

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

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

MINUTES: September 17, 20, and 21, 2018, *pages 1-5*

PRESENTATION

- | | | |
|--|---------|--|
| 1. Assessment Data Report: 2017-18 School Year,
<i>pages 7-27</i> | (Encl.) | Dr. Colleen Palmer
Dr. Anthony Buono
Dr. Jessica Goldstein |
|--|---------|--|

DISCUSSION

- | | | |
|--|---------|--------------------|
| 1. 2019-2020 Board of Education Meeting Calendar, <i>page 29</i> | (Encl.) | Dr. Colleen Palmer |
| 2. Discussion of Staffing PreK-5 Language Arts Position | | Dr. Anthony Buono |

UPDATES

- | | |
|---|---|
| 1. Update on Coleytown Middle School Facilities | Dr. Colleen Palmer
Mr. Elio Longo |
| 2. Finance and Facilities Committee | Ms. Elaine Whitney |
| 3. Policy Committee | Ms. Karen Kleine |
| 4. Teaching and Learning Committee | Ms. Candice Savin |
| 5. Negotiations Update | Ms. Elaine Whitney
Mr. Vik Muktavaram
Ms. Candice Savin |

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 Cablevision on channel 78; Frontier channel 6021 and by video stream @www.westportps.org

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 BOARD OF EDUCATION MINUTES

Board Members Present:

Mark Mathias Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine
Vik Muktavaram
Candice Savin
Neil Phillips

Administrators Present:

Colleen Palmer Superintendent of Schools
Anthony Buono Asst. Superintendent of Teaching and Learning
Tina Mannarino Asst..Superintendent Pupil Personnel Services
Elio Longo Chief Financial Officer
John Bayers Director of Human Resources

PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 7:34 p.m., Staples High School Cafeteria

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: September 4, 2018

Elaine Whitney moved to approve the minutes of September 4, 2018; seconded by Jeannie Smith and passed unanimously.

PRESENTATION

Results of NSCC School Climate Survey

Mark Mathias moved to move up the Update on Coleytown Middle School Facilities agenda item to the first discussion item; seconded by Jeannie Smith and passed unanimously.

DISCUSSION

Update on Coleytown Middle School Facilities

Staffing Report

Health and Medical Insurance Revenue and Expenses FY19 as of July 31, 2018

Proposed Artificial Turf Ordinance

DISCUSSION/ACTION:

Funding for School Resource Officers

No action was taken.

Mark Mathias moved to continue with the next two discussion items as it was after 10:30 p.m.; seconded by Jeannie Smith and passed unanimously.

Second Reading of Westport Board of Education Policy 5145.42 (5145), Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, and Policy 5141.21, Administration of Medications

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the amendment of Policy 5145.42, Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, and Policy 5141.21, Administration of Medications as presented by the Policy Committee and as amended at the meeting of September 17, 2018.

Be it further resolved that the Board approves the renumbering Policy 5145.42 to Policy 5145 and authorizes the Superintendent to update the policy number in any existing policies where it is referenced.

MOTION: Karen Kleine
SECOND: Vik Muktavaram
RESULT: Passed Unanimously
VOTE: 7-0

UPDATES

Policy Committee

CABE Deferred to a future meeting by consensus.

ADJOURNMENT: Candice Savin moved to adjourn at 11:26 p.m; seconded by Vik Muktavaram and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

**WESTPORT BOARD OF EDUCATION MINUTES
EMERGENCY MEETING**

This meeting was classified as an emergency meeting due to the notice time of less than 24 hours and the urgent and timely need to address the needs of Coleytown Middle School.

Board Members Present:

Mark Mathias Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine
Vik Muktavaram
Candice Savin
Neil Phillips

Administrators Present:

Colleen Palmer Superintendent of Schools
Anthony Buono Asst. Superintendent of Teaching and Learning
Tina Mannarino Asst. Superintendent Pupil Personnel Services
Elio Longo Chief Financial Officer
John Bayers Director of Human Resources

PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 5:17 p.m., Staples High School Room 333

EXECUTIVE SESSION: Matters Pertaining to the Safety and Security of Coleytown Middle School Students

Jeannie Smith moved to go into executive session for matters pertaining to the safety and security of Coleytown Middle School Students; seconded by Karen Kleine and passed unanimously. All Board members were present; Elaine Whitney participated by phone until 5:28 p.m.

