

# **Weston Public Schools**

**Standardized Testing Report:**

**Educational Records Bureau: ERB**

**&**

**Massachusetts Comprehensive Assessment System:**

**MCAS**

**2011-2012**

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School Committee Report  
11/14/2012

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## **Introduction:**

The spring 2012 testing data as measured by ERB and MCAS indicates the Weston Public Schools ability to sustain performance measures year after year, while maintaining a diversified curricula and limiting time allotted to test preparation. But a subtle, yet important shift has happened in the Weston Public Schools over the past two years; that shift is an acceptance of the increased importance in using MCAS data to guide instructional interventions. In addition, teachers are making more active use of data for cohort groups, focusing on individual student intervention for improved academic growth. Weston faculty has always cared about performing well on standardized tests, but the utilization of data is increasingly important to teachers. As faculties spend more time in bringing the data closer to their instructional preparation, they are seeing ways to respond to the data by shifting instructional emphasis to areas for improvement. While this perhaps seems self evident – it takes time and effort to effectively analyze data for improving instruction in meaningful ways as opposed to just test prepping certain strands of the test more heavily. MCAS and ERB test data has always served as a benchmark for the effectiveness of our teaching and learning. However, teachers are now better able to make effective use of item analysis and individual student performance scores to guide instructional intervention, which is an important use of MCAS and ERB data.

The purpose of this report is to:

- Summarize this year's spring 2012 performance.
- Report highlights and trends within the data.
- Outline action items in curricular work based on testing data and system-wide initiatives.

Following the summary, highlights, trends, and action items, the data is provided in graphs on all tested grades and subjects.

## **ERB and MCAS Performance Summary:**

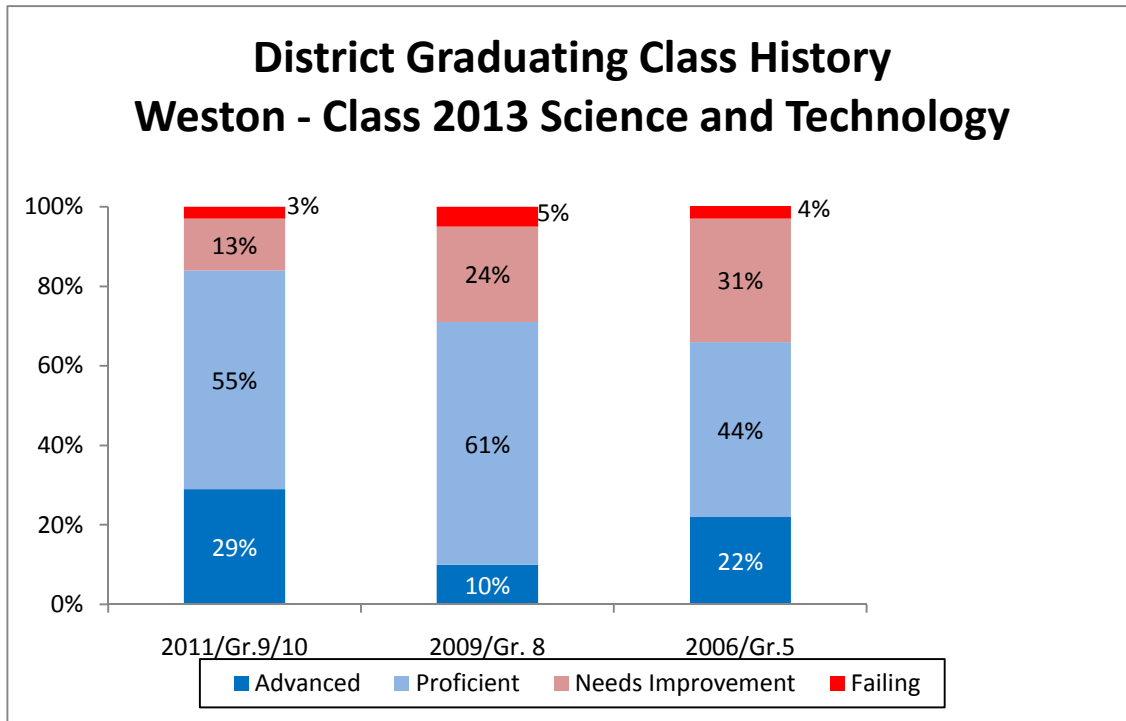
MCAS, Massachusetts Comprehensive Achievement Testing, tests students in Mathematics and English Language Arts, for 3<sup>rd</sup> through 10<sup>th</sup> grades. For ELA the long composition is embedded in the total score in grades 4 and 7. Science is tested in 5<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades, with students who do not pass in the 9<sup>th</sup> grade retesting in 10<sup>th</sup> for either Physics or Biology. The state disaggregates data across subgroups and monitors progress for these groups. In the past, the state reported an Annual Yearly Progress (AYP) score, but recently, the state applied for and received a waiver for the NCLB provision. As a result AYP has become PPI, the Progress and Performance Index. For the District PPI index the rating of the lowest school is applied; currently within the new index Weston is noted as a Level II school on a scale of I to V, with four of our schools being Level I and Field School being identified as Level II (I will be detailing this in my presentation). Working closely with each school and its individual profile, we will work to attain a Level I rating for Weston within the next year. The state also continues to track EPP, Educational Progress Plans, for high school students who pass the test with a 'needs improvement'. All of these accountability measures are assessed by District curriculum leaders to guide supports provided to different schools and different cohort groups who may need to improve areas of performance.

ERB, Educational Records Bureau, tests are employed for students in 3<sup>rd</sup> through 7<sup>th</sup> grades with a focus on Reading and Mathematics. With over 25 years of longitudinal data, we can assess our continued ability to maintain high standards, while also comparing our students to those in suburban and independent schools (Additional background in Appendix B).

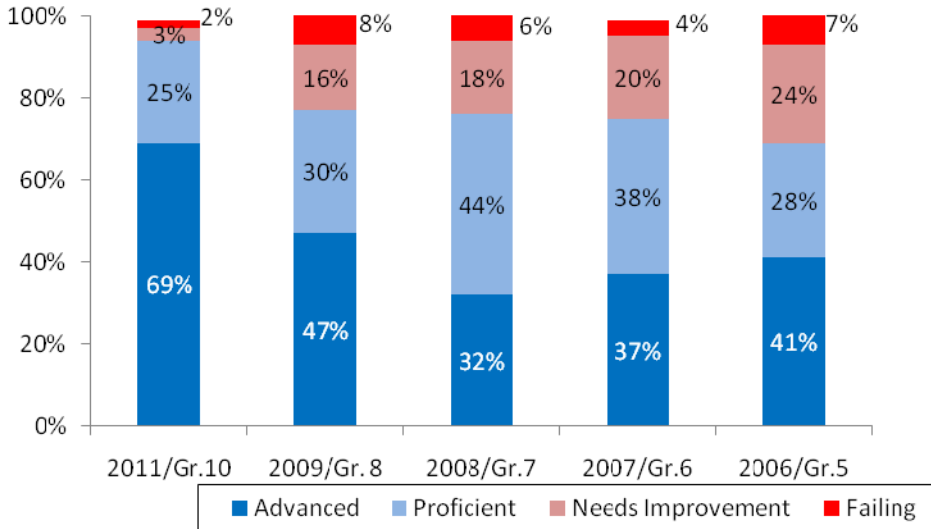
## **Class of 2013:**

The cohort performance summary of the graduating senior class supports the goal of MCAS testing: proficiency by graduation on the state test. In Weston this standard is achieved at a high level, with an

