

Weston Public Schools

Standardized Testing Report:

Educational Records Bureau: ERB

&

Massachusetts Comprehensive Assessment System:

MCAS

2012-2013

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School Committee Report
11/20/2013

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Introduction:

The use of assessment data to guide classroom planning has steadily grown in elementary grades, while the analysis of MCAS data has shifted classroom curricular focus in sixth through tenth grades. It is a goal embraced by the curricular leadership team that we work to shift higher numbers of students into the “Advanced category” in all subject areas. Weston plans to achieve this for the upcoming 2014 tests while maintaining its focus on providing a learning environment that values creativity, the Arts, and a broad range of curriculum enrichment activities provided throughout the year. It is our belief that we can attain both of these important expectations.

The purpose of this report is to:

- Summarize spring 2013 performance on MCAS & ERB standardized tests
- Report highlights and trends within the data
- Outline action items in curricular work based on testing data and system-wide initiatives.

At the conclusion of the written report the data is provided in graphs and tables on all tested grades and subjects.

ERB and MCAS Performance Summary:

MCAS, Massachusetts Comprehensive Achievement System, tests students in Mathematics and English Language Arts, for 3rd through 10th grades. The ELA has a long composition score embedded in the total score in grades 4 and 7. Science is tested in 5th, 8th, and 9th grades, with students who do not pass in the 9th grade retesting in 10th for either Physics or Biology. This later testing date for Science also covers students who are new to public schools or from private schools.

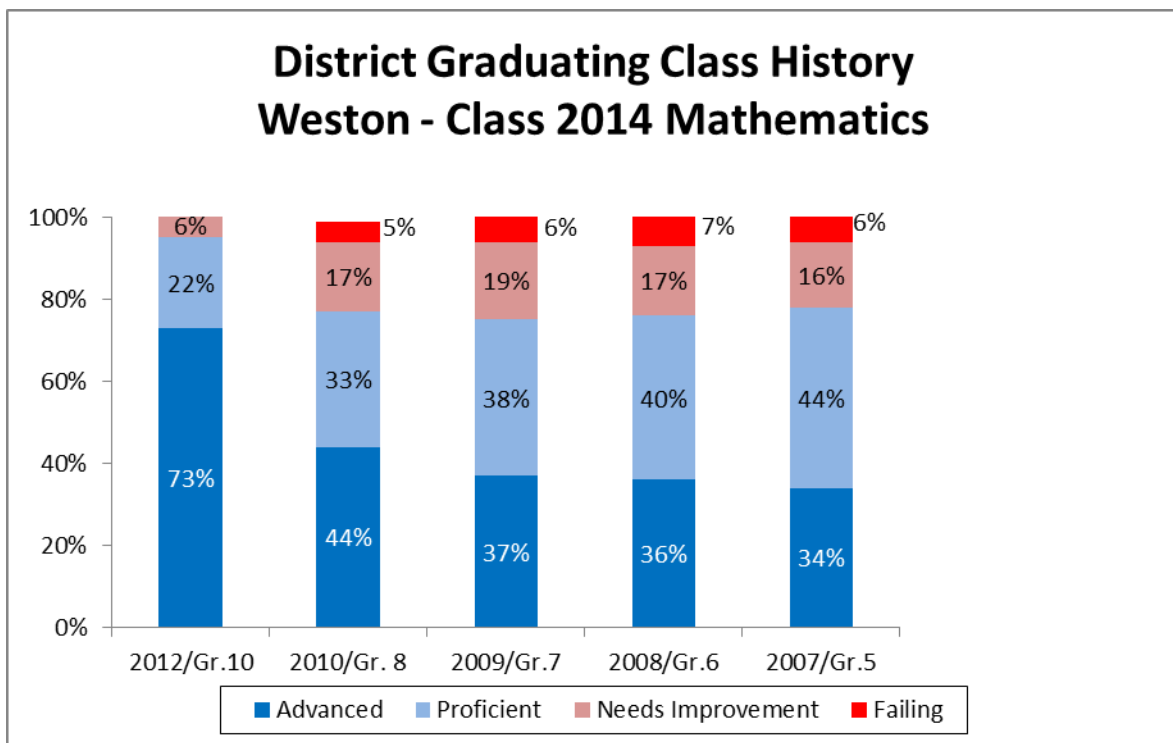
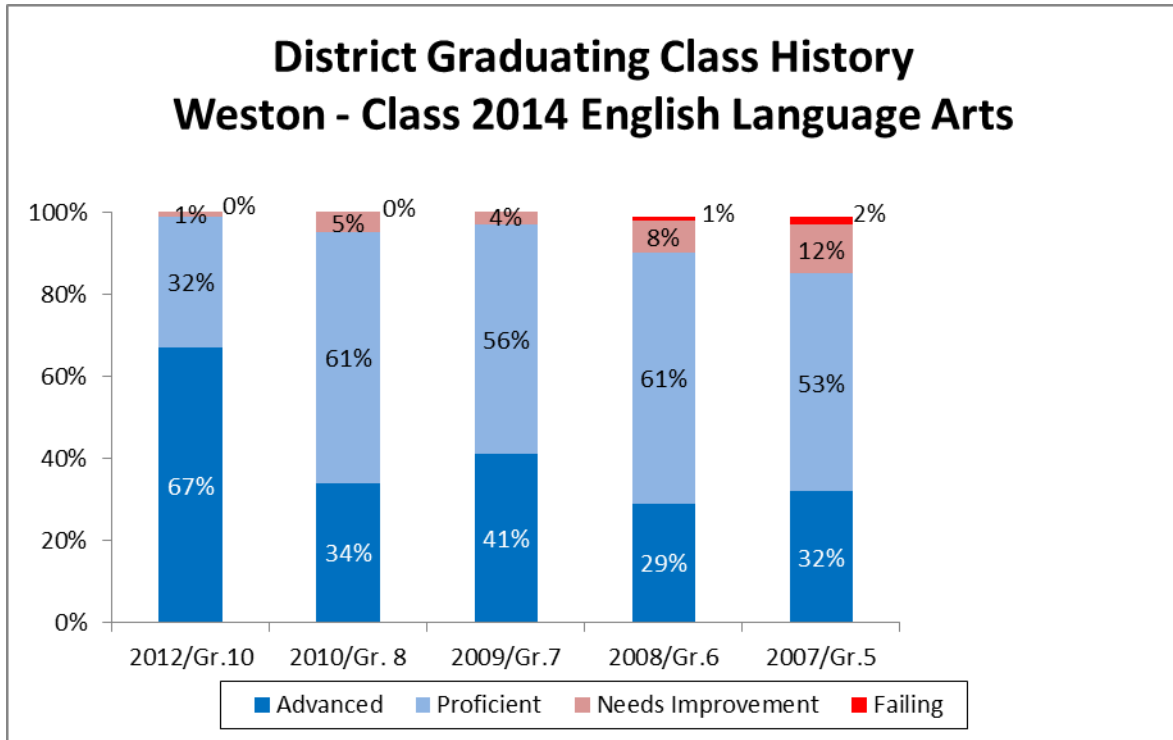
The state disaggregates all testing data across subgroups and monitors progress for these groups using a system known as the PPI or Progress and Performance Index. Last year Weston’s PPI was a Level II because the lowest score of any school is the baseline for the district, and Field School was listed as a Level II school due to needing performance improvement for some subgroup growth. After three years of focused effort, Field School has received a PPI of Level I delineation, thus raising Weston’s overall PPI performance indicators to a Level I.

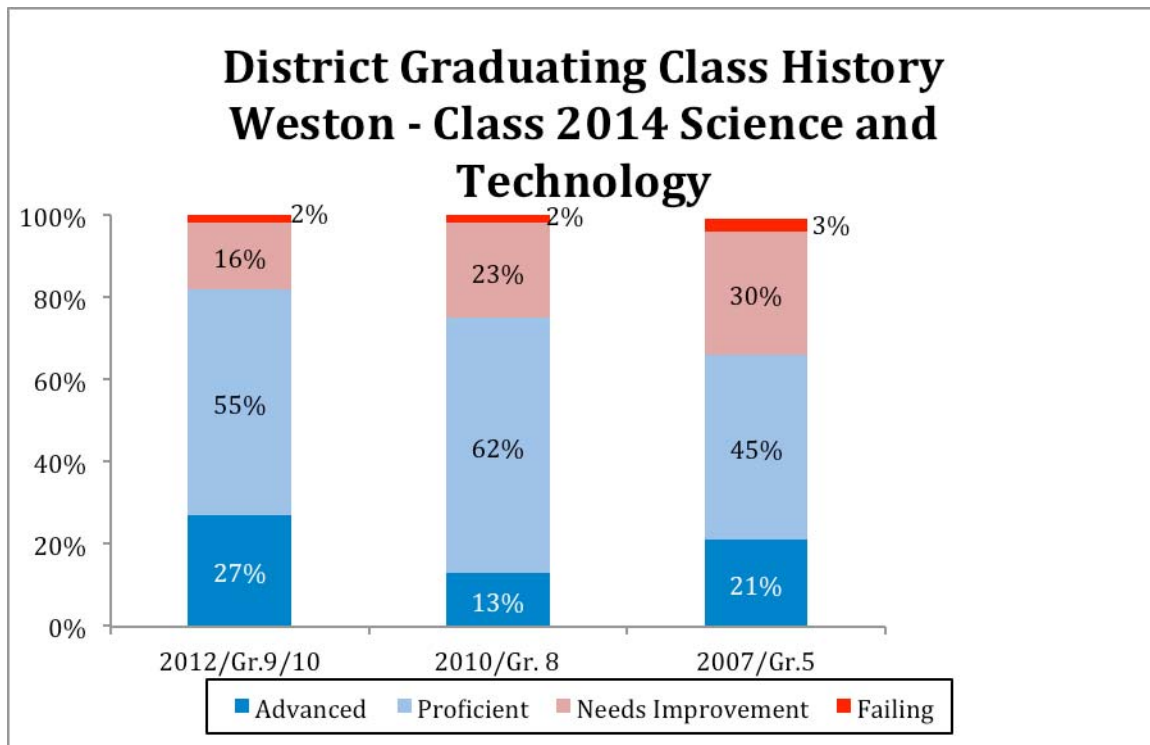
ERB, Educational Records Bureau, tests students in grades 3 through 7 in Reading and Mathematics. These tests continue to be used as a secondary data point to explore and understand student performance across district. This longitudinal data predates MCAS by many years, thus providing the district with a long history of monitoring student achievement.

