

WESTON BOARD OF EDUCATION
Monday, September 16, 2013
Weston Middle School Library Resource Center
Executive Session 7:00 p.m.
Regular Session 7:30 p.m.

- | | |
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| I. CALL TO ORDER, VERIFICATION OF QUORUM
Philip Schaefer, Chairperson | |
| II. EXECUTIVE SESSION <ol style="list-style-type: none">1. Discussion regarding information contained in a written communication subject to the attorney-client privilege2. Update on Weston Administrators' Association negotiations | |
| III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE | |
| IV. RECOGNITION | None |
| V. APPROVAL OF MINUTES, <i>pages 1-9</i> | Motion |
| VI. PUBLIC COMMENT | Information |
| VII. NEW BUSINESS <ol style="list-style-type: none">1. Discussion of 2012-2013 CMT and CAPT testing reports, <i>pages 10-77</i>2. Discussion and vote to request that the Board of Selectmen authorize and sign a contract for the architecture firm KG&D to create schematic design documents for Area E of WHS as part of the windows and doors project, <i>page 78</i>3. Request that the Board of Finance reallocate funds for the high school windows and doors project from a previous unexpended capital project4. Discussion and vote on disposition of records beyond retention requirement, <i>pages 79-101</i>5. Discussion and vote on School Resource Officer Memorandum of Understanding, <i>pages 102-107</i>6. Discussion of FY 2013 Year-End Financial Report | Information
Motion

Motion

Motion

Motion |
| VIII. OLD BUSINESS | None |
| IX. SUPERINTENDENT'S REPORT <ol style="list-style-type: none">1. Next Regular Board Meeting Monday, October 21, 2013 at 7:30 p.m.2. District Update3. Principals' Reports, <i>pages 108-115</i> | Information
Information
Information |
| X. COMMITTEE REPORTS <ol style="list-style-type: none">1. Communications Committee - Nina Daniel2. Curriculum Committee - Ellen Uzenoff3. Finance Committee - Denise Harvey4. Facilities Committee - Sonya Stack5. Policy Committee - Dana Levin6. Negotiations Committee - Denise Harvey7. CES - Nina Daniel8. CAFE - Sara Spaulding9. Weston Education Foundation - Denise Harvey | Information
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Information |
| XI. ADJOURNMENT | Motion |

Weston Public Schools
Board of Education Meeting
Weston Middle School Library Resource Center
July 15, 2013

Attendance:

Philip Schaefer, Chairperson	Lewis Brey, Director of Human Resources
Dana Levin, Secretary/Treasurer	
Nina Daniel	<i>Absent:</i> Ellen Uzenoff, Vice Chairperson
Sara Spaulding	Denise Harvey
Dr. Colleen Palmer, Superintendent	Sonya Stack
Dr. Kenneth Craw, Assistant Superintendent	Dr. Jo-Ann Keating, Director of Finance & Ops.

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. RECOGNITION – No Report

V. APPROVAL OF MINUTES

Motion: Moved that the Weston Board of Education approves the minutes of the June 17, 2013 Regular and Executive Sessions, and the June 25, 2013 Special Meeting Regular and Executive Sessions. Motion by Ms. Daniel, second by Mrs. Levin, all in favor. (4-0)

Motion: Moved that the Weston Board of Education approves the minutes of the June 28, 2013 Special Meeting Regular and Executive Sessions. 3 in favor – Ms. Daniel, Mrs. Levin, Mrs. Spaulding; 1 abstain – Mr. Schaefer. (3-0-1)

VI. PUBLIC COMMENT – No report

VII. NEW BUSINESS

1. Gifts

Dr. Palmer, as per Board policy #3280, accepted, with appreciation, the following donation from the Weston Gun Club:

\$3,600 for the purchase of a special projection system for Weston High School.

2. Resignations

Motion: Moved that the Weston Board of Education notes and records the resignation of Priscilla Kehoe, 1.0 FTE First Grade Teacher for Hurlbutt Elementary School, and Jean Bakes, 1.0 FTE Math Teacher for Weston High School, effective June 30, 2013. Motion by Ms. Daniel, second by Mrs. Spaulding, all in favor. (4-0)

3. Appointment of a Hearing Officer

Dr. Palmer discussed the benefits of utilizing a hearing officer for expulsion hearings and how we would seek to fill that position when needed.

Motion: Moved that the Weston Board of Education authorizes the Superintendent, in consultation with the Board Chair, to utilize a hearing officer for any future expulsion hearings as appropriate. Motion by Mrs. Levin, second by Ms. Daniel, all in favor. (4-0)

4. 2013-2014 School Calendar Professional Development Date Adjustment

Dr. Palmer discussed one recommended change to the 2013-2014 school calendar for a professional development date.

Motion: Moved that the Weston Board of Education adopts the revised 2013-2014 school calendar as recommended by the Superintendent.

5. Discussion of Weston Board of Education Policies and Regulations

Mr. Brey reviewed a first reading of the following Weston Board of Education Policies and Regulations:

- A. Policy 1250, Visitors to the Schools;
- B. Regulation 1250, Visitors to the Schools; and
- C. Policy 4148.1, Use of Physical Force.

6. Discussion and Vote on Superintendent of Schools' Contract

Motion: Moved that the Weston Board of Education extends the contract of Dr. Colleen Palmer (the Superintendent of Schools) for a new term of three years, July 1, 2013 through June 30, 2016. Moved that the Board of Education establishes the base salary of \$240,781 or a 2% salary adjustment. Moved that the Board of Education authorizes its Chairperson to negotiate and execute a revised contract with the Superintendent of Schools. Motion by Mrs. Levin, second by Mrs. Spaulding, all in favor. (4-0)

VIII. SUPERINTENDENT'S REPORT

1. Next Regular Board Meeting Monday, August 19, 2013 at 7:30 p.m.

2. District Update

Dr. Palmer discussed the three-day Leadership Institute for administrators, new teacher orientation, the security summit, developing an MOT for the SRO position, staffing and enrollment, and summer upgrades to facilities. Dr. Craw commented on the three-day common core workshop.

X. COMMITTEE REPORTS – No report

XI. ADJOURNMENT

*MOTION: Motion to adjourn by Mrs. Levin, second by Mrs. Spaulding, all in favor.
(4-0) Meeting adjourned at 8:59 p.m.*

Minutes prepared by Jennifer Markov, Board of Education Clerk.

Minutes reviewed/approved by Dr. Colleen Palmer, Superintendent.

DRAFT

Weston Public Schools
Board of Education Retreat
Weston High School Conference Room
August 6, 2013

Attendance:

Philip Schaefer, Chairperson	Sara Spaulding
Ellen Uzenoff, Vice Chairperson	Sonya Stack
Dana Levin, Secretary/Treasurer	Denise Harvey
Nina Daniel	Dr. Colleen Palmer, Superintendent

The Board discussed the following agenda items:

1. District goals for 2013-14

Review of updates regarding strategic plan and district goals for the year. The implementation of the strategic plan will continue in all schools and all departments as defined by the plan. A report of progress from 2012-13 will be presented to the Board this fall.

2. Common Core implementation and assessments

An overview of Common Core state standards was provided, noting the major shifts in English language arts and mathematics. The District will opt to participate in the pilot implementation of the Smarter Balanced Assessment in the spring of 2014, provided that the State of Connecticut receives approval on its waiver of “double assessment” by not having both CMT/CAPT and Smarter Balanced Assessment administered in spring 2014.

3. Teacher evaluations

An update was provided regarding Weston’s application for a waiver to Connecticut State Department of Education SEED model. During the summer, the Superintendent met with the Commissioner to discuss Weston’s model of teacher evaluation and to provide further clarity to the process of teacher evaluation in our district.

4. Annual Board work and bylaws.

The Board discussed its bylaws and opted to have a review of all of its bylaws this year by the Policy Committee given the recent Town Charter revisions and need of the Board.

MOTION: Motion to adjourn by Ms. Harvey, second by Mrs. Levin, all in favor. (7-0) Meeting adjourned at 2:00 p.m.

Minutes prepared by Jennifer Markov, Board of Education Clerk.

Minutes reviewed/approved by Dr. Colleen Palmer, Superintendent.

Weston Public Schools
Board of Education Meeting
Weston Middle School Library Resource Center
August 19, 2013

Attendance:

Philip Schaefer, Chairperson	Dr. Colleen Palmer, Superintendent
Ellen Uzenoff, Vice Chairperson	Dr. Kenneth Craw, Assistant Superintendent
Nina Daniel	Dr. Jo-Ann Keating, Director of Finance & Ops.
Denise Harvey	Lewis Brey, Director of Human Resources
Sara Spaulding	
Sonya Stack	<i>Absent:</i> Dana Levin, Secretary/Treasurer

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. RECOGNITION – No report

V. APPROVAL OF MINUTES – Vote postponed

VI. PUBLIC COMMENT – No report

VII. NEW BUSINESS

1. Resignation

Motion: Moved that the Weston Board of Education notes and records the resignation of Brenna Lindsay, 1.0 FTE Mathematics Teacher for Weston Middle School, effective August 12, 2013. Motion by Mrs. Stack, second by Mrs. Uzenoff, all in favor. (6-0)

2. Appointment of District Medical Advisor for 2013-14

Motion: Moved that the Weston Board of Education re-appoints Dr. Laura Marks as the District Medical Advisor for the period July 1, 2013 – June 30, 2014 and establishes a \$5764 stipend representing an increase of two percent. Motion by Mrs. Uzenoff, second by Ms. Daniel, all in favor. (6-0)

3. Authorization of Superintendent to Sign Agreement for Child Nutrition Program

Dr. Keating explained that all public school districts participating in the National School Lunch Program must submit the Healthy Food Certification Statement (ED-099 Addendum) to the Connecticut State Department of Education each year.

Motion: Moved that the Weston Board of Education approves the following authorized signer of the ED-099 Agreement for Child Nutrition Program: Colleen A. Palmer, Ph.D., Superintendent of Schools, is authorized to sign the Agreement

and to sign claims for reimbursement. Motion by Ms. Daniel, second by Mrs. Spaulding.

*Motion to **amend** motion to read as follows by Ms. Harvey, second by Mrs. Uzenoff.*

Amended motion: Moved that the Weston Board of Education approves the following authorized signers of the ED-099 Agreement for Child Nutrition Program: Colleen A. Palmer, Ph.D., Superintendent of Schools, or her designee, are authorized to sign the Agreement and to sign claims for reimbursement. Motion by Ms. Harvey, second by Mrs. Uzenoff, all in favor. (6-0)

4. Overview of Educational Goals for 2013-14 and Impact of New Legislation Pertaining to Education

Dr. Palmer provided a highlight of district goals for the year and discussed the impact of new legislation, including academic innovation and measurement, blended learning, common core standards, smarter balanced assessment preparation, and teacher and administrator evaluation.

5. Update on Student Enrollment

Mr. Brey provided a report on updated enrollment for the district and current section sizes for the elementary and middle schools.

VIII. OLD BUSINESS

1. Weston Board of Education Policies and Regulations

Mr. Brey reviewed the following Weston Board of Education Policies and Regulations, for which no changes have been made since the First Reading:

- Policy 1250, Visitors to the Schools;
- Regulation 1250, Visitors to the Schools; and
- Policy 4148.1, Use of Physical Force.

Motion: Moved that the Weston Board of Education approves Policy 1250, Visitors to the Schools; Regulation 1250, Visitors to the Schools; and Policy 4148.1, Use of Physical Force. Motion by Mrs. Uzenoff, second by Mrs. Spaulding, all in favor. (6-0)

IX. SUPERINTENDENT'S REPORT

1. Next Regular Board Meeting Monday, September 16, 2013 at 7:30 p.m.

2. District Update

Dr. Palmer discussed details concerning the start of school – bus routes, schedule availability, forthcoming recommendations to parents regarding students bringing their own devices to school, and new staff.

X. COMMITTEE REPORTS

1. Communications Committee – No report

2. Curriculum Committee – No report

3. Finance Committee

Denise Harvey reported on the recent August 15 meeting, including a 2012-13 fiscal year budget update, solar panel project, security upgrades, and the upcoming September 25 Tri-board meeting.

4. Facilities Committee

The following items from the last Committee meeting were discussed by Mrs. Stack: ongoing summer maintenance and renovations, completion of tennis court repairs, joint facilities study with Town, CL&P energy conservation program, high school window and door replacement study, cost avoidance report, senior center, repairs to baseball fields used by Weston Little League, and lights for the football field.

5. Policy Committee – No report

6. Negotiations Committee

Denise Harvey announced upcoming WAA contract negotiations.

7. CES – No report

8. CABE

Sara Spaulding reminded Board members to sign up for the fall CABE/CAPSS Conference.

9. Weston Education Foundation – No report

XI. ADJOURNMENT

*Motion: Motion to adjourn by Mrs. Uzenoff, second by Ms. Daniel, all in favor.
(6-0) Meeting adjourned at 8:59 p.m.*

Minutes prepared by Jennifer Markov, Board of Education Clerk.

Minutes reviewed/approved by Dr. Colleen Palmer, Superintendent.

Weston Public Schools
Board of Education Special Meeting
Central Office Annex Conference Room
August 22, 2013

Attendance:

Ellen Uzenoff, Vice Chairperson	Sonya Stack
Nina Daniel	Dr. Colleen Palmer, Superintendent
Denise Harvey	<i>Absent:</i> Philip Schaefer, Chairperson
Sara Spaulding	Dana Levin, Secretary/Treasurer

I. Call to Order

Motion: Motion to enter special session by Ms. Harvey, second by Mrs. Stack.

II. Public Comment

Debbie Rehr, Camelot Real Estate Agent

Spoke to the issue of a family with three school-age children closing on their house after the start of school and the financial costs.

Vickie Kelley, Camelot Real Estate Owner

Spoke to the current real estate trends and reasons for potential delays in closing on a home sale.

Dragana Miljkovic, Camelot Real Estate Client

Thanked the Board as an incoming parent for their efforts, and discussed the impact of a student who started last year one month into the year in another district.

Mr. Rehr, Real Estate Agent's Spouse

Spoke against accepting tuition from new residents prior to closing on their home.

III. New Business

Discussion and Action:

1. Possible suspension of the Admission/Placement section of Administrative Regulation 5111 and implementation of a temporary regulation regarding student residency requirements.

Motion: Pursuant to Bylaw 9314 of the Board of Education, the Board of Education hereby agrees to temporarily suspend Regulation 5111 with respect to circumstances involving the purchase of property in Weston and to adopt in its place R-5111.1 (Temporary). This temporary administrative regulation will remain in force until such time as the Board of Education reviews Board Policy and Administrative Regulation 5111 and acts upon any proposed changes. Motion by Ms. Harvey, second by Mrs. Stack, all in favor. (5-0)

IV. ADJOURNMENT

Meeting adjourned at 7:05 p.m.

Minutes prepared by Jennifer Markov, Board of Education Clerk.

Minutes reviewed/approved by Dr. Colleen Palmer, Superintendent.

DRAFT

Weston Public Schools
CMT Testing Report
School Year: 2012-2013

Connecticut Mastery Test Grades 3-8



24 School Road
Weston, Connecticut 06883

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

Kenneth G. Craw, Ed.D.
Assistant Superintendent of Schools

Presented to: Weston Board of Education
September 16, 2013



WESTON PUBLIC SCHOOLS

Weston, Connecticut

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Introduction

The Connecticut statewide testing programs are thought of in terms of generations. This allows the testing programs to be periodically reevaluated and revised as necessary. A “generation” of the CMT test typically spans about four or five years. During those years, equivalent forms of the test are administered and scoring procedures are standardized to ensure that results can be interpreted in the same way from year to year. The Connecticut Mastery Test – Generation 4 was given for the first time in school year 2006. In addition to the many changes related to content and questions, the test administration was moved from September to March and was given at the same time as the Connecticut Academic Performance Test in grade 10. In accordance with NCLB legislation, the test was expanded from grades four, six, and eight to include grades three through eight. The areas tested remained the same, Math, Reading, Writing, however, it should be noted that in school year 2007-2008, a Science test component was added to grades five and eight.

The following report reviews the results of the grades three through eight Connecticut Mastery Test for 2013. The tests are closely aligned to the revised Connecticut State Frameworks and also to the Math, Reading, and Writing Frameworks of the National Assessment of Educational Progress (NAEP) assessment.

This will likely be the last administration of the CMT4 as the State of Connecticut is in the process of transitioning to the Smarter Balance Assessments testing program to assess student achievement in relation to the Common Core State Standards. It is anticipated that the Weston Public Schools will pilot the Smarter Balanced Assessments for math, reading, and writing during the spring 2014. Additionally, grades five and eight are scheduled to take the CMT science test since the Smarter Balanced Assessments do not have a science component.

The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card, is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

These assessments follow the frameworks developed by the National Assessment Governing Board (NAGB), and use the latest advances in assessment methodology. For example, NAEP assessments include a large percentage of constructed-response questions and questions that require the use of calculators and other materials. Innovative types of questions have been used in assessments such as the arts (theatre, music, and visual arts) and science to measure students’ ability to perform hands-on tasks.