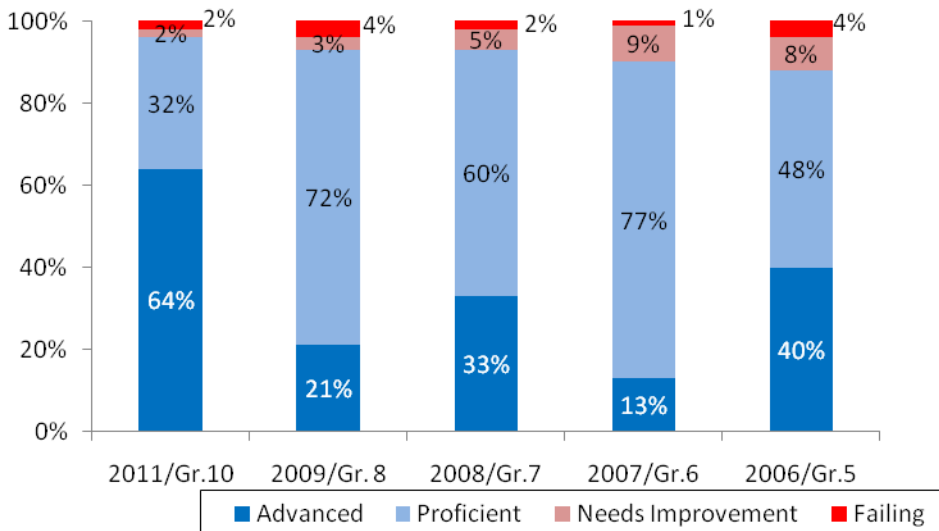
exceptionally small number of students who require intensive intervention and support to accomplish a passing grade on all MCAS sections in order to receive a Weston diploma. Important as well is the shift in performance over time as students progress from 3<sup>rd</sup> to 10<sup>th</sup> grades. In Mathematics the cohort grew from 41% to 69% in Advanced performance, and from 40% to 64% in Advanced for ELA between elementary and high school. ELA and Math scores have not only improved rates of Advanced, but reflect exceptionally small percentages of 'Needs Improvement'. Similarly, Science has decreased numbers of students falling into 'Needs Improvement'.



### District Graduating Class History Weston - Class 2013 Mathematics



### District Graduating Class History Weston - Class 2013 English Language Arts



**Elementary, Middle School and High School:**

This year's MCAS scores in elementary, middle school and high school for all subjects indicated overall stable performance, while showing areas of clear improvement in both elementary and middle school.

ERB data also indicates a consistency of strong performance comparable to or better than the Independent and Suburban schools in the testing cohort. Our ongoing strength of performance on these tests at both percentile levels of 90% and 50% provides added data to track student performance over time.

<b>2011-2012 MCAS Scores of Combined Advanced and Proficient</b>			
<b>Grade</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Tech</b>
10 <sup>th</sup>	99%	95%	86%
8 <sup>th</sup>	94%	72%	73%
7 <sup>th</sup>	94%	77%	
6 <sup>th</sup>	93%	82%	
5 <sup>th</sup>	82%	77%	75%
4 <sup>th</sup>	80%	82%	
3 <sup>rd</sup>	84%	80%	

**ERB 2012 Mathematics 1 & 2 Scaled Scores**

Grade	50% Percentile			90% Percentile		
	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	306	300	299	339	335	331
4	329	313	311	354	345	342
5	345	333	336	379	371	367
6	357	341	342	383	378	374
7	382	367	369	422	412	407

**ERB 2012 Reading Comprehension Scaled Scores**

Grade	50% Percentile			90% Percentile		
	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	337	331	332	359	356	356
4	341	337	339	363	360	360
5	347	344	348	374	367	370
6	358	348	350	385	380	379
7	357	353	356	378	374	375

## **Trends and Highlights within Data:**

### **Elementary:**

- In Science, the 5<sup>th</sup> grade scored the highest in the past five years with 39% of students attaining 'Advanced'. Additionally the scores for science show no indications of a gender gap in performance level as had been the case over the past two years of scoring where girls were scoring noticeably below boys. Subgroups of students receiving Title I support, as well as students of color, are two subgroups that will need to continue to receive additional focus, as they under represented in Advanced, and over represented for levels of Needs Improvement.
- In Mathematics, students showed modest growth across all grade levels for attaining Proficient or Advanced, with a 7% improvement noted for 4<sup>th</sup> grade. Item analysis indicates clear areas of strength across grades 3-5 in general number sense, operations with whole numbers and patterns.
- Grade 3 English Language Arts performance improved from 77% to 84% Advanced or Proficient, bringing this year's performance number in line with comparable districts. Also of note was 4<sup>th</sup> grade's mathematics performance in Advanced and Proficient, which was 82%, up from 77% last year. This is good to see given the addition of new curriculum materials that were used in math last year for 4<sup>th</sup> grade.
- In all three subjects students continue to perform better on the multiple choice section than on the open response segment of the test. The scores on multiple choice versus short answer or open response, indicates that our students perform adequately when they can either select an answer or write a brief response. However, based on the discrepancy in the scores between multiple choice and open response, it appears our students need to improve their ability to provide evidence for a claim and explain their evidence both verbally and in writing. They need to become literate reasoners and explainers.
- In all three subjects across all three grades we continue to maintain a similar average regarding the percentage of students receiving "Needs Improvement". Over the last two years in 3<sup>rd</sup> grade we have shown a slight increase, with 20% scoring Needs Improvement. This group of students is analyzed closely to assess the disaggregated information on the composition and needs of this group.

### **Responsive Planning for Elementary:**

On a yearly basis the curriculum specialists conduct an item analysis of testing data to discuss with faculty and respond with appropriate student interventions. After studying this year's performances, there are several responses being implemented.

- The development of nonfiction reading in K-5 classrooms is a new emphasis. Specialists will work with teachers to identify places in their existing curriculum where students will use science notebooks and varied forms of nonfiction writing, emphasizing of asking a question, stating a claim, and finding/interpreting their evidence. In addition to being sound practice that should have a positive impact on open response writing, this work will help our students to meet the standards described in the Common Core.
- In the Math K-5, item analysis indicates the continued need to address areas of weakness with fractions and decimals, expanded notation, measurement, and geometry.

- Targeted professional development work in literacy is being provided in grades 2-5 to develop students written response skills. This work is being added to our differentiated reading workshop. The most intensive focus is being provided this year to 4<sup>th</sup> grade.
- In Science the goal is to provide more hands-on science experiences and instructional time. This is currently happening as grade 5 is piloting a new instructional structure wherein students study science all year long (not swapping between science and social studies units). This will be combined with direct instruction on using claims and evidence in science work, and by providing direct instruction on how to answer open response questions, particularly so we can diminish the number of scores of 0.
- In Mathematics there is ongoing grade level professional development to focus math teaching using new materials aligned with Common Core that are now fully in place in grades K-5. Greater emphasis will be placed on fractions to respond to the new MA Framework. These curriculum materials present many opportunities for fraction understanding throughout the year, from basic whole-part relationships to fractions as operators. We also plan on bringing more decimal work, base ten work, and experiences with expanded notation into the grade levels.