Class of 2014:

Each year we summarize the MCAS performance of the rising senior class as an indicator of growth as students progress from 3rd to 10th grades (See graphs on next page). Weston continues to perform at a consistently high level in terms of supporting all students passing the MCAS test so as to receive a Weston diploma. Over the span of their testing years, this current graduation class grew 39% in “Advanced” performance in Mathematics, and 35% in “Advanced” performance in ELA. Also of note is the decrease in “Needs Improvement & Warning” of 13% in English and 16% in Math over the years of student progress. This senior class will have no “Warnings” in either Math or English.

Those students who struggled over the years at the Needs Improvement or Warning level, while a small percentage, often represent our most challenged learners academically, and supporting them to receive a passing score is an achievement for both the students and the teaching faculty. In Science these seniors showed improvement in shifting 14% out of “Needs Improvement” into either Advanced or Proficient performance.

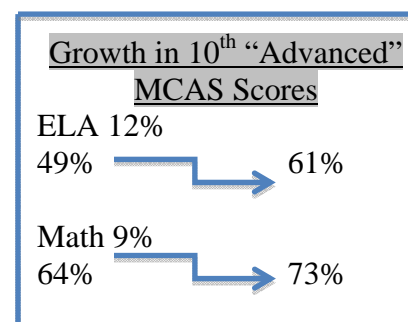




Elementary, Middle School and High School:

Weston’s test scores demonstrate slow but steady improvement. Amongst small cohort groups at each grade level, scores vary somewhat with each year. However, as illustrated in the table below, only the 4 highlighted subjects showed any decline, while the others showed up to 6% increases in comparison to 2012. While 6% is modest in growth, it echoes an overall pattern of improvement in Weston’s performance over the last six years for increasing “Advanced” performance levels, and meeting other MCAS benchmarks. When viewing Weston’s 10th grade data, the shift toward more “Advanced” scores is evident. The average “Advanced” score from 2002-2007 in ELA was 49% and in Mathematics was 64%. From 2008-2013 the average “Advanced” score is 61% in ELA and 73% in Mathematics. Therefore, over the past 6 years we have averaged between a 9% to 12% increase in overall “Advanced” performance scores. While this increase is happening at a rate slower than preferred, it does demonstrate positive trends within an overall stable performance from year to year.

2013 MCAS Scores of Combined Advanced and Proficient			
Grade	ELA	Math	Science/Tech
10 th	99%	97%	83%
8 th	97%	78%	79%
7 th	96%	77%	
6 th	89%	83%	
5 th	87%	83%	80%
4 th	81%	82%	
3 rd	78%	78%	



This year there were several areas to highlight regarding statewide performance:

- ELA
 - 7th Grade 6th in state
 - 8th Grade 8th in state
- Math
 - 4th Grade 11th in state
 - 10th Grade 5th in state
- Science
 - 8th Grade 6th in state

ERB data continues to provide a stable secondary data point on overall performance. This year the lower scores evidenced in 3rd and 6th grade MCAS scores were echoed in the ERB scaled scores. Atypically, suburban and independent school scores slightly higher or equal to Weston scores. None of Weston's scores, however, were significantly lower (See additional data in Appendix B).

ERB 2013 Mathematics 1 & 2 Scaled Scores

Grade	50% Percentile			90% Percentile		
	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	308	310	308	340	342	338
4	342	325	322	376	363	356
5	344	328	333	387	369	365
6	356	346	345	386	385	378
7	362	349	350	393	389	382

ERB 2013 Reading Comprehension Scaled Scores

Grade	50% Percentile			90% Percentile		
	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	338	337	338	372	367	365
4	346	345	345	372	372	371
5	360	349	355	390	381	381
6	357	356	358	386	386	385
7	365	359	362	388	387	387

Trends and Highlights within Data:

Elementary MCAS:

- In 5th grade Science, while the percentage of students scoring “Advanced” was slightly lower than last year (5%), the overall performance of combined Advanced/Proficient was at 80%. This represents one of the two highest performance scores in the last six years, with the overall trend in scores moving upward. The average over the last six years, represents an increase of 8% in “Advanced” performance, and score analysis shows 13% of this years “Proficient” students were just ‘on the cusp’ of scoring into the Advanced range.
- The “Needs Improvement” score of 18% in 5th grade Science is 5% lower than last year, and is only the second time in over five years that the Needs Improvement has been in the teens. Several subgroups assessed for PPI (Progress Performance Index) are monitored in this performance category and some merit a focus for additional attention instructionally. The groups monitored are: students receiving Title I services, African American/Black students, and females.
- In Mathematics, the 4th and 5th grade performance numbers continued their steady improvement with the 5th grade achieving 57% “Advanced” performance, a 15% improvement for this year and an average growth in “Advanced” performance of 8% over the last four years. The 4th grade scores remain consistent overall. There is need for continued growth at Field School.
- In ELA across all three grades there is a discrepancy between the performance scores on multiple choice versus open response questions. This may be because of a relatively stagnant improvement in “Advanced” performance.

- Multiple choice questions answered correctly:
 - 88% (WS, CS, grade 3)
 - 87% (FS, grade 4)
 - 85% (FS, grade 5)
- Open response questions answered correctly:
 - 51% (CS)
 - 70% (WS)
 - 55% (FS, grade 4)
 - 62% (FS, grade 5)

This data suggests that Weston students are well prepared to identify the right answer when presented in a multiple choice question. However there is still work to be done in preparing students for open response questions. Data analysis indicates students need increased teaching and opportunities to write responses that locate evidence from the text and interpret it.

- This year's 3rd grade performance numbers were lower, with the area of concern being 23% noted as "Needs Improvement/Warning". The overall performance profile of the grade has not shifted. However, there are some measureable performance variables between Woodland and Country that have been assessed and are being collaborated on through joint school meetings and support from Elementary Curriculum Specialists. These include areas such as the 19% difference in ELA open response noted earlier.

Responsive Planning for Elementary:

- In all subjects, continue targeted instruction and focus on our subgroups of students to improve performance. Assessment data is being used to identify students and provide skilled intervention through a team problem solving, guided by curriculum leaders.
- In Science, continue to focus on student writing. Professional development is underway in grades K through 5 with science notebooks and a focus on claim and evidence. The science specialist and ELA specialist are working with all teachers on claims and evidence/persuasive writing and other non-fiction writing. This is a strong focus of all teachers.
- In ELA instruction in 2nd through 5th grades, support teachers as they refine their teaching of reading and writing about literature. Gradually, we are moving to a reading workshop model that includes intensified instruction for both small and whole groups, and shifts targeted support from additional staff members into the classroom workshop block. This structure enables teachers to teach and reach students of all performance levels several times throughout the hour-long workshop. In addition, children who find reading more challenging, meet with the teachers more often: 4x a week compared to 2x.
- In Mathematics an item analysis across all three grades indicate areas of strength and areas for additional focus. The Math Specialist will be working with grade level teams to support increased instruction in these areas.
 - **Areas of strength across grades 3-5**
 - Number and operations in base ten
 - Operations with whole numbers and algebraic thinking
 - Generating and analyzing patterns

- **Areas for focus**
 - Open response
 - Place value (decimals)
 - Fractions
 - Measurement
 - Geometric reasoning
- In Math as in Reading, shift the delivery model of regular education support services to be in the classroom setting, with more intensive work on identified skill deficits through effective use of progress monitoring data. Support this work with more data meetings on students at risk in all core subject areas. Implement a shift in planning that provides for more RTI, “Response to Intervention” approaches of shared problem-solving to support teachers at the classroom level of instruction.

Middle School ERB & MCAS:

- The 6th grade Math ERB results improved over last year. Weston out scored both suburban public and independent schools in overall correct responses by at least six percentage points. The best area of performance was in measurement in which scores were 12 points ahead of suburban public and independent schools, with a weakest relative score in Numbers and Number Relationships in which Weston was less than a point ahead of comparable schools.
- The 7th grade Math ERB results were also strong. Weston out scored both suburban public and independent schools in overall correct responses by at least six percentage points. The best area of performance was in the area of comparison and also in quantitative reasoning. In the area of extensions and generalizations, Weston was only two percent ahead of suburban schools and three percent ahead of independent schools.
- The 6th grade MCAS Math score was close to past years at 83% “Advanced/Proficient”. Item analysis demonstrates relative strengths and weaknesses of the curriculum. While far ahead of the state average in most areas, there were items in which Weston scored lower. These were in the areas of ratios, number system and scientific notation - areas in which our curriculum had been out of alignment with the Common Core. There was a substantial reorganization effort that occurred over the summer to more closely align Middle School curriculum with the Common Core, while maintaining algebra for all 8th graders. This effort will result in fewer test items below the state average in future years.
- The 7th grade Math performance was the Middle School’s most successful MCAS performance. This is evidenced by 45% of all students in the Advanced range, which is an 8% improvement from last year. In addition, unlike previous years, there was not a single test item of performance below the state average. These improved results appear to be a direct result of the major reorganization of the 7th grade curriculum in the summer of 2012. This same alignment effort was extended to the 6th and 8th grades this past summer, so further improvement is anticipated.
- The 8th grade Mathematics curriculum was not in alignment with the 8th grade MCAS assessment during last year’s testing. Regardless, the 8th grade scored 79%

“Advanced/Proficient” which maintains a similar performance score to past years. With the curriculum adjustments being implemented this year, improvement is anticipated and an increase in “Advanced” is a target goal.