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Connecticut Mastery Test

Cohort Comparison
Grades 3-8

2013 CMT Results
Weston Cohort Comparison
2008 - 2013

		2008	2009	2010	2011	2012	2013
Grade 8	Mathematics	85.9%	89.6%	90.9%	88.7%	86.3%	87.7%
	Reading	93.8%	94.5%	94.9%	93.2%	92.4%	94.6%
	Writing	94.3%	93.1%	88.9%	89.8%	91.5%	88.3%
	Science	88.0%	86.1%	89.4%	88.0%	84.4%	83.9%
Grade 7	Mathematics	91.2%	94.5%	90.3%	89.0%	91.6%	90.3%
	Reading	93.2%	96.2%	94.4%	94.7%	96.5%	94.7%
	Writing	89.3%	92.4%	85.0%	85.3%	89.7%	82.5%
Grade 6	Mathematics	92.9%	90.9%	89.2%	93.3%	91.0%	86.4%
	Reading	89.1%	92.0%	91.5%	92.8%	93.3%	89.3%
	Writing	86.4%	83.4%	89.3%	88.1%	88.6%	81.1%
Grade 5	Mathematics	91.8%	90.0%	92.3%	93.6%	93.3%	93.8%
	Reading	86.0%	87.1%	86.5%	84.8%	81.8%	86.9%
	Writing	87.7%	87.7%	83.9%	87.8%	80.5%	85.4%
	Science	83.0%	86.3%	84.8%	87.7%	89.6%	91.0%
Grade 4	Mathematics	86.7%	88.6%	91.9%	91.3%	91.2%	94.2%
	Reading	81.0%	85.3%	81.5%	82.9%	87.1%	86.0%
	Writing	82.9%	85.1%	81.0%	78.8%	86.5%	88.8%
Grade 3	Mathematics	80.9%	84.7%	81.3%	86.1%	91.4%	91.9%
	Reading	80.9%	82.1%	75.6%	82.1%	85.1%	78.9%
	Writing	81.3%	76.4%	65.6%	79.7%	75.9%	70.3%



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Connecticut Mastery Test

Results By Grade Level
Grades 3-8

2013 Connecticut Mastery Test - Grade 3 Overall Summary

Weston (157)

Total Population: 179

Mathematics

<i>Standard CMT Score Summary</i>	<i>Standard CMT Results by Level</i>		<i>Assessment Participation</i>	
Average Mathematics scale score (range 100-400)	292.1	Advanced49.4 Goal42.4	Standard CMT	172 / 96.1%
Average raw score (range 0-106)	97.2	Proficient17.6	Skills Checklist	2 / 1.1%
Average # of content strands mastered (out of 18)	17.0	Basic0.6	Modified Assessment	4 / 2.2%
Percent at/above goal level	91.9	Below Basic0.0	*ELL Exempt	0 / 0.0%
Percent at/above proficient level	99.4	Advanced: 288-400, Goal: 242-287, Proficient: 210-241, Basic: 187-209, Below Basic: 100-186	**No Valid Score	0 / 0.0%
			Total Participation	178 / 99.4%
			Absent	1 / 0.6%
			Total Enrollment	179 / 100.0%

Reading

<i>Standard CMT Score Summary</i>	<i>Standard CMT Results by Level</i>		<i>Assessment Participation</i>	
Average Reading scale score (range 100-400)	263.6	Advanced35.7 Goal43.3	Standard CMT	171 / 95.5%
Average Reading Comp. raw score (range 0-40)	31.2	Proficient12.3	Skills Checklist	2 / 1.1%
Average # of Reading Comp. content strands mastered (out of 4)	3.1	Basic6.4	Modified Assessment	5 / 2.8%
Average DRP™ unit score	55.2	Below Basic2.3	*ELL Exempt	0 / 0.0%
Percent at/above goal level	78.9	Advanced: 279-400, Goal: 235-278, Proficient: 217-234, Basic: 202-216, Below Basic: 100-201	**No Valid Score	0 / 0.0%
Percent at/above proficient level	91.2		Total Participation	178 / 99.4%
			Absent	1 / 0.6%
			Total Enrollment	179 / 100.0%

Writing

<i>Standard CMT Score Summary</i>	<i>Standard CMT Results by Level</i>		<i>Assessment Participation</i>	
Average Writing scale score (range 100-400)	259.2	Advanced24.0 Goal46.3	Standard CMT	175 / 97.8%
Average ER raw score (range 0-32)	23.9	Proficient18.3	Skills Checklist	2 / 1.1%
Average # of Editing & Revising content strands mastered (out of 2)	1.2	Basic9.7	*ELL Exempt	0 / 0.0%
Average Direct Assessment of Writing holistic score (range 2-12)	8.5	Below Basic1.7	**No Valid Score	1 / 0.6%
Percent at/above goal level	70.3	Advanced: 287-400, Goal: 240-286, Proficient: 212-239, Basic: 188-211, Below Basic: 100-187	Total Participation	178 / 99.4%
Percent at/above proficient level	88.6		Absent	1 / 0.6%
			Total Enrollment	179 / 100.0%

Students At/Above Goal/Proficient Level on the content areas of Mathematics, Reading, and Writing:

	Tested		None of the Areas		Only One Area		Only Two Areas		All Three Areas	
	N		N	%	N	%	N	%	N	%
Goal	177		9	5.1	21	11.9	46	26.0	101	57.1
Proficient	177		3	1.7	8	4.5	24	13.6	142	80.2

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

** No Valid Score group Includes students who left the test blank; whose response were Not Scorable (in Direct Assessment of Writing ONLY) or Void; who participated in the Modified Assessment System pilot; who were Medically Exempt, or No Longer in CT Public Schools.

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

** No Valid Score group includes students who left the test blank; whose response were Not Scorable (in Direct Assessment of Writing ONLY) or Void; who participated in the Modified Assessment System pilot; who were Medically Exempt, or No Longer in CT Public Schools.

2013 Connecticut Mastery Test - Grade 4 Overall Summary

Weston (157)

Total Population: 193

Mathematics

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation		
Average Mathematics scale score (range 100-400)	303.4	Advanced58.7	Goal35.4	Standard CMT	189 / 97.9%	
Average raw score (range 0-110)	99.9	Proficient4.2		Skills Checklist	4 / 2.1%	
Average # of content strands mastered (out of 21)	19.8	Basic1.1		Modified Assessment	0 / 0.0%	
		Below Basic0.5		*ELL Exempt	0 / 0.0%	
Percent at/above goal level	94.2	Advanced: 290-400, Goal: 245-289, Proficient: 215-244, Basic: 194-214, Below Basic: 100-193			**No Valid Score	0 / 0.0%
Percent at/above proficient level	98.4					
				Total Participation	193 / 100.0%	
				Absent	0 / 0.0%	
				Total Enrollment	193 / 100.0%	

Reading

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation	
Average Reading scale score (range 100-400)	281.8	Advanced37.6		Standard CMT	186 / 96.4%
Average Reading Comp. raw score (range 0-40)	32.3	Goal48.4		Skills Checklist	4 / 2.1%
Average # of Reading Comp. content strands mastered (out of 4)	3.3	Proficient9.1		Modified Assessment	3 / 1.6%
Average DRP™ unit score		Basic4.3		*ELL Exempt	0 / 0.0%
		Below Basic0.5		**No Valid Score	0 / 0.0%
Percent at/above goal level	65.4	Advanced: 295-400, Goal: 244-294, Proficient: 227-243, Basic: 213-226, Below Basic: 100-212		Total Participation	193 / 100.0%
Percent at/above proficient level	86.0			Absent	0 / 0.0%
	95.2			Total Enrollment	193 / 100.0%

Writing

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation	
Average Writing scale score (range 100-400)	284.1	Advanced52.7		Standard CMT	188 / 97.4%
Average ER raw score (range 0-32)	26.7	Goal36.2		Skills Checklist	4 / 2.1%
Average # of Editing & Revising content strands mastered (out of 2)	1.7	Proficient5.9		*ELL Exempt	0 / 0.0%
		Basic3.2		**No Valid Score	0 / 0.0%
Average Direct Assessment of Writing holistic score (range 2-12)	9.5	Below Basic2.1		Total Participation	192 / 99.5%
Percent at/above goal level	88.8	Advanced: 281-400, Goal: 237-280, Proficient: 209-236, Basic: 185-208, Below Basic: 100-184		Absent	1 / 0.5%
Percent at/above proficient level	94.7			Total Enrollment	193 / 100.0%

Students At/Above Goal/Proficient Level on the content areas of Mathematics, Reading, and Writing:

	Tested	None of the Areas		Only One Area		Only Two Areas		All Three Areas	
	N	N	%	N	%	N	%	N	%
Goal	189	6	3.2	9	4.8	26	13.8	148	78.3
Proficient	189	1	0.5	5	2.6	13	6.9	170	89.9

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

** No Valid Score group includes students who left the test blank; whose response were Not Scorable (in Direct Assessment of Writing ONLY) or Void; who participated in the Modified Assessment System pilot; who were Medically Exempt, or No Longer in CT Public Schools.

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

** No Valid Score group includes students who left the test blank; whose response were Not Scorable (in Direct Assessment of Writing ONLY) or Void; who participated in the Modified Assessment System pilot; who were Medically Exempt, or No Longer in CT Public Schools.

2013 Connecticut Mastery Test - Grade 5 Overall Summary

Weston (157)

Total Population: 180

Mathematics

<i>Standard CMT Score Summary</i>	<i>Standard CMT Results by Level</i>		<i>Assessment Participation</i>	
Average Mathematics scale score (range 100-400)	301.8	Advanced 56.8 Goal 36.9	Standard CMT	176 / 97.8%
Average raw score (range 0-132)	118.3	Proficient 4.5	Skills Checklist	1 / 0.6%
Average # of content strands mastered (out of 23)	21.2	Basic 1.7	Modified Assessment	2 / 1.1%
Percent at/above goal level	93.8	Below Basic 0.0	*ELL Exempt	0 / 0.0%
Percent at/above proficient level	98.3	Advanced: 293-400, Goal: 245-292, Proficient: 215-244, Basic: 191-214, Below Basic: 100-190	**No Valid Score	0 / 0.0%
			Total Participation	179 / 99.4%
			Absent	1 / 0.6%
			Total Enrollment	180 / 100.0%

Reading

<i>Standard CMT Score Summary</i>	<i>Standard CMT Results by Level</i>		<i>Assessment Participation</i>	
Average Reading scale score (range 100-400)	269.7	Advanced 38.1 Goal 48.9	Standard CMT	176 / 97.8%
Average Reading Comp. raw score (range 0-40)	33.5	Proficient 8.0	Skills Checklist	1 / 0.6%
Average # of Reading Comp. content strands mastered (out of 4)	3.6	Basic 1.7	Modified Assessment	2 / 1.1%
Average DRP™ unit score	65.5	Below Basic 3.4	*ELL Exempt	0 / 0.0%
Percent at/above goal level	86.9	Advanced: 279-400, Goal: 230-278, Proficient: 215-229, Basic: 203-214, Below Basic: 100-202	**No Valid Score	0 / 0.0%
Percent at/above proficient level	94.9		Total Participation	179 / 99.4%
			Absent	1 / 0.6%
			Total Enrollment	180 / 100.0%

Writing

<i>Standard CMT Score Summary</i>	<i>Standard CMT Results by Level</i>		<i>Assessment Participation</i>	
Average Writing scale score (range 100-400)	273.5	Advanced 38.8 Goal 46.6	Standard CMT	178 / 98.9%
Average ER raw score (range 0-36)	28.4	Proficient 12.9	Skills Checklist	1 / 0.6%
Average # of Editing & Revising content strands mastered (out of 2)	1.5	Basic 1.7	*ELL Exempt	0 / 0.0%
Average Direct Assessment of Writing holistic score (range 2-12)	8.8	Below Basic 0.0	**No Valid Score	0 / 0.0%
Percent at/above goal level	85.4	Advanced: 284-400, Goal: 238-283, Proficient: 209-237, Basic: 186-208, Below Basic: 100-185	Total Participation	179 / 99.4%
Percent at/above proficient level	98.3		Absent	1 / 0.6%
			Total Enrollment	180 / 100.0%

Science

<i>Standard CMT Score Summary</i>	<i>Standard CMT Results by Level</i>		<i>Assessment Participation</i>	
Average Science scale score (range 100-400)	298.7	Advanced 47.8 Goal 43.3	Standard CMT	178 / 98.9%
Average raw score (range 0-42)	35.5	Proficient 7.3	Skills Checklist	1 / 0.6%
Percent at/above goal level	91.0	Basic 1.7	*ELL Exempt	0 / 0.0%
Percent at/above proficient level	98.3	Below Basic 0.0	**No Valid Score	0 / 0.0%
			Total Participation	179 / 99.4%
			Absent	1 / 0.6%
			Total Enrollment	180 / 100.0%

Students At/Above Goal/Proficient Level on the content areas of Mathematics, Reading, Writing, and Science:

	Tested	None of the Areas		Only One Area		Only Two Areas		Only Three Areas		All Four Areas	
	N	N	%	N	%	N	%	N	%	N	%
Goal	178	3	1.7	7	3.9	13	7.3	21	11.8	134	75.3
Proficient	178	0	0.0	1	0.6	3	1.7	13	7.3	161	90.4

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

** No Valid Score group Includes students who left the test blank; whose response were Not Scorable (In Direct Assessment of Writing ONLY) or Void; who participated in the Modified Assessment System pilot; who were Medically Exempt, or No Longer in CT Public Schools.

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2013 Connecticut Mastery Test - Grade 6 Overall Summary

Weston (157)

Total Population: 222

Mathematics

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation		
Average Mathematics scale score (range 100-400)	286.8	Advanced53.7	Goal32.7	Standard CMT	214 / 96.4%	
Average raw score (range 0-140)	117.0	Proficient10.3		Skills Checklist	3 / 1.4%	
Average # of content strands mastered (out of 23)	19.5	Basic2.3		Modified Assessment	4 / 1.8%	
		Below Basic0.9		*ELL Exempt	0 / 0.0%	
Percent at/above goal level	86.4	Advanced: 285-400, Goal: 244-284, Proficient: 214-243,			**No Valid Score	0 / 0.0%
Percent at/above proficient level	96.7	Basic: 190-213, Below Basic: 100-189			Total Participation	221 / 99.5%
				Absent	1 / 0.5%	
				Total Enrollment	222 / 100.0%	

Reading

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation	
Average Reading scale score (range 100-400)	275.5	Advanced33.6		Standard CMT	214 / 96.4%
Average Reading Comp. raw score (range 0-40)	32.9	Goal55.6		Skills Checklist	3 / 1.4%
Average # of Reading Comp. content strands mastered (out of 4)		Proficient4.2		Modified Assessment	3 / 1.4%
	3.5	Basic4.7		*ELL Exempt	0 / 0.0%
Average DRP™ unit score		Below Basic1.9		**No Valid Score	0 / 0.0%
	71.2	Advanced: 289-400, Goal: 236-288, Proficient: 220-235, Basic: 207-219, Below Basic: 100-206			
Percent at/above goal level	89.3			Total Participation	220 / 99.1%
Percent at/above proficient level	93.5			Absent	2 / 0.9%
				Total Enrollment	222 / 100.0%

Writing

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation	
Average Writing scale score (range 100-400)	278.2	Advanced42.9		Standard CMT	217 / 97.7%
Average ER raw score (range 0-36)	29.9	Goal38.2		Skills Checklist	3 / 1.4%
Average # of Editing & Revising content strands mastered (out of 2)	1.6	Proficient13.4		*ELL Exempt	0 / 0.0%
		Basic4.6		**No Valid Score	0 / 0.0%
Average Direct Assessment of Writing holistic score (range 2-12)	8.6	Below Basic0.9		Total Participation	220 / 99.1%
Percent at/above goal level	81.1	Advanced: 284-400, Goal: 237-283, Proficient: 211-236, Basic: 185-210, Below Basic: 100-184		Absent	2 / 0.9%
Percent at/above proficient level	94.5			Total Enrollment	222 / 100.0%

Students At/Above Goal/Proficient Level on the content areas of Mathematics, Reading, and Writing:

	Tested	None of the Areas		Only One Area		Only Two Areas		All Three Areas	
	N	N	%	N	%	N	%	N	%
Goal	218	15	6.9	13	6.0	31	14.2	159	72.9
Proficient	218	6	2.8	4	1.8	16	7.3	192	88.1

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

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2013 Connecticut Mastery Test - Grade 7 Overall Summary

Weston (157)

Total Population: 211

Mathematics

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation		
Average Mathematics scale score (range 100-400)	289.4	Advanced50.0	Goal40.3	Standard CMT	206 / 97.6%	
Average raw score (range 0-146)	118.9	Proficient7.8		Skills Checklist	2 / 0.9%	
Average # of content strands mastered (out of 23)	19.0	Basic1.5		Modified Assessment	0 / 0.0%	
		Below Basic0.5		*ELL Exempt	0 / 0.0%	
Percent at/above goal level	90.3	Advanced: 290-400, Goal: 246-289, Proficient: 216-245,			**No Valid Score	0 / 0.0%
Percent at/above proficient level	98.1	Basic: 191-215, Below Basic: 100-190			Total Participation	208 / 98.6%
				Absent	3 / 1.4%	
				Total Enrollment	211 / 100.0%	

Reading

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation		
Average Reading scale score (range 100-400)	277.0	Advanced	51.9	Standard CMT	206 / 97.6%	
Average Reading Comp. raw score (range 0-40)	33.1	Goal	42.7	Skills Checklist	2 / 0.9%	
Average # of Reading Comp. content strands mastered (out of 4)	3.5	Proficient	2.9	Modified Assessment	0 / 0.0%	
Average DRP™ unit score		Basic	1.0	*ELL Exempt	0 / 0.0%	
		Below Basic	1.5	**No Valid Score	0 / 0.0%	
	73.3	Advanced: 273-400, Goal: 222-272, Proficient: 208-221, Basic: 194-207, Below Basic: 100-193			Total Participation	208 / 98.6%
Percent at/above goal level	94.7				Absent	3 / 1.4%
Percent at/above proficient level	97.6				Total Enrollment	211 / 100.0%

Writing

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation	
Average Writing scale score (range 100-400)	267.4	Advanced47.1		Standard CMT	206 / 97.6%
Average ER raw score (range 0-40)	31.8	Goal35.4		Skills Checklist	2 / 0.9%
Average # of Editing & Revising content strands mastered (out of 2)	1.4	Proficient13.1		*ELL Exempt	0 / 0.0%
Average Direct Assessment of Writing holistic score (range 2-12)	8.9	Basic3.9		**No Valid Score	0 / 0.0%
		Below Basic0.5			
Percent at/above goal level	82.5	Advanced: 270-400, Goal: 236-269, Proficient: 213-235, Basic: 192-212, Below Basic: 100-191		Total Participation	208 / 98.6%
Percent at/above proficient level	95.6			Absent	3 / 1.4%
				Total Enrollment	211 / 100.0%

Students At/Above Goal/Proficient Level on the content areas of Mathematics, Reading, and Writing:

	Tested	None of the Areas		Only One Area		Only Two Areas		All Three Areas	
	N	N	%	N	%	N	%	N	%
Goal	206	6	2.9	10	4.9	29	14.1	161	78.2
Proficient	206	0	0.0	5	2.4	8	3.9	193	93.7

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

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2013 Connecticut Mastery Test - Grade 8 Overall Summary

Weston (157)

