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%

Eight Year History of the AP Exam

AP EXAM	2004		2005		2006		2007		2008		2009		2010		2011	
	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3
Eng. Lang. & Comp.	53	92	68	96	54	93	65	100	75	100	59	98	57	98	69	99
English Lit. & Comp.	51	94	42	95	43	95	48	94	46	91	52	98	34	94	33	91
Calc. AB	49	76	68	79	56	79	88	81	82	84	103	85	81	72	84	80
Calc. BC	27	100	21	100	24	100	31	97	24	100	43	100	41	89	45	93
Statistics	51	92	75	92	35	100	51	96	39	100	59	97	71	99	72	96
Biology	18	100	19	100	22	100	42	95	81	95	42	98	36	90	81	90
Chemistry	22	91	33	88	35	94	38	95	34	100	56	98	35	100	36	100
Environ. Sci			14	64	31	42	46	59	56	86	99	85	114	86	83	90
Physics B	44	52	24	92	31	97	17	94	13	92	14	86	9	100	13	69
Physics C E. & M.	19	68	28	79	21	86	36	88	21	100	21	90	17	94	27	93
Physics C Mech.	22	82	31	100	23	83	37	97	55	100	15	100	24	96	41	93
Econ. Mac.	15	67	6	33	117	36	87	93	81	90	92	96	81	88	90	96
Econ. Mic.	1	0	1	100	30	93	53	85	44	93	74	96	67	97	77	95
Europ. History	27	100	69	83	40	88	31	84	60	80	96	90	1	100		
Govt. & Pol. Comp.							5	100								
Govt. & Pol. U.S.	19	63	4	75	53	87	43	95	32	100	13	100	19	100	65	94
Human Geography															2	100
Psychology									3	100			2	100	3	100
U.S. History	54	74	16	75	25	52	34	85	35	80	37	76	26	87	52	81
World History													85	80	60	77
Chinese Lang./Culture													1	100		
French Lang.	9	89	9	89	8	100	8	100	7	100	8	88	8	100	10	80
French Lit.			5	60												
German Lang.					1	100	4	75			3	100			9	100
Japanese Lang/Culture													1	100		
Spanish Lang.	22	91	20	95	18	100	27	100	13	100	16	100	15	100	23	100
Spanish Lit	1	100	1	100			6	100	7	100	2	100	2	100		
Comp. Sci. A	2	100	2	50	1	100	3	100			1	100				
Comp. Sci. AB									2	50						
Art History							1	100			1	0				
Music Theory							3	67	2	50	4	75	4	57	2	50
Totals	506	83	558	88	668	78	806	90	814	92	910	92	831	89	977	91

VII. 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: 2003 to 2011

		2003	2004	2005	2006	2007	2008	2009	2010	2011
Number of Students Tested	Westport	34	35	62	87	163	220	254	234	242
	Connecticut	2,791	3,366	4,035	5,093	6,651	8,159	9,240	10,453	10,809
	Nation	1.1 mil	1.1 mil	1.1 mil	1.2 mil	1.3 mil	1.4 mil	1.4 mil	1.5 mil	1.6 mil
English	Westport	23.9	25.2	25.3	25.8	26.5	26.5	27.3	27.2	27.8
	Connecticut	21.8	22.3	22.5	23.0	23.2	23.2	23.6	23.8	24.0
	Nation	20.3	20.4	20.4	20.6	20.7	20.6	20.6	20.5	20.6
Mathematics	Westport	24.7	25.6	26.0	26.3	26.1	26.9	26.8	26.5	27.1
	Connecticut	21.9	22.4	22.7	23.0	23.2	23.3	23.5	23.5	23.9
	Nation	20.6	20.7	20.7	20.8	21.0	21.0	21.0	21.0	21.1
Reading	Westport	23.8	25.3	25.5	25.5	26.3	26.7	27.0	26.6	26.8
	Connecticut	22.7	23.0	23.4	23.6	23.6	23.6	24.0	23.9	24.1
	Nation	21.2	21.3	21.3	21.4	21.5	21.4	21.4	21.4	21.3
Science	Westport	23.3	23.7	24.2	23.9	24.8	25.2	25.1	25.3	26.0
	Connecticut	21.5	21.9	22.0	22.2	22.4	22.3	22.6	22.9	23.1
	Nation	20.8	2.9	20.9	20.9	21.0	20.8	20.9	20.9	20.9
Composite	Westport	24.1	25.1	25.4	25.5	26.0	26.4	26.7	26.5	27.0
	Connecticut	22.1	22.5	22.8	23.1	23.2	23.3	23.5	23.7	23.9
	Nation	20.8	20.9	20.9	21.1	21.2	21.1	21.1	21.0	21.1

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Board of Education

From: Elliott Landon

Subject: School Calendar Guidelines: 2013-14

Date: October 24, 2011

The Board previously has approved calendars for the 2011-12 and 2012-13 school years, with the latter having been approved in December 2010. It has been the Board's practice to have on file approved calendars for two upcoming school years by the end of November/beginning of December in any school year. Thus, we will be presenting for your consideration and approval sometime in November a calendar for the 2013-14 school year.

