



# ASSESSMENT DATA REPORT

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# WESTPORT PUBLIC SCHOOLS

## ASSESSMENT PHILOSOPHY

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*In the Westport Public Schools,  
we use assessments to guide teaching and personalize learning.*

### ***ASSESSMENT DESIGN***

Assessments measure students' growth towards mastery of district learning standards. Our system incorporates a balanced approach to formative, common, and summative assessments as well as universal screening measures.

- We use a continuous *formative assessment process* to adjust teaching and learning. Activities that are part of the formative assessment process include questioning, teacher observations of student work and peer discussions, written responses, and presentations.
- *Common assessments* are those assessments administered in each content area by every educator at each grade level across schools to ensure consistent progress towards mastery of learning standards.
- *Summative assessments* evaluate student learning after instruction and reflect mastery of learning standards.
- *Universal screening tools* are used to identify students in need of additional support to achieve the learning standards.

In designing and selecting student assessments, we adhere to the following principles:

- Assessments reflect universal design principles by providing students multiple means to demonstrate understanding.
- Our educators collaborate to ensure consistent practices of assessing, scoring, and grading across classrooms, disciplines, and grade levels.
- Assessments promote critical thinking and problem solving.
- Assessments reflect district learning standards.

### ***ASSESSMENT DATA USE***

Stakeholders at every level use assessment data to move our system forward.

- Students use assessment data to reflect on their own learning.
- Educators use assessment data to guide their teaching. This reflective process may lead to adjustments to instructional practice; instructional interventions for specific students; or opportunities for professional learning.
- Over time, educators and administrators may use assessment data to guide refinements to the curriculum.
- Educators and administrators share assessment data in a variety of ways with families and the community.

# CONNECTICUT’S SUMMATIVE ASSESSMENTS

We administer several state-level summative assessments to fulfill requirements of the *Every Student Succeeds Acts* and Connecticut General Statutes Section 10-14n.

In WPS, we use state-level summative assessment data to monitor our system, and not to make judgments about individual students. Our educators evaluate individual student learning in an ongoing, recursive process using both formal assessments and informal classroom data. Our educators have the most comprehensive picture of our students.

State-level summative assessments are a benchmark for our system performance over time and by school. State-level data help us ensure that our students are meeting state expectations for overall performance at each grade level. These outcomes do not shape day-to-day classroom instruction in our schools, rather, they provide a birds-eye view of our system.

We participate in the state-level summative assessment system at the following grade levels:

Assessment	Grade										
	3	4	5	6	7	8	9	10	11		
<b>Smarter Balanced Assessment (Mathematics and English Language Arts)</b>	✓	✓	✓	✓	✓	✓					
<b>Connecticut Mastery Test – Science</b>			✓				✓				
<b>Connecticut Academic Performance Test - Science</b>									✓		
<b>Connecticut SAT School Day</b>										✓	

## *SMARTER BALANCED ASSESSMENT*

The Smarter Balanced Assessment determines students’ progress toward college and career readiness in English language arts and mathematics in grades 3 through 8. Assessments are administered each spring.

Each subject is defined by multiple claims about student performance. For English language arts, the claims relate to reading, writing, speaking and listening, and research. For mathematics, the claims relate to concepts and procedures, problem solving, communicating reasoning, and modeling and data analysis.

## *SCORING AND ACHIEVEMENT LEVELS*

For each content area, each student receives a total score and an associated achievement level. The scale score is derived from the number of points the student earns on each portion of the assessment and is statistically adjusted to ensure direct and fair comparisons of scores from different forms of the test within and across administration years. Each scale score is reported as a single number with an error band to indicate the range of scores that the student would likely achieve if he or she took the test multiple times. Smarter Balanced Assessment scores are reported on a continuous scale from 2000 to 3000 that increases across grade levels.

The scale scores are reported at four achievement levels. The levels are:

Level	Description
4	Exceeds the Achievement Standard
3	Meets the Achievement Standard
2	Approaching the Achievement Standard
1	Does Not Meet the Achievement Standard

These achievement levels should be considered a starting point for conversation about student performance. The levels are not intended to characterize a student’s ability or total learning.