Total Population: 207

Mathematics

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation	
Average Mathematics scale score (range 100-400)	285.3	Advanced54.4	Goal33.3	Standard CMT	204 / 98.6%
Average raw score (range 0-146)	115.1	Proficient9.3	Basic2.9	Skills Checklist	0 / 0.0%
Average # of content strands mastered (out of 21)	16.6	Below Basic0.0		Modified Assessment	1 / 0.5%
Percent at/above goal level	87.7	Advanced: 287-400, Goal: 245-286, Proficient: 214-244, Basic: 191-213, Below Basic: 100-190		*ELL Exempt	1 / 0.5%
Percent at/above proficient level	97.1			**No Valid Score	0 / 0.0%
				Total Participation	206 / 99.5%
				Absent	1 / 0.5%
				Total Enrollment	207 / 100.0%

Reading

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation		
Average Reading scale score (range 100-400)	288.4	Advanced	51.0	Standard CMT	204 / 98.6%	
Average Reading Comp. raw score (range 0-40)	32.8	Goal	43.6	Skills Checklist	0 / 0.0%	
Average # of Reading Comp. content strands mastered (out of 4)		Proficient	2.0	Modified Assessment	2 / 1.0%	
	3.4	Basic	2.5	*ELL Exempt	1 / 0.5%	
Average DRP™ unit score		Below Basic	1.0	**No Valid Score	0 / 0.0%	
	79.8	Advanced: 282-400, Goal: 232-281, Proficient: 219-231, Basic: 206-218, Below Basic: 100-205				
Percent at/above goal level	94.6				Total Participation	207 / 100.0%
Percent at/above proficient level	96.6				Absent	0 / 0.0%
					Total Enrollment	207 / 100.0%

Writing

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation		
Average Writing scale score (range 100-400)	275.0	Advanced	39.3	Standard CMT	206 / 99.5%	
Average ER raw score (range 0-40)	32.0	Goal	49.0	Skills Checklist	0 / 0.0%	
Average # of Editing & Revising content strands mastered (out of 2)	1.5	Proficient	7.3	*ELL Exempt	1 / 0.5%	
Average Direct Assessment of Writing holistic score (range 2-12)		Basic	3.4	**No Valid Score	0 / 0.0%	
		Below Basic	1.0			
Percent at/above goal level	88.3	Advanced: 283-400, Goal: 236-282, Proficient: 212-235, Basic: 189-211, Below Basic: 100-188			Total Participation	207 / 100.0%
Percent at/above proficient level	95.6				Absent	0 / 0.0%
				Total Enrollment	207 / 100.0%	

Science

Standard CMT Score Summary		Standard CMT Results by Level		Assessment Participation	
Average Science scale score (range 100-400)	276.2	Advanced	25.4	Standard CMT	205 / 99.0%
Average raw score (range 0-51)	39.1	Goal	58.5	Skills Checklist	0 / 0.0%
Percent at/above goal level	83.9	Proficient	10.2	*ELL Exempt	1 / 0.5%
Percent at/above proficient level	94.1	Basic	4.4	**No Valid Score	0 / 0.0%
		Below Basic	1.5	Total Participation	206 / 99.5%
		Advanced: 299-400, Goal: 244-298, Proficient: 221-243, Basic: 202-220, Below Basic: 100-201		Absent	1 / 0.5%
				Total Enrollment	207 / 100.0%

Students At/Above Goal/Proficient Level on the content areas of Mathematics, Reading, Writing, and Science:

	Tested	None of the Areas		Only One Area		Only Two Areas		Only Three Areas		All Four Areas	
	N	N	%	N	%	N	%	N	%	N	%
Goal	206	4	1.9	9	4.4	13	6.3	29	14.1	151	73.3
Proficient	206	1	0.5	3	1.5	4	1.9	18	8.7	180	87.4

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

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*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.

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WESTON PUBLIC SCHOOLS
Weston, Connecticut

DRG A Results

Connecticut Mastery Test
Generation 4

**DRG A Goal or Above
2013 CMT Scores**

District	Reading Grade 3	Rank	Reading Grade 4	Rank	Reading Grade 5	Rank	Reading Grade 6	Rank	Reading Grade 7	Rank	Reading Grade 8	Rank
Darien	80.0%	6	80.2%	8	89.2%	3	89.7%	3	94.8%	4	95.3%	3
Easton	82.0%	4	85.9%	5	87.5%	6	89.7%	3	95.0%	3	94.2%	5
New Canaan	89.7%	1	94.2%	1	91.7%	1	89.8%	4	92.3%	7	96.6%	1
Redding	75.4%	8	85.5%	6	85.8%	7	90.2%	2	93.8%	6	90.9%	8
Ridgefield	81.2%	5	84.1%	7	90.9%	2	88.4%	6	95.9%	1	91.4%	7
Weston	78.9%	7	86.0%	4	86.9%	5	89.3%	5	94.7%	5	94.6%	4
Westport	82.8%	3	89.1%	2	89.1%	4	90.9%	1	91.0%	8	93.9%	6
Wilton	84.5%	2	86.9%	3	86.9%	5	90.2%	2	95.8%	2	96.1%	2
DRG A Avg.	81.8%		86.5%		88.5%		89.8%		94.2%		94.1%	

District	Writing Grade 3	Rank	Writing Grade 4	Rank	Writing Grade 5	Rank	Writing Grade 6	Rank	Writing Grade 7	Rank	Writing Grade 8	Rank
Darien	81.7%	3	82.7%	6	87.4%	3	89.7%	3	91.8%	1	94.0%	1
Easton	82.5%	2	88.9%	2	73.6%	8	81.5%	7	82.0%	8	89.9%	6
New Canaan	91.2%	1	92.0%	1	92.7%	1	88.6%	4	86.1%	4	92.7%	2
Redding	81.0%	5	86.8%	4	83.1%	6	89.9%	2	82.7%	6	86.5%	7
Ridgefield	80.8%	6	86.8%	4	89.3%	2	88.3%	5	89.6%	2	90.7%	5
Weston	70.3%	8	88.8%	3	85.4%	5	81.1%	8	82.5%	7	88.3%	8
Westport	76.8%	7	84.0%	5	86.7%	4	90.6%	1	86.5%	3	90.9%	4
Wilton	81.6%	4	81.9%	7	76.6%	7	81.8%	6	83.6%	5	92.0%	3
DRG A Avg.	80.7%		86.5%		84.4%		86.4%		85.6%		90.6%	

District	Math Grade 3	Rank	Math Grade 4	Rank	Math Grade 5	Rank	Math Grade 6	Rank	Math Grade 7	Rank	Math Grade 8	Rank
Darien	80.5%	8	87.3%	6	90.4%	7	93.7%	1	95.3%	1	95.9%	1
Easton	86.8%	6	90.9%	3	90.2%	8	82.3%	8	92.5%	3	90.6%	5
New Canaan	95.0%	1	96.4%	1	90.7%	5	85.0%	7	88.1%	7	92.4%	2
Redding	88.1%	4	90.7%	4	92.1%	3	92.5%	2	87.9%	8	92.2%	3
Ridgefield	89.4%	3	91.1%	3	92.5%	2	90.8%	5	89.5%	6	89.5%	6
Weston	91.9%	2	94.2%	2	93.8%	1	86.4%	6	90.3%	5	87.7%	7
Westport	87.9%	5	90.9%	3	91.6%	4	92.2%	3	93.4%	2	90.8%	4
Wilton	83.4%	7	88.2%	5	90.6%	6	92.1%	4	91.4%	4	92.2%	3
DRG A Avg.	87.9%		91.2%		91.5%		89.4%		91.1%		91.4%	

District	Science Grade 5	Rank	Science Grade 8	Rank
Darien	89.1%	4	86.5%	4
Easton	85.3%	6	87.7%	3
New Canaan	92.1%	1	92.7%	1
Redding	83.9%	7	81.3%	8
Ridgefield	90.6%	3	82.3%	7
Weston	91.0%	2	83.9%	6
Westport	86.7%	5	84.3%	5
Wilton	85.3%	6	87.9%	2
DRG A Avg.	88.0%		85.8%	



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Connecticut Mastery Test

Sub-Group Results

Special Education
Gender

2013 Connecticut Mastery Test - Grade 3
Weston (157)
Subgroups by Special Ed.

Mathematics

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	17	11	64.7	0.0	35.3	Results not presented for groups < 20							
Not Special Ed.	162	161	99.4	0.6	0.0	0	0	7	40	52	294.4	92.5	100.0

Reading

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	17	10	58.8	0.0	41.2	Results not presented for groups < 20							
Not Special Ed.	162	161	99.4	0.6	0.0	2	6	11	45	37	265.4	81.4	92.5

Writing

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	17	15	88.2	0.0	11.8	Results not presented for groups < 20							
Not Special Ed.	162	160	98.8	0.6	0.6	1	8	17	48	26	262.7	74.4	91.3

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 3
Weston (157)
Subgroups by Gender

Mathematics

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	101	97	96.0	1.0	3.0	0	1	7	44	47	290.7	91.8	99.0
Female	78	75	96.2	0.0	3.8	0	0	8	40	52	294.0	92.0	100.0

Reading

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	101	95	94.1	1.0	5.0	3	9	11	43	34	261.2	76.8	87.4
Female	78	76	97.4	0.0	2.6	1	3	14	43	38	266.6	81.6	96.1

Writing

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	101	97	96.0	1.0	3.0	3	14	26	43	13	245.5	56.7	82.5
Female	78	78	100.0	0.0	0.0	0	4	9	50	37	276.2	87.2	96.2

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 4
Weston (157)
Subgroups by Special Ed.

Mathematics

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	13	9	69.2	0.0	30.8	Results not presented for groups < 20							
Not Special Ed.	180	180	100.0	0.0	0.0	0	1	3	35	62	306.8	96.7	99.4

Reading

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	13	6	46.2	0.0	53.8	Results not presented for groups < 20							
Not Special Ed.	180	180	100.0	0.0	0.0	1	3	9	49	38	283.1	87.2	96.1

Writing

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	13	9	69.2	0.0	30.8	Results not presented for groups < 20							
Not Special Ed.	180	179	99.4	0.6	0.0	1	2	4	37	55	287.6	92.2	96.6

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 4
Weston (157)
Subgroups by Gender

Mathematics

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	93	91	97.8	0.0	2.2	1	0	5	29	65	307.3	93.4	98.9
Female	100	98	98.0	0.0	2.0	0	2	3	42	53	299.7	94.9	98.0

Reading

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	93	89	95.7	0.0	4.3	0	6	12	45	37	278.3	82.0	94.4
Female	100	97	97.0	0.0	3.0	1	3	6	52	38	285.0	89.7	95.9

Writing

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	93	90	96.8	1.1	2.2	3	6	10	42	39	269.9	81.1	91.1
Female	100	98	98.0	0.0	2.0	1	1	2	31	65	297.1	95.9	98.0

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 5
Weston (157)
Subgroups by Special Ed.

Mathematics

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	13	9	69.2	7.7	23.1	Results not presented for groups < 20							
Not Special Ed.	167	167	100.0	0.0	0.0	0	1	4	36	59	304.4	95.2	98.8

Reading

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	13	9	69.2	7.7	23.1	Results not presented for groups < 20							
Not Special Ed.	167	167	100.0	0.0	0.0	2	2	7	49	40	272.0	88.6	95.8

Writing

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	13	11	84.6	7.7	7.7	Results not presented for groups < 20							
Not Special Ed.	167	167	100.0	0.0	0.0	0	1	12	47	41	275.5	87.4	99.4

Science

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	13	11	84.6	7.7	7.7	Results not presented for groups < 20							
Not Special Ed.	167	167	100.0	0.0	0.0	0	1	6	42	51	301.9	92.8	98.8

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 5
Weston (157)
Subgroups by Gender

Mathematics

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	94	91	96.8	1.1	2.1	0	1	4	32	63	303.1	94.5	98.9
Female	86	85	98.8	0.0	1.2	0	2	5	42	51	300.4	92.9	97.6

Reading

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	94	90	95.7	1.1	3.2	3	1	8	50	38	269.8	87.8	95.6
Female	86	86	100.0	0.0	0.0	3	2	8	48	38	269.7	86.0	94.2

Writing

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	94	92	97.9	1.1	1.1	0	2	16	52	29	265.8	81.5	97.8
Female	86	86	100.0	0.0	0.0	0	1	9	41	49	281.7	89.5	98.8

Science

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	94	92	97.9	1.1	1.1	0	1	7	47	46	297.9	92.4	98.9
Female	86	86	100.0	0.0	0.0	0	2	8	40	50	299.7	89.5	97.7

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 6
Weston (157)
Subgroups by Special Ed.

Mathematics

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	23	16	69.6	0.0	30.4	Results not presented for groups < 20							
Not Special Ed.	199	198	99.5	0.5	0.0	1	1	9	32	58	290.4	89.4	98.5

Reading

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	23	17	73.9	0.0	26.1	Results not presented for groups < 20							
Not Special Ed.	199	197	99.0	1.0	0.0	2	4	3	56	36	278.7	91.9	94.9

Writing

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	23	20	87.0	0.0	13.0	5	25	35	30	5	227.7	35.0	70.0
Not Special Ed.	199	197	99.0	1.0	0.0	1	3	11	39	47	283.4	85.8	97.0

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 6
Weston (157)
Subgroups by Gender

Mathematics

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	117	113	96.6	0.9	2.6	1	1	12	32	54	287.5	85.8	98.2
Female	105	101	96.2	0.0	3.8	1	4	8	34	53	286.1	87.1	95.0

Reading

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	117	112	95.7	1.7	2.6	3	6	4	56	31	272.2	87.5	91.1
Female	105	102	97.1	0.0	2.9	1	3	5	55	36	279.2	91.2	96.1

Writing

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	117	112	95.7	1.7	2.6	1	5	19	42	33	270.0	75.0	93.8
Female	105	105	100.0	0.0	0.0	1	4	8	34	53	287.0	87.6	95.2

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 7
Weston (157)
Subgroups by Special Ed.

Mathematics

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	17	15	88.2	0.0	11.8	Results not presented for groups < 20							
Not Special Ed.	194	191	98.5	1.5	0.0	0	2	7	38	53	292.1	91.1	98.4

Reading

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	17	15	88.2	0.0	11.8	Results not presented for groups < 20							
Not Special Ed.	194	191	98.5	1.5	0.0	2	1	2	40	56	279.9	96.3	97.9

Writing

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	17	15	88.2	0.0	11.8	Results not presented for groups < 20							
Not Special Ed.	194	191	98.5	1.5	0.0	1	4	12	35	49	269.0	83.8	95.8

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 7

Weston (157)

Subgroups by Gender

Mathematics

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	104	103	99.0	1.0	0.0	1	2	8	42	48	288.7	89.3	97.1
Female	107	103	96.3	1.9	1.9	0	1	8	39	52	290.2	91.3	99.0

Reading

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	104	103	99.0	1.0	0.0	3	2	3	51	41	268.6	92.2	95.1
Female	107	103	96.3	1.9	1.9	0	0	3	34	63	285.4	97.1	100.0

Writing

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	104	103	99.0	1.0	0.0	1	7	18	45	29	254.9	73.8	92.2
Female	107	103	96.3	1.9	1.9	0	1	8	26	65	280.0	91.3	99.0

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 8
Weston (157)
Subgroups by Special Ed.

Mathematics

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	15	14	93.3	0.0	6.7	Results not presented for groups < 20							
Not Special Ed.	192	190	99.0	0.5	0.5	0	1	7	35	57	288.8	92.1	98.9

Reading

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	15	13	86.7	0.0	13.3	Results not presented for groups < 20							
Not Special Ed.	192	191	99.5	0.0	0.5	1	1	2	42	54	291.4	96.3	98.4

Writing

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	15	15	100.0	0.0	0.0	Results not presented for groups < 20							
Not Special Ed.	192	191	99.5	0.0	0.5	1	3	6	50	41	277.9	91.1	96.9

Science

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	15	15	100.0	0.0	0.0	Results not presented for groups < 20							
Not Special Ed.	192	190	99.0	0.5	0.5	1	3	10	60	27	279.6	86.8	96.8

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 Connecticut Mastery Test - Grade 8
Weston (157)
Subgroups by Gender

Mathematics

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	119	116	97.5	0.8	1.7	0	3	9	33	55	285.4	87.9	96.6
Female	88	88	100.0	0.0	0.0	0	2	10	34	53	285.0	87.5	97.7

Reading

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	119	117	98.3	0.0	1.7	2	4	1	50	44	281.2	93.2	94.0
Female	88	87	98.9	0.0	1.1	0	0	3	36	61	298.1	96.6	100.0

Writing

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	119	118	99.2	0.0	0.8	2	5	10	53	30	265.6	83.1	93.2
Female	88	88	100.0	0.0	0.0	0	1	3	43	52	287.6	95.5	98.9

Science

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	119	117	98.3	0.8	0.8	2	3	11	62	23	275.0	84.6	95.7
Female	88	88	100.0	0.0	0.0	1	7	9	55	28	277.9	83.0	92.0

*Other indicates students who left the test blank, or whose responses were not scorable. Additionally, students assessed with the Skills Checklist and English Language Learners eligible for exemption are included in this category.

**Results are not presented for groups fewer than 20.

2013 CMT Reflection and Analysis

We know that the CMT results do not provide the full picture of student achievement, yet we are judged by how well our students do on the CMT. The results assist the district in identifying broad areas for improvement in order to increase the number of students achieving at goal or above.

Our instructional program is continually strengthened through our district wide professional development program, revised and revamped curriculum, more varied instructional and assessment strategies, higher standards, consistent curriculum and learner expectations at each grade level, differentiated learning experiences, and the infusion of technology in daily instruction. Through our continued efforts and commitment, student achievement continues to improve.

We have eight years of data on CMT4 to help identify areas (skills) requiring additional attention and curriculum adjustment. Listed below are the highlights of the analysis that will inform our improvement efforts. It is important for us to look at trends over time versus isolating our improvement efforts to a single year of results. Results don't happen by accident, but rather by design.

Analysis

1. Analysis of performance data must be viewed with appropriate perspective. State tests measure student achievement towards core competencies and skills, skills that should be mastered by all students. In particular, the CMT measures mastery of discrete skills, not skills applied in contexts, or "real world applications." In addition, the skills are merely samples of an entire domain, e.g. writing, rather than measurements of performance in the full domain. Comparisons across districts are made. However, these comparisons must be viewed with caution since this is not the intended purpose of the test, and slight fluctuations in achievement scores may result in significant changes in district "ranks."
2. The percentage of students achieving goal or above on each of the twenty subtests exceeds 80% with the exception of two subtests (grade three reading and writing). (The results for these two subtests have been reviewed in greater detail to identify possible factors contributing to the lower performance).
3. Cohort data (same students tested over time) indicates student performance growth on seven of the 15 subtests for all students tested in grades four through eight.
4. The grades three through five cohorts demonstrated strong overall performance in math. The percentage of students performing at the Goal level (4) was over 91% for all three grades with grade three scoring 91.9%, grade four scoring 94.2% (2.8% gain over 2012) and grade five scoring 93.8% (2.6% gain over 2012).