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 5:51 p.m., Staples High School, Cafeteria B (Room 301)

DISCUSSION

Matters Pertaining to the Safety and Security of Coleytown Middle School Students

ADJOURNMENT: Mark Mathias moved to adjourn at 6:30 p.m.; seconded by Vik Muktavaram and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

Meeting: September 21, 2018 Staples High School Cafeteria

**WESTPORT BOARD OF EDUCATION MINUTES
Special Meeting**

Board Members Present: Administrators Present:

Mark Mathias* Chair	Colleen Palmer Superintendent of Schools
Jeannie Smith Vice Chair	Anthony Buono Asst. Superintendent of Teaching and Learning
Elaine Whitney* Secretary	Tina Mannarino Asst..Superintendent Pupil Personnel Services
Karen Kleine	Elio Longo Chief Financial Officer
Vik Muktavaram	John Bayers Director of Human Resources
Candice Savin*	
Neil Phillips*	

*Note: Mark Mathias and Neil Phillips participated by phone for the full meeting. Elaine Whitney participated by phone until 5:48 p.m. and in person thereafter. Candice Savin participated by phone until 6:12 p.m.

PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 5:01 p.m., Staples High School, Cafeteria B (Room 301)

DISCUSSION/ACTION

Discussion and Possible Vote on Superintendent's Recommendation for Coleytown Middle School operations during pending additional environmental testing

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of

Education approves the relocation of Coleytown Middle School operations during pending additional environmental testing in accordance with the plan discussed at the meeting of September 21, 2018, whereby 6th and 7th grade CMS students will receive instruction at Bedford Middle School, and 8th grade CMS students will receive instruction at Staples High School.

Be It Further Resolved, That in approximately four weeks the Board of Education will receive from the Superintendent of Schools a formal review and update on all testing results and recommendations for next steps.

Motion: Elaine Whitney

Second: Jeannie Smith

Result: Passed Unanimously

Vote: 6-0 (Candice Savin not present for the vote*)

*Note: Immediately prior to departing the meeting at 6:12 p.m. due to a prior commitment, Candice Savin stated her support for the motion under consideration.

ADJOURNMENT: Jeannie Smith moved to adjourn at 6:43 p.m.; seconded by Karen Kleine and passed unanimously.

Respectfully submitted,
Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

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2018 ASSESSMENT DATA REPORT

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WESTPORT PUBLIC SCHOOLS

ASSESSMENT PHILOSOPHY

*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 Act* 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	
Smarter Balanced Assessment (Mathematics and English Language Arts)	✓	✓	✓	✓	✓	✓				
Next Generation Science Standards (NGSS) Assessment			✓				✓			✓
Connecticut SAT School Day										✓

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.

NEXT GENERATION SCIENCE STANDARDS (NGSS) ASSESSMENT

In 2018, our district participated in a field test of the Next Generation Science Standards Assessment in grades 5, 8, and 11. Since this was a field test, no district, school, or student results were reported. The NGSS Science Assessment will be administered in Grades 5, 8 and 11 in the Spring of 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

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.

2018 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 2018.

Table 1. SBA 2018: Percentage of Students by Achievement Level, English Language Arts

	Grade					
	3	4	5	6	7	8
Level 4 <i>Exceeds the Achievement Standard</i>	62	61	61	43	43	43
Level 3 <i>Meets the Achievement Standard</i>	21	22	30	34	39	41
Level 2 <i>Approaching the Achievement Standard</i>	11	10	7	15	12	13
Level 1 <i>Does Not Meet the Achievement Standard</i>	5	7	2	8	5	3

Table 2. SBA 2018: Percentage of Students by Achievement Level, Mathematics

	Grade					
	3	4	5	6	7	8
Level 4 <i>Exceeds the Achievement Standard</i>	50	52	63	51	59	59
Level 3 <i>Meets the Achievement Standard</i>	34	31	23	23	25	20
Level 2 <i>Approaching the Achievement Standard</i>	11	12	11	17	11	12
Level 1 <i>Does Not Meet the Achievement Standard</i>	5	4	3	8	5	9

The tables below show the percentage of students who met or exceeded the achievement standard in English language arts and mathematics in 2018 at each school.