- The 6th grade ELA testing on ERB was slightly lower with a decrease of 4% overall correct answers. However, given scores on past standardized tests by this cohort, the performance was relatively strong on the Reading Comprehension test. Item analysis does not indicate any particular area of weakness related to Reading Comprehension; students scored lower on questions that assessed their analytical ability, but not by a statistically significant percentage. Overall, the group showed improvement of scores in all areas tested as compared to their 5th grade results.
- The 7th grade ERB scores in English improved from last year’s performance dip. Item analysis here indicates that the one area slightly weaker than others was “Explicit Information,” but the difference was again not statistically significant. Overall this group demonstrated improvement in all areas over their scores the year before.
- The 8th grade MCAS results for Science show two encouraging trends that indicate improving performance. This year’s combined score in the “Advanced/Proficient” categories is the highest in the last four years, and the percentage in the “Needs Improvement” is the lowest in the last four years. Part of this improvement is likely due to the fact that teachers in grades 6-8 have periodically included MCAS sample questions on their regular assessments throughout the year. This allows students to see not only the format, but also the content areas in typical MCAS questions.

High School MCAS:

- The 10th grade Mathematics MCAS performance was very strong. 97% of students scored “Advanced or Proficient” with 0% “Warning”. These results are impressive in that several sub-groups performed very well - specifically, African American and Hispanic students. Only one student in this demographic scored “Needs Improvement”, resulting in 92% of our African American students and 100% of our Hispanic students scoring Advanced or Proficient. This is better than Boston Latin, an exam school that had 83% “Advanced/Proficient” for African American students and 79% for Latino students. Wellesley was 82% and 92% respectively. While these results represent a significant improvement over previous years, there is still much work to do in closing the achievement gap by moving more students from Proficient to Advanced. Blacks and Hispanics are still underrepresented in the “Advanced” category, with only 25% reaching advanced versus 76% of the general population.
- The 10th grade ELA results continue to improve from one cohort to the next; this past year’s students scored higher in the Advanced range with the total percentage at that level increasing from 68% in 2012 to 77% in 2013, while our overall combined scores of Advanced and Proficient maintained the total of 99% reached in 2012 for the first time.
- An area of significant success in ELA MCAS scores was in the increase of students from METCO students scoring at the Advanced level. While in 2012 only 24% of our Boston students scored at the Advanced level, last year through one-on-one tutoring opportunities

during the school day and small group sessions after school, this percentage increased to 42% in 2013.

- Another area that contributed to overall improvement in ELA MCAS scores was the work undertaken last year to better prepare students for open response questions. In 2013 10th graders raised their average response score to 3.11, up from the previous year's average of 2.95. Work continues to maintain and improve upon these results for the 2014 testing. (The TEC Center provided support for all students in MCAS Prep.)
- The 9th grade Physics MCAS results continue to be solid, with 85% of students scoring in the "Advanced/Proficient" range. The physics curriculum is closely aligned with the state standards, and the scope and sequence of topics prepares students for the MCAS exam and also for further physics study at higher levels. Having a higher percentage of students achieve "Advanced" is a goal.

Responsive Planning for MS and HS:

- Continue offering the combination of tutoring and after-school sessions at the High School to support ELA with the goal of maintaining and expanding improvement in achievement of students at risk. This support is provided by TEC and grant funded support programs.
- Support math performance at the Middle School by monitoring the implementation of newly revised curriculum and aligned learning goals. Implement iReady pilot in 6th and 7th grades and use newly developed pre-tests to more carefully track achievement. This revision process was started in 2012 which resulted in improved performance for last year's 7th grade. Using the item analysis is directing the ongoing work to further align 6th and 8th grades.
- In Middle School Science, an area identified for improvement is students' performance in MCAS questions from the Technology/Engineering content area. Teachers will implement regular written exercises developed from the 7th grade robotics elective that will give students more exposure to the kinds of questions asked in this highly specialized branch of content questions.
- Teachers at the Middle School will continue to implement the newly aligned curriculum in Science that spirals concepts across the 6th through 8th grade curriculum.
- Begin piloting four Design and Engineering modules in High School Physics with the goals of better alignment to anticipated NGSS (Next Generation Science Standards) and positive impacts on MCAS performance.

PPI, Subgroups, and Testing Changes:

- **PPI: "Progress Performance Index"**
An area of focus for all schools is maintaining growth in the "Progress Performance Index" or PPI. This requires additional attention being given to students at risk in all categories of sub-groups. Using better intervention strategies and updated assessments, progress is evident at all schools. These highlights were detailed in the report. As a "Level I" district we are demonstrating progress that meets expectations.

- **PARCC: “Partnership for Assessment of Readiness for College and Careers”**
It is anticipated that in the next two years Massachusetts will begin a transition from the current MCAS testing framework to the new PARCC online assessment. The initial implementation of PARCC will begin with online testing of Math and ELA with Science remaining in the MCAS format.

In preparation for this new testing, Weston has begun several changes. Currently curriculum leaders are sharing sample test questions to familiarize teachers with both the change in format as well as the rigorous level of test standards. Additionally, Weston is participating in piloting PARCC this spring at the middle school. The most essential transition that Weston must complete is shifting to the Common Core standards that align to the anticipated goals of the PARCC testing. These are much more rigorous standards that focus on synthesis and analysis as well as the applied use of content knowledge to demonstrate competencies.

Conclusion:

As the leader of Curriculum and Instruction for the district, I recognize that test scores characterize an important component of Weston’s achievement profile. I believe that the curriculum leaders across the district are focused on the right areas of emphasis in their project work and supervision to respond to the goal of improved “Advanced” MCAS performance scores. Revised curriculum, targeted assessments, redeployed support resources, increased supervision, and Common Core updated learning standards, are heading achievement in the right direction. As illustrated in the report data, Weston has continued to improve performance, but at a slower rate than some of our surrounding districts. Weston teachers are focused on this data, and I fully anticipate both improved momentum in our performance growth, and sustained progress in already improved areas heading into the 2014 spring testing sessions. It is important to note, however, that these tests represent standardized test data, not an assessment on all areas of student growth valued in the Weston Public Schools. As noted in the Weston High School Handbook, we are focused on graduating students who:

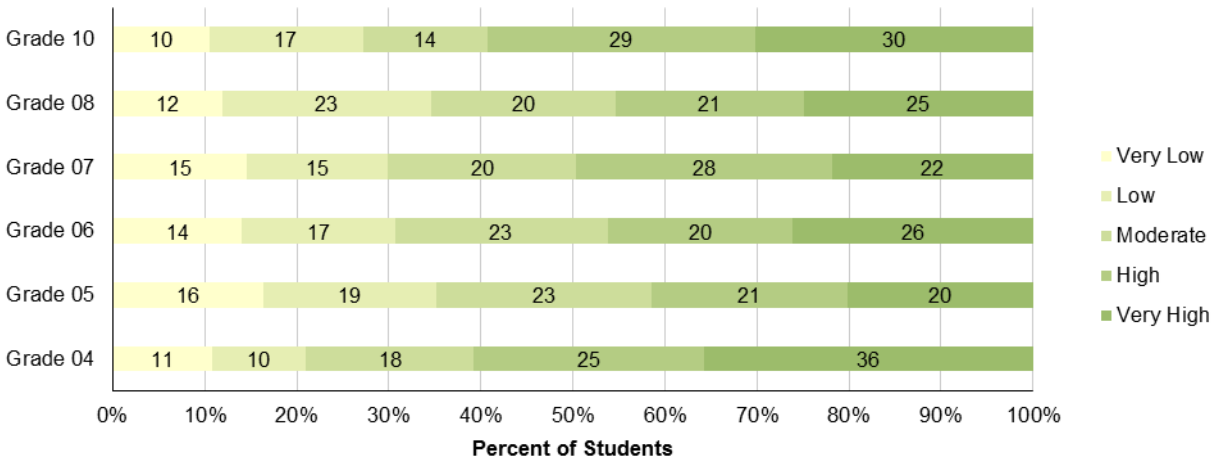
- engage in school and beyond
- act with integrity
- practice resilience
- behave responsibly
- think creatively and critically
- are curious

“Our goal is to graduate students ready and able to embrace the opportunities of the 21st century and to make positive contributions to their community and our world.” --Dr. Cheryl R. Maloney