Traditionally, we have sought input from representatives of the Westport Education Association and the Intermediate Administrators' Association prior to presenting a proposed calendar to the Board for its consideration. Before participating in those discussions, we have each year sought guidance from the Board as to its priorities with regard to the construct of the school calendar.

Over the past several years, the Board has agreed that: (1) our schools should not be closed on Veteran's Day, recognizing that the day has greater meaning for students when schools are in session and activities related to Veteran's Day are presented to them within their individual school environments; and, (2) the last day of school each year, always shortened for students, is more productive for end-of-year "wrap-up activities" when it remains at full length for teachers and support staff. The Board also has acknowledged the contractual requirement that single day holidays and extended vacations for teachers shall be the same as for students, except as negotiated with the Association.

To assist you in your discussions concerning the guidelines the Board may wish to offer as the 2013-14 calendar is discussed by the Administration with teachers and administrators, you may wish to address the following questions:

- I. Shall school begin before or after Labor Day?
2. Should Columbus Day be a regular school day for teachers and students?
3. Do we wish to maintain a February and April recess, or would we want to adopt a single week-long recess between January and May?

The establishment of guidelines by the Board for the preparation of the 2013-14 school calendar will be a subject for discussion only at our meeting of October 24.



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: Proposed BOE Meeting Dates: July 1, 2012-June 30,2013

Date: October 24, 2011

The Board of Education is required to file with the Town Clerk an annual schedule of meeting dates. In recent years, the Board has elected to address this requirement by posting its annual schedule of meetings on a "school year," rather than a "calendar year," basis. Therefore, consistent with the Board's previous actions, I have prepared for your review a calendar that lists proposed Board meeting dates from July 1, 2012 through June 30, 2013.

While we attempt to schedule regular Board meetings on the second and fourth Mondays of each month, it is not always possible to adhere to that timeline. Thus, it is recommended that Board members reserve all Mondays in the event special meetings, other than scheduled ones, may be required throughout the year.

You should note that building principals are directed not to schedule special functions on Monday nights to avoid conflicts for Board members, staff and parents.

The calendar appended to this memorandum is being presented to the Board for your review at the meeting of October 24. It will again be presented to you at a subsequent meeting for your approval.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a calendar of scheduled public meetings for the period July 1, 2012-June 30, 2013.



WESTPORT PUBLIC SCHOOLS

PROPOSED BOARD OF EDUCATION -- MEETING CALENDAR JULY 2012- JUNE 2013

JANUARY 2012 (20)							FEBRUARY 2012 (15)							MARCH 2012 (22)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	**6	7	5	6	7	8	9	10	11	4	5	6	7	8	9	10
8	9	10	11	12	13	14	12	13	14	15	16	17	18	11	12	13	14	15	16	17
15	16	17	18	19	20	21	19	20	21	22	23	24	25	18	19	20	21	22	23	24
22	23	24	25	26	27	28	26	*27	28	29				25	26	27	28	29	30	31
29	30	31																		
1 New Year's Day 2 New Year's Day Holiday **6 All Day Budget Work Session 16 Martin Luther King Day DATES APPROVED AT BOE MTG 12-6-2010							20 President's Day 20-24 Winter Recess No School Students													
APRIL 2012 (15)							MAY 2012 (22)							JUNE 2012 (11)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9
8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16
15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23
22	23	24	25	26	27	28	27	28	29	30	31			24	25	26	27	28	29	30
29	30																			
6 Good Friday 16-20 Spring Recess							28 Memorial Day							20 Students/Teachers' Last Day						
PROPOSED MEETING DATES																				
JULY 2012 (0)							AUGUST 2012 (5)							September 2012 (17)						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15
15	16	17	18	19	20	21	19	20	21	*22	*23	*24	25	16	17	18	19	20	21	22
22	23	24	25	26	27	28	26	(27)	28	29	30	31		23	24	25	26	27	28	29
29	30	31												30						
4 Independence Day							*22-24 Staff Development Days (27) Students First Day							3 Labor Day 17 Rosh Hashanah 26 Yom Kippur						
October 2012 (22)							November 2012 (19)							December 2012 (15)						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
7	8	9	10	11	12	13	4	5	*6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					
8 Columbus Day							*6 Election Day/*Staff Dev. Day No School Students 21 Shortened Day 22-23 Thanksgiving Recess							24-31 Holiday Recess						
January 2013 (20)							February 2013 (14)							March 2013 (20)						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
6	7	8	9	10	**11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	*18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	*25	26	27	28			24	25	26	27	28	29	30
1 New Years Day **11 All Day Budget Work Session *18 Staff Development Day No School Students 21 Martin Luther King Day							18 Presidents Day 18-22 Winter Recess *25 Staff Development Day No School Students							29 Good Friday						
April 2013 (17)							May 2013 (22)							June 2013 (11)						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						
15-19 Spring Recess							27 Memorial Day							20 Students/Teachers Last Day Shortened Day for Students Only						
Students - 182 days *Teachers - 188 days Staff Development Days: August 22-24, November 6, January 18, February 25. Students/Teachers Last Day will be June 20. If there are no snow days, Students/Teachers Last Day will be June 17.																				