Table 3. SBA 2018: % Met/Exceeded Achievement Standard, English Language Arts by School

School	Grade					
	3	4	5	6	7	8
All Schools	84	83	91	77	83	84
Coleytown Elementary	88	78	91			
Greens Farms	87	91	91			
Kings Highway	77	82	92			
Long Lots	86	86	88			
Saugatuck	84	78	93			
Bedford Middle				78	86	81
Coleytown Middle				76	76	89

Table 4. SBA 2018: % Met/Exceeded Achievement Standard, Mathematics by School

School	Grade					
	3	4	5	6	7	8
All Schools	84	84	86	75	84	80
Coleytown Elementary	88	78	86			
Greens Farms	90	92	91			
Kings Highway	84	86	78			
Long Lots	82	86	87			
Saugatuck	78	76	85			
Bedford Middle				75	88	76
Coleytown Middle				76	76	86

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 over time, 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. As such, comparisons to 2015 should be considered with caution.

It is also useful to consider the performance of a specific cohort of students over time. In general, the eighth grade students in 2018 were in seventh grade in 2017 and in sixth grade in 2016.

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

	3	4	5	6	7	8	11
	3	4	5	6	7	8	11
Class of 2027 (2018 Grade 3)	84	-	-	-	-	-	-
Class of 2026 (2018 Grade 4)	80	83	-	-	-	-	-
Class of 2025 (2018 Grade 5)	83	88	91	-	-	-	-
Class of 2024 (2018 Grade 6)	85	84	87	77	-	-	-
Class of 2023 (2018 Grade 7)	*	84	87	81	83	-	-
Class of 2022 (2018 Grade 8)	*	*	89	80	77	84	-
Class of 2021 (2018 Grade 9)	*	*	*	83	78	73	-
Class of 2020 (2018 Grade 10)	*	*	*	*	90	81	-
Class of 2019 (2018 Grade 11)	*	*	*	*	*	85	91
Class of 2018 (2018 Grade 12)	*	*	*	*	*	*	92

**These years represent the legacy state assessment.*

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

	3	4	5	6	7	8	11
	3	4	5	6	7	8	11
Class of 2027 (2018 Grade 3)	84	-	-	-	-	-	-
Class of 2026 (2018 Grade 4)	77	84	-	-	-	-	-
Class of 2025 (2018 Grade 5)	83	80	86	-	-	-	-
Class of 2024 (2018 Grade 6)	81	80	77	75	-	-	-
Class of 2023 (2018 Grade 7)	*	80	76	72	84	-	-
Class of 2022 (2018 Grade 8)	*	*	73	66	78	80	-
Class of 2021 (2018 Grade 9)	*	*	*	66	75	63	-
Class of 2020 (2018 Grade 10)	*	*	*	*	76	68	-
Class of 2019 (2018 Grade 11)	*	*	*	*	*	65	80
Class of 2018 (2018 Grade 12)	*	*	*	*	*	*	78

**These years represent the legacy state assessment.*

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)
2018	37 (30)	26 (46)	63 (38)	37 (63)	38 (47)	35 (49)
2017	21 (33)	49 (39)	47 (53)	26 (46)	25 (40)	24 (50)
2016	53 (38)	47 (49)	41 (46)	28 (40)	33 (49)	28 (46)
2015	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)
2018	23 (30)	33 (46)	50 (38)	29 (63)	40 (47)	22 (49)
2017	27 (33)	33 (39)	28 (53)	17 (46)	15 (40)	22 (50)
2016	49 (37)	35 (48)	17 (46)	7 (41)	27 (49)	9 (46)
2015	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 2018: % Met/Exceeded Achievement Standard, English Language Arts for DRG A

Grade	Westport	Darien	Easton	New Canaan	Redding	Ridgefield	Weston	Wilton
Grade 3	84	80	*	86	71	82	77	76
Grade 4	83	82	84	91	89	82	81	78
Grade 5	91	85	93	91	83	90	75	87
Grade 6	77	85	89	89	73	75	77	84
Grade 7	83	85	88	87	84	83	83	75
Grade 8	84	84	81	86	75	74	81	81

Table 10. SBA 2018: % Met/Exceeded Achievement Standard, Mathematics for DRG A

Grade	Westport	Darien	Easton	New Canaan	Redding	Ridgefield	Weston	Wilton
Grade 3	84	85	84	90	82	82	80	71
Grade 4	84	82	76	93	84	79	79	71
Grade 5	86	77	79	89	76	76	74	73
Grade 6	75	83	82	87	74	61	58	80
Grade 7	84	84	68	82	73	74	76	76
Grade 8	80	78	66	86	79	64	83	67

NGSS ASSESSMENT

In 2018, our district participated in a field test of the Next Generation Science Standards Assessment in grades 5, 8, and 11. Since this was a field test, no district, school, or student results were reported. The NGSS Science Assessment will be administered in Grades 5, 8 and 11 in the Spring of 2019.