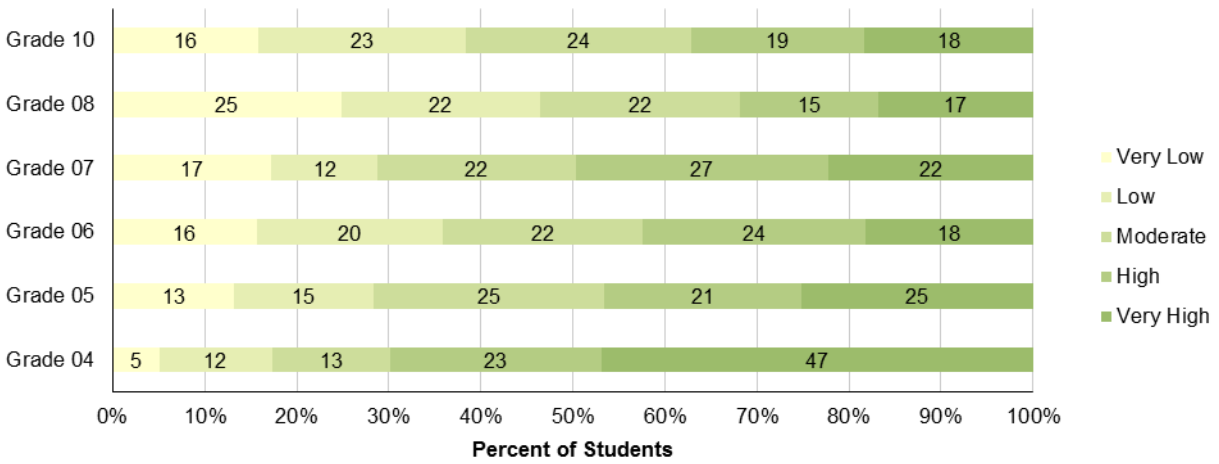
2013 MCAS Comparison by Towns

	ELA								Math								Science		
Towns	% of Advanced & Proficient Scores								% of Advanced & Proficient Scores								% of Advanced & Proficient Scores		
	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10		Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10		Gr. 5	Gr. 8	Gr. 9/10
Belmont	77	83	86	89	93	98	97		83	78	81	84	80	87	95		67	80	91
Carlisle	88	83	91	96	96	94	-		92	85	91	91	91	91	-		78	84	-
Concord	81	85	84	88	93	93	-		89	87	89	78	81	80	-		75	62	-
Concord/Carlisle	-	-	-	-	-	-	99		-	-	-	-	-	-	95		-	-	96
Dover	85	77	90	-	-	-	-		86	79	89	-	-	-	-		84	-	-
Dover/Sherborn	-	-	-	87	95	95	99		-	-	-	78	82	75	98		-	68	96
Lexington	84	82	91	90	93	96	97		84	82	88	88	87	88	96		81	76	94
Lincoln	67	63	81	90	79	93	-		83	64	75	70	66	68	-		71	63	-
Lincoln/Sudbury	-	-	-	-	-	-	98		-	-	-	-	-	-	93		-	-	85
Newton	79	77	85	85	88	92	97		85	75	83	81	80	79	92		72	64	87
Sherborn	87	76	89	-	-	-	-		87	80	87	-	-	-	-		86	-	-
Sudbury	80	84	89	88	91	95	-		82	81	83	77	80	82	-		82	74	-
Wayland	75	74	84	84	94	95	100		84	67	77	84	84	86	94		77	79	89
Wellesley	81	79	85	88	91	94	99		83	78	80	84	74	75	96		54	54	81
Weston	78	81	87	89	96	97	99		78	82	83	83	77	78	97		80	79	83

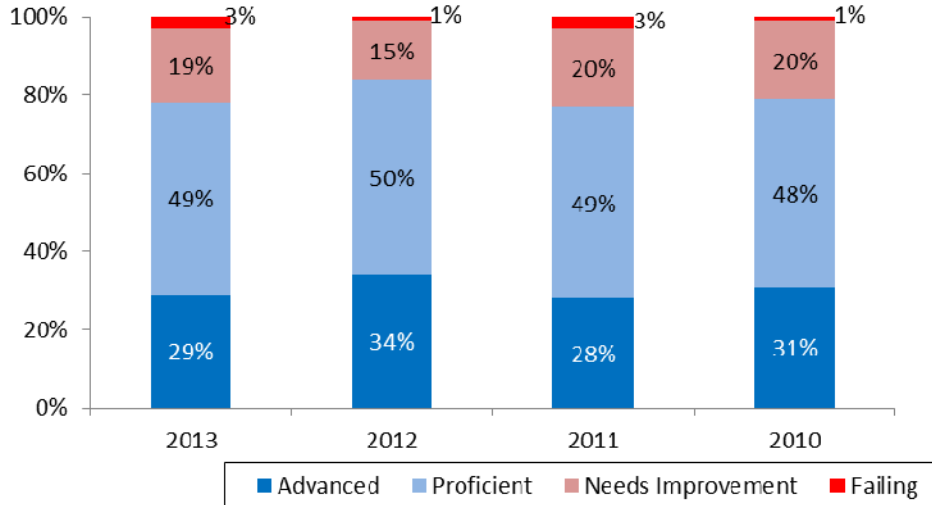
Student Growth Distribution by Grade Weston - 2013 MCAS English Language Arts



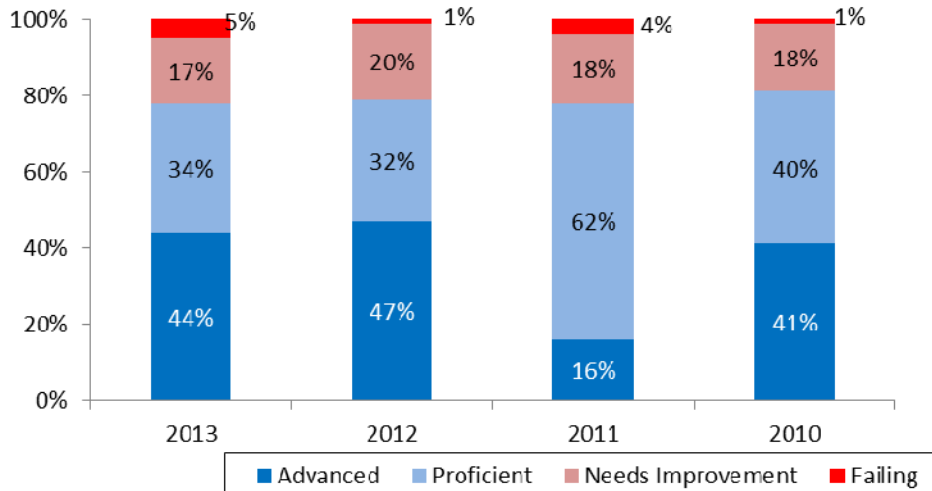
Student Growth Distribution by Grade Weston - 2013 MCAS Mathematics



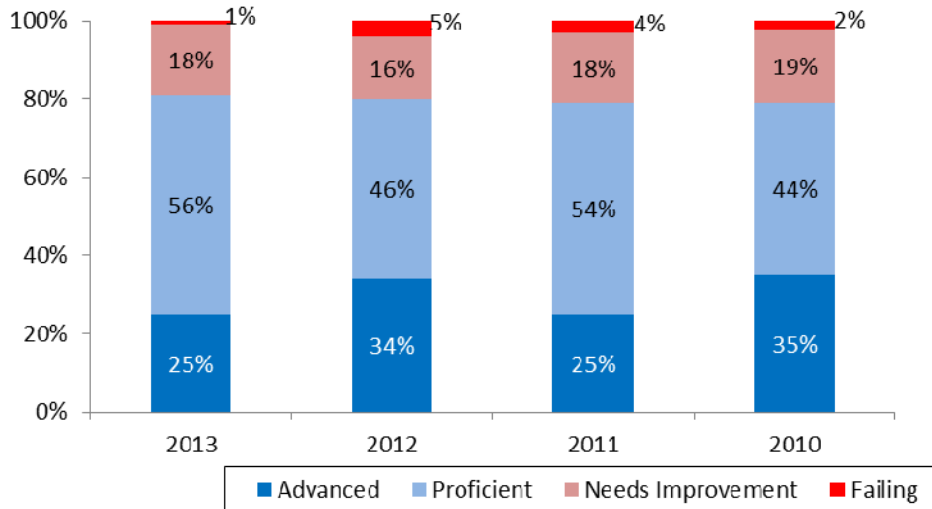
Performance Distribution by Year Weston - MCAS Grade 3 English Language Arts



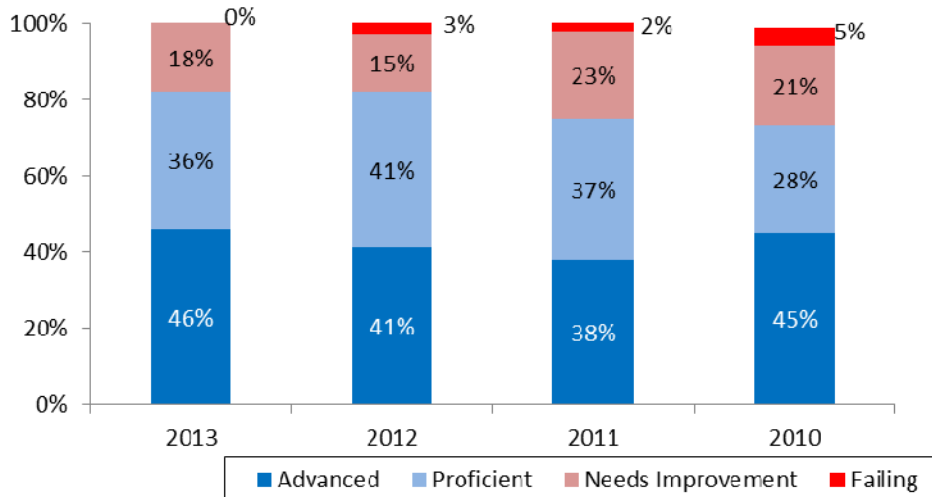
Performance Distribution by Year Weston - MCAS Grade 3 Mathematics