5. More students achieved at Advanced (level 5) than at any other level on every Math subtest in grades three through eight. Additionally, over 49% of our students scored at the Advanced level on every Math subtest in grades three through eight, ranging from 49.4% in grade three to a high of 58.7% in grade four.
6. There was an increase in the number of students performing at the Goal level (4) in Reading in grades four, six, and seven. Of particular note, is the increase in the percentage of students achieving goal in grade six (89.3%), which represented a 7.5% gain over 2012.
7. In writing, the performance of the cohorts in grades four through eighth was varied. The most significant changes in performance were in grade four and seven. 88.8% of students in grade four achieved goal (12.9% gain over 2012), while 82.5% of students in grade seven achieved goal (6.1% decrease over 2012). In grades five, six, and eight the percentage of students achieving goal was similar to the performance in 2012 with only slight increases or decreases.

There are many factors that led to strong 2013 CMT results. They include:

1. curriculum aligned to state performance standards;
2. quality instruction aligned to standards;
3. high quality professional development and instructional coaching provided by our Curriculum Instructional Leaders; and
4. the inclusion of benchmark assessments that have provided teachers with student performance data to inform instruction.

All of the above noted factors, coupled with commitment and dedication of our teachers, paraprofessionals, Curriculum Instructional Leaders (CILs), and building principals have helped us in our instructional improvement efforts to ensure the success of all students in the Weston Public Schools. These positive results are truly a coordinated effort of talented professionals.

A School Improvement Plan (SIP) is developed at each grade level with principals, curriculum instructional leaders, classroom teachers, and support staff involvement. CMT results are further analyzed in greater depth to inform the development of these plans.



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Appendix I

Connecticut Mastery Test
Generation 4
Subtests

Connecticut Mastery Test Overview

The Tests

The third through eighth grade levels of the CMT are designed to assess essential reading, writing, and mathematics skills that can reasonably be expected to be mastered by most students at the time of testing. The content areas focus on the following skills at each grade level:

Grade 3

Mathematics: The Mathematics test assesses eighteen (18) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Order and round whole number and locate points on number lines and scales.
- Represent whole numbers and fractions using various forms, including numerical and pictorial representations.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums and differences of whole numbers.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use elimination strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths and identify appropriate measurement units for a given situation.
- Identify, classify, and draw two-dimensional shapes.
- Read and interpret data in tables, graphs, and charts and draw graphs using a given set of data.
- Solve problems involving elementary notions of probability.
- Sort and classify objects by a common attribute.
- Extend or complete patterns involving whole numbers or attributes and identify or state rules for patterns.

Student response formats include multiple-choice and open-ended items. Students may use rules for certain sections of the test. Student scores are reported for the 18 content strands as well as a total raw score.

Grade 4

Mathematics: The Mathematics test assesses twenty-one (21) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Order whole numbers, fractions, and decimals using various equivalent forms, including numerical and pictorial representatives.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums, differences, products, and quotients of whole numbers and money amounts.
- Add and subtract simple fractions.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths and identify appropriate measurement units for a given situation.
- Identify, describe, classify, and draw two-dimensional geometric shapes.
- Read and interpret data in tables, graphs, and charts and draw graphs using a given set of data.
- Solve problems involving elementary notions of probability.
- Sort, classify, and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving whole numbers or attributes, and identify or state rules for patterns.
- Solve simple one-step equations.

Student response formats include multiple-choice and open-ended items. Students may use rules for certain sections of the test. Student scores are reported for the 21 content strands as well as a total raw score.

Grade 5

Mathematics: The Mathematics test assesses twenty-three (23) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Represent fractions, mixed numbers, and decimals using various equivalent forms, including numerical and pictorial representations.
- Order whole numbers, fractions, mixed numbers, and decimals, round whole numbers and decimals, and locate points on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums, differences, products, and quotients of whole numbers and money amounts.
- Add and subtract simple fractions.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine perimeters and areas, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units linear measure.
- Identify, describe, classify, and draw two-dimensional geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, and the location of points on a grid.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in table graphs and charts.
- Solve problems involving elementary notions of probability and fairness.
- Sort, classify and draw logical conclusion from data and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes, and identify or state rules for patterns.
- Solve simple one-step equations.

Student response formats include multiple-choice, grid-in, and open-ended items. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Grade 6

Mathematics: The mathematics test assesses twenty-three (23) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract, and multiply fractions and mixed numbers.
- Solve problems involving whole numbers, fractions, and decimals with and without extraneous information.
- Estimate solutions to problems, and determine reasonable estimates to problems.
- Solve problems involving ratios.
- Estimate lengths, areas and angle measurements.
- Measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units or measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations, and the location of points on grids.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability and fairness.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes, and identify or state rules for patterns.
- Solve simple one-step equations, and use formulas to solve problems.

Student response formats include multiple-choice, grid-in, and open-ended items. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Grade 7

Mathematics: The mathematics test assesses twenty-three (23) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the applications of skills. Test items evaluate the student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round whole numbers, fractions, mixed numbers and decimals, and locate integer, fractions, mixed numbers, and decimals on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract, and multiply fractions and mixed numbers and add integers.
- Solve problems involving whole numbers, fractions, mixed numbers, and decimals with and without extraneous information.
- Estimate solutions to problems, and determine reasonable estimates to problems.
- Compute with percents and solve problems involving ratios, proportions, and percents.
- Estimate lengths, areas, and angle measures.
- Measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations, and the location of points on grids; relate two and three dimensional representations of objects.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state and reasonable conclusion from data in tables, graphs, and charts and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability, fairness, and expected outcomes.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes, and identify or state rules of patterns.
- Evaluate algebraic and numerical expressions, represent situations, with algebraic expressions, and solve equations.

Student response formats include multiple-choice, grid-in, and open-ended items. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Grade 8

Mathematics: The Mathematics test assesses twenty-one (21) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased and conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using scientific notation.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round fractions, mixed numbers, and decimals; and location fractions, mixed numbers, decimals, and integers on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract and multiply fractions and mixed numbers and add or multiply integers.
- Solve problems involving whole numbers, fractions, mixed numbers, and decimals with and without extraneous information.
- Estimate solutions to problems and determine reasonable estimates to problems.
- Compute with percents and solve problems involving ratios, proportions, and percents.
- Estimate lengths, areas, volumes and angle measures.
- Measure/determine perimeter, area, and volume and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving congruence, similarity, transformations, and the location of points of a four-quadrant coordinate grid; two-dimensional representations of objects.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability, fairness, and expected outcomes.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend of complete patterns involving numbers or attributes and identify or state rules for patterns.
- Evaluate algebraic and numerical expressions, represent situations with algebraic expressions, and solve equations.

Student response formats include multiple-choice, grid-in, and open-ended. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 21 content strands as well as a total raw score.

Language Arts (Reading and Writing)

CMT Reading Comprehension Strands and Objectives

CMT reading items are written to measure the following:

A. Forming a General Understanding

The reader will demonstrate understanding of the text's general content.

1. Determine the main idea (non-fiction) or theme (fiction) within text;
2. Identify *or* infer important characters, settings, problems, events, relationships and details (*relationships not tested at grade three*);
3. Select and use relevant information from the text in order to summarize events and/or ideas in the text;
4. Use information from the text to make a prediction based on what is read; and
5. Use context clues to determine meanings of unknown or multiple meaning words or figurative language (*figurative language not tested at grade three*).

B. Developing Interpretation

The reader will interpret and/or explain the text.

1. Identify or infer the author's use of structure/organizational patterns;
2. Draw conclusions about the author's purpose for choosing a genre or for including or omitting specific details in text (*objective not tested at grade three*); and
3. Use stated or implied evidence from the text to draw and/or support a conclusion (*more stated evidence than implied at grade three*).

C. Making Reader/Text connections

The reader will connect or associate the text with one's own life.

1. Make connections between the text and outside experiences and knowledge; and
2. Select, synthesize, and/or use relevant information within a written work to write a personal response to the text (*synthesize not tested at grade three*).

D. Examining the Content and Structure

The reader will elaborate on the text and make judgments about the text's quality and themes.

1. Analyze and evaluate the author's craft, including the use of literary devices and textual elements;

Literary Devices Assessed by Grade Level

	3	4	5	6	7	8
Humor		X	X	X	X	X
Flashback					X	X
Point of View			X	X	X	X
Simile		X	X	X	X	X
Metaphor			X	X	X	X
Personification		X	X	X	X	X
Imagery			X	X	X	X
Use of Interesting words (Word Choice)	X	X	X	X	X	X
Onomatopoeia			X	X	X	X
Tone (narratives only)					X	X
Style			X	X	X	X
Bias					X	X
Irony/Satire						X

2. Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work(s) (*synthesize not tested at grade two*); and
3. Demonstrate an awareness of an author's or character's customs and beliefs included in text (*customs not tested at grade*).

Degrees of Reading Power (DRP®)

Third and fourth graders complete six passages on the DRP, while fifth through eighth graders complete seven passages. Each passage contains seven multiple-choice items for a total of 42 multiple-choice items for grades three and four, and 49 multiple-choice items for grades five through eight.

Degrees of Reading Power (DRP®) – CMT 4

	3 rd – 4 th Grade	5 th – 6 th Grade	7 th – 8 th Grade
Number of passages	6	7	7
Number of items	42	49	49
Testing time (in minutes)	45	45	45

CMT Test Overview Grades 3 &4

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is holistic, multiple-choice measure of reading ability. The **DRP** includes six (6) passages and forty-two (42) test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student's scores are reported as **DRP** unit scores.
- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Formatting a General Understanding; (2) Developing Interpretation; (3) Making Reading/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt within a forty-five minutes period. The writing is judged as a first draft of the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a six-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points. Student scores are reported as holistic scores.
- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/ Revising and (2) Editing, as well as a total raw score.

DRP and Degrees of Reading Power® are registered trademarks of Touchstone Applied Science Associates, Inc.

CMT Test Overview Grades 5-8

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The **DRP** includes seven (7) passages and forty-nine (49) test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as **DRP** unit scores.
- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four (4) content strands: (1) Formatting a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing and Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt within a forty-five (45) minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a six-point scale. Each paper is scored twice resulting in a score range of two to twelve points. Student scores are reported as holistic scores.
- The **Editing and Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

DRP and Degrees of Reading Power ® are registered trademarks of Touchstone Applied Science Associates, Inc.

Assessing Students Receiving Special Education Services

Students receiving special education services may not be exempt from participation in the testing program. These students must either participate in the standard grade-level version of the CMT with any accommodations called for in their Individual Education Program (IEP), or in the CMT Skills Checklist.

The CMT Skills Checklist is the only alternate assessment available. This assessment is designed for students with significant cognitive impairments.

A student receiving special education services may be tested using the standard grade-level CMT or using the CMT Skills Checklist but cannot be assessed using a combination of both assessment options. See the *Assessment Guidelines – Tenth Edition* for specific information concerning the CMT Skills Checklist and accommodations available for students receiving special education services. The Assessment Guidelines document is available on the internet at: <http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm>.

Assessing English Language Learners (ELL) Students

English Language Learners who are enrolled for the first time in a U.S. school for ten months or less, AND have been administered the Language Assessment Scales (LAS-Links) at least once since March 1 of the previous year, may be exempt from the Reading Comprehension, DRP, Editing & Revising, and Direct Assessment of Writing tests. These students must take the Mathematics test with accommodations, if necessary. All other ELL students must be tested in all areas of the CMT with accommodations, if necessary.

See the *Assessment Guidelines – Tenth Edition* for specific information concerning the accommodations available for students who are English Language Learners. The Assessment Guidelines document is available on the Internet at: <http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm>.



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Appendix II

Connecticut Mastery Test
Generation 4

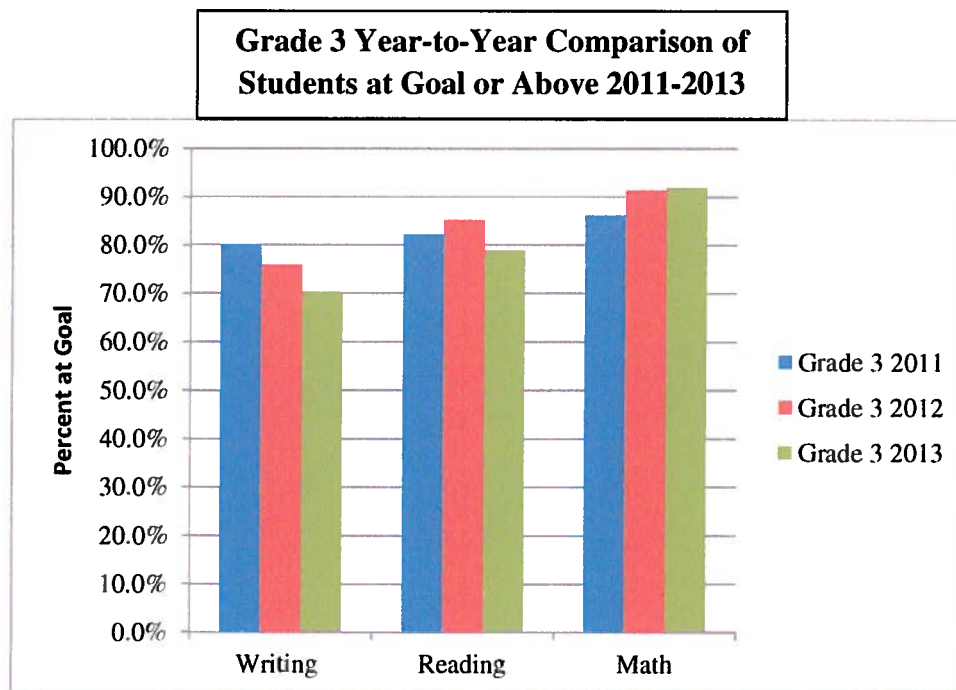
Longitudinal Trend Data
Year to Year Comparison

Year-to Year Comparison Data Summary Trend Data

The following charts compare this year's Connecticut Mastery Test scores with those of the two preceding years. The comparison is not the most significant indicator since it compares different classes and groups. It does, however, allow us to analyze the strengths and weaknesses of each grade and assists us in evaluating the effectiveness of our curriculum.

Grade 3: Year-to-Year Comparison Data

Sub-Test	March 2011	March 2012	March 2013
Writing	79.8%	75.9%	70.3%
Reading	82.1%	85.1%	78.9
Math	86.1%	91.4%	91.9

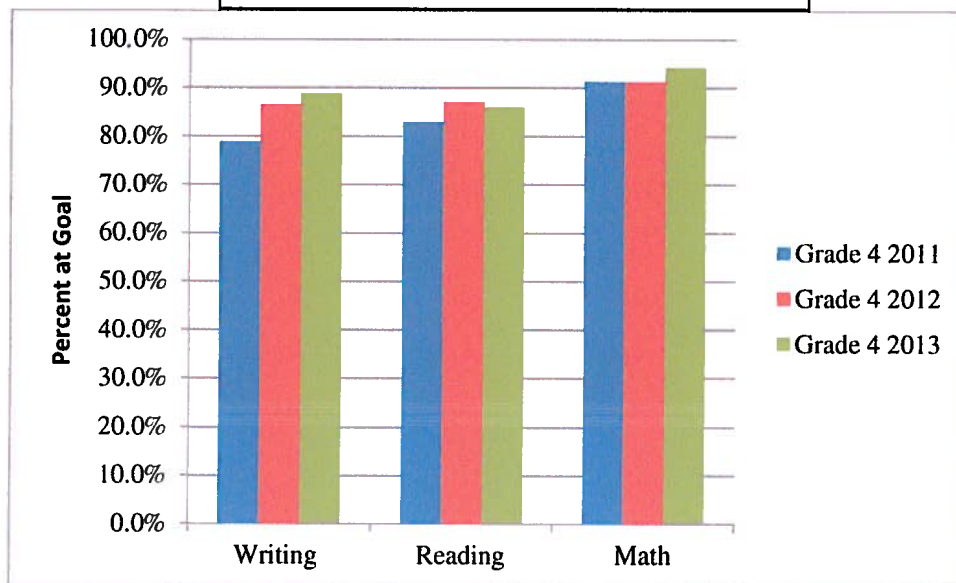


This chart compares the percent of students achieving goal or above on CMT4. There are three years of trend data. This is not cohort data. It is simply a trend comparison of students tested in one grade in each test year.

Grade 4: Year-to-Year Comparison Data

Sub-Test	March 2011	March 2012	March 2013
Writing	78.8%	86.5%	88.8%
Reading	82.9%	87.1%	86.0%
Math	91.3%	91.2%	94.2%

**Grade 4 Year-to-Year Comparison of
Students at Goal or Above 2011-2013**

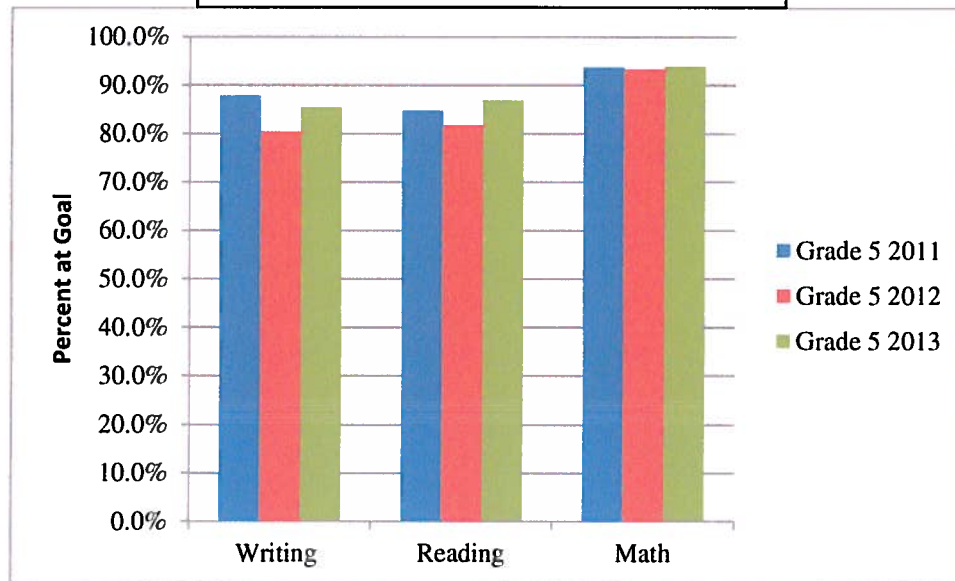


This chart compares the percent of students achieving goal or above on CMT4. There are three years of trend data. This is not cohort data. It is simply a trend comparison of students tested in one grade in each test year.