### ***CONNECTICUT MASTERY TEST (CMT) – SCIENCE***

The CMT Science is a criterion-referenced assessment administered to students in fifth and eighth grades each year in science. The CMT Science assesses essential skills from the Core Science Curriculum Framework at the tested grade levels.

The CMT Science scores are reported according to the four achievement levels detailed above.

*In WPS, our educators are using the Connecticut State Department of Education’s Next Generation Science Standards, released in 2016. Assessments aligned to these standards are expected in 2019.*

### ***CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT) - SCIENCE***

The CAPT Science is a criterion-referenced test given in tenth grade to assess essential skills from the Core Science Curriculum Framework.

The CAPT Science scores are reported according to the four achievement levels detailed above.

*In WPS, our educators are using the Connecticut State Department of Education’s Next Generation Science Standards, released in 2016. Assessments aligned to these standards are expected in 2019.*

### ***CONNECTICUT SAT SCHOOL DAY***

Federal and state laws require that all students in Connecticut be tested once in high school for English language arts/literacy and mathematics. In 2015, the Connecticut State Board of Education adopted the SAT (created by the College Board) as the annual state assessment for eleventh grade students in Connecticut. The goal of this initiative was to eliminate duplicate testing and to provide all students in Connecticut the opportunity to take the SAT free of charge. The Connecticut SAT has two sections: evidence-based reading and writing and mathematics. The evidence-based reading and writing section includes a reading test and a writing and language test. The Connecticut SAT School Day focuses on the skills and knowledge that evidence shows are needed most for college and career success. It reflects what students are

already learning in their classrooms in mathematics and English language arts with literacy focused on topics from science, history, and social studies. The vocabulary portion of the Connecticut SAT School Day includes words that students use consistently in college and beyond.

The Connecticut SAT School Day is scored on a 400- to 1600-point scale, with each of the two sections (evidence-based reading and writing section and the mathematics) each scored on a 200- to 800-point scale. Similar to the other components of the state summative assessment system, there are achievement benchmarks at four levels.

## **OTHER SYSTEM-LEVEL SUMMATIVE ASSESSMENTS**

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The WPS assessment system employs a number of other standardized measures in addition to the summative assessments designed for all of Connecticut's students.

### ***CONNECTICUT PHYSICAL FITNESS ASSESSMENT***

All students in grades 4, 6, and 8 are tested in the following areas: aerobic endurance, flexibility, muscular strength/endurance, and upper body strength. Effective 2016-17, the expectation is that high school(s) must administer the physical fitness assessment at least once to every student anytime during Grades 9 through 12.

### ***ADVANCED PLACEMENT EXAMS***

By teacher recommendation, students may enroll in an Advanced Placement (AP) level course. AP level courses are not available in all subjects. These courses are equivalent to college level offerings in quality, content and intensity.

In May of each year, Educational Testing Service gives Advanced Placement Exams on a nationwide basis that allows AP students an opportunity to demonstrate their success in accomplishing college level work. Graded on a 1 (low) to 5 (high) basis, many colleges will waive a course or give credit to a student for a course if they receive a 4 or 5 on the AP exam.



# 2017 CONNECTICUT SUMMATIVE ASSESSMENT DATA

## SMARTER BALANCED ASSESSMENT

The tables below show the percentage of students at each performance level in English language arts and mathematics in 2017.