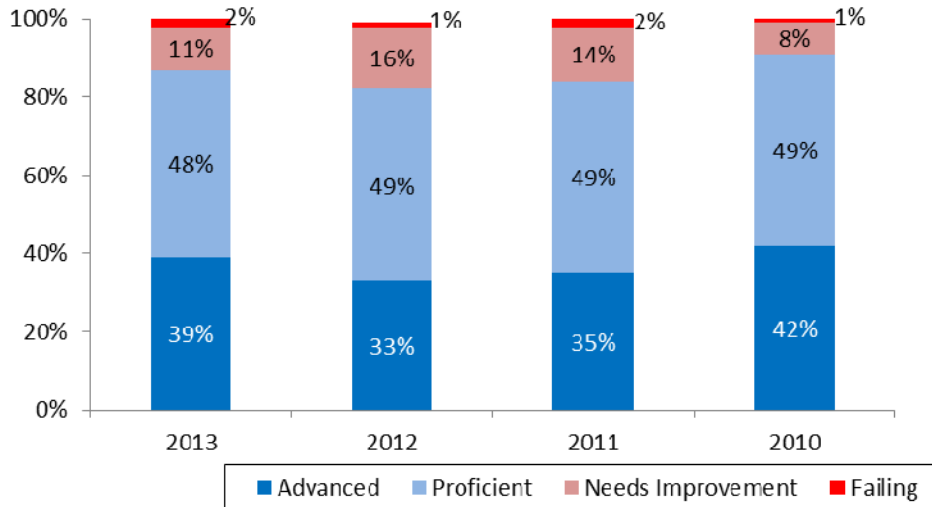
Performance Distribution by Year Field School Grade 4 English Language Arts



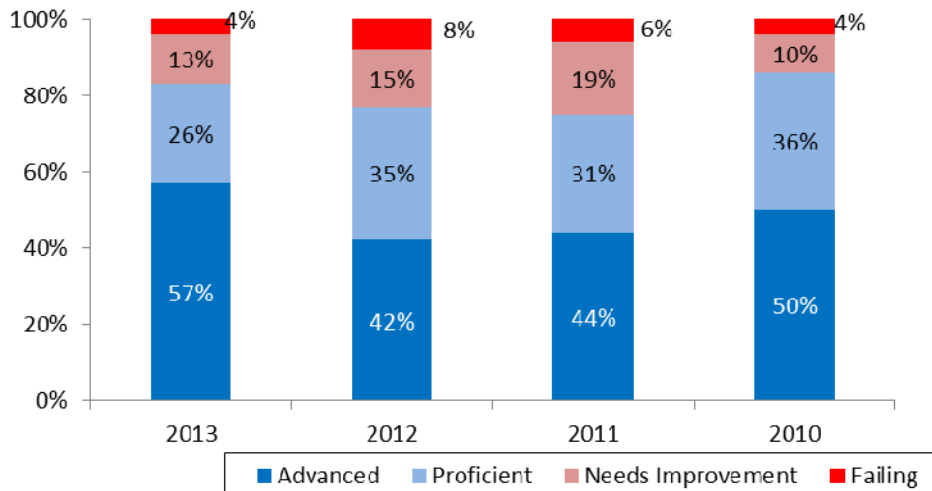
Performance Distribution by Year Field School Grade 4 Mathematics



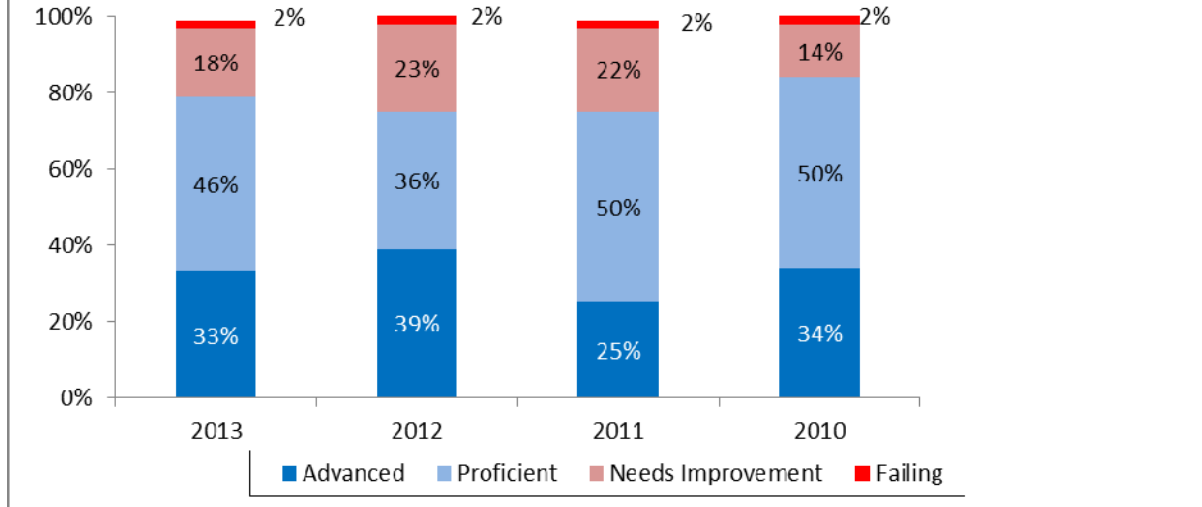
Performance Distribution by Year Field School Grade 5 English Language Arts



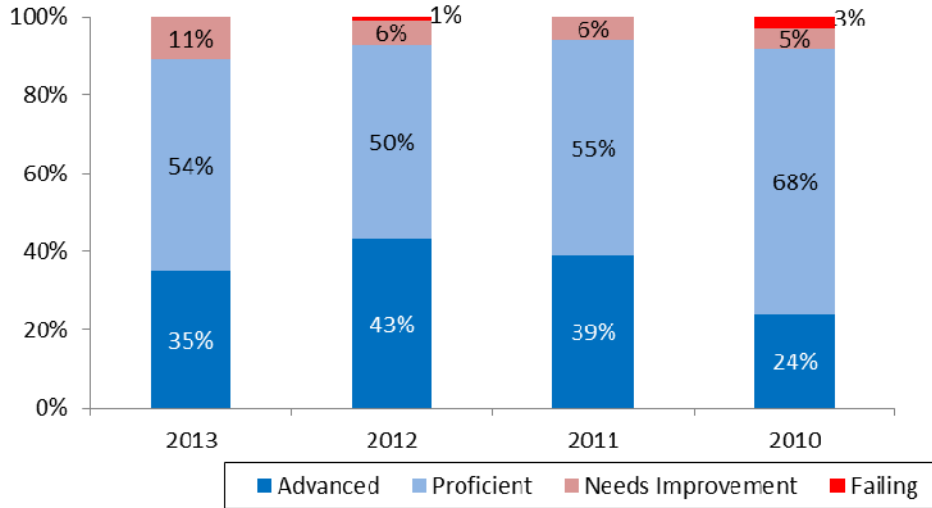
Performance Distribution by Year Field School Grade 5 Mathematics



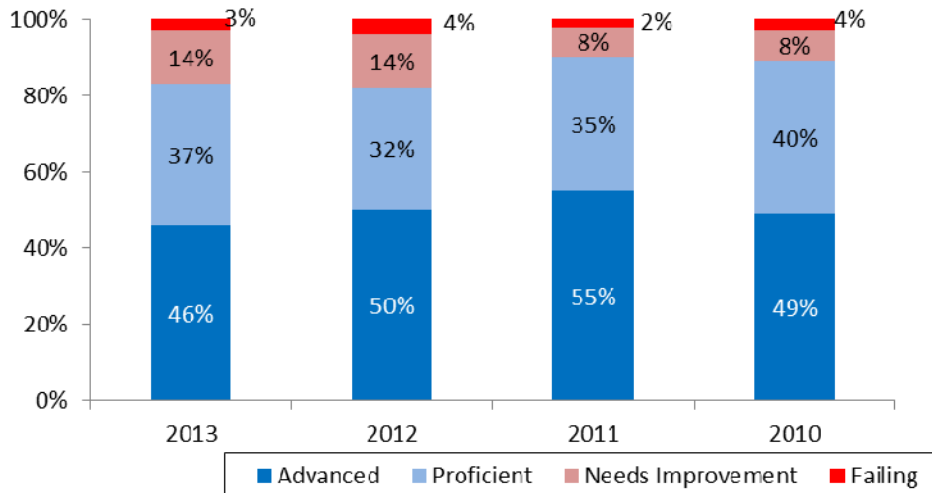
Performance Distribution by Year Field School Grade 5 Science



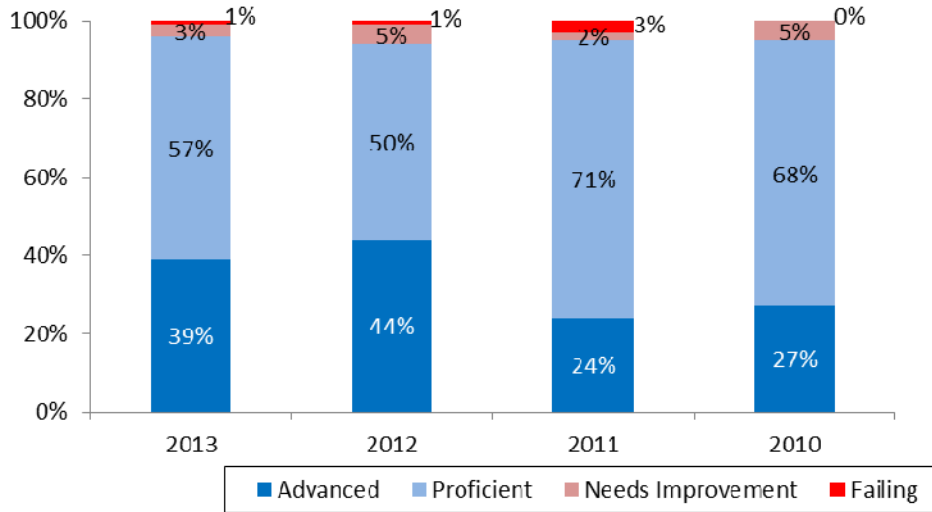
Performance Distribution by Year Weston Middle School Grade 6 English Language Arts