Grade 5: Year-to-Year Comparison Data

Sub-Test	March 2011	March 2012	March 2013
Writing	87.8%	80.5%	85.4%
Reading	84.8%	81.8%	86.9
Math	93.6%	93.3%	93.8%

**Grade 5 Year-to-Year Comparison of
Students at Goal or Above 2011-2013**

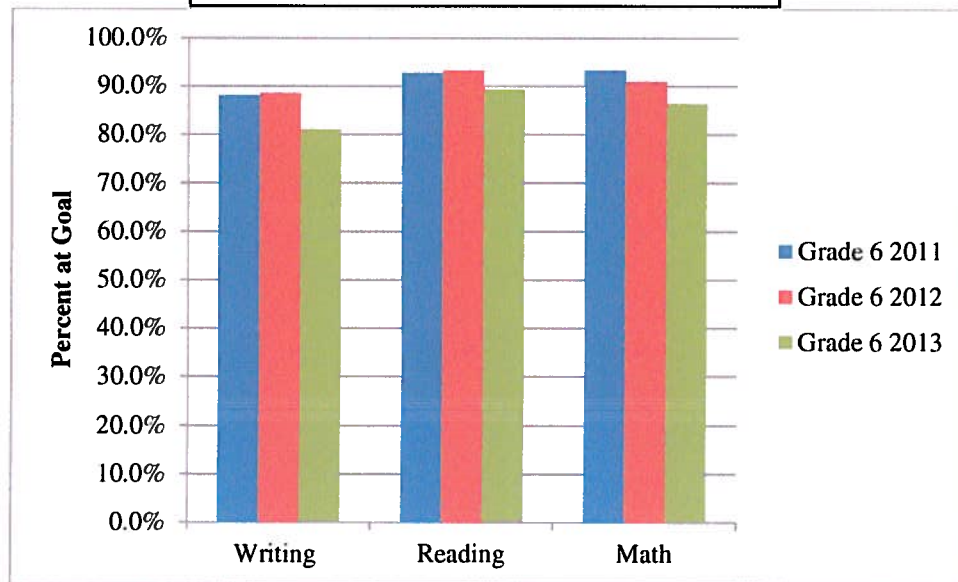


This chart compares the percent of students achieving goal or above on CMT4. There are three years of trend data. This is not cohort data. It is simply a trend comparison of students tested in one grade in each test year.

Grade 6: Year-to-Year Comparison Data

Sub-Test	March 2011	March 2012	March 2013
Writing	88.1%	88.6%	81.1%
Reading	92.8%	93.3%	89.3%
Math	93.3%	91.0%	86.4%

**Grade 6 Year-to-Year Comparison of
Students at Goal or Above 2011-2013**

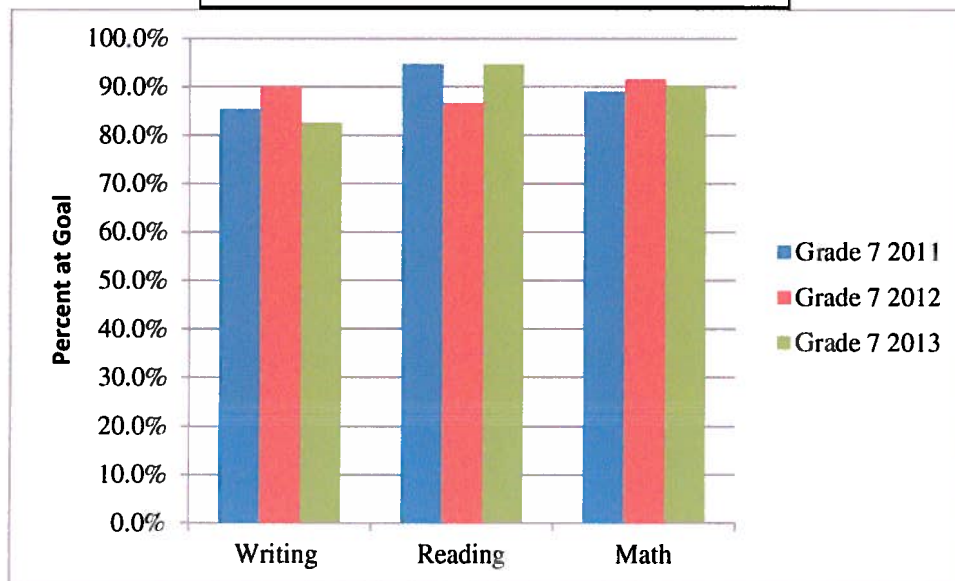


This chart compares the percent of students achieving goal or above on CMT4. There are three years of trend data. This is not cohort data. It is simply a trend comparison of students tested in one grade in each test year.

Grade 7: Year-to-Year Comparison Data

Sub-Test	March 2011	March 2012	March 2013
Writing	85.3%	89.7%	82.5%
Reading	94.7%	96.5%	94.7%
Math	88.9%	91.6%	90.3%

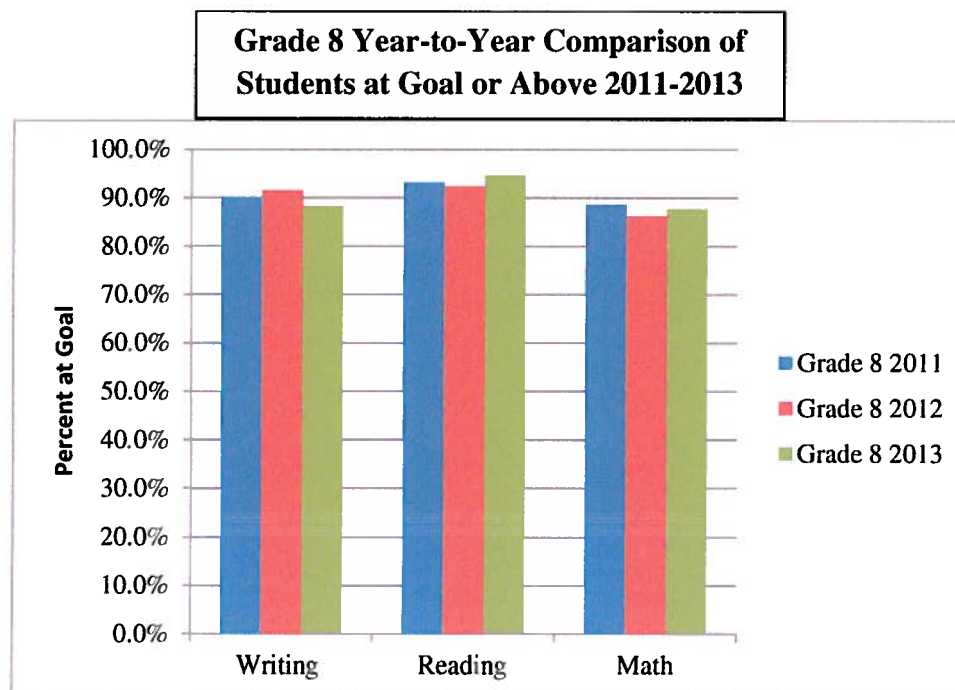
**Grade 7 Year-to-Year Comparison of
Students at Goal or Above 2011-2013**



This chart compares the percent of students achieving goal or above on CMT4. There are three years of trend data. This is not cohort data. It is simply a trend comparison of students tested in one grade in each test year.

Grade 8: Year-to-Year Comparison Data

Sub-Test	March 2011	March 2012	March 2013
Writing	89.8%	91.5%	88.3%
Reading	93.2%	92.4%	94.6%
Math	88.6%	86.3%	87.7%



This chart compares the percent of students achieving goal or above on CMT4. There are three years of trend data. This is not cohort data. It is simply a trend comparison of students tested in one grade in each test year.

Weston Public Schools
CAPT Testing Report
School Year: 2012-2013

Connecticut Academic Performance Test



24 School Road
Weston, Connecticut 06883

Colleen A. Palmer, Ph.D.
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Presented to: Weston Board of Education
September 16, 2013



WESTON PUBLIC SCHOOLS
Weston, Connecticut

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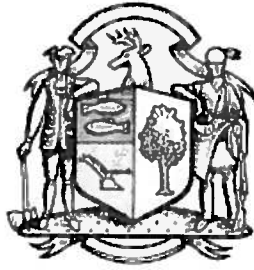
Introduction

The Connecticut statewide testing programs are thought of in terms of generations. This allows the testing programs to be periodically reevaluated and revised as necessary. A “generation” of a test typically spans about five to seven years. During those years, equivalent forms of the test are administered and scoring procedures are standardized to ensure that results can be interpreted in the same way from year to year. The first generation of the Connecticut Academic Performance Test (CAPT) spanned from 1994 to 2000. The second generation of the CAPT began with the 2001 test administration and concluded in 2007.

This year is the sixth administration of the ‘third generation’ of the CAPT. The CAPT3 test results provide information about grade 10 students’ knowledge of critical skills and concepts in science, mathematics, reading, and writing. Five levels of performance – below basic, basic, proficient, goal, and advanced have been established in the four content areas. The goal level has been an important benchmark for judging the quality of education in Connecticut for more than a decade. It represents a challenging but reasonable level of expectation for Connecticut students.

This will likely be the last administration of the CAPT3 as the State of Connecticut is in the process of transitioning to the Smarter Balanced Assessments testing program to assess student achievement in relation to the Common Core State Standards. It is anticipated that the Weston Public Schools will pilot the Smarter Balanced Assessments for math, reading, and writing during the spring 2014. Students in tenth grade will continue to take the CAPT science test since the Smarter Balanced Assessments do not have a science component.

In review of the results it must be noted that these data cannot be statistically compared with the first two versions of the test. True comparisons of CAPT3 results are for 2008, 2009, 2010, 2011, and 2012.



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Overview of the Tests

Connecticut Academic Performance Test

Connecticut Academic Performance Test: Overview of the Third Generation

CAPT Third Generation: Reading Across the Disciplines

Response to Literature

- Students read a short story and respond to four open-ended questions which is scored holistically by two readers on a one to six scale.
- The administration time is 70 minutes.

Reading for Information

- Students read three non-fiction articles and respond to a total of six open-ended (worth two points each) and 18 multiple-choice questions (worth one point each). Alternative paragraphs in the articles are numbered to allow students to find referenced information more quickly.
- The administration time is 45 minutes.

CAPT Third Generation: Writing Across the Disciplines

Interdisciplinary Writing

- Students complete two separate Interdisciplinary Writing tasks in which they must read non-fiction sources (i.e., newspaper or magazine articles) on a contemporary issue and write a persuasive essay. Each essay is scored holistically by two readers on a scale of one to six.
- Students read two articles for each task.
- The administration time is 65 minutes.

Editing and Revising

- Students read three passages and answer a total of 18 multiple-choice questions (worth one point each).
- Some items are presented to avoid students having to search for a particular word or phrase within a passage. The format (see example below) is used for questions that do not require students to use the surrounding sentences to determine the context of the question.

What is the **best** change, if any, to make in the following sentence?

American and european actors try to interpret a character in a convincing way.

- a. Change *european* to *European*. *
- b. Change *try* to *tried*.
- c. Insert a comma after *character*.
- d. Make no change.

Connecticut Academic Performance Test: Overview of the Third Generation

CAPT Third Generation: Mathematics

The overall design of the CAPT Mathematics remains the same with eight open-ended and 24 grid items. The reporting categories for the mathematics strands are adjusted to reflect the following:

- Algebraic Reasoning
- Numerical and Proportional Reasoning
- Geometry and Measurement
- Probability and Statistics

The test is divided into two 75-minute sessions. The content assessed by the test aligns with the State's Mathematics Curriculum Framework. The following table shows the distribution of items.

Test Design

Content Strand	Open-Ended Items (3 points each)	Grid Items (1 point each)	Total Points
Algebraic Reasoning	2	6	12
Numerical and Proportional Reasoning	2	6	12
Geometry and Measurement	2	6	12
Probability and Statistics	2	6	12
Totals	8	24	48

Connecticut Academic Performance Test: Overview of the Third Generation

CAPT Third Generation: Science

The third generation of the CAPT Science assesses and reports on the following content strands:

- Energy Transformations
- Chemical Structures and Properties
- Global Interdependence
- Cell Chemistry & Biotechnology
- Genetics, Evolution, and Biodiversity

In addition, scores are reported for the following:

- Conceptual Understanding
- Scientific Inquiry, Literacy, and Numeracy

Students respond to 60 multiple-choice (MC) and five open-ended (OE) items. The test is divided into two 50-minute sessions. The following table shows the distribution of items.

	Conceptual Understanding	Scientific Inquiry, Literacy and Numeracy		
Content Strand	MC Items* (1 point each)	MC Items (1 point each)	OE Items (3 points each)	Total Points
I. Energy and Transformations	8	4	1	15
II. Chemical Structures and Properties	8	4	1	15
III. Global Interdependence	8	4	1	15
IV. Cell Chemistry and Biotechnology	8	4	1	15
V. Genetics, Evolution and Biodiversity	8	4	1	15
Total Points	40	35		75

Curriculum-Embedded Science Performance Tasks

A curriculum-embedded science performance task has been developed for each of the five content strands that are utilized for the entire third generation of the test. Schools are encouraged to embed these tasks into their regular grade nine and ten science curricula at the appropriate time. All of the open-ended items on the written test are related to the five tasks.

The science tasks can be found at:

<http://www.state.ct.us/sde/dtl/curriculum/currsciembed.htm>



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Connecticut Academic Performance Test
Results

Below are three tables which denote the percentage of students performing at goal or above. Table A lists the top ten performing Connecticut districts on each of the four tests. Table B shows the results of DRG A districts. Table C shows the percentage of students performing at or above goal on all four tests.

TABLE A

District	Math	District	Science	District	Reading	District	Writing
Westport	90.0%	Region 9	87.3%	New Canaan	87.7%	Region 9	94.2%
Region 9	88.7%	New Canaan	83.6%	Darien	83.7%	Amistad Acad.	93.1%
Darien	88.6%	Avon	82.6%	Madison	83.2%	New Canaan	92.9%
Weston	87.9%	Canton	82.2%	Region 9	83.0%	Westport	91.7%
New Canaan	86.1%	Weston	81.5%	Simsbury	82.7%	Weston	90.5%
Avon	86.0%	Tolland	80.9%	Westport	81.7%	East Granby	90.5%
Wilton	85.1%	Wilton	80.7%	Ridgefield	81.6%	Ridgefield	90.4%
Ridgefield	84.7%	Monroe	80.3%	Region 7	80.9%	East Hampton	90.2%
Canton	83.6%	Westport	80.3%	Region 5	79.8%	Darien	90.2%
Tolland	81.4%	Ridgefield	79.4%	Wilton	79.3%	Wilton	89.9%
				Weston	77.7%		

TABLE B

DRG A Results

District	Math	Rank	Science	Rank	Reading	Rank	Writing	Rank
Darien	88.6%	3	76.7%	7	83.7%	2	90.2%	6
New Canaan	86.1%	5	83.6%	2	87.7%	1	92.9%	3
Region 9	88.7%	2	87.3%	1	83.0%	3	94.2%	1
Ridgefield	84.7%	7	79.4%	6	81.6%	5	90.4%	5
Weston	87.9%	4	81.5%	3	77.7%	7	90.5%	4
Westport	90.0%	1	80.3%	5	81.7%	4	91.7%	3
Wilton	85.1%	6	80.7%	4	79.3%	6	89.9%	7

TABLE C

Students At or Above Goal on the Content Areas

Number of Students	Percent	Number of Tests with Scores At/Above Goal
112	66.7%	All Four
28	16.7%	Only Three
12	7.1%	Only Two
7	4.2%	Only One
9	5.4%	None

Connecticut Academic Performance Test 2013 District/State Comparison & Strand Analysis

Mathematics

Group	Strand Mean Raw Score				Number Tested	Average Scale Score	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Goal	% At/Above Proficiency
	1	2	3	4									
State	6.0	6.4	5.0	6.1	38762	254.8	9.3	12.1	26.0	30.6	21.9	52.6	78.6
Weston	8.3	8.8	8.0	8.6	165	290.3	0.6	2.9	9.1	31.5	56.4	87.9	97.0
Total Students					165								

1 = Algebraic Reasoning: Patterns & Functions (0-12)

2 = Numerical and Proportional Reasoning (0-12)

3 = Geometry and Measurement (0-12)

4 = Working with Data: Probability & Statistics (0-12)

Science

Group	Strand Mean Raw Score					Number Tested	Average Scale Score	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Goal	% At/Above Proficiency
	1	2	3	4	5									
State	9.0	8.9	9.1	9.7	9.3	39918	263.4	7.6	10.7	32.7	22.3	26.7	49.0	81.7
Weston	10.8	11.4	10.6	12.1	10.5	168	293.6	0.6	1.8	16.1	35.7	45.8	81.5	97.6
Total Students						168								

1 = Energy Transformations (0-15)

2 = Chemical Structure and Properties (0-15)

3 = Global Interdependence (0-15)

4 = Cell Chemistry and Biotechnology (0-15)

5 = Genetics, Evolution and Biodiversity (0-15)

Connecticut Academic Performance Test 2013 District/State Comparison & Strand Analysis

Writing Across the Disciplines

Group	Interdisciplinary Writing 1		Interdisciplinary Writing 2		Editing & Revising		Total Writing								
	Number Tested	Average Raw Score	Number Tested	Average Raw Score	Number Tested	Average Raw Score	Number Tested	Average Scale Score	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Goal	% At/Above Proficiency
State	40196	7.8	40004	7.7	40117	13.5	39612	266.7	3.7	7.4	26.7	29.6	32.6	62.1	88.9
Weston	168	9.0	168	8.9	168	14.7	168	299.4	0.0	0.0	9.58	29.2	61.3	90.5	100.0
Total Students	168						168								
Writing 1 (2-12) Writing 2 (2-12) Editing & Revising (0-18)															