Table 1. SBA 2017: Percentage of Students by Achievement Level, English Language Arts

	Grade					
	3	4	5	6	7	8
<b>Level 4</b> <i>Exceeds the Achievement Standard</i>	55	63	57	43	37	31
<b>Level 3</b> <i>Meets the Achievement Standard</i>	25	25	29	38	40	42
<b>Level 2</b> <i>Approaching the Achievement Standard</i>	13	8	8	16	15	16
<b>Level 1</b> <i>Does Not Meet the Achievement Standard</i>	7	4	6	4	8	11

Table 2. SBA 2017: Percentage of Students by Achievement Level, Mathematics

	Grade					
	3	4	5	6	7	8
<b>Level 4</b> <i>Exceeds the Achievement Standard</i>	41	51	52	48	55	39
<b>Level 3</b> <i>Meets the Achievement Standard</i>	36	29	24	24	23	24
<b>Level 2</b> <i>Approaching the Achievement Standard</i>	15	16	16	20	15	24
<b>Level 1</b> <i>Does Not Meet the Achievement Standard</i>	8	4	8	9	7	13

The tables below show the percentage of students who met or exceeded the achievement standard in English language arts and mathematics in 2017 at each school.

*Table 3. SBA 2017: % Met/Exceeded Achievement Standard, English Language Arts by School*

School	Grade					
	3	4	5	6	7	8
<b>All Schools</b>	80	88	87	81	77	73
<b>Coleytown Elementary</b>	72	83	76	-	-	-
<b>Greens Farms</b>	85	94	92	-	-	-
<b>Kings Highway</b>	81	83	92	-	-	-
<b>Long Lots</b>	82	89	90	-	-	-
<b>Saugatuck</b>	80	91	86	-	-	-
<b>Bedford Middle</b>	-	-	-	81	75	75
<b>Coleytown Middle</b>	-	-	-	79	79	71

*Table 4. SBA 2017: % Met/Exceeded Achievement Standard, Mathematics by School*

School	Grade					
	3	4	5	6	7	8
<b>All Schools</b>	77	80	77	72	78	63
<b>Coleytown Elementary</b>	75	65	71	-	-	-
<b>Greens Farms</b>	85	85	77	-	-	-
<b>Kings Highway</b>	79	80	80	-	-	-
<b>Long Lots</b>	76	84	78	-	-	-
<b>Saugatuck</b>	72	84	81	-	-	-
<b>Bedford Middle</b>	-	-	-	74	76	67
<b>Coleytown Middle</b>	-	-	-	67	81	57

Additionally, we share the percentage of students who met or exceeded the standard in English language arts and Mathematics since 2015, the year the Smarter Balanced Assessment was introduced in Connecticut. The Smarter Balanced Assessment included a performance tasks in 2015 that was discontinued in 2016. Therefore, to enable the most valid comparison of aggregate results from 2015 to 2016 and 2017, the state scored the 2015 test unofficially, based solely on the computer-adaptive test portion of the ELA test. Aggregate district, school, and grade-level results are provided for district/schools to enable valid comparisons of the “CAT-only” ELA results from 2015 to 2016 and 2017. As such, comparisons to 2015 should be considered with caution.

It may also be useful to consider the performance of a specific cohort of students over time. In general, the eighth grade students in 2017 were in seventh grade in 2016 and in sixth grade in 2015.

*Table 5. Historical Trends: % Met/Exceeded Achievement Standard, English Language Arts*

Year	Grade					
	3	4	5	6	7	8
<b>2017</b>	80	88	87	81	77	73
<b>2016</b>	83	84	87	80	78	81
<b>2015</b>	85	84	89	83	90	85

*Table 6. Historical Trends: % Met/Exceeded Achievement Standard, Mathematics*

Year	Grade					
	3	4	5	6	7	8
<b>2017</b>	77	80	77	72	78	63
<b>2016</b>	83	80	76	66	75	68
<b>2015</b>	81	80	73	66	76	65

It is also important to consider the performance of special education students. In the tables below, we share the percentage of students receiving special education services who met or exceeded the achievement standard in English language arts and Mathematics since 2015.