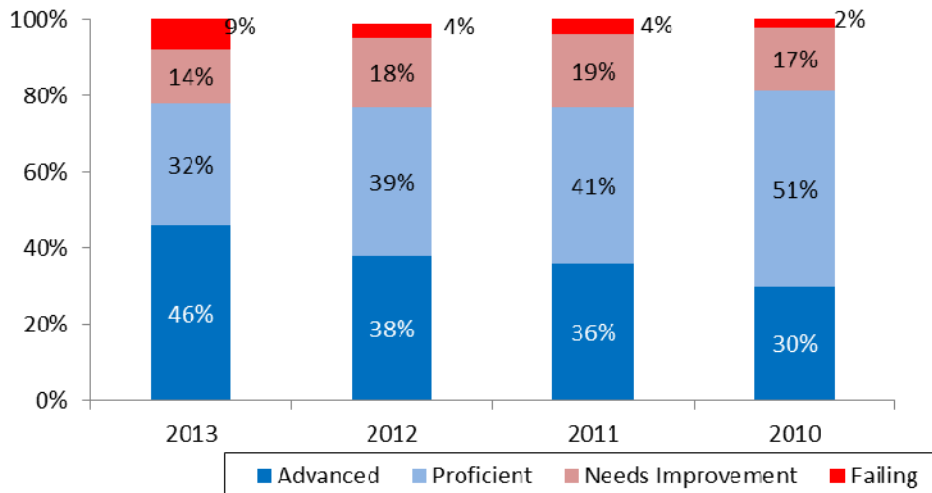
Performance Distribution by Year Weston Middle School Grade 6 Mathematics



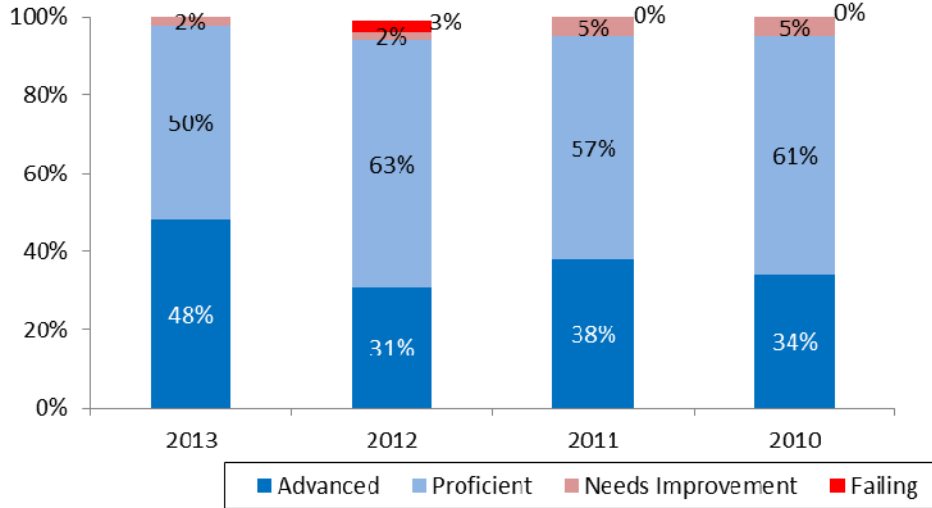
Performance Distribution by Year Weston Middle School Grade 7 English Language Arts



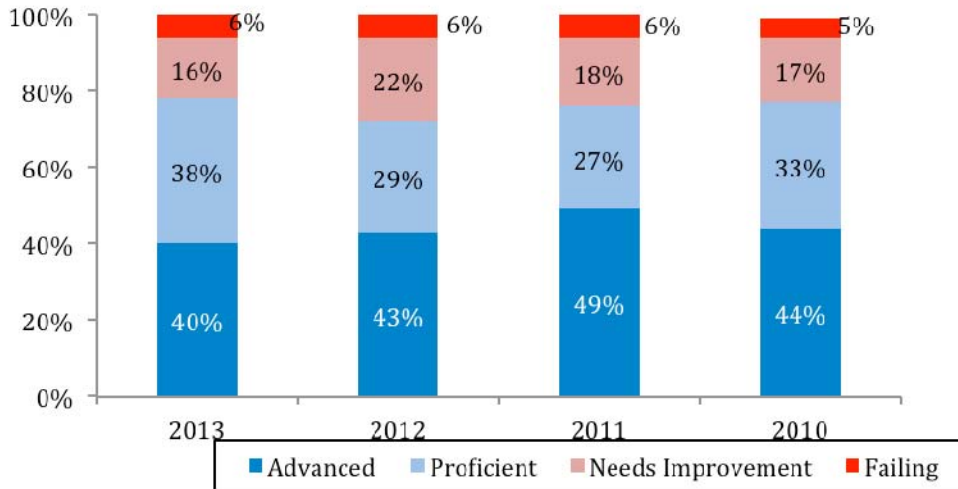
Performance Distribution by Year Weston Middle School Grade 7 Mathematics



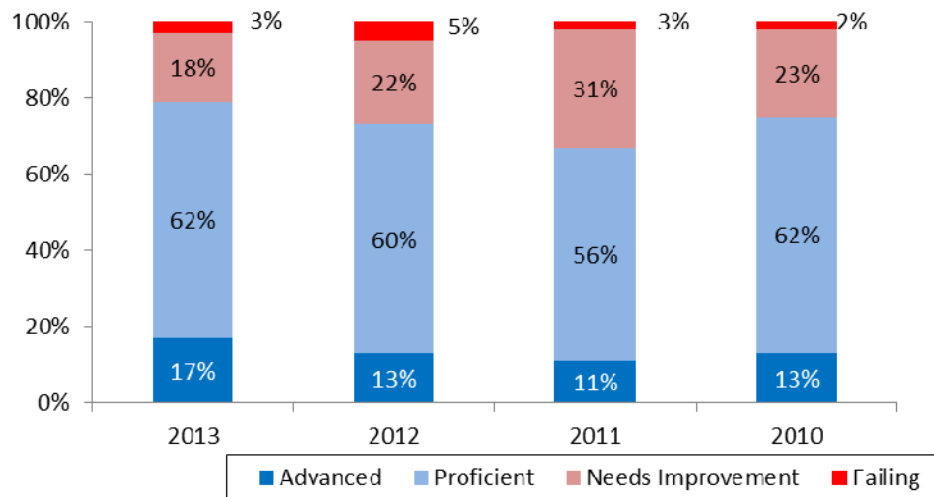
Performance Distribution by Year Weston Middle School Grade 8 English Language Arts



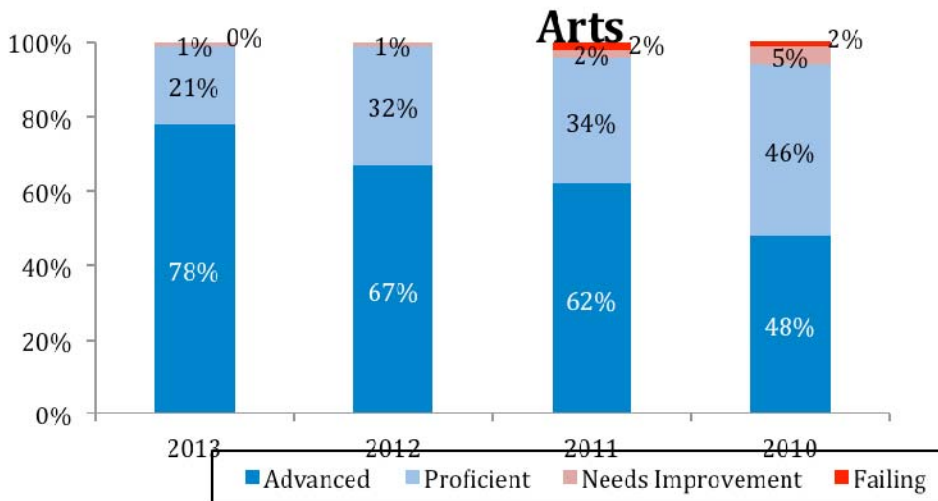
Performance Distribution by Year Weston Middle School Grade 8 Mathematics



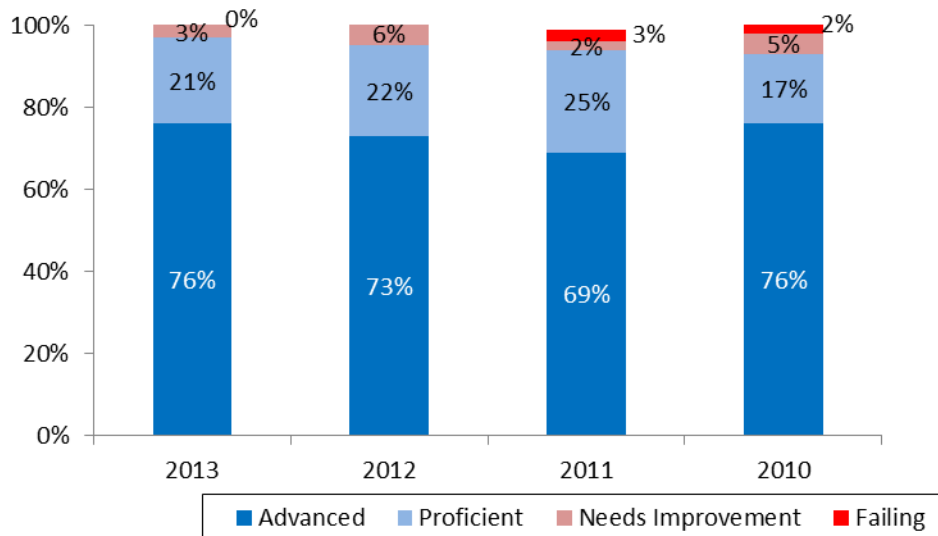
Performance Distribution by Year Weston Middle School Grade 8 Science