CONNECTICUT SAT SCHOOL DAY

The tables below show the percentage of students at each performance level in 2018 on the Connecticut SAT School Day.

The Connecticut SAT School Day is part of the state's summative assessment system. Students may 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.

Table 11. Connecticut SAT School Day: % of Students at Each Achievement Standard

Level	Evidence-Based	
	Reading/Writing	Mathematics
Level 4 <i>Exceeds the Achievement Standard</i>	49	35
Level 3 <i>Meets the Achievement Standard</i>	42	44
Level 2 <i>Approaching the Achievement Standard</i>	4	17
Level 1 <i>Does Not Meet the Achievement Standard</i>	4	3

Table 12. Connecticut SAT School Day: % Met/Exceeded Achievement Standard, DRG A

	Evidence-Based	
	Reading/Writing	Mathematics
Westport	91	80
Darien	91	80
Easton/Redding (Region 9)	86	72
New Canaan	90	79
Ridgefield	89	77
Weston	93	78
Wilton	89	73

OTHER OUTCOME MEASURES

CONNECTICUT PHYSICAL FITNESS ASSESSMENT

Table 13. % of Students Reaching the Health Standard, 2018 / Westport Students

Area	Grade 4	Grade 6	Grade 8	High School
Aerobic Endurance	81	88	77	78
Flexibility	72	70	70	76
Muscular Strength/Endurance	81	84	88	92
Upper Body Strength	74	77	76	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 14. Overall Advanced Placement Course Participation

Year	Total Students Grades 10-12	Total Students Enrolled in AP	% Students Enrolled in AP
2018	1,385	668	48
2017	1,390	533	38
2016	1,391	549	39
2015	1,383	575	42
2014	1,395	533	38
2013	1,403	497	35

*Table 15. Overall Advanced Placement Course Participation
for Students Eligible for Free or Reduced Price Lunch*

Year	Total Students Eligible for F/R Price Lunch	Total Students Eligible for F/R Price Lunch, Enrolled in AP	% Students Eligible for F/R Price Lunch Enrolled in AP
2018	54	10	19
2017	55	6	11
2016	61	9	15
2015	62	17	27
2014	66	12	18
2013	52	3	6

Table 16. Advanced Placement Participation by Course Name

Subject	Year					
	2018	2017	2016	2015	2014	2013
N, Grades 10-12	1385	1390	1391	1383	1395	1403
Arts						
AP Music Theory	8	19	-	-	-	-
AP Studio Art-3D	11	6	7	-	8	-
AP Studio Art-Drawing	7	6	12	6	-	-
English						
AP English Language	89	66	86	100	82	101
AP English Literature	47	72	85	94	94	84
Mathematics						
AP Calculus AB	123	103	138	34	133	119
AP Calculus BC	25	41	36	121	35	42
AP Statistics	98	97	93	73	57	78
Science						
AP Biology	71	59	77	67	69	98
AP Chemistry		50	34	45	79	41
AP Computer Science-Principles	72	49	83	-	-	-
AP Environmental Science	142	91	48	143	127	70
AP Physics 1	47	15	31	24	-	-
AP Physics C		50	46	49	28	47
Social Studies						
AP European History	45	47	61	73	93	-
AP Government We The People	22	-	22	20	-	-

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
N, Grades 10-12	1385	1390	1391	1383	1395	1403
AP Macro/Micro Economics	204	179	174	169	118	146
AP US Government & Politics	134	188	174	168	166	213
AP US History	47	52	62	58	48	55
AP World History		25	20	12	15	45
World Languages						
AP Chinese Language/Culture	10	7	-	-	-	-
AP French Language/Culture	3	7	14	8	11	7
AP German Language/Culture	6	7	6	-	-	-
AP Latin	13	20	24	19	11	-
AP Spanish Language/Culture	27	32	24	30	26	23
AP Spanish Literature	7	-	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 17. Advanced Placement Score Results

Year	Total Exams	% Scores	
		3, 4, 5	4, 5
2018	1,300	93	74
2017	1,194	93	76
2016	1,197	90	70
2015	1,258	92	71
2014	1,133	92	68
2013	1,105	93	76