### **Middle School:**

- On ERB's, in both the 6<sup>th</sup> and 7<sup>th</sup> grades, our students scored above the average for both suburban public schools and independent schools. Overall these results indicate that our students are being well prepared relative to their peers in both public and independent schools.
- On Mathematics ERB's 6<sup>th</sup> grade averaged 71% overall correct versus 62% for suburban public and 61% for independent schools. Our best relative performance was in the area of Probability in which our students scored 16% and 17% points better than their suburban and independent school peers. Our lower relative performance was in the area of Numbers and Number Relationships in which our students scored 3% better than their suburban and 1% better than their independent school peers.
- On Mathematics ERB 7<sup>th</sup> grade we averaged 66% overall correct versus 59% for both suburban public and independent schools. Our best relative performance was in the area of Measurement in which our students scored 10% and 9% better than their suburban and independent school peers. Our lower relative performance was in the area of Geometry and Spatial Sense in which our students outscored suburban public school students by 4% points and independent school students by 5%.
- MCAS Math scores were similar to previous years' results. There was a slight decline in 6<sup>th</sup> and 8<sup>th</sup> grade performance compared to the past two years while 7<sup>th</sup> grade had a marginal improvement over the past three years. An item analysis indicates that students performed very well in the areas of Patterns, Relations and Algebra, Number Sense, and Measurement, consistently scoring more than 10 percentage points better than the state average. Item analysis also shows that we require more focus on Geometry which constitutes a large part of the test.
- On English ERB's 6<sup>th</sup> grade Reading Comprehension testing, students continued to score a higher overall average of correct answers than the average for either all suburban public or all independent schools, with 76% overall correct versus 69% for all public and 72% for all independent. Additionally, the 7<sup>th</sup> grade students continued to score higher than those in all suburban public schools, but did not do quite as well in comparison to all independent schools.
- On the English MCAS, the percentage of students achieving an Advanced rating on the MCAS test overall increased in 6<sup>th</sup> and 7<sup>th</sup> grades: the 6<sup>th</sup> grade increased from 39% in 2011 to 42% in 2012; 7<sup>th</sup> grade saw a dramatic increase from 24% to 45%. The 8<sup>th</sup> grade decreased from 38% to 32%, though it should be noted that this cohort of students also generated a decrease in results the previous year



when they were in 7<sup>th</sup> grade. The fact that this cohort improved from 24% Advanced in 7<sup>th</sup> to 32% Advanced in 8<sup>th</sup> grade indicates that we are moving this cohort in the right direction per the department's expressed intention after reviewing this group's results as 7<sup>th</sup> graders (see last year's report).

- Last year the English department noted that students did not perform as well as expected on the Open Response Questions (ORQs). Thus the Middle School English teachers undertook more directed training of how to fully answer this type of question at all grade levels. The result of this work was a statistically significant increase in average scores on ORQs (which are scored out of a total of 4 possible points) across the board:
- ORQ improvement:

Grade	2011 Avg. ORQ Score	2012 Avg. ORQ Score	Increase '11 to '12*
5 <sup>th</sup>	2.36		
6 <sup>th</sup>	2.67	2.81	.45
7 <sup>th</sup>	2.59	3.03	.36
8 <sup>th</sup>		2.86	.27

- \*Achieved by deducting the 2011 average ORQ score of each group's previous grade level from the 2012 score.
- The 8<sup>th</sup> grade Science scores for Advanced and Proficient improved from 67% to 73%. This is a good trend to see, while we are still in process of shifting the new curriculum into place over the next year.

**High School:**

- On the English MCAS 10<sup>th</sup> grade students' 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 62% in 2011 to 68%, while our overall combined scores of Advanced (A) and Proficient (P) reached a new high of 99% (68% A and 31% P) as compared to 96% (62% A and 34% P) in 2011.
- Another success in MCAS English was that all students who participated in at least two sessions of the WHS after-school MCAS prep class earned an Advanced or Proficient rating. This supports the usefulness of this grant funded program which the High School wants to continue this year.
- The Mathematics MCAS score results were strong and consistent with how students performed over the past 3 years. Our A+P were 95%, which is within two points of what it has been the past 3 years. The biggest area of improvement was in failing students, as we had 0% in the failing range.

**Responsive Planning for MS and HS:**

- The Middle School Science curriculum is being substantially revised to integrate the core concepts from new Core Curriculum across the 6<sup>th</sup>-8<sup>th</sup> grade experience. One of the reasons for this change is responsive to the MCAS data indicating lower performance numbers on concepts taught the furthest away from the testing year. By integrating concepts students will get both depth and ongoing review of the core science concepts to be covered in Middle School.

- The High School Mathematics department analyzed results and will continue to modify curriculum planning to respond to the Common Core changes. The standard that requires review is Data Analysis and Statistics. The department has had conversations about how to integrate the essential statistical concepts throughout the current courses so that all students will have covered the material before taking MCAS.

### **PPI, Subgroups, and Follow-up Work:**

The MCAS and ERB data provides a range of information on student progress, allowing us to track cohort groups and subsequently to provide specialized instruction and additional programming. Weston provides both strong classroom instruction and a number of additional supports, resulting in our yearly PPI being attained in almost all monitored groups. Our overall educational programming moves students toward a goal of advanced performance – as discussed earlier in this report.

- Field School continues to work on focused growth with certain subgroups in order to meet PPI. Entering into a new cycle of qualifying guidelines, the faculty will sustain and further develop initiatives that they feel have moved them forward in meaningful ways. Several curricular professional development goals are guiding their work this upcoming year.
- Initiatives focus on improved reading workshop goals, nonfiction work, continued development of the new math curriculum focused on the Common Core, and lastly the use of data collection to track student growth.
- Currently the Field School is noted as a Level II school and we fully anticipate it moving to a Level I by next year’s assessment.
- “EPP”: Educational Proficiency Plans, must be developed for all High School students who pass the MCAS with “Needs Improvement” in order to insure that schools are working to move students to higher levels of academic proficiency even after they pass MCAS. Students are now assigned academic support through the TEC program as well as classroom target goals for developing higher levels of academic achievement.

### **Conclusion:**

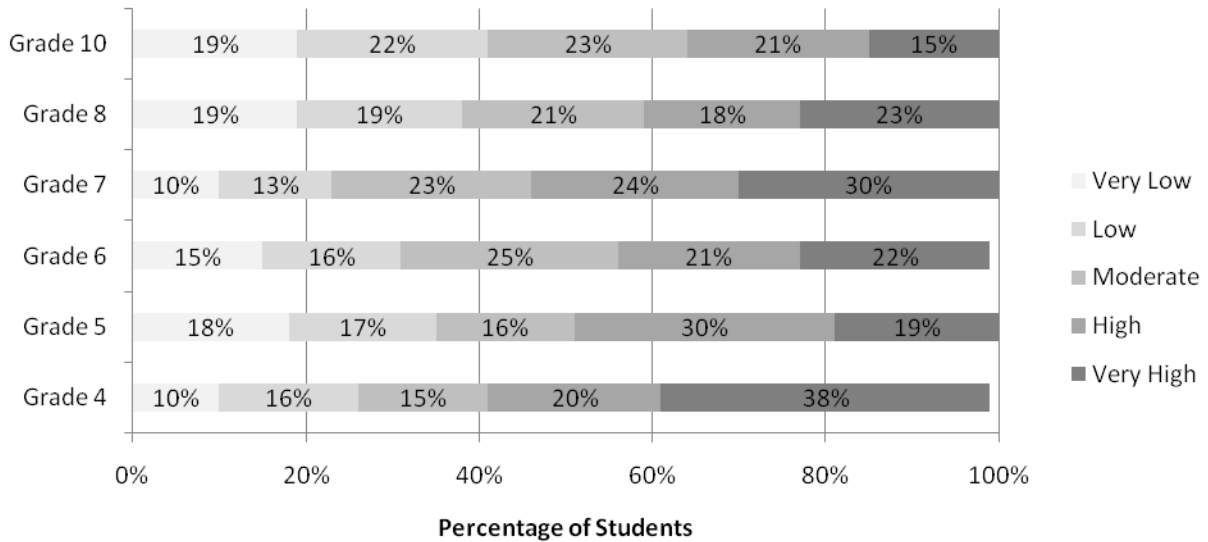
Performance from year to year varies on all Standardized testing measures. Because both of the standardized tests of ERB and MCAS have years of data patterns to assess, some trends can be lifted out of the data to show areas where we can focus attention and refine curriculum and instruction. “Student Growth Data” is beginning to provide a deeper profile of information on yearly growth, which will continue to provide additional ways to assess student progress and more importantly to adjust curriculum as needed.