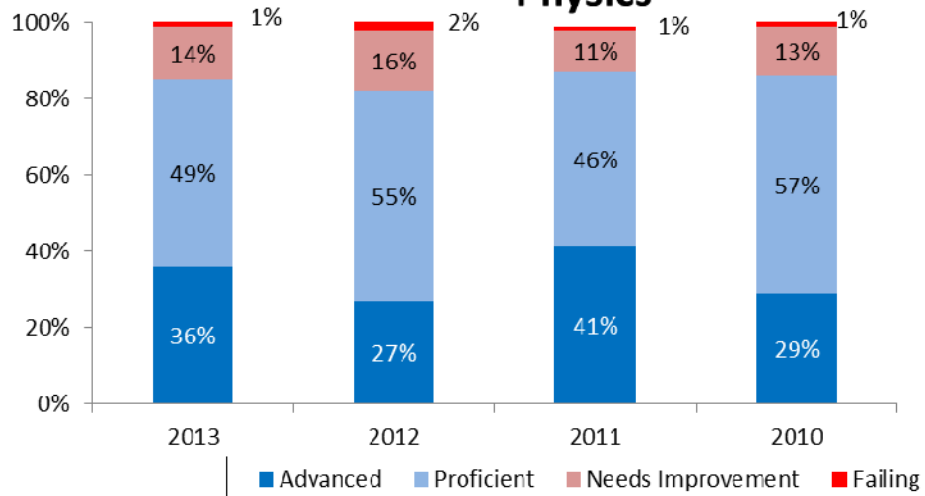
Performance Distribution by Year Weston - MCAS Grade 10 English Language



Performance Distribution by Year Weston High School Grade 10 Mathematics



Performance Distribution by Year Weston High School Grade 9/10 Introductory Physics



WESTON MCAS PERFORMANCE LEVEL HISTORY
Based on Subject Areas Tested, Spring 2013
2006-first administration of test at Grades 5, 6 & 8

English Language Arts

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
3 (Reading)	29%	49%	19%	3%	2013
	34%	50%	15%	1%	2012
	28%	49%	20%	3%	2011
	31%	48%	20%	1%	2010
	29%	50%	19%	1%	2009
	43%	44%	12%	2%	2008
	25%	58%	14%	2%	2007
	43%	43%	14%	0%	2006
	NC**	85%	14%	1%	2005
	NC**	82%	16%	1%	2004
	NC**	83%	17%	0%	2003
	NC**	88%	10%	2%	2002

4	25%	56%	18%	1%	2013
	34%	46%	16%	5%	2012
	25%	54%	18%	4%	2011
	35%	44%	19%	2%	2010
	35%	51%	12%	2%	2009
	19%	62%	16%	4%	2008
	27%	58%	14%	1%	2007
	20%	60%	18%	2%	2006
	31%	46%	18%	5%	2005
	24%	53%	19%	4%	2004
	31%	50%	15%	4%	2003
	29%	53%	14%	4%	2002
	16%	58%	21%	5%	2001

5	39%	48%	11%	2%	2013
	33%	49%	16%	1%	2012
	35%	49%	14%	2%	2011
	42%	49%	8%	1%	2010
	32%	54%	11%	3%	2009
	22%	62%	16%	0%	2008
	32%	53%	12%	2%	2007
	40%	48%	8%	4%	2006

6	35%	54%	11%	0%	2013
	43%	50%	6%	1%	2012
	39%	55%	6%	1%	2011
	24%	69%	5%	2%	2010
	38%	58%	4%	0%	2009
	29%	61%	8%	1%	2008
	13%	77%	9%	1%	2007
	17%	70%	11%	2%	2006

7	39%	57%	3%	1%	2013
	44%	50%	5%	1%	2012
	24%	71%	2%	3%	2011
	27%	68%	5%	0%	2010
	41%	56%	4%	0%	2009
	33%	60%	5%	2%	2008
	27%	66%	6%	2%	2007
	41%	53%	4%	2%	2006
	38%	54%	6%	2%	2005
	29%	64%	6%	1%	2004
	32%	59%	8%	1%	2003
	17%	71%	11%	1%	2002
	15%	68%	14%	3%	2001

8	48%	50%	2%	0%	2013
	31%	63%	2%	3%	2012
	38%	57%	5%	0%	2011
	34%	61%	5%	0%	2010
	21%	72%	3%	4%	2009
	29%	65%	4%	3%	2008
	16%	79%	4%	1%	2007
	29%	60%	8%	2%	2006

10	78%	21%	1%	0%	2013
	67%	32%	1%	0%	2012
	62%	34%	2%	2%	2011
	49%	45%	5%	1%	2010
	60%	37%	2%	1%	2009
	52%	44%	3%	1%	2008
	51%	44%	4%	1%	2007
	35%	60%	5%	1%	2006
	47%	48%	6%	0%	2005
	51%	41%	8%	0%	2004
	54%	39%	6%	1%	2003
	54%	41%	5%	0%	2002
	43%	44%	11%	2%	2001

Appendix A

Mathematics
2001 – first administration of test at Grade 6
2006 – first administration of test at Grades 3, 5, 7

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
3	44%	34%	17%	5%	2013
	47%	32%	20%	1%	2012
	16%	62%	18%	4%	2011
	41%	40%	18%	1%	2010
	44%	33%	18%	5%	2009
	51%	38%	9%	2%	2008
	28%	50%	16%	6%	2007
	11%	65%	20%	3%	2006

4	46%	36%	18%	0%	2013
	41%	41%	15%	3%	2012
	38%	37%	23%	2%	2011
	45%	28%	21%	5%	2010
	42%	41%	15%	2%	2009
	38%	39%	18%	5%	2008
	42%	31%	26%	1%	2007
	35%	37%	24%	4%	2006
	27%	40%	27%	6%	2005
	25%	35%	33%	6%	2004
	35%	33%	25%	7%	2003
	33%	30%	29%	7%	2002
26%	33%	34%	8%	2001	

5	57%	26%	13%	4%	2013
	42%	35%	15%	8%	2012
	44%	31%	19%	6%	2011
	50%	36%	10%	3%	2010
	44%	39%	13%	5%	2009
	42%	36%	21%	2%	2008
	32%	53%	12%	2%	2007
	41%	28%	24%	7%	2006

6	46%	37%	14%	3%	2013
	50%	32%	14%	4%	2012
	55%	35%	8%	2%	2011
	49%	40%	8%	3%	2010
	49%	34%	17%	0%	2009
	36%	40%	17%	7%	2008
	37%	38%	20%	4%	2007
	32%	43%	19%	7%	2006
	37%	38%	20%	6%	2005
	45%	25%	23%	7%	2004
	33%	33%	24%	9%	2003
	42%	35%	13%	11%	2002
	39%	36%	20%	5%	2001

7	46%	32%	14%	9%	2013
	38%	39%	18%	4%	2012
	36%	41%	19%	4%	2011
	30%	51%	17%	2%	2010
	37%	38%	19%	6%	2009
	32%	44%	18%	6%	2008
	34%	36%	21%	9%	2007
	32%	38%	21%	9%	2006

8	40%	38%	16%	6%	2013
	43%	29%	22%	6%	2012
	49%	27%	18%	6%	2011
	44%	33%	17%	5%	2010
	47%	30%	16%	8%	2009
	37%	38%	19%	5%	2008
	40%	34%	19%	7%	2007
	32%	34%	20%	14%	2006
	34%	36%	20%	11%	2005
	47%	28%	18%	7%	2004
	36%	32%	25%	7%	2003
	38%	32%	24%	6%	2002
	27%	40%	27%	6%	2001

10	76%	21%	3%	0%	2013
	73%	22%	6%	0%	2012
	69%	25%	2%	3%	2011
	77%	17%	5%	1%	2010
	76%	20%	4%	1%	2009
	64%	26%	9%	1%	2008
	65%	24%	9%	2%	2007
	76%	19%	3%	2%	2006
	69%	25%	6%	0%	2005
	65%	20%	15%	1%	2004
	52%	32%	15%	1%	2003
	59%	27%	14%	1%	2002
	47%	35%	12%	6%	2001

**History/Social Science
(Not tested since 2002)**

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
8	2%	26%	56%	16%	2002
	7%	35%	53%	5%	2001
	1%	18%	66%	15%	2000
	1%	20%	57%	22%	1999

Science/Technology

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
5	33%	46%	18%	2%	2013
	39%	36%	23%	2%	2012
	25%	50%	22%	2%	2011
	34%	51%	14%	2%	2010
	25%	48%	23%	4%	2009
	20%	48%	29%	3%	2008
	21%	45%	30%	3%	2007
	22%	44%	31%	4%	2006
	18%	45%	30%	6%	2005
	27%	44%	25%	4%	2004
35%	40%	20%	5%	2003	

8	17%	62%	18%	3%	2013
	13%	60%	22%	5%	2012
	11%	56%	31%	3%	2011
	13%	62%	23%	2%	2010
	10%	61%	24%	5%	2009
	9%	65%	22%	4%	2008
	13%	53%	29%	5%	2007
	24%	41%	25%	10%	2006
	9%	55%	26%	11%	2005
	11%	42%	35%	12%	2004
	12%	52%	32%	5%	2003

10	36%	49%	14%	1%	2013
	40%	46%	14%	0%	2012
	29%	55%	13%	3%	2011
	33%	50%	15%	2%	2010
	34%	51%	13%	2%	2009
	42%	43%	15	1	2008

NOTE: For each subject area, the sum of percents across performance levels may not total 100% due to rounding.