Reading Across the Disciplines

Group	Response to Literature		Reading for Information		Total Reading									Response to Literature (2-12)		Reading for Information (0-24)	
	Number Tested	Average Raw Score	Number Tested	Average Raw Score	Number Tested	Average Scale Score	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Goal	% At/Above Proficiency	Number Tested	Average Raw Score	Number Tested	Average Raw Score
State	38988	6.8	39122	12.0	38757	246.6	6.0	13.0	32.4	29.0	19.5	48.5	81.0	166	15.3	166	15.3
Weston	167	7.4	166	15.3	166	272.9	0.6	2.4	19.3	45.2	32.5	77.7	97.0	167	7.4	167	7.4
Total Students	167				166									167		167	

Longitudinal Trend Data Year-to-Year Comparison

Mathematics

Group	Strand Mean Raw Score				Number Tested	Average Scale Score	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Goal
	1	2	3	4								
2010	8.5	8.1	7.8	8.5	182	287.2	1.6	0.5	12.6	36.8	48.4	85.2
2011	8.5	8.6	8.2	9.0	201	291.8	0	1.5	12.4	32.3	53.7	86.1
2012	8.5	9.4	7.7	8.6	187	289.2	0.5	2.7	12.3	32.1	52.4	84.5
2013	8.3	8.8	8.0	8.6	165	290.3	0.6	2.9	9.1	31.5	56.4	87.9
Total Students												

1 = Algebraic Reasoning: Patterns & Functions (0-12)
2 = Numerical and Proportional Reasoning (0-12)
3 = Geometry and Measurement (0-12)
4 = Working with Data: Probability & Statistics (0-12)

Science

Group	Strand Mean Raw Score					Number Tested	Average Scale Score	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Goal
	1	2	3	4	5								
2010	11.7	11.9	11.2	12.4	11.9	182	304.8	0.0	0.5	10.4	31.3	57.7	89.0
2011	10.8	11.8	10.2	11.3	12.1	203	295.4	0.5	0	16.7	31.0	51.7	82.8
2012	11.3	11.8	11.4	12.4	11.0	187	299.7	0.0	0.0	16.6	27.8	55.6	83.4
2013	10.8	11.4	10.6	12.1	10.5	168	293.6	0.6	1.8	16.1	35.7	81.5	81.5
Total Students													

1 = Energy Transformations (0-15)
 2 = Chemical Structure and Properties (0-15)
 3 = Global Interdependence (0-15)
 4 = Cell Chemistry and Biotechnology (0-15)
 5 = Genetics, Evolution and Biodiversity (0-15)

Longitudinal Trend Data Year-to-Year Comparison

Writing Across the Disciplines

Group	Int. Writing 1		Int. Writing 2		Editing & Revising		Total Writing							% At/Above Goal
	Number Tested	Average Raw Score	Number Tested	Average Raw Score	Number Tested	Average Raw Score	Number Tested	Average Scale Score	Below Basic	Basic	Proficient	Goal	Advanced	
2010	184	9.1	185	9.5	185	15.6	184	311.5	0	0	4.9	25.5	69.6	95.1
2011	202	8.9	203	8.7	203	15.0	202	301.0	0	0	9.4	27.2	63.4	90.6
2012	187	8.8	186	9.0	187	15.4	186	303.0	0	0	7.0	33.9	59.1	93.0
2013	168	9.0	168	8.9	168	14.7	168	299.4	0	0	9.58	29.2	61.3	90.5
Total Students														

Writing 1 (2-12) Writing 2 (2-12) Editing & Revising (0-18)

Reading Across the Disciplines

Group	Response to Literature		Reading for Information		Total Reading								% At/Above Goal
	Number Tested	Average Raw Score	Number Tested	Average Raw Score	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced			
2010	185	8.0	184	17.3	184	0.0	0.5	11.4	38.0	50.0			88.0
2011	202	8.2	199	16.7	199	0	1.5	13.6	35.7	49.2			84.9
2012	186	7.9	187	16.5	186	0	1.1	12.9	40.9	45.2			86.0
2013	167	7.4	166	15.3	166	0.6	2.4	19.3	45.2	32.5			77.7
Total Students													

Response to Literature (2-12) Reading for Information (0-24)



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Sub-Group Results

Special Education
Gender

Connecticut Academic Performance Test

2013 Connecticut Academic Performance Test - Grade 10

Weston (157)

Subgroups by Special Ed.

Mathematics

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	20	15	75.0	5.0	20.0	Results not presented for groups < 20							
Not Special Ed.	155	150	96.8	3.2	0.0	0	0	8	31	61	294.7	92.0	100.0

Science

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results By Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	20	17	85.0	5.0	10.0	Results not presented for groups < 20							
Not Special Ed.	155	151	97.4	2.6	0.0	0	1	14	34	51	298.7	85.4	99.3

Reading Across the Disciplines

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	20	16	80.0	5.0	15.0	Results not presented for groups < 20							
Not Special Ed.	155	150	96.8	3.2	0.0	0	1	15	47	36	277.5	83.3	98.7

Writing Across the Disciplines

Special Ed. Status	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Special Ed.	20	17	85.0	5.0	10.0	Results not presented for groups < 20							
Not Special Ed.	155	151	97.4	2.6	0.0	0	0	5	27	68	305.4	94.7	100.0

*Other includes students who left the test blank, whose responses were not scorable in Reading and Writing Only, skills checklist, Medically Exempt, ELL Exempt, Withdrew, Grade 10 Repeaters who previously met goal (Level 4 or above), or No longer enrolled in CT Public Schools or Void.

**Results are not presented for groups fewer than 20.

2013 Connecticut Academic Performance Test - Grade 10

Weston (157)

Subgroups by Gender

Mathematics

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	98	94	95.9	4.1	0.0	1	3	6	35	54	290.7	89.4	95.7
Female	77	71	92.2	2.6	5.2	0	1	13	27	59	289.8	85.9	98.6

Science

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results By Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	98	95	96.9	3.1	0.0	1	2	16	37	44	293.7	81.1	96.8
Female	77	73	94.8	2.6	2.6	0	1	16	34	48	293.5	82.2	98.6

Reading Across the Disciplines

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	98	93	94.9	4.1	1.0	1	3	24	45	27	266.9	72.0	95.7
Female	77	73	94.8	2.6	2.6	0	1	14	45	40	280.6	84.9	98.6

Writing Across the Disciplines

Gender	N Total	N Tested	% Tested	% Absent	% Other*	Results by Level**					Average Scale Score	% At/Above Goal	% At/Above Proficient
						1	2	3	4	5			
Male	98	95	96.9	3.1	0.0	0	0	13	35	53	290.7	87.4	100.0
Female	77	73	94.8	2.6	2.6	0	0	5	22	73	310.8	94.5	100.0

*Other includes students who left the test blank, whose responses were not scorable in Reading and Writing Only, skills checklist, Medically Exempt, ELL Exempt, Withdrew, Grade 10 Repeaters who previously met goal (Level 4 or above), or No longer enrolled in CT Public Schools or Void.

**Results are not presented for groups fewer than 20.



WESTON PUBLIC SCHOOLS
Weston, Connecticut

Reflection and Analysis

Connecticut Academic Performance Test

2013 CAPT Reflection and Analysis

- Analysis of performance data must be viewed with an appropriate perspective. State tests measure student achievement towards core competencies and skills, skills that should be mastered by all students. In particular, the CAPT measures mastery of discrete skills, not skills applied in contexts, or “real world applications”. In addition, the skills are merely samples of an entire domain, e.g. writing, rather than measurements of performance in the full domain. Comparisons across districts are made. However, these comparisons must be viewed with caution since this is not the intended purpose of the test, and slight fluctuations in achievement scores may result in significant changes in district “ranks”.
- Student achievement on the CAPT ranked Weston in the top five highest performing school districts in the State of Connecticut for three of the four tests. Weston ranked #4 in Math, #5 in Science, and #5 in Writing, while in Reading was ranked #11. There was a 6.2% decrease in the percentage of students performing at the Goal level in Reading when compared to the previous year (different group of students).
- A total of 66.7% of all students (112) achieved at/above goal on all four tests.
- More students achieved the Advanced Level (Level 5) in Math, Science, and Writing than at any other level (Goal, Proficiency, Basic, Below Basic). Significantly, 61.3% of all students scored at the Advanced Level on the writing subtest.
- CAPT results are being analyzed in greater depth to inform the development of the WHS School Improvement Plan (SIP).
- The CAPT achievement levels are further evidence of the strength of the core curriculum and instructional program, and that our students are ready to achieve at higher levels on more rigorous assessments.
- Curriculum alignment to state and national standards, a focused and sustained professional development plan, and strong instructional practice are critical to maintaining this level of achievement. In addition, access to appropriate instructional resources, motivated students, and home and community support all contribute to these high achievement levels.

ADMINISTRATIVE REGULATIONS REGARDING CLASSIFICATION OF EDUCATION RECORDS

The School District will appoint a Custodian of Records who will ensure that student education records are kept as follows:

A. CATEGORY “A” RECORDS:

1. Category A includes official administrative records that constitute the minimum personal data necessary for the operation of the educational system.
2. Category A records shall be maintained for at least fifty (50) years after the student leaves the school district or graduates.
3. Notice of a student’s suspension or expulsion shall be expunged from the student’s cumulative education record if the student graduates from high school, except for notice of an expulsion based upon possession of a firearm or deadly weapon.
4. *In cases where a student is suspended or expelled for the first time, and the Administration or the Board, respectively, has shortened or waived the period of suspension or expulsion in accordance with the Board’s disciplinary policy relating to first time offenses, the Administration or the Board, respectively, may choose to expunge such notice of suspension or expulsion from the student’s cumulative record at the time the student completes the specified program and any other conditions imposed by the Administration/Board, rather than upon graduation. Should the notice be expunged in accordance with this provision, a record of the fact that the student had been suspended or expelled shall be maintained apart from the student’s cumulative record, for the limited purpose of determining whether any subsequent offenses by the student would constitute the student’s first suspension or expulsion.
5. Category A records shall include, at a minimum, the following:

<u>RECORD</u>	<u>LOCATION</u>
a. Basic biographical information	Cumulative/Health File
b. Academic achievement (grades/transcripts)	Cumulative File
c. Date of high school graduation or equivalent	Cumulative File
d. Records of immunizations	Cumulative/Health/Pupil Personnel File

e. Attendance records (days absent/present/tardy)	Cumulative File
f. *Notice of Expulsion for Firearm or Deadly Weapon (C.G.S. 10-233c(e) , 10-233d(f))	Cumulative File

B. CATEGORY “B” RECORDS

1. This includes verified information for the formulation of education programs for all students, but not absolutely necessary over an indefinite period of time.
2. Data in Category B must be accurate, clearly understood, and verified before becoming part of any continuing record. There should be no anonymous entries in a student's education record.
3. Category B records must be maintained for at least six (6) years after the student leaves the school district or graduates from high school.
4. Notice of a student’s suspension or expulsion shall be expunged from the student’s cumulative education record if the student graduates from high school, except for notice of an expulsion based upon possession of a firearm or deadly weapon.
5. *In cases where a student is suspended or expelled for the first time, and the Administration or the Board, respectively, has shortened or waived the period of suspension or expulsion in accordance with the Board’s disciplinary policy relating to first time offenses, the Administration or the Board, respectively, may choose to expunge such notice of suspension or expulsion from the student’s cumulative record at the time the student completes the specified program and any other conditions imposed by the Administration/Board, rather than upon graduation. Should the notice be expunged in accordance with this provision, a record of the fact that the student had been suspended or expelled shall be maintained apart from the student’s cumulative record, for the limited purpose of determining whether any subsequent offenses by the student would constitute the student’s first suspension or expulsion.
6. Records containing information pertaining to child abuse/neglect referrals or reports; or containing confidential HIV-related information should be kept separate from the student’s cumulative folder, in confidential files.
7. Confidential HIV-related information contained in the confidential file should only be disclosed pursuant to district policy.
8. Information contained in documents related to any Department of Children and Families (“DCF”) child abuse and/or neglect investigation, or any such investigation conducted by local law enforcement officials, shall be kept

confidential. Such records shall only be disclosed in accordance with the Board's policy regarding Confidentiality and Access to Education Records.

9. Category B records shall include the following (if applicable):

<u>RECORD</u>	<u>LOCATION</u>
a. Child-Study Team Records / Student Assistance Team Records	Cumulative/Pupil Personnel File
b. Standardized group test scores (CAPT, CMT etc.)	Cumulative/Pupil Personnel File
c. Diagnostic reading/math test results (not special education)	Cumulative File
d. Educational and/or vocational interest	Cumulative File
e. Speech/language and hearing evaluations (not special education)	Cumulative/Health File
f. Comprehensive health records	Cumulative/Health/Pupil Personnel File
g. Correspondence relating to the student	Cumulative/Health/Pupil Personnel File
h. Suspensions/expulsions	Cumulative File
i. Parent/eligible student's signed release forms	Cumulative/Health/Pupil Personnel File
j. Truancy Records (including record of parent conferences and referrals)	Cumulative File
k. Child Abuse/Neglect Forms	CONFIDENTIAL FILE
l. Reports Containing Confidential HIV-Related Information	CONFIDENTIAL FILE
m. Awards	Cumulative File
n. Diagnostic test results (non special education)	Cumulative File/Pupil Personnel
o. Extracurricular Activities	Cumulative File

p. Letters of Recommendation	Cumulative File
q. Parent's/Eligible Student's signed release forms (permitting disclosure of records)	Cumulative File/Health/Pupil Personnel File
r. Diploma (if not picked up by student)	Cumulative File
s. Accident Reports	Cumulative File
t. Basic school entrance health histories	Cumulative/Health File
u. Cumulative Health Record (CHR-1, original or copy)	Health File (*copy remains with district/original follows student)
v. Individualized Health Care Plans / Emergency Care Plans	Cumulative/Health/Pupil Personnel File
w. Health Assessment Records (HAR-3)	Health File
x. Incident Reports	Cumulative File
y. Medication administration records(6 yrs OR until superseded by yearly summary on CHR-1)	Health File
z. Parent authorization for medications/treatments	Health File
aa. Physician's orders for medications treatments	Health File
bb. Referral forms for services based on results of mandated screenings	Health/Pupil Personnel File
cc. Sports histories and physical-examination reports	Health File
dd. Nursing Records (Health assessment data; Nursing process notes; 3 rd party health records)	Health File

C. CATEGORY “C” RECORDS – SPECIAL EDUCATION

1. Category C includes verified information necessary for the formulation of prescriptive educational plans designed to meet the unique needs of selected students.
2. Category C information should be kept separate from the student's cumulative folder, in the Pupil Personnel File.
3. Category C records must be maintained for at least six (6) years after the student leaves the school district or graduates from high school.
4. Prior to the destruction of Category C information, notification to parents and/or eligible students via media will be made and opportunity provided to copy said records.

Category C shall include (where applicable):

<u>RECORD</u>	<u>LOCATIONS</u>
a. PPT referral forms	Pupil Personnel File
b. School counselor case records	Cumulative/ Pupil Personnel File
c. School psychologists case records	Cumulative/Pupil Personnel File
d. School social-work case records	Cumulative/Pupil Personnel File
e. School speech/language pathology case records	Cumulative/Pupil Personnel File
f. Section 504 Records	Cumulative/Pupil Personnel File
g. Special Education assessment/evaluation reports	Pupil Personnel File
h. Due process records (including complaints, mediations, and hearings)	Pupil Personnel File
i. Individual Transition Plan	Pupil Personnel File
j. Individualized Education Program (“IEP”) Records	Pupil Personnel File

k. Planning and Placement Team (“PPT”) records (including notices, meetings, consent forms)	Pupil Personnel File
l. Individualized Family Service Plans (“IFSPs”)	Pupil Personnel File

D. CATEGORY “D” RECORDS

1. Category D records must be maintained for minimum retention period specified below.

Category “D” shall include (if applicable):

<u>RECORD</u>	<u>MINIMUM RETENTION REQUIRED</u>	<u>LOCATION</u>
a. Sports Contract/Student Contract (including signature sheet for student handbook)	End of school year in which signed	Cumulative File
b. Permission slips / waivers	3 years	Cumulative File
c. Free/reduced meal application and documentation	3 years	Cumulative File
d. Annual Notification to Parents (Student behavior and Discipline, Bus Conduct, Electronic Communications Systems, and the National School Lunch Program)	1 year	Cumulative File
e. Adult education Registration Records	3 years or until audited, whichever comes first	Cumulative File
f. After school program registration records	1 year	Cumulative File
g. Pesticide application notification registration form	5 years	Cumulative File
h. School registration records including residency documentation	3 years or until audited, whichever comes later	Cumulative File
i. Student portfolio work (student produced work for grading assessment)	End of year in which student received grade	May be Maintained by Individual Teachers
j. Tardy slips from parents/guardians	End of school year	Cumulative File

k. Physician's Standing orders	Permanent; revise as required. Keep old copy separately.	Health File
l. Student's emergency information card	Until superseded or student leaves school district	Cumulative/Health File
m. Test Protocols	Discretion of district	Cumulative/Pupil Personnel File
n. Surveillance videotapes made on school bus (*if maintained by district)	2 weeks	N/A
o. Log of access to education records	Maintained for same retention period as required for the record	Cumulative/Health/Pupil Personnel

E. DURATION OF EDUCATION RECORDS

1. Records shall be destroyed in accordance with district policy and the Records Retention Schedule of the Public Records Administrator.
2. Records may be maintained for longer periods of time whenever valid cause for the retention of records is shown to the custodian of records.
3. Notwithstanding the applicable retention schedule, the school district shall not destroy any education record if a parent or eligible student has an outstanding request to inspect and review the education record.

F. RESPONSIBILITY FOR MAINTENANCE OF EDUCATION RECORDS

1. The Director of Pupil Personnel is the Custodian of Records.
2. In addition, the following personnel are designated as the Guardians of records for each of the schools:
 - a. Categories A, B & D: Principal at each school.
 - b. Category C: Case Manager at each school.
 - c. With respect to confidential HIV-related information, if the Principal is a recipient of an HIV-related disclosure, the Principal shall be the guardian of records. If not, whoever was the recipient of the HIV-related disclosure shall be the Guardian of the records. With respect to child abuse and neglect investigation material, the Case Manager at each school shall be the guardian of the records.