Data driven conversations are beginning to infuse into the daily work of classroom instructional preparation. Additionally, the use of formative assessments and progress monitoring are being revised and updated to track the rigorous learning goals of the Common Core. Leadership teams have lifted the discussion of Common Core into a more prominent position on their agendas, all of which we believe will shift Weston’s testing performance in a positive direction in areas where we show room for growth.

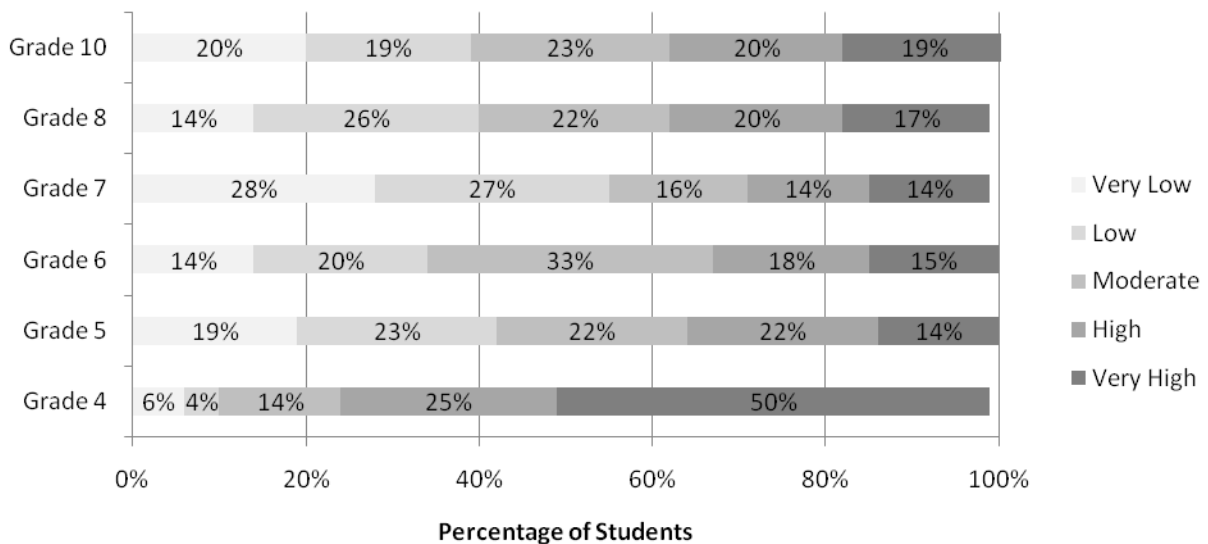
## 2012 MCAS Comparison by Towns

	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
<b>Belmont</b>	86	80	83	91	97	95	99		85	73	84	83	78	78	95		71	77	95
<b>Carlisle</b>	91	87	84	95	94	98	-		89	89	86	88	84	94	-		80	89	-
<b>Concord</b>	86	83	85	91	89	96	-		86	78	86	83	80	76	-		81	80	-
<b>Concord/Carlisle</b>	-	-	-	-	-	-	98		-	-	-	-	-	-	92		-	-	95
<b>Dover</b>	86	70	84	-	-	-	-		84	73	86	-	-	-	-		80	-	-
<b>Dover/Sherborn</b>	-	-	-	94	94	96	100		-	-	-	86	76	79	98		-	76	100
<b>Lexington</b>	86	83	86	92	93	97	99		86	83	89	87	87	87	95		82	77	95
<b>Lincoln</b>	75	69	78	80	80	89	-		82	68	79	66	65	61	-		77	58	-
<b>Lincoln/Sudbury</b>	-	-	-	-	-	-	99		-	-	-	-	-	-	96		-	-	84
<b>Newton</b>	80	75	84	86	89	93	96		78	74	82	83	79	80	94		71	62	87
<b>Sherborn</b>	86	83	83	-	-	-	-		86	77	85	-	-	-	-		85	-	-
<b>Sudbury</b>	84	84	89	90	93	94	-		78	77	86	83	82	80	-		84	70	-
<b>Wayland</b>	80	77	75	93	90	99	99		78	65	79	83	81	84	95		75	85	92
<b>Wellesley</b>	86	81	83	87	92	96	98		77	67	75	75	76	81	96		63	64	73
<b>Weston</b>	84	80	82	93	94	94	99		80	82	77	82	77	72	95		75	73	86

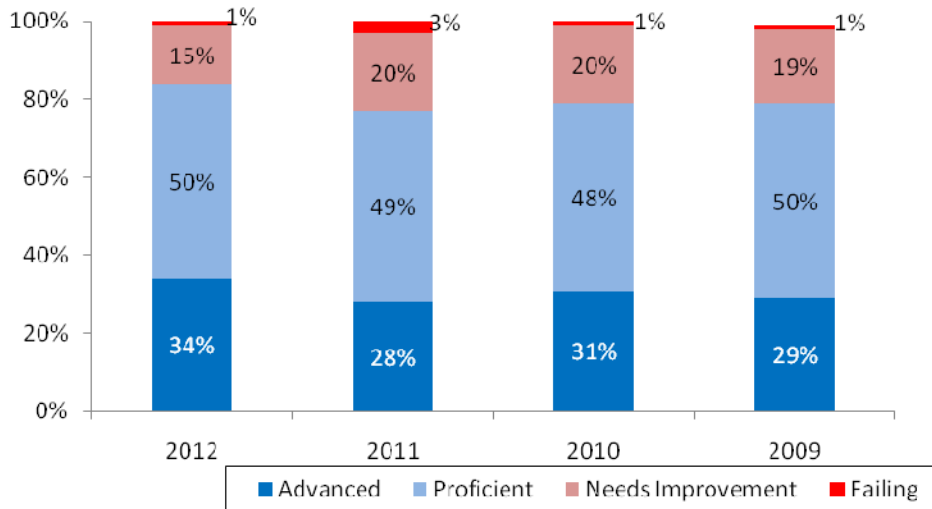
### Student Distribution Growth by Grade Weston - 2012 MCAS English Language Arts



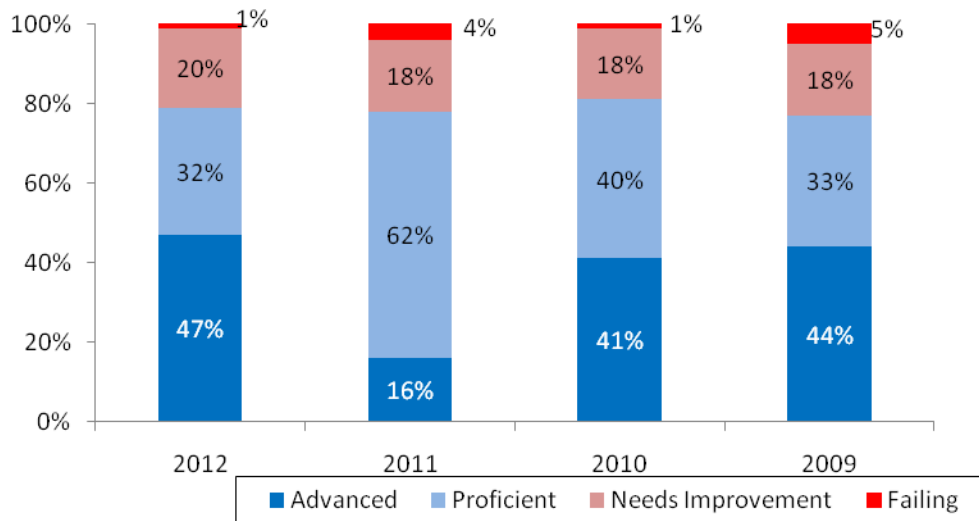
### Student Distribution Growth by Grade Weston - 2012 MCAS Mathematics