*Table 7. Historical Trends: % of Students with an IDEA Indicator Met/Exceeded Achievement Standard, English Language Arts*

Year	Grade					
	3	4	5	6	7	8
	%	%	%	%	%	%
	(n)	(n)	(n)	(n)	(n)	(n)
<b>2017</b>	21 (33)	49 (39)	47 (53)	26 (46)	25 (40)	24 (50)
<b>2016</b>	53 (38)	47 (49)	41 (46)	28 (40)	33 (49)	28 (46)
<b>2015</b>	49 (41)	33 (48)	37 (41)	33 (43)	50 (44)	39 (49)

*\*The number of students tested is noted parenthetically in each cell.*

*Table 8. Historical Trends: % of Students with an IDEA Indicator Met/Exceeded Achievement Standard, Mathematics*

Year	Grade					
	3	4	5	6	7	8
	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
<b>2017</b>	27 (33)	33 (39)	28 (53)	17 (46)	15 (40)	22 (50)
<b>2016</b>	49 (37)	35 (48)	17 (46)	7 (41)	27 (49)	9 (46)
<b>2015</b>	38 (40)	25 (48)	15 (41)	19 (43)	27 (44)	10 (48)

*\*The number of students tested is noted parenthetically in each cell.*

One way to contextualize the SBA results is to compare them to the results from other districts. The term District Reference Group (DRG) refers to the division of the state’s school districts into nine groups based on socioeconomic status, indications of student need, and enrollment. The table below shows the percentage of students at or above goal (Achievement Level 3 or 4) in District Reference Group A (DRG A).

*Table 9. SBA 2017: % Met/Exceeded Achievement Standard, English Language Arts for DRG A*

Grade	Westport	Darien	Easton	New Canaan	Redding	Ridgefield	Weston	Wilton
Grade 3	<b>80.3</b>	78.6	80.2	87.3	76.3	84.3	69.8	72.1
Grade 4	<b>88.0</b>	83.9	85.7	91.8	85.7	84.5	76.2	77.2
Grade 5	<b>86.5</b>	84.7	85.3	92.0	74.7	84.8	78.2	81.7
Grade 6	<b>80.6</b>	86.4	89.2	84.7	66.3	75.9	77.2	71.3
Grade 7	<b>76.7</b>	87.1	85.3	87.0	75.8	76.9	72.1	79.8
Grade 8	<b>72.9</b>	87.9	81.9	85.1	78.3	73.5	72.9	72.8

*Table 10. SBA 2017: % Met/Exceeded Achievement Standard, Mathematics for DRG A*

Grade	Westport	Darien	Easton	New Canaan	Redding	Ridgefield	Weston	Wilton
Grade 3	<b>77.4</b>	80.9	79.1	86.4	83.9	79.2	79.6	71.0
Grade 4	<b>80.0</b>	77.9	89.7	92.0	87.8	76.6	71.9	73.6
Grade 5	<b>76.6</b>	76.0	72.5	84.3	69.2	69.7	66.5	74.0
Grade 6	<b>71.7</b>	84.2	67.5	81.8	59.4	62.2	72.3	58.5
Grade 7	<b>77.7</b>	81.3	74.5	82.0	73.4	67.3	68.8	75.0
Grade 8	<b>62.9</b>	85.1	71.3	83.7	79.2	66.3	79.2	63.7

### ***CMT/CAPT-SCIENCE***

The tables below show the percentage of students at each performance level for Science in 2017.

*Table 11. CMT/CAPT Science 2017: % of Students at each Performance Level*

	Grade		
	5	8	10
<b>Level 5 / Advanced</b>	29	24	39
<b>Level 4 / Goal</b>	54	59	30
<b>Level 3 / Proficient</b>	13	9	27
<b>Level 2 / Basic</b>	2	5	3
<b>Level 1 / Below Basic</b>	2	3	1

*Table 12. CMT/CAPT Science 2017: % at Goal/Advanced, by School*

	Grade		
	5	8	10
<b>All Schools*</b>	82	84	69
<b>Coleytown Elementary</b>	83	-	-
<b>Greens Farms</b>	86	-	-
<b>Kings Highway</b>	83	-	-
<b>Long Lots</b>	82	-	-
<b>Saugatuck</b>	84	-	-
<b>Bedford Middle</b>	-	84	-
<b>Coleytown Middle</b>	-	84	-
<b>Staples High School</b>	-	-	69

\*Inclusive of schools out-of-district and district-based programs which students attend per their IEP.