3. The Custodian of Records will annually list for public inspection the names and positions of the Guardians of records in each of the schools.
4. The Custodian of Records shall supply parents, on request, a list of the types and locations of education records collected, maintained, or used within the Weston Public Schools.
5. The Custodian of Records is responsible for ensuring compliance with the confidentiality and access provisions of this Board policy and these administrative regulations.

Regulation Adopted:	October 1, 1990
Regulation Amended:	June 14, 2001
Regulation Revised:	April 25, 2005
Regulation Revised:	December 17, 2007
Regulation Revised:	December 10, 2010

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Appendix A

Notification of Rights Under FERPA for Elementary and Secondary Institutions

[NOTE: Under the procedures outlined in the Policy, the following information will be disclosed on an annual basis to parents of students currently in attendance, or eligible students currently in attendance.]

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students may ask the District to amend an education record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents or an eligible student should write the school principal, clearly identifying the part of the record the parents or eligible student want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person

employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District will disclose a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, and the most recent previous school(s) attended. Directory Information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose Directory Information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the

district will continue to honor any valid objection to the disclosure of Directory Information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of Directory Information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled.

The written objection to the disclosure of Directory Information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as Directory Information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

RELEASE OF CONFIDENTIAL HIV-RELATED INFORMATION

I hereby authorize _____ [name of individual who holds the information] _____, to release confidential HIV-related information, as defined in Conn. Gen. Stat. § 19a-581, concerning _____ [name of protected individual] _____, to the following personnel:

- _____ 1) School Nurse
- _____ 2) School Administrator(s)
 - a) _____
 - b) _____
- _____ 3) Student's Teacher(s)
 - a) _____
 - b) _____
- _____ 4) Paraprofessional(s)
- _____ 5) Director of Pupil Personnel Services
- _____ 6) Other(s)
 - a) _____
 - b) _____

This authorization shall be valid for

- _____ 1) The student's stay at _____ School.
- _____ 2) The current school year.
- _____ 3) Other _____
specify period

I provide this information based on my responsibility to consent for the health care of _____ . I understand that such information shall be held confidential by the persons authorized here to receive such information, except as otherwise provided by law.

[Name]

[Relationship to Student]

[Date]

TRANSFER OF CONFIDENTIAL STUDENT INFORMATION

Date: _____

Pursuant to the Family Educational Rights and Privacy Act ("FERPA"), I hereby authorize the Weston Public Schools to **release** and/or **obtain** (please circle) the following confidential records regarding my child:

Name of Child: _____

Address: _____

DOB: _____

Parent(s)/Guardian(s): _____

School: _____

(Please check all that apply)

	<u>Obtain</u>	<u>Release</u>
All Records	<input type="checkbox"/>	<input type="checkbox"/>
Cumulative File	<input type="checkbox"/>	<input type="checkbox"/>
Pupil Personnel/Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Disciplinary	<input type="checkbox"/>	<input type="checkbox"/>
Health/Medical	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

To/From: _____

Name

Address: _____

Street

Town

State/Zip Code

Telephone: (_____) _____ Fax: (_____) _____

I understand that the information to be disclosed is protected as an "education record" under FERPA, and that such information shall not be redisclosed unless permitted under FERPA. I further understand that the officers, employees, and agents of any party that receives protected information under FERPA may use such information only for purposes for which the disclosure is made.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian

***If this authorization is being used to obtain Protected Health Information from a child's physician or other covered entity under HIPAA, the following section must also be completed:**

I, the undersigned, specifically authorize _____ to disclose my child's
Name of Physician

medical information, as specified above, to my child's school, _____,
Name of School

at the above address for the purposes described below (i.e. health assessment for school entry, special education evaluation etc.):

By signing below, I agree that a photocopy of this authorization will be valid as the original. This authorization will be valid for a period of one year from the date below. I understand that I may revoke this authorization at any time by notifying the physician's office in writing, but if I do, it will not have any effect on actions taken by the Physician prior to receiving such revocation.

I understand that under applicable law, the information disclosed under this authorization may be subject to further disclosure by the recipient and thus, may no longer be protected by federal privacy regulations.

I understand that my child's treatment or continued treatment with any health care provider or enrollment or eligibility for benefits with any health plan may not be conditioned upon whether or not I sign this authorization and that I may refuse to sign it.

Any information received by the school pursuant to this authorization is subject to all applicable state and federal confidentiality laws governing further use and disclosure of such information.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian

**Municipal Records Retention Schedule M8
EDUCATION RECORDS**

Item Number	Record Series Title	Minimum Retention Required	Disposition
	A. ADMINISTRATIVE RECORDS¹		
	1. Athletic Department records		
M8-005	a. Sports Contract/Student Contract (including signature sheets for student handbooks)	At end of school year for which contract signed	destroy ²
M8-010	b. Permission slips (to participate in sporting activities)	3 years	destroy ²
(M11-085)	2. Computer Terminal Sign-up Sheets	1 month	destroy ²
M8-020	3. Free/reduced meal application and documentation	3 years or until audited, whichever comes later	
M8-030	4. Notification to parents (annual) (regarding Student Behavior and Discipline, Bus Conduct, and Electronic Communications Systems, and the National School Lunch Program)	1 year	destroy ²
M8-040	5. Policy and Procedures manuals	permanent; revise as required. Keep old policy and procedures separately.	retain permanently ³
	6. Registration records		
M8-050	a. Adult education registration records	3 years or until audited, whichever comes later	destroy ²
M8-055	b. After school program registration records	1 year	destroy ²
M8-060	c. Pesticide application notification registration form	5 years (CGS Sec. 10-231c(f))	destroy ²
M8-065	d. School registration records including residency documentation	3 years or until audited, whichever comes later	destroy ²

Schedule M8 – Education Records, p. 2

Item Number	Record Series Title	Minimum Retention Required	Disposition
	A. ADMINISTRATIVE RECORDS¹ (cont.)		
M8-075	7. Student portfolio work (student produced work for grading assessment)	End of year at which student received grade	destroy ²
M8-085	8. Student teacher records	2 years	destroy ²
M8-095	B. CHILD-STUDY TEAM RECORDS¹	6 years after student leaves the school district	destroy ²
	C. EDUCATION INFORMATION¹ (including but not limited to):		
M8-105	1. Curriculum	Until superceded by new curriculum	destroy ²
	2. Cumulative records⁴		
M8-115	a. Academic achievement (grades/transcripts)	50 years after student leaves the school district ⁵	destroy ^{2,6}
M8-120	b. Attendance records (days absent/ present/tardy) ⁷	50 years after student leaves the school district	destroy ²
M8-125	c. Awards	6 years after student leaves the school district	destroy ²
M8-130	d. Basic biographical information	50 years after student leaves the school district	destroy ^{2,6}
M8-135	e. Diagnostic test results (non-special ed)	6 years after student leaves the school district	destroy ²
M8-140	f. Extracurricular activities	6 years after student leaves the school district	destroy ²
M8-145	g. Letters of recommendation	6 years after student leaves the school district	destroy ²

Schedule M8 – Education Records, p. 3

Item Number	Record Series Title	Minimum Retention Required	Disposition
	C. EDUCATION INFORMATION¹ (Cont.):		
M8-150	h. Parent's ⁸ /eligible student's signed release forms, if required by school policy ⁹	as long as records are maintained	destroy ²
M8-155	i. Records of immunization ¹⁰	50 years after student leaves the school district	destroy ²
M8-160	j. Standardized group test scores	6 years after student leaves the school district	destroy ²
M8-170	3. Diplomas	6 years after student leaves the school district ¹¹	destroy ²
	4. Disciplinary records		
M8-180	a. Detentions	no requirement	destroy ²
M8-185	b. Incident reports	no requirement	destroy ²
M8-190	c. Referrals	no requirement	destroy ²
M8-195	d. Suspensions/expulsions	For expunging the cumulative record, see <i>CGS</i> Sec. 10-233c(e) and 10-233d(f). ¹²	destroy ²
M8-205	5. Enumeration Records/Field Sheets	3 years	destroy ²
M8-215	6. Grade Books¹	current, plus 1 year	destroy ²
M8-225	7. Tardy slips from parents/guardians	At completion of school year	destroy ²
M8-235	D. FAMILY WITH SERVICE NEEDS RECORDS¹	6 years after student leaves the school district	destroy ²

Schedule M8 – Education Records, p. 4

Item Number	Record Series Title	Minimum Retention Required	Disposition
	E. HEALTH INFORMATION¹ (including but not limited to)		
	1. Cumulative records		
M8-245	a. Accident reports	6 years after student leaves the school district	destroy ²
M8-250	b. Basic school entrance health histories	6 years after student leaves the school district	destroy ²
M8-255	c. Child abuse forms	6 years after student leaves the school district	destroy ²
M8-260	d. Cumulative health record (CHR-1, original or copy) ¹³	6 years after student leaves the school district	destroy ²
M8-265	e. Emergency care plans	6 years after student leaves the school district	destroy ²
M8-270	f. Health assessment records (HAR-3)	6 years after student leaves the school district	destroy ²
M8-275	g. Incident reports	6 years after student leaves the school district	destroy ²
M8-280	h. Individualized health care plans	6 years after student leaves the school district	destroy ²
M8-285	i. Medication administration records	until superseded by yearly summary on CHR-1 or 6 years after student leaves the school district	destroy ²
M8-290	j. Parent authorizations for medications/treatments	6 years after student leaves the school district	destroy ²
M8-295	k. Parent's/eligible student's signed release forms, if required by school policy ⁷	as long as records are maintained	destroy ²
M8-300	l. Physician orders for medications/treatments	6 years after student leaves the school district	destroy ²

Schedule M8 – Education Records, p. 5

Item Number	Record Series Title	Minimum Retention Period	Disposition
E. HEALTH INFORMATION¹ (cont.):			
M8-305	m. Referral forms for services based on Results mandated screenings	6 years after student leaves the school district	destroy ²
M8-310	n. Sports histories and physical-examination Reports	6 years after student leaves the school district	destroy ²
M8-320	2. Employee's emergency health information	until superseded or until employee leaves school district	destroy ²
M8-330	3. Nursing protocols	permanent; revise as required. Keep old copy separately	retain permanently
	4. Nursing records		
M8-340	a. Health assessment data	6 years after student leaves the school district	destroy ²
(M8-285)	b. Individual-treatment or procedure logs/flow Sheets	see retention period for medication records	
M8-345	c. Nursing process notes	6 years after student leaves the school district	destroy ²
M8-350	d. Third-party health records (from hospitals, clinics, and private providers)	6 years after student leaves the school district	destroy ²
M8-360	5. Physician's standing orders	permanent; revise as required. Keep old copy separately.	retain permanently
M8-370	6. Student's emergency information card	until superseded or student leaves school district	destroy ²

Schedule M8 – Education Records, p. 6

Item Number	Record Series Title	Minimum Retention Required	Disposition
M8-380	F. PRIMARY MENTAL HEALTH PROGRAM RECORDS¹	no requirement	destroy ²
M8-390	G. PROFESSIONAL STAFF'S WORKING PAPERS/NOTES^{14,15}	no requirement	destroy ²
M8-400	H. PROGRAM DATA RECORDS Statistical data (including but not limited to): Services provided or professional activities—e.g., number and type of daily visits, number of screenings, number of home visits, caseload records, etc. These records include both raw data files (or logs) and reports. ¹⁶	no requirement	destroy ²
	I. PUPIL PERSONNEL SERVICES¹ (including, but not limited to):		
M8-410	1. School counselor case records	6 years after student leaves the school district	destroy ²
M8-420	2. School nurse case records	See E. HEALTH INFORMATION	
M8-430	3. School psychologist case records	6 years after student leaves the school district	destroy ²
M8-440	4. School social-work case records	6 years after student leaves the school district	destroy ²
M8-450	5. School speech/language pathology case records	6 years after student leaves the school district	destroy ²
M8-460	J. REPORTS TO STATE BOARD OF EDUCATION— File Copies	3 years after audit	destroy ²
M8-470	K. SECTION 504 RECORDS^{1,17}	6 years after student leaves the school district	destroy ²

Schedule M8 – Education Records, p. 7

Item Number	Record Series Title	Minimum Retention Required	Disposition
	L. SPECIAL EDUCATION and RELATED SERVICES (birth through 21) (including, but not limited to):		
M8-480	1. Assessment/evaluation reports	6 years after student leaves the school district	destroy ²
M8-490	2. Due process records , including complaints, mediations, and hearings	6 years after student leaves the school district	destroy ²
M8-500	3. Individual Transition Plan (ITP)	6 years after student leaves the school district	destroy ²
M8-510	4. Individualized Education Program (IEP) Records	6 years after student leaves the school district	destroy ²
M8-520	5. Individualized Family Service Plan (IFSP)	6 years after student leaves the school district	destroy ²
M8-530	6. Parent's/eligible student's release forms	as long as records are maintained	destroy ²
M8-540	7. Planning and Placement Team (PPT) records: notices, meetings, consent forms	6 years after student leaves the school district	destroy ²
M8-550	8. Referral forms	6 years after student leaves the school district	destroy ²
M8-560	9. Test protocol	at discretion of school administration	discard
M8-570	M. STUDENT ASSISTANCE TEAM RECORDS¹	6 years after student leaves the school district	destroy ²
	N. TRANSPORTATION		
(M1-265)	1. Surveillance videotapes made on school buses	2 weeks	recycle ¹⁸
M8-580	2. Bus routes	3 years	destroy ²

Schedule M8 – Education Records, p. 8

Item Number	Record Series Title	Minimum Retention Required	Disposition
	O. TRUANCY¹ (including, but not limited to):		
M8-590	1. Record of parent conferences	6 years after student leaves the school district	destroy ²
M8-600	2. Referrals	6 years after student leaves the school district	destroy ²

¹ Any student records maintained by the school district that have personally identifiable information must have an access log that is maintained with the records for the same retention period as required for the record.

² Municipalities/Boards of Education may destroy records only after receiving the signed approval form (RC-075, rev. 2/2005) from the Office of the Public Records Administrator. Retention periods established on this schedule are *minimum retention requirements*. Records may be retained for longer periods of time.

³ Policy manuals over 75 years have potential historical value. School districts may request transfer to an appropriate repository.

⁴ Copy remains with sending district; original accompanies student.

⁵ When student graduates from high school (i.e., receives a diploma), the high school may discard grades K-8 transcripts.

⁶ Education records up to and including World War II, may have historical research potential; disposal may include transfer to a local historical repository.

⁷ This refers to the attendance record posted to the cumulative record; other attendance records should be maintained for six (6) years after the student leaves the school district.

⁸ Any reference to parent in this document includes legal guardian.

⁹ If a school district policy requires written consent of the eligible student or parent to release education records to an institution in which the student intends to enroll, written consent must be obtained. In the absence of such policy, however, the Family Educational Rights and Privacy Act (FERPA) stipulates that education records may be released to an institution in which the student intends to enroll *without* written consent of the eligible student or parent, provided there is a reasonable attempt to notify the parent or eligible student that the records were transferred. Upon request, the parent or eligible student must be given a copy of the records that were transferred.

¹⁰ This can be a copy of the student's immunization record.

¹¹ If student fails to pick up diploma, it must be retained six years after student leaves the school district.

¹² Do not destroy until student graduates from high school.

¹³ Copy remains with sending district; original accompanies student (according to CGS Sec. 10-206(d)).

¹⁴ For specific retention periods referring to Special Education, see **L**.

¹⁵ Includes teacher plan books.

¹⁶ No personal identifiers included.

¹⁷ Section 504 of the Rehabilitation Act of 1973.

¹⁸ If the tapes become evidence in any kind of disciplinary proceeding litigation, if notice of pending action has been filed with the town clerk (CGS Sec. 7-101a(d)), or otherwise take on a status that would require a longer retention period according to the schedule, the tape would be retained for the amount of time specified by the retention schedule, and until all actions have been resolved.

MEMORANDUM OF UNDERSTANDING

The Weston Board of Education (“the Board”) and the Weston Board of Police Commissioners (“the Commission”) agree as follows:

WHEREAS, the Board and the Commission intend to maintain collaborative efforts to provide a safe and healthy school environment for students, staff and visitors; and

WHEREAS, the Board and Commission believe in promoting positive attitudes regarding the role of police in society; and

WHEREAS, the Board voted to approve the implementation of a School Resource Officer (“SRO”) program (“the Program”) for the Weston Public Schools (“the District”) conditioned on the negotiation and execution of an acceptable Memorandum of Understanding (“MOU”) with the Commission; and

WHEREAS, the Commission desires to employ a police officer to serve as the SRO for the District to assist in accomplishing these goals; and

WHEREAS, the Board and the Commission desire to set forth in this Agreement: (a) the specific terms and conditions of the services to be performed by the SRO in the District, and (b) the terms under which the Program will be implemented, it is agreed as follows:

1. Term

This Agreement shall continue until such time as it is terminated pursuant to the terms of paragraph 16 below.

2. Selection Process

The Chief of Police shall recommend a candidate or candidates for SRO to the Board and the Commission who is or will be a member of the Weston Police Department (“WPD”). The Board and the Commission will conduct interviews of the candidate(s). To be selected for the position, an SRO candidate must receive the approval of the Board and the Commission by majority vote of both bodies.

3. Employment Status

The SRO shall be an employee of the WPD and shall be subject to the administration, supervision, and control of the WPD except as stated in paragraph 7 below. The SRO shall be subject to the WPD’s collective bargaining agreement as well as all personnel policies and practices of the WPD. The SRO will coordinate and communicate with the Principal of Weston High School or his/her designee regarding his/her work schedule.

4. Role and Responsibilities

Roles and responsibilities of the SRO include, but are not limited to:

- Develop and maintain positive relationships with students and staff.
- Assist the District with developing, implementing and modifying plans and strategies to prevent and/or minimize dangerous situations that may occur on school grounds.
- Present topics to students on various law enforcement/safety issues.
- Inform school administrators of any student delinquency, incidents, charges, and arrests within a timely manner.
- Assist the District with enforcing the law, Board of Education Policy, Administrative Regulations, and other school rules in order to maintain a safe learning environment. When it pertains to preventing a disruption that would, if ignored, place students, staff and visitors at risk of harm, the SRO will work with the school administration to resolve the problem or concern. The WPD acknowledges that student discipline is a District responsibility, and the SRO will support the school administration as requested.
- Conduct investigations of crimes that occur within the District and use other resources if needed for follow-up investigations. Follow state and federal law, school board policy, school administrative regulations, school rules, and the WPD general orders with regard to investigations, interviews and searches relating to students.
- Take law enforcement action when necessary.
- Provide related services as requested.