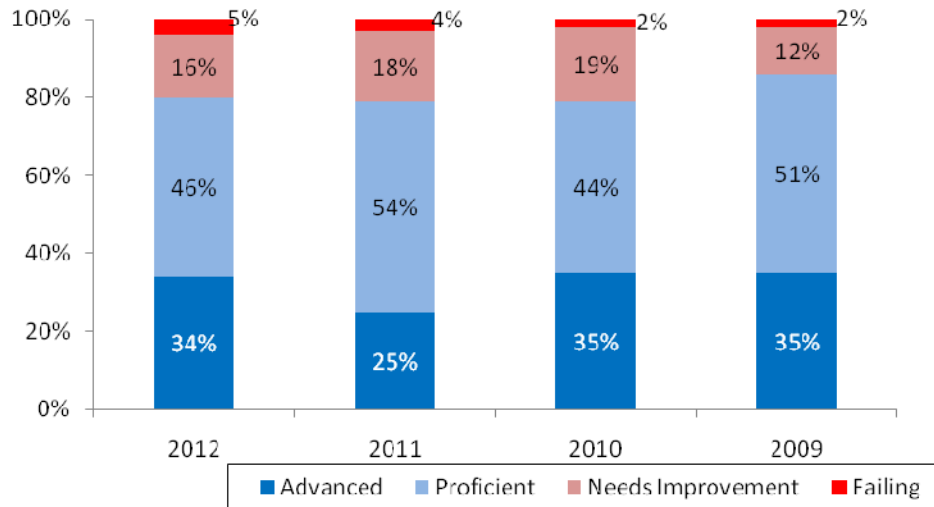
### Performance Distribution by Year Weston - MCAS Grade 3 English Language Arts



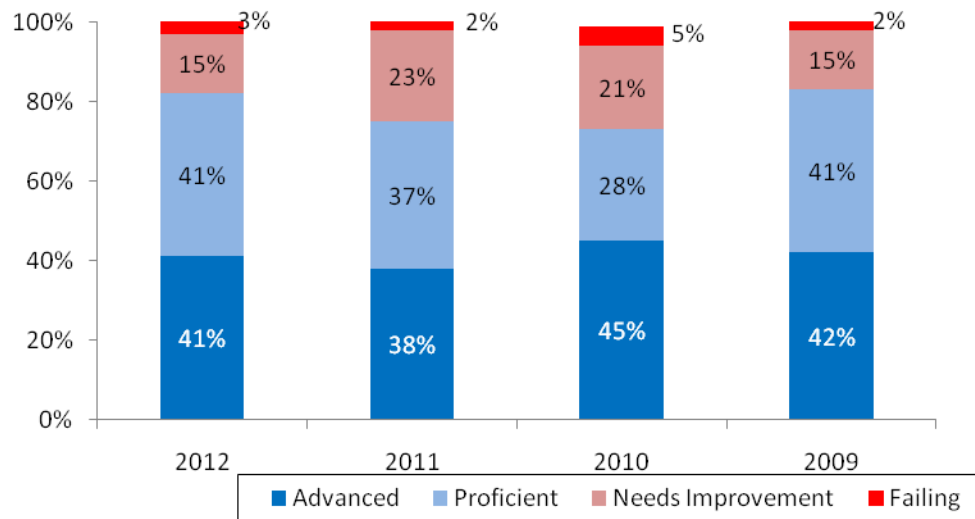
### Performance Distribution by Year Weston - MCAS Grade 3 Mathematics



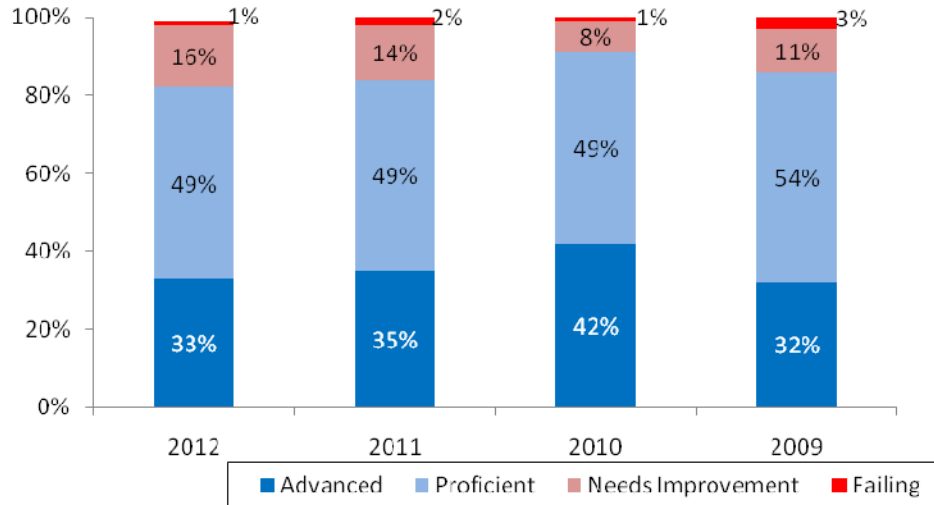
### Performance Distribution by Year Field School Grade 4 English Language Arts



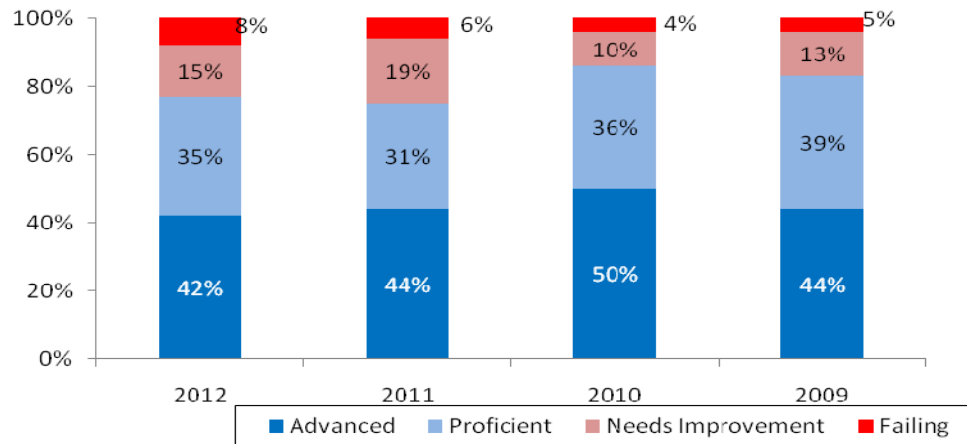
### Performance Distribution by Year Field School Grade 4 Mathematics