*Table 13. CMT/CAPT Science: Percentage of Students by Performance Level Student for Students with an IDEA Indicator*

	Grade		
	5 % (n)	8 % (n)	10 % (n)
<b>Level 5 / Advanced</b>	13 (52)	4 (52)	15 (54)
<b>Level 4 / Goal</b>	31 (52)	35 (52)	17 (54)
<b>Level 3 / Proficient</b>	35 (52)	25 (52)	46 (54)
<b>Level 2 / Basic</b>	8 (52)	19 (52)	17 (54)
<b>Level 1 / Below Basic</b>	13 (52)	17 (52)	6 (54)

*Table 14. CMT/CAPT Science: % Met/Exceeded Achievement Standard for DRG A*

Grade	Westport	Darien	Easton	New Canaan	Redding	Ridgefield	Weston	Wilton
Grade 5	<b>82</b>	84	82	89	80	84	86	87
Grade 8	<b>84</b>	90	80	88	88	84	85	87
Grade 10	<b>69</b>	60	73	72	73	71	62	61

*Table 15. CMT/CAPT Science Historical Trends: % Met/Exceeded Achievement Standard*

Year	Grade		
	5	8	10
<b>2017</b>	82	84	69
<b>2016</b>	87	86	76
<b>2015</b>	84	89	79
<b>2014</b>	86	86	84
<b>2013</b>	87	84	81

**CONNECTICUT SAT SCHOOL DAY**

Students can elect to have their Connecticut SAT School Day scores canceled immediately after test administration. If canceled, colleges will not receive the scores from that particular administration; however, the state will still receive the scores. At this point, the district does not have access score cancellation data.

The tables below show the percentage of students at each performance level in 2017.

*Table 16. Connecticut SAT School Day: % of Students at Each Achievement Standard*

Level	Evidence-Based Reading/Writing	Mathematics
<b>Level 4</b> <i>Exceeds the Achievement Standard</i>	51	42
<b>Level 3</b> <i>Meets the Achievement Standard</i>	41	36
<b>Level 2</b> <i>Approaching the Achievement Standard</i>	4	18
<b>Level 1</b> <i>Does Not Meet the Achievement Standard</i>	4	4

*Table 17. Connecticut SAT School Day: % Met/Exceeded Achievement Standard, DRG A*

	Evidence-Based Reading/Writing	Mathematics
<b>Westport</b>	92	78
<b>Darien</b>	95	86
<b>Easton/Redding (Region 9)</b>	91	70
<b>New Canaan</b>	95	82
<b>Ridgefield</b>	93	79
<b>Weston</b>	93	82
<b>Wilton</b>	96	77

## OTHER OUTCOME MEASURES

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### *CONNECTICUT PHYSICAL FITNESS ASSESSMENT*

*Table 18. % of Students Reaching the Health Standard, 2017 / Westport Students*

<b>Area</b>	<b>Grade 4</b>	<b>Grade 6</b>	<b>Grade 8</b>	<b>High School</b>
<b>Aerobic Endurance</b>	86	86	76	68
<b>Flexibility</b>	82	79	70	80
<b>Muscular Strength/Endurance</b>	82	79	70	95
<b>Upper Body Strength</b>	73	71	n/a	83



### ***ADVANCED PLACEMENT COURSE PARTICIPATION***

Participation in Advanced Placement coursework is also an important outcome measure for our district. Students may enroll in an Advanced Placement (AP) level course based on teacher recommendation. AP level courses are not available in all subjects and offerings vary from year to year.