5. Arrests

It is the expectation of the Commission and the District that when the arrest of a student is necessary, an officer other than the SRO will make the arrest, if possible. The District acknowledges that the decision to make an arrest is at the discretion of the WPD and its officers, and that the WPD, or the SRO acting on his/her authority, will make arrests as they deem appropriate.

6. Training

The WPD and the District will provide their respective employees with training relative to this Agreement and its purpose. The parties also agree to maintain regular

and open communication to evaluate the effectiveness of this Agreement and suggest improvements and adjustments that may be necessary to meet the program's objectives.

7. Removal of SRO from Service in District

If the Superintendent of Schools believes that the SRO should be removed from the SRO assignment because of unsatisfactory work performance or violation by the SRO of any applicable law, regulation or policy, she shall notify the Chief of Police ("Chief") and the Chairman of the Commission ("Chairman"). The notice should be in writing and should include a brief statement of reasons. Within five days of delivery of such notice, an informal meeting shall be held among the Chief, Chairman, Superintendent, SRO, and other school or police personnel as may be necessary. If, following the meeting, the District and the WPD have not agreed on a course of action, the Superintendent and the Chief, or their designees, shall, within five business days, convene a hearing, the purpose of which shall be to consider the Superintendent's statement of reasons. The SRO may be represented at such hearing. In the event that the Superintendent determines, following the hearing, that the SRO's work performance has been unsatisfactory, or that the SRO violated any applicable law, regulation or policy, the Superintendent may remove the SRO from the position, and a new SRO shall be selected pursuant to the provisions of this Agreement. The time periods for the meeting and/or hearing set forth herein can be extended upon the mutual agreement of the District and the WPD. It is expected that ordinarily, the SRO will remain in his/her current SRO assignment during the pendency of the meeting and/or hearing, but if due to the seriousness of the allegations or for other exceptional reasons, the Superintendent believes that the SRO should be immediately removed pending the meeting and/or hearing, the Superintendent can request that the Chief immediately reassign the SRO as an interim measure.

8. Discharge and Discipline

The Commission shall have the sole power to discharge an SRO from the WPD or otherwise discipline an SRO, consistent with the provisions of the applicable collective bargaining agreement.

9. Cost of SRO Program

All costs associated with the SRO program shall be borne by the WPD, except as follows:

- Access to an air-conditioned and properly lit private office containing a telephone line to be used for general business purposes.

- A desk with drawers, a chair and filing drawers.
- Access to a computer and Internet connection.

10. Duty Hours

The duty hours of the SRO shall be set by the Chief of Police, and as near as possible conform to the school day or a schedule that appropriately serves the needs of the District. To the extent that the school day does not encompass the entire shift, the SRO will be on duty for an equal period of time before and after the school day or as scheduled. The SRO's schedule when school is not in session will be determined by the WPD.

11. After-School Events

The District and Commission agree that it is an expectation that the SRO will be considered for, and accept, after-school police assignments subject to the terms of the applicable collective bargaining agreement.

12. Absences

In the event an SRO is absent from work, the SRO will notify his or her shift supervisor in the WPD and the Principal of Weston High School. The WPD may, if requested by the Superintendent, assign another officer to the school on any day in which the SRO is absent, at the cost of the WPD.

13. Uniform

The uniform worn by the SRO while on school property will be established by mutual agreement of the Superintendent and the Chief. The equipment carried by the officer will be as determined by the Chief.

14. Program Assessment

The SRO Program will be evaluated jointly by the WPD and the District on an annual basis. The WPD and the District will provide a joint written report to the Board and the Commission. Should the WPD and the District fail to reach agreement on the content of such written report, the WPD and District will provide separate reports to both the Board and the Commission.

15. Evaluation of SRO

The performance of the SRO will be evaluated by the Chief of Police with input from the Principal of Weston High School and the Superintendent of Schools. Such evaluation will be in accordance with the practices and procedures of the WPD.

16. Termination of Agreement

Either the Board or the Commission may terminate this Agreement upon thirty (30) days written notice to the other party. The decision to terminate an Agreement may be made by a majority vote of the terminating party at a properly noticed meeting. In the event of a termination of the Agreement, the SRO Program will end.

17. Subject to Approval

This Agreement is subject to the ratification of the Board and the Commission.

18. Entire Agreement; Modification of Agreement

This Agreement, along with the exhibits attached hereto and referenced herein, constitutes the entire agreement between the Parties regarding the SRO Program. The Parties acknowledge that they have not relied on any promises or representations outside of the Agreement and the exhibits referenced herein. No modification of this Agreement shall be valid or binding unless the modification is in writing and is approved by a majority vote of both the Board and the Commission.

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19. Severability

If any provision of this Agreement is deemed to be unenforceable by a court of law or other competent body, the remaining provisions will remain in full force and effect.

Weston Board of Education

Philip Schaefer
Chairperson

Date:

Colleen Palmer
Superintendent

Date:

Weston Police Department

William Brady
Chairman, Board of Police Commissioners

Date:

John Troxell
Chief of Police

Date:

WESTON PUBLIC SCHOOLS REPORT

September 16, 2013



Weston High School

Lisa Wolak, Principal

*In this issue... Principal's Message
Summer Professional Development
School Counseling Department
Co-Curricular Program Updates*

Principal's Message

Weston High School celebrated "Back to School" with live music by our student band Chillingsworth and "Munchkin Monday" on August 26. The school community gathered for our annual Kickoff Event on Friday, August 30. This celebration of the 2013-2014 school year was composed of a variety of musical and athletic activities that culminated with a unity lap around the track and the forming of a giant "W" on the football field. We look forward to a spectacular year. Our annual 'Back-to-School Night' is Thursday, September 19. Parents and guardians may pick up their students' schedules in the main lobby beginning at 6:45 p.m. First period will commence at 7:25 p.m.

All students received individual school emails this month. It is imperative that they use these emails as the school will no longer communicate through personal emails. Please reinforce this expectation with your students.

The safety and security of our students and staff continue to be a district priority. All outside doors are locked and armed, and visitors entering our school must show photo identification and sign in at our new security desk in the main lobby. Students must enter through the main doors or athletic entrance before school. During the school day, they must sign in and out at the security desk. In addition, staff have been issued key fobs and new identification badges. These proactive measures are designed to maintain a safe environment for all.



Summer Professional Development

This summer, Art Teacher Ms. Hawthorn traveled with a group of Fairfield County youth to the village of Chepsaita in southwestern Kenya. Ms. Hawthorn worked with local students on a variety of art projects including watercolors, beaded jewelry, and clay. The WHS Art with a Heart Club plans to continue to contribute to the village through fundraising this year. It was an amazing cultural exchange.

The English and social studies teachers participated in a three-day district workshop on the Common Core State Standards (CCSS) at the end of June. Teachers developed a deeper understanding of how to integrate the CCSS into their curricula.

Social studies teachers, Ms. Klein and Ms. Bennett, took courses this summer also. Ms. Klein studied 20th century American music at Taft this summer. Her work aligned with the goal of the American Studies team to bring more music enrichment into the eleventh-grade program. Ms. Bennett participated in a seminar at the Gilder Lehrman Institute. *The Sixties in Historical Perspective* explored this controversial era through the lens of its presidents and the different movements during this turbulent time.

Physics teachers, Ms. Balouskus and Dr. Kingston, attended a two-day workshop at Tufts University in August. With funding from the National Science Foundation, the research group at Tufts has created a web-based software package called InterLACE, which is designed to enhance and promote computer-supported collaboration. Ms. Balouskus and Dr. Kingston have begun integrating InterLace into their classrooms and they find it encourages each student to contribute their unique thoughts, thereby promoting much more student engagement and participation. InterLACE greatly assists in "flipping the classroom," creating a student-centered learning environment.

Art Teacher Ms. Arena had an inspiring week collaborating with other art teachers at the AP Studio Art professional development at Taft. The focus of this course was primarily the 3D portfolio. By analyzing scored portfolios, Ms. Arena developed a deeper understanding as to the College Board's expectations of student portfolios.

School Counseling Department

College information sessions have begun in our college and career center. A complete college visitation schedule may be found on Naviance. Juniors and seniors who wish to attend a session must register on Naviance 24 hours before the scheduled visit. If a junior or senior is not registered on Naviance, he should see his school counselor immediately.

Freshmen parents and guardians are invited to participate in "Parent 101" on Thursday, September 26, at 7:00 p.m. in the cafeteria. This program is designed to support families with the transition to high school. School counselors will review support services and provide an overview to the freshman year.

On the evening of Tuesday, October 15, school counselors will host our annual "College Admissions Panel" presentation at 7:00 p.m. in the auditorium. There will be a diverse panel of very selective and highly selective colleges and universities, representing both the private and public sectors.

On October 16, the PSAT will be administered to all sophomores. This practice assessment is critical to the college application process. Sophomores will receive their individual scores in December as well as a packet of information regarding their individual academic strengths and challenges.

Co-Curricular Program

The WHS Club Fair will take place during our Trojan Time advisory on September 18. Students will accompany their advisory teachers to the gymnasium where representatives from a large variety of clubs and activities will be present to provide information to those interested in joining. We encourage all students to get involved in the school community to maximize their experience at Weston High School. For more information about specific clubs, students should contact Assistant Principal Dr. Marotto.

Athletics

The WHS Leadership Circle, consisting of all sports captains, met on August 20 to kick off the 2013-2014 school year. Student leaders discussed the purpose of this program and the responsibilities and privileges that accompany the role of a sport team captain. Dr. Dan Switchenko, from Eastern CT State University, presented a DREAMS workshop (Dedication, Respect, Enthusiasm, Attitude, Mental Toughness, and Sacrifice). Students were engaged from the very beginning as Dr. Switchenko was an extremely dynamic speaker, setting a great tone for the upcoming school year.

Our fall “Meet the Coaches Night” was held September 3. All freshmen and new athletes and their parents/guardians met first with the Athletic Director. All athletes and their parents/guardians met with their team’s coaches starting following this presentation. The purpose of *Meet the Coaches* is to review our athletic expectations and is held for each sports season.

Weston Middle School

Amy Watkins, Principal

In this issue...

***Welcome back
Sixth-Grade Students Get Acclimated
The Middle School is on Google
SOARing to New Heights
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Math During Recess
Where in the World
Upcoming Events***

Welcome back

We opened the 2013-2014 school year with the common theme: “Glad to be back.” Teachers, staff, and students all had smiles as they entered the building, ready and eager to begin a new year. After a year participating in the SOAR program, (Safety, Ownership, Attitude, and Respect) students seem to have a renewed understanding of what it means to be a student at Weston Middle School. During one of the initial sixth-grade community meetings, students were asked to share a highlight from their first day. Several students commented how much they appreciated the help they



received from eighth-grade students in the building. This is an excellent example that it is not about what grade you are in that matters. What matters is that you're a Weston Middle School student. We look forward to keeping the momentum going from the positive energy everyone is feeling.

Sixth-Grade Students Get Acclimated

Sixth-grade students are already proficient at their lockers and navigating the building. While last spring we heard from our now sixth-grade students and their parents how nervous they were to transition to the middle school, the headline now is, "We love the middle school." Students have been asking great questions and asking for help when needed. The teachers spent the first few days helping students learn the building and adjust to switching classrooms. The cafeteria has also been a favorite part of the day. Students have already been demonstrating their knowledge of SOAR when it comes time to clean up their tables, including monitoring the floor underneath for trash they dropped. Students have also learned how to exit and enter the cafeteria safely during recess. We have students volunteering to hold the doors, ensuring a safe environment for all. This positive attitude has been noticed by the staff and SOAR cards have already been handed out to show our appreciation.



The Middle School is on Google

The middle school has gone Google. All grades have been working with our new Library Media Specialist, Aimee Shuhart, our Technology Integrator, Crystal Brooks, and their teachers to setup their Google accounts. In addition to setting up their district secure email accounts, students will be able to collaborate with students and teachers on documents they begin in class, while continuing to work on them after class is dismissed. We will keep you posted on the progress of Google with all of our students as the year progresses.



SOARing to New Heights

The first week of school included a review of our core beliefs: Safety, Ownership, Attitude, and Respect. Classes spent time during the first week of school reviewing what these attributes look like. This coming week, students will begin a weekly advisory time. Students will meet in small groups with the same staff member each week. Topics to be discussed include safety, friendships, organization, and study skills. We piloted the advisory time with our sixth-grade students last year. From the positive feedback and results we saw, we are expanding the program to all three grades.





Establishing Routines

The beginning of each school year is filled with opportunities to review procedures and adapt to the expectations of our new grade. Students in Miss Fuchs' French class demonstrated what they remembered from last year in French as they discussed the seasons. Students in Mr. Blozie's Project Lead the Way (PLTW) classes were challenged on day one to solve a problem using limited resources. Students practiced working collaboratively and they used both their creativity and critical thinking to find a solution.

What's Happening in Spanish

Mrs. Davidow is happy to share that her sixth-and seventh-grade students are up and running with technology (using iPads) to produce language (Spanish). One application on our school's iPads is called "Educreations." This summer Mrs. Davidow attended a three-day technology workshop given by the district and was able to learn which apps she can use with her students, enabling them to describe (written and orally) while using a picture. It is a very exciting way to produce language and the level of engagement is magnificent. She is working collaboratively with all of our world language teachers to share this new learning.



Math During Recess

These girls were so inspired to find a solution to a problem during math that they continued to work on it during recess. Even the warmer temperatures couldn't distract them from solving this problem. What you can tell from this picture is how the girls were offering ideas on how to find the solution. True collaboration.

Where in the World

Students in seventh-grade social studies are using their knowledge of maps to help everyone learn more about one another. Students spent time developing map keys and legends to describe their attributes, as well as making a map of the world.



Upcoming Events

"Back-to-School Nights" are scheduled. Sixth-grade parents will meet on Tuesday, September 10; seventh grade on Thursday, September 12; and eighth grade, Wednesday, September 18. Each grade level will have the opportunity to meet with all of the teachers from their students team collectively, then follow a modified version of their students schedule.

*In this issue... The Opening of School
School Climate
Staff and Professional Development*

The Opening of School

Our halls are filled once again with the happy sounds of students and staff engaged in the rhythm of teaching and learning. We welcomed 34 new students to our school this year (14 third-grade students, 11 fourth-grade students, and nine fifth-grade students). They are fast becoming strong members of our WIS community and making new friends. We are so pleased that they have joined our school. To help our large number of new students and their families learn more about the school, we held a new family orientation in August that was very well attended. Additionally, to welcome the newest members of WIS, our third graders, we opened our doors on Friday, August 23, so students could meet their new teacher and see the classroom. There were a lot of hugs and smiles as they prepared for a new year.



School Climate

Incoming staff and students were greeted with a reminder of our Positive Behavioral Intervention and Support program motto WIS P.R.I.D.E. We are greatly appreciative to the PTO for the important addition of this entry floor mat to remind students each day what our beliefs and standards are. We will continue to encourage the positive attributes of WIS P.R.I.D.E. throughout the 2013-2014 school year with monthly assemblies, buddy class events, and classroom reinforcement activities. The impact of this program on our student body was on full display during our June 6 evening talent show. Many parents and visitors commented on our students' excellent behavior as performers and audience members during this event.



Staff and Professional Development

The WIS staff returned to school refreshed and ready to engage. During our first full staff gathering, we reflected on how we fit together as a “caring community of learners, who fosters pride in developing abilities, promotes positive social development, and encourages an appreciation of individual differences.”



Our professional development work was exceptionally informative and stimulating. The staff was excited to be able to work with John Antonetti immediately following his keynote presentation. His work helped our teachers deepen their understanding and knowledge of the Common Core State Standards and challenged us to “cross the rigor divide” by examining our lessons and units of study to make them even more meaningful and cognitively engaging to our students. It was an exciting start to the year and we are looking forward to continuing this work throughout the year.

This will be our first full year implementing the *Math in Focus* program in third and fourth grade, and our staff eagerly anticipated working again with Dr. Yeap Ban Har. Dr. Ban Har, Singapore’s renowned specialist on math instruction and international leader in professional development, worked with our staff to help them learn more about the program and the unique approach to teaching math. We were immersed in activities focused on differentiating instruction for all students using the concrete-pictorial-abstract approach to math. Teachers also learned how to use problem solving and bar models to teach mathematical concepts and build deeper understanding. This approach will be a natural extension of our work with 21st century competencies and with AIM.

The WIS staff appreciated the improved school safety initiatives, including the new building entrance fobs and the front door reception desk. The staff is looking forward to working closely with administration to create a physically safe learning environment for all.

Hurlbutt Elementary School

Laura Kaddis, Principal

In this issue...

Opening of School

School Climate

Professional Development

The Opening of School

Hurlbutt Elementary School is now filled with the joyful sounds of children learning and playing together. We welcomed into our community 132 new kindergarten students, nineteen preschool children (12 of whom are new to Hurlbutt), 24 new first-grade students and 16 new second-grade students. We are so pleased that our new families chose to make Weston their home. Noteworthy family events from the past few weeks include our new student orientation in August, our meet and greet with all the classroom teachers, and our “Back-to-School Nights.” All of these events have had very high attendance.



School Climate

Our positive behavioral intervention and support program motto, “be safe, be kind, be responsible,” is well established. Our returning students remembered expectations and quickly fell into familiar routines. Students who are new to Hurlbutt have rapidly been acclimating to the positive climate and culture of the building. Our students take great pride in earning honeycombs for positive behavior and our hive is rapidly filling. We will be celebrating our summer reading achievement on September 11, at our first all-school assembly. As of September 9, 269 Hurlbutt students read 5,571 books.

Professional Development

The excitement and energy of our students is mirrored in the enthusiasm of our staff. We began the school year with outstanding professional development opportunities.

John Antonetti involved us in conversations about the cognitive engagement of students. His dynamic presentation style and examples of practical application enabled us to make connections with the initiatives already in place. John challenged us to “cross the rigor divide” by giving us tools to evaluate the level of thinking we ask of our students.

Our faculty also eagerly awaited the return of Dr. Yaep Ban Har, an internationally renowned speaker on the Singapore math approach (Math in Focus). We were immersed in activities focused on differentiating instruction for all students using the concrete-pictorial-abstract approach to math. We learned how to further develop our lessons to reach struggling learners while at the same time challenging the advanced learners. His description of Singapore math as a tool to problem solving, thinking and 21st century competencies aligns with our work with AIM units, as well as balanced literacy, specifically with reader’s and writer’s workshop.