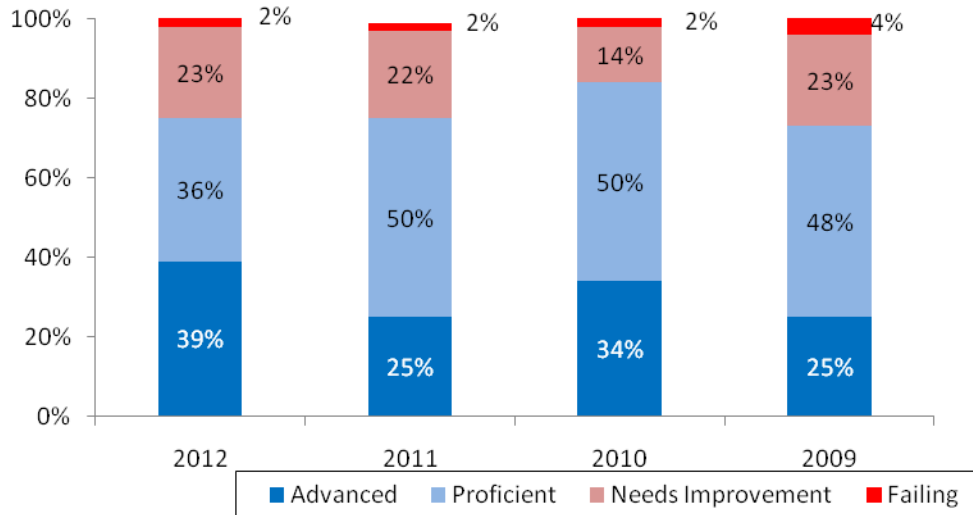
### Performance Distribution by Year Field School Grade 5 English Language Arts



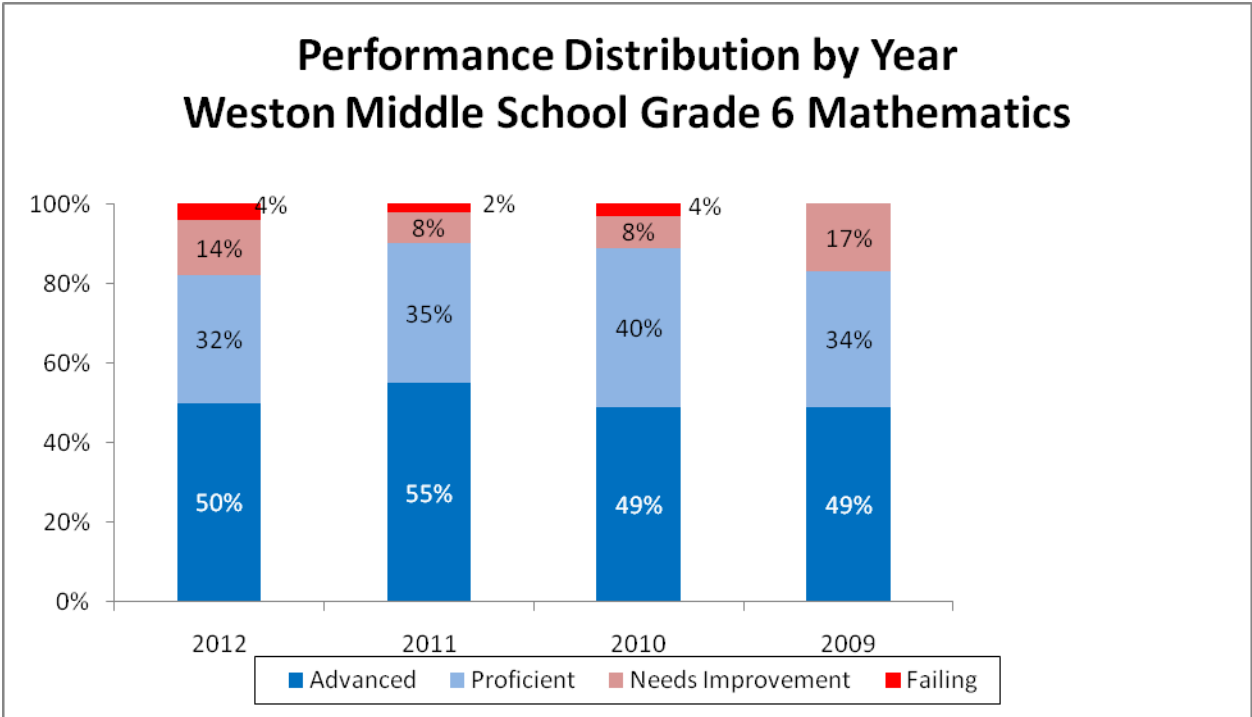
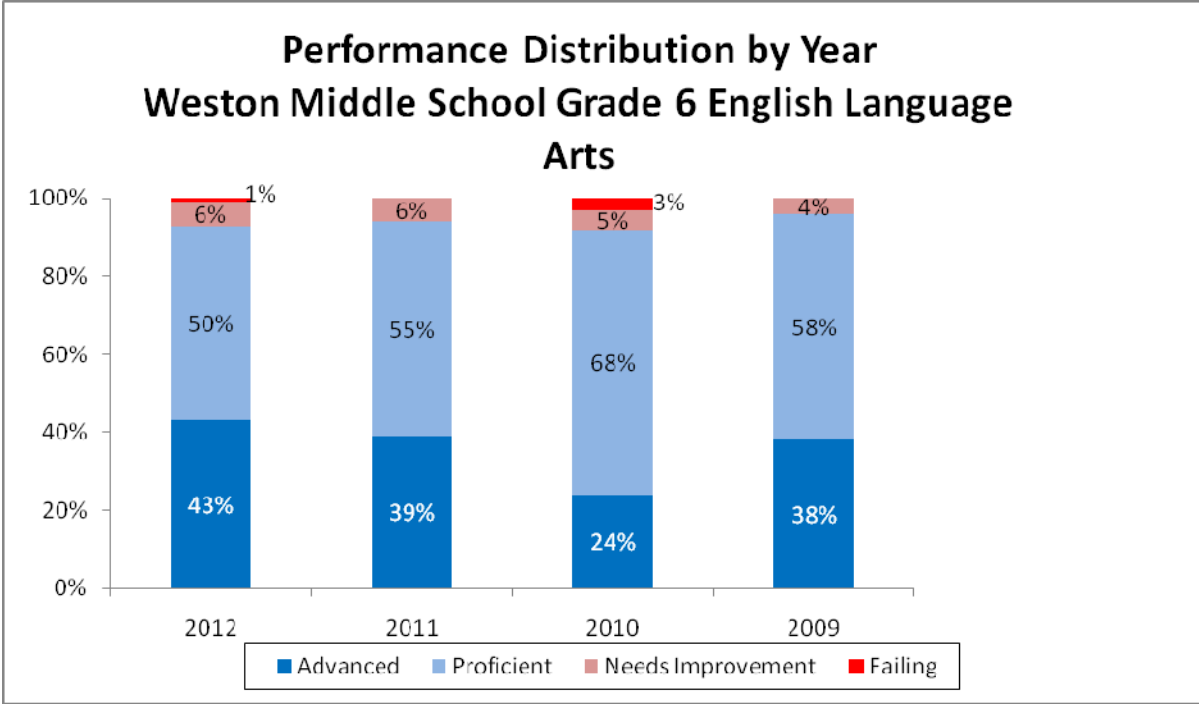
### Performance Distribution by Year Field School Grade 5 Mathematics