*Table 19. Overall Advanced Placement Course Participation*

<b>Year</b>	<b>Total Students Grades 10-12</b>	<b>Total Students Enrolled in AP</b>	<b>% Students Enrolled in AP</b>
<b>2017</b>	1,390	533	38
<b>2016</b>	1,391	549	39
<b>2015</b>	1,383	575	42
<b>2014</b>	1,395	533	38
<b>2013</b>	1,403	497	35

*Table 20. Overall Advanced Placement Course Participation for Students Eligible for Free or Reduced Price Lunch*

<b>Year</b>	<b>Total Students Eligible for F/R Price Lunch</b>	<b>Total Students Eligible for F/R Price Lunch, Enrolled in AP</b>	<b>% Students Eligible for F/R Price Lunch Enrolled in AP</b>
<b>2017</b>	55	6	11
<b>2016</b>	61	9	15
<b>2015</b>	62	17	27
<b>2014</b>	66	12	18
<b>2013</b>	52	3	6

Table 21. Advanced Placement Participation by Course Name

Subject	Year				
	2017	2016	2015	2014	2013
N, Grades 10-12	1390	1391	1383	1395	1403
<b>Arts</b>					
AP Music Theory	19	-	-	-	-
AP Studio Art- 3D	6	7	-	8	-
AP Studio Art- Drawing	6	12	6	-	-
<b>English</b>					
AP English Language	66	86	100	82	101
AP English Literature	72	85	94	94	84
<b>Mathematics</b>					
AP Calculus AB	103	138	34	133	119
AP Calculus BC	41	36	121	35	42
AP Statistics	97	93	73	57	78
<b>Science</b>					
AP Biology	59	77	67	69	98
AP Chemistry	50	34	45	79	41
AP Computer Science- Principles	49	83	-	-	-
AP Environmental Science	91	48	143	127	70
AP Physics 1	15	31	24	-	-
AP Physics C	50	46	49	28	47
<b>Social Studies</b>					
AP European History	47	61	73	93	-
AP Government WTP (We The People)	-	22	20	-	-
AP Macro/Micro Economics	179	174	169	118	146
AP US Government & Politics	188	174	168	166	213
AP US History	52	62	58	48	55
AP World History	25	20	12	15	45
<b>World Languages</b>					
AP Chinese Language/Culture	7	-	-	-	-

AP French Language/Culture	7	14	8	11	7
AP German Language/Culture	7	6	-	-	-
AP Latin	20	24	19	11	-
AP Spanish Language/Culture	32	24	30	26	23
AP Spanish Literature	-	10	15	10	-

## ADVANCED PLACEMENT EXAMS

Advanced Placement (AP) exams are administered to students after they complete an Advanced Placement course at Staples, on a voluntary basis. Students are scored on a five-point scale, five being the highest. A minimum score of three is generally required for college credit.

Table 22. Advanced Placement Score Results

Year	Total Exams	Mean Score	% Scores 3, 4, 5	% Scores 4, 5
2017	1,194	4.06	93	76
2016	1,197	3.89	90	70
2015	1,258	3.99	92	71
2014	1,133	3.95	92	68
2013	1,105	4.07	93	76

Table 23. Historical Trends: Advanced Placement Exam Participation by Subject

Subject	Year				
	2017	2016	2015	2014	2013
N, Grades 10-12	1390	1391	1383	1395	1403
<b>English</b>					
Eng. Lang./Comp.	63	81	96	78	98
Eng. Lit./ Comp.	38	38	40	43	23
<b>Mathematics</b>					
Calc. AB	82	122	113	122	105
Calc. BC	79	65	67	56	64
Statistics	75	66	57	47	62
<b>Science and Technology</b>					
Biology	51	63	61	65	81
Chemistry	48	32	45	77	40
Computer Sci. A	3	8	2	3	0
Comp. Sci. Principles	42	0	0	0	0
Environ. Science	88	44	135	115	66
Physics 1	8	25	16	n/a	n/a
Physics 2	1	4	2	0	0
Physics B	n/a	n/a	n/a	14	28
Physics C E. & M.	45	38	36	21	40
Physics C Mech.	46	39	41	23	42
<b>Social Sciences</b>					
European History	10	30	38	56	0