Table 18. Historical Trends: Advanced Placement Exam Participation by Subject

Subject	Year					
	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
N, Grades 10-12	1385	1390	1391	1383	1395	1403
English						
Eng. Lang./Comp.	82	63	81	96	78	98
Eng. Lit./Comp.	12	38	38	40	43	23
Mathematics						
Calc. AB	111	82	122	113	122	105
Calc. BC	58	79	65	67	56	64
Statistics	75	75	66	57	47	62
Science and Technology						
Biology	59	51	63	61	65	81
Chemistry	60	48	32	45	77	40
Computer Sci. A	2	3	8	2	3	0
Comp. Sci. Principles	62	42	0	0	0	0

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
N, Grades 10-12	1385	1390	1391	1383	1395	1403
Physics						
Environ. Science	112	88	44	135	115	66
Physics 1	12	8	25	16	n/a	n/a
Physics 2	0	1	4	2	0	0
Physics B	n/a	n/a	n/a	n/a	14	28
Physics C E. & M.	36	45	38	36	21	40
Physics C Mech.	38	46	39	41	23	42
Social Sciences						
European History	19	10	30	38	56	0
Comp. Govt. & Pol.	0	1	0	0	0	1
Govt. & Pol. U.S.	89	172	169	169	142	163
Human Geography	2	0	0	1	1	0
Macro Econ	142	119	136	123	88	95
Micro Econ	139	105	119	104	75	92
Psychology	6	3	2	0	1	2
U.S. History	38	46	49	54	40	43
World History	26	11	9	8	8	27
The Arts						
Music Theory	6	17	3	3	0	0
Studio Art- 3D	6	2	4	6	7	0
Studio Art- Draw	3	0	5	4	0	0
World Languages						
Chinese Lang./ Cul.	9	7	4	1	3	1

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
N, Grades 10-12	1385	1390	1391	1383	1395	1403
French Language	2	7	12	6	9	5
German Language	5	2	3	1	0	0
Italian Language	5	2	3	0	2	0
Japanese Lang.	0	0	1	0	1	1
Latin	2	2	2	0	6	6
Spanish Lang.	25	18	20	26	25	17
Spanish Lit.	3	1	1	3	5	3

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WESTPORT PUBLIC SCHOOLS

2019-2020 Board of Education Meeting Calendar

DRAFT 10-1-18

AUGUST					4 School Days
M	T	W	T	F	
19	20	21	22	23	21-23, 26 Prof. Dev.
26	27	28	29	30	27 Students' First Day

SEPTEMBER					19 School Days
M	T	W	T	F	
2	3	4	5	6	2 Labor Day
9	10	11	12	13	30 Rosh Hashanah
16	17	18	19	20	
23	24	25	26	27	
30					

OCTOBER					22 School Days
M	T	W	T	F	
	1	2	3	4	9 Yom Kippur
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

NOVEMBER					17 School Days
M	T	W	T	F	
				1	5 Election Day (Prof. Dev.)
4	5	6	7	8	27 Prof. Dev.
11	12	13	14	15	27-29 Thanksgiving
18	19	20	21	22	Recess
25	26	27	28	29	

DECEMBER					15 School Days
M	T	W	T	F	
2	3	4	5	6	23-31 Holiday Recess
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

Key	
	Schools Closed

					JANUARY	21 School Days			
					M	T	W	T	F
1 New Year's Day							1	2	3
20 Martin Luther King Day					6	7	8	9	10
					13	14	15	16	17
					20	21	22	23	24
					27	28	29	30	31

					FEBRUARY	15 School Days			
					M	T	W	T	F
17 Presidents' Day					3	4	5	6	7
17-21 February Recess					10	11	12	13	14
					17	18	19	20	21
					24	25	26	27	28

					MARCH	22 School Days			
					M	T	W	T	F
					2	3	4	5	6
					9	10	11	12	13
					16	17	18	19	20
					23	24	25	26	27
					30	31			

					APRIL	17 School Days			
					M	T	W	T	F
10 Good Friday							1	2	3
6-10 Spring Recess					6	7	8	9	10
					13	14	15	16	17
					20	21	22	23	24
					27	28	29	30	

					MAY	20 School Days			
					M	T	W	T	F
25 Memorial Day									1
					4	5	6	7	8
					11	12	13	14	15
					18	19	20	21	22
					25	26	27	28	29

					JUNE	10 School Days			
					M	T	W	T	F
19 Projected Last Day (Early Release)					1	2	3	4	5
					8	9	10	11	12
					15	16	17	18	19

NOTE: Students'/teachers' last day will be June 19. If there are no snow days, students'/teachers' last day will be June 12. In the event that additional make-up days are needed, District schools will use, in the following order: Monday, April 6; Tuesday, April 7; Wednesday, April 8; Thursday, April 9.