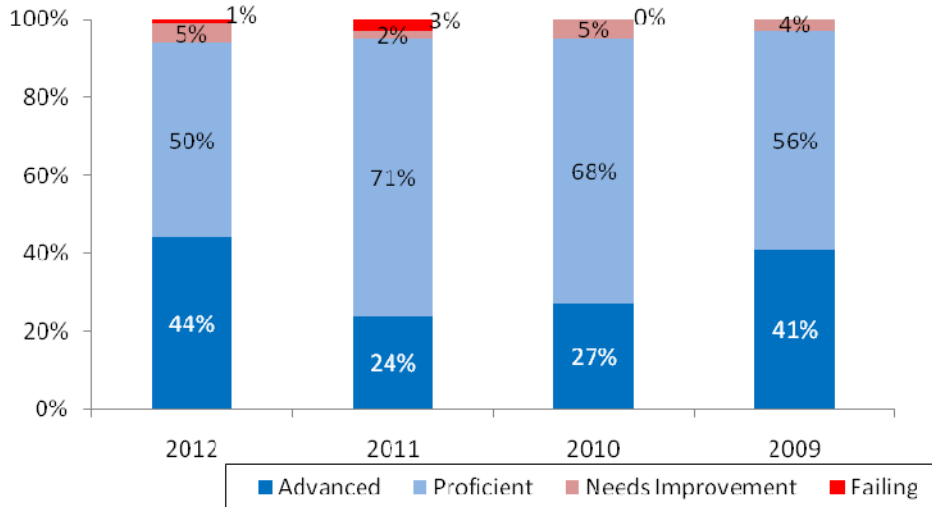
## Performance Distribution by Year Field School Grade 5 Science



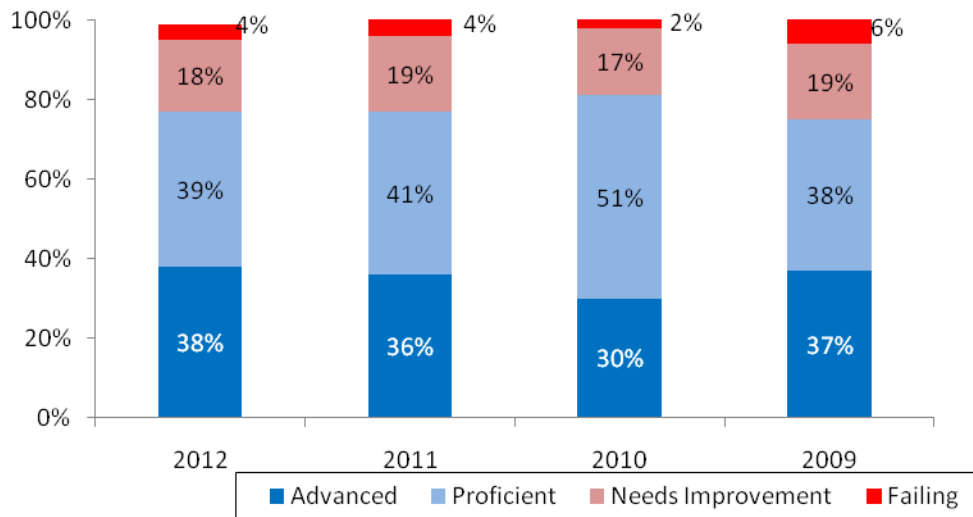




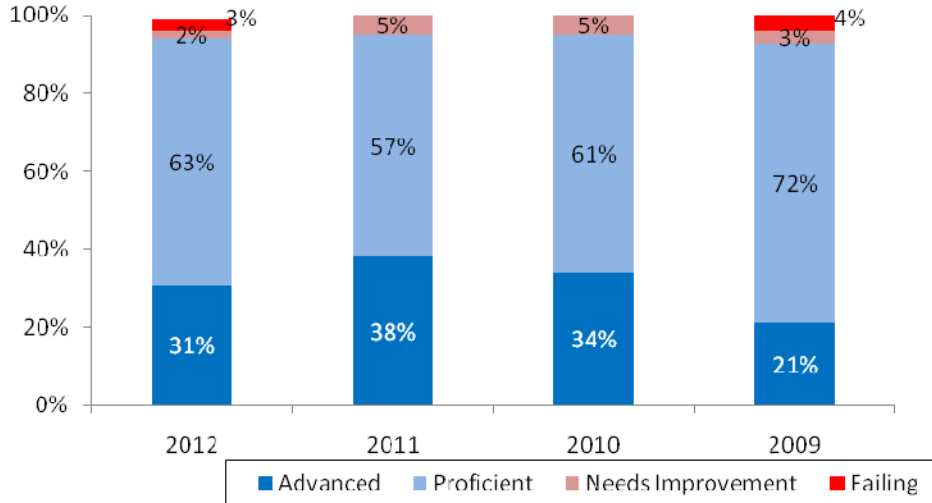
### Performance Distribution by Year Weston Middle School Grade 7 English Language Arts



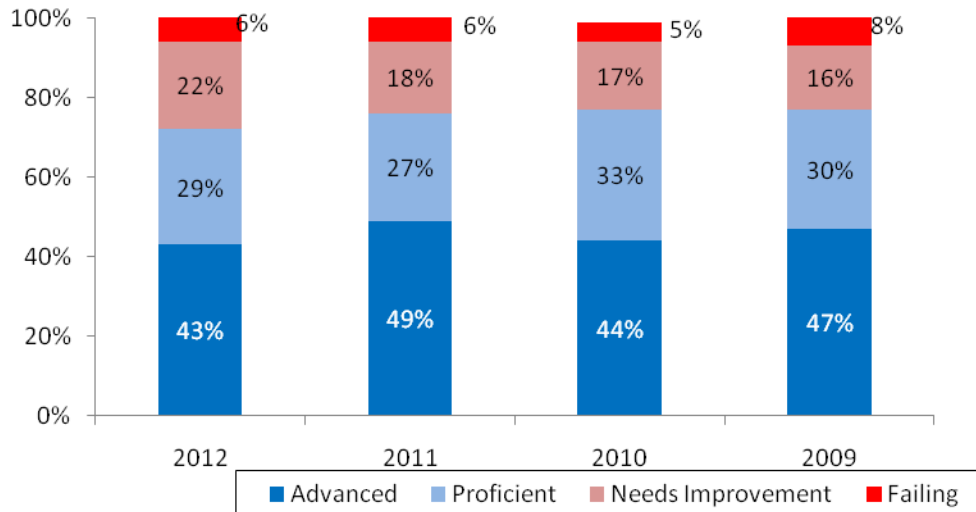
### Performance Distribution by Year Weston Middle School Grade 7 Mathematics



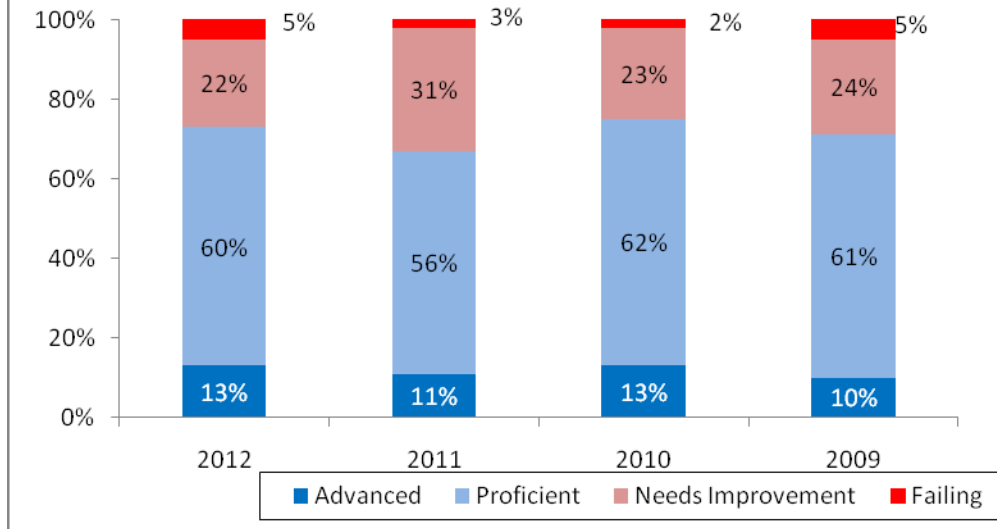
### Performance Distribution by Year Weston Middle School Grade 8 English Language Arts