Comp. Govt. & Pol.	1	0	0	0	1
Govt. & Pol. U.S.	172	169	169	142	163
Human Geography	0	0	1	1	0
Macro Econ	119	136	123	88	95
Micro Econ	105	119	104	75	92
Psychology	3	2	0	1	2
U.S. History	46	49	54	40	43
World History	11	9	8	8	27
<b>The Arts</b>					
Music Theory	17	3	3	0	0
Studio Art- 3D	2	4	6	7	0
Studio Art- Draw	0	5	4	0	0
<b>World Languages</b>					
Chinese Lang./ Cul.	7	4	1	3	1
French Language	7	12	6	9	5
German Language	2	3	1	0	0
Italian Language	2	3	0	2	0
Japanese Lang.	0	1	0	1	1
Latin	2	2	0	6	6
Spanish Lang.	18	20	26	25	17
Spanish Lit.	1	1	3	5	3

## ***SAT SCORES***

The SAT is a college entrance exam of verbal, mathematical, and writing skills administered nationally by The College Board. The range of possible scaled scores is from 200 – 800.

The SAT was restructured in 2017 with two sections: evidence-based reading and writing and mathematics. As such, we did not include historical data here.

*Table 24. 2017 SAT Scores*

<b>Year</b>	<b>Evidence-based Reading/Writing</b>	<b>Mathematics</b>
<b>District Mean</b>	618	611
<b>State Mean</b>	524	505
<b>National Mean</b>	538	533

### ***SAT SUBJECT TEST SCORES***

SAT Subject Tests are national college admission exams on specific subjects. There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics and science. See the subjects. Each Subject Test is an hour long. They are all multiple-choice and scored on a 200–800 scale. Students are not required to take these assessments.

*Table 25. 2017 SAT Subject Tests*

<b>SAT Subject</b>	<b>Number of Students Tested</b>	<b>WPS Mean Score</b>	<b>National Mean Score</b>
<b>English</b>			
Literature	41	650	613
<b>Mathematics</b>			
Math I	42	664	607
Math II	102	718	694
<b>Science</b>			
Biology – E	15	680	619
Biology - M	23	741	650
Chemistry	31	721	666
Physics	41	710	666
<b>Social Sciences</b>			
U.S. History	30	665	648
World History	4	n/a	627
<b>World Languages</b>			
Chinese	1	n/a	760
French	5	n/a	629
Italian	3	n/a	663
Spanish	10	631	649

## ACT

The ACT test is a national college entrance exam generally taken by juniors and seniors. The assessment measures high school students' general educational development and their ability to complete college-level work across four domains: English, mathematics, reading, and science. Each sub-test is scored on a scale of 1-36 and a composite score is also provided, which is the average of the four scores.

*Table 26. District Mean ACT Scores*

Year	English	Math	Reading	Science	Composite
<b>2017</b>	29.6	28.1	29.0	27.7	28.7
<b>2016</b>	29.5	28.1	28.9	27.7	28.7
<b>2015</b>	28.6	27.6	28.1	27.3	28.0
<b>2014</b>	28.5	27.6	27.6	26.8	27.7
<b>2013</b>	28.4	27.9	28.0	26.8	27.9

*Table 27. State Mean ACT Scores*

Year	English	Math	Reading	Science	Composite
<b>2017</b>	25.5	24.6	25.6	24.6	25.2
<b>2016</b>	24.4	24.1	25.0	24.1	24.5
<b>2015</b>	24.5	24.1	24.7	23.8	24.4
<b>2014</b>	24.2	24.1	24.5	23.6	24.2
<b>2013</b>	24.0	23.9	24.4	23.3	24.0

*Table 28. National Mean ACT Scores*

Year	English	Math	Reading	Science	Composite
<b>2017</b>	20.3	20.7	21.4	21.0	21.0
<b>2016</b>	20.1	20.6	21.3	20.8	20.8
<b>2015</b>	20.4	20.8	21.4	20.9	21.0
<b>2014</b>	20.3	20.9	21.3	20.8	21.0
<b>2013</b>	20.2	20.9	21.1	20.7	20.9