**No Category (NC)

***Warning – formerly failing. Failing applies to Grade 10 only.

ERB CTP4 Test Overview

The Weston Public Schools has utilized the CTP testing program of the Educational Records Bureau (ERB) for over 20 years to assess our continued ability to maintain high standards for our students as well as monitor individual student progress. The school administration made the decision several years ago to reduce the number of ERB examinations taken because of the increasing amount of time required for MCAS examinations. The modified testing program has maintained the longstanding practice of longitudinal ERB data collection as a means for comparing trends in Grades 3-7. While the focus is on Reading and Mathematics in Grades 3-7, a broader array of testing is conducted in Grade 6, which provides Middle School teachers with additional data to help students in their transition from elementary school.

Background

The Quantitative and Verbal Reasoning subtests measure problem solving ability; all others are achievement tests. The components of the ERB testing results we use are described below:

1. Item Analysis

The ERB statistical report contains a national, suburban, and independent school analysis of the average percent of items correct for each subtest and within multiple categories. Analyzing our subtest results helps us diagnose specific curriculum strengths and weaknesses. As has been traditionally done, our item analysis test results have been compared with those of suburban and independent school populations only. These are reported in Appendix B.

2. Scaled and Percentile Scores

For each ERB test, the number of questions a student answers correctly (raw score) is converted to a standardized scale (scale score) in order to make it possible to compare the student's score with the results of students in the norm population. Scale scores also allow us to compare each student's or group performance over time.

The ERB program also converts scale scores to percentile ranks or percentile scores. This term refers to the percentage of students in a norm population whose scores fall at or below a given score. Thus, a percentile score indicates a student's ranking in relation to the rest of the norm population and provides each student with percentile subtest scores that depict where each student's scores rank within her/his school population and within national, suburban, and independent school populations.

ERB TEST RESULTS
Reading Comprehension - Test Dates, May 2005 - May 2013

90th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Current 12th	2013	359 (05)	361 (06)	374 (07)	379 (08)	378 (09)
Current 11th	2014	358 (06)	362 (07)	374 (08)	381 (09)	375 (10)
Current 10th	2015	359 (07)	359 (08)	374 (09)	380 (10)	376 (11)
Current 9th	2016	362 (08)	363 (09)	377 (10)	386 (11)	378 (12)
Current 8th	2017	363 (09)	362 (10)	376 (11)	385 (12)	388 (13)
Current 7th	2018	356 (10)	361 (11)	374 (12)	386 (13)	
Current 6th	2019	359 (11)	363 (12)	390 (13)		
Current 5 th	2020	359 (12)	372 (13)			
Current 4 th	2021	372 (13)				

75th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Current 12th	2013	349 (05)	353 (06)	363 (07)	363 (08)	370 (09)
Current 11th	2014	347 (06)	350 (07)	363 (08)	368 (09)	368 (10)
Current 10th	2015	349 (07)	352 (08)	361 (09)	368 (10)	368 (11)
Current 9th	2016	352 (08)	355 (09)	364 (10)	370 (11)	368 (12)
Current 8th	2017	351 (09)	352 (10)	366 (11)	373 (12)	377 (13)
Current 7th	2018	343 (10)	351 (11)	360 (12)	370 (13)	
Current 6th	2019	349 (11)	354 (12)	375 (13)		
Current 5 th	2020	359 (12)	361 (13)			
Current 4 th	2021	351 (12)				

50th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Current 12th	2013	335 (05)	339 (06)	351 (07)	349 (08)	359 (09)
Current 11th	2014	335 (06)	340 (07)	351 (08)	354 (09)	357 (10)
Current 10th	2015	337 (07)	340 (08)	350 (09)	355 (10)	358 (11)
Current 9th	2016	338 (08)	344 (09)	352 (10)	356 (11)	357 (12)
Current 8th	2017	338 (09)	341 (10)	351 (11)	358 (12)	365 (13)
Current 7th	2018	332 (10)	341 (11)	347 (12)	357 (13)	
Current 6 th	2019	334 (11)	341 (12)	360 (13)		
Current 5 th	2020	337 (12)	346 (13)			
Current 4 th	2021	338 (13)				

Appendix B

Reading Comprehension (cont.)

25th Percentile -
Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Current 12th	2013	324 (05)	326 (06)	339 (07)	335 (08)	348 (09)
Current 11th	2014	325 (06)	331 (07)	339 (08)	343 (09)	348 (10)
Current 10th	2015	326 (07)	330 (08)	339 (09)	338 (10)	348 (11)
Current 9th	2016	325 (08)	331 (09)	342 (10)	343 (11)	345 (12)
Current 8th	2017	326 (09)	330 (10)	340 (11)	342 (12)	354 (13)
Current 7th	2018	321 (10)	330 (11)	337 (12)	346 (13)	
Current 6th	2019	321 (11)	331 (12)	343 (13)		
Current 5 th	2020	323 (12)	334 (13)			
Current 4 th	2021	322 (13)				

10th Percentile -
Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Current 12th	2013	315 (05)	318 (06)	328 (07)	324 (08)	337 (09)
Current 11th	2014	316 (06)	322 (07)	331 (08)	328 (09)	339 (10)
Current 10th	2015	318 (07)	320 (08)	331 (09)	332 (10)	337 (11)
Current 9th	2016	318 (08)	322 (09)	333 (10)	331 (11)	330 (12)
Current 8th	2017	316 (09)	319 (10)	330 (11)	333 (12)	342 (12)
Current 7th	2018	313 (10)	321 (11)	328 (12)	332 (13)	
Current 6th	2019	314 (11)	320 (12)	330 (13)		
Current 5 th	2020	316 (12)	322 (13)			
Current 4 th	2021	310 (13)				

ERB TEST RESULTS
Mathematics - Test Dates, May 2003 - May 2011

90th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Current 12th	2013	336 (05)	349 (06)	379 (07)	382 (08)	427 (09)
Current 11th	2014	339 (06)	348 (07)	377 (08)	380 (09)	417 (10)
Current 10th	2015	336 (07)	348 (08)	378 (09)	** (10)	419 (11)
Current 9th	2016	344 (08)	354 (09)	380 (10)	381 (11)	422 (12)
Current 8th	2017	340 (09)	350 (10)	383 (11)	383 (12)	393 (13)
Current 7th	2018	335 (10)	351 (11)	379 (12)	386 (13)	
Current 6th	2019	342 (11)	354 (12)	387 (13)		
Current 5 th	2020	339 (12)	376 (13)			
Current 4 th	2021	340 (13)				

75th Percentile – Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Current 12th	2013	313 (05)	336 (06)	362 (07)	363 (08)	400 (09)
Current 11th	2014	321 (06)	338 (07)	362 (08)	369 (09)	405 (10)
Current 10th	2015	320 (07)	338 (08)	364 (09)	** (10)	405 (11)
Current 9th	2016	324 (08)	338 (09)	363 (10)	366 (11)	402 (12)
Current 8th	2017	322 (09)	341 (10)	369 (11)	370 (12)	381 (13)
Current 7th	2018	316 (10)	341 (11)	365 (12)	373 (13)	
Current 6th	2019	321 (11)	345 (12)	366 (13)		
Current 5 th	2020	325 (12)	359 (13)			
Current 4 th	2021	329 (13)				

50th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Current 12th	2013	299 (05)	319 (06)	344 (07)	347 (08)	382 (09)
Current 11th	2014	301 (06)	316 (07)	344 (08)	351 (09)	384 (10)
Current 10th	2015	304 (07)	321 (08)	348 (09)	** (10)	381 (11)
Current 9th	2016	305 (08)	324 (09)	347 (10)	352 (11)	382 (12)
Current 8th	2017	306 (09)	326 (10)	346 (11)	357 (12)	362 (13)
Current 7th	2018	301 (10)	325 (11)	345 (12)	356 (13)	
Current 6th	2019	304 (11)	329 (12)	344 (13)		
Current 5 th	2020	306 (12)	342 (13)			
Current 4 th	2021	308 (13)				

Mathematics (cont.)

Appendix B

25th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Current 12th	2013	288	(05)	302	(06)	329	(07)	333	(08)	357	(09)
Current 11th	2014	291	(06)	300	(07)	328	(08)	334	(09)	359	(10)
Current 10th	2015	291	(07)	303	(08)	332	(09)	**	(10)	359	(11)
Current 9th	2016	293	(08)	309	(09)	336	(10)	341	(11)	362	(12)
Current 8th	2017	293	(09)	308	(10)	332	(11)	341	(12)	338	(13)
Current 7th	2018	287	(10)	307	(11)	330	(12)	338	(13)		
Current 6th	2019	293	(11)	308	(12)	331	(13)				
Current 5 th	2020	293	(12)	323	(13)						
Current 4 th	2021	296	(13)								

10th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6			
Current 12th	2013	274	(05)	290	(06)	311	(07)	309	(08)	328	(09)
Current 11th	2014	278	(06)	290	(07)	313	(08)	315	(09)	336	(10)
Current 10th	2015	277	(07)	295	(08)	323	(09)	**	(10)	335	(11)
Current 9th	2016	282	(08)	292	(09)	321	(10)	329	(11)	329	(12)
Current 8th	2017	281	(09)	289	(10)	305	(11)	326	(12)	325	(13)
Current 7th	2018	277	(10)	297	(11)	316	(12)	324	(13)		
Current 6th	2019	281	(11)	291	(12)	314	(13)				
Current 5 th	2020	284	(12)	307	(13)						
Current 4 th	2021	282	(13)								

**Math 1 & 2 not administered to Grade 6 in 2010