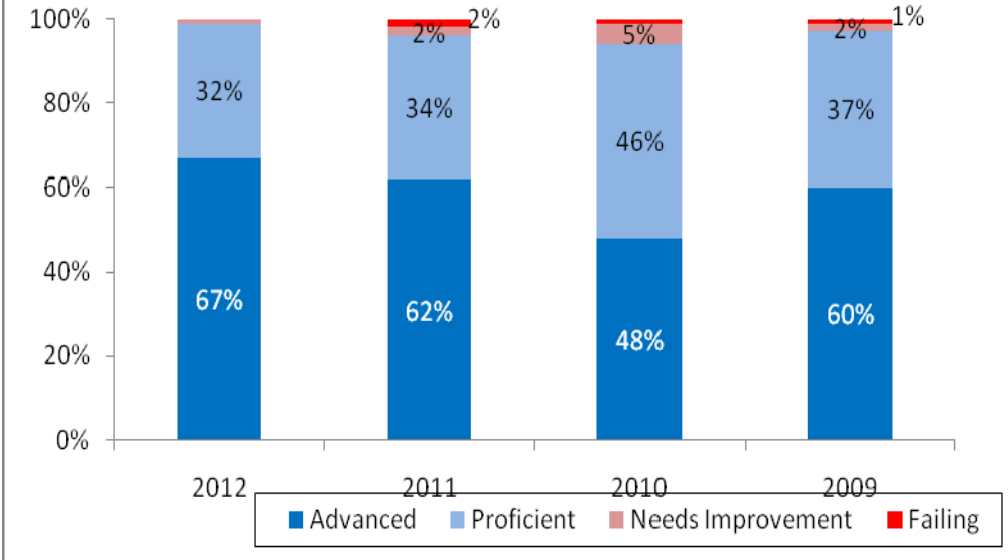
### Performance Distribution by Year Weston Middle School Grade 8 Mathematics



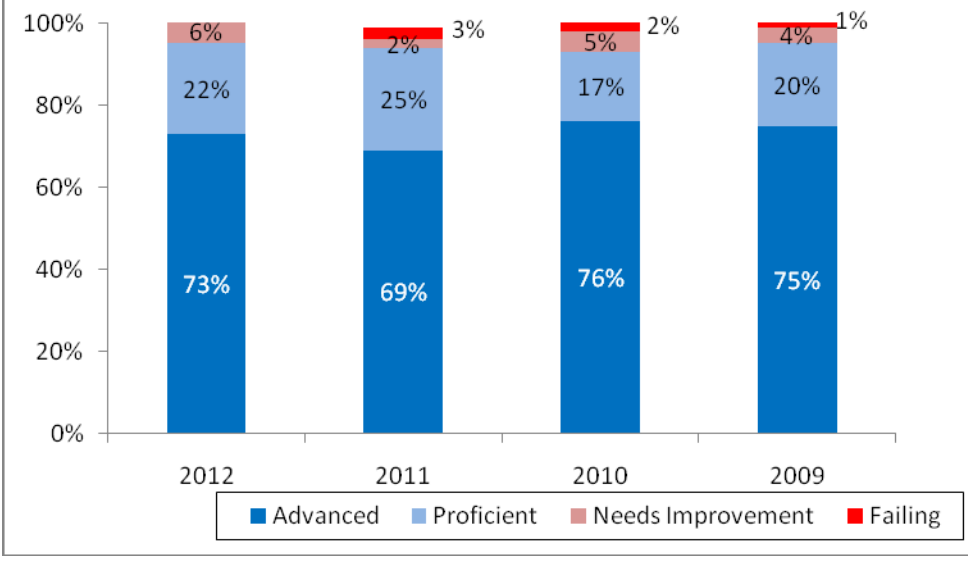
## Performance Distribution by Year Weston Middle School Grade 8 Science



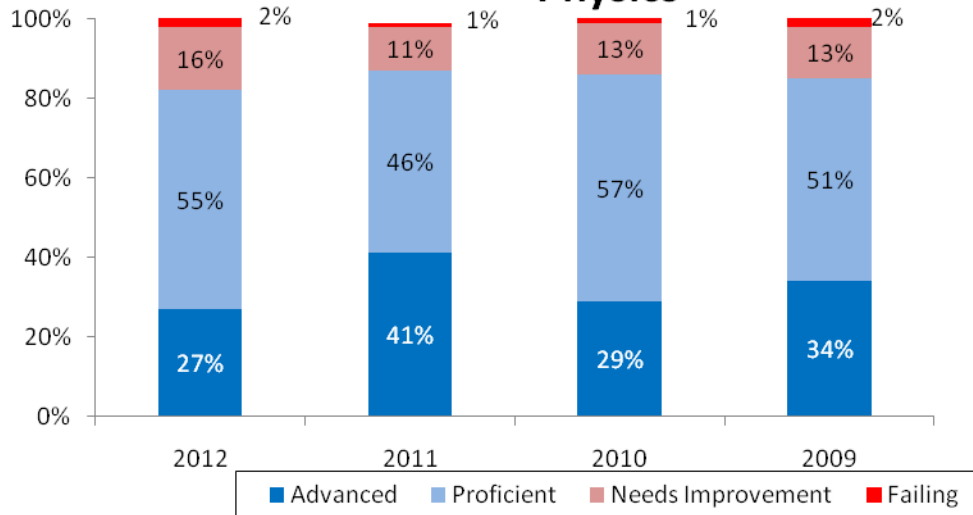
### Performance Distribution by Year Weston High School Grade 10 English Language Arts



### Performance Distribution by Year Weston High School Grade 10 Mathematics



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



**ERB 2012  
Mathematics 1 & 2 Scaled Scores**

Grade	50% Percentile			90% Percentile		
	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	306	300	299	339	335	331
4	329	313	311	354	345	342
5	345	333	336	379	371	367
6	357	341	342	383	378	374
7	382	367	369	422	412	407

**ERB 2012  
Reading Comprehension Scaled Scores**

Grade	50% Percentile			90% Percentile		
	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	337	331	332	359	356	356
4	341	337	339	363	360	360
5	347	344	348	374	367	370
6	358	348	350	385	380	379
7	357	353	356	378	374	375

**WESTON MCAS PERFORMANCE LEVEL HISTORY**  
**Based on Subject Areas Tested, Spring 2012**  
**2006-first administration of test at Grades 5, 6 & 8**

**English Language Arts**

<b>Grade</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning***</b>	<b>Year</b>
<b>3 (Reading)</b>	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	

<b>4</b>	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

<b>5</b>	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



<b>6</b>	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

<b>7</b>	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

<b>8</b>	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

<b>10</b>	67%	32%	0%	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

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

<b>Grade</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning***</b>	<b>Year</b>
<b>3</b>	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

<b>4</b>	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

<b>5</b>	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

<b>6</b>	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

<b>7</b>	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

<b>8</b>	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

<b>10</b>	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)**

<b>Grade</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning***</b>	<b>Year</b>
<b>8</b>	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
<b>5</b>	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
<b>8</b>	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
<b>10</b>	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 2003 - May 2011**

## 90th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Current 12th	2012	358 (04)	364 (05)	375 (06)	380 (07)	375 (08)	
Current 11th	2013	359 (05)	361 (06)	374 (07)	379 (08)	378 (09)	
Current 10th	2014	358 (06)	362 (07)	374 (08)	381 (09)	375 (10)	
Current 9th	2015	359 (07)	359 (08)	374 (09)	380 (10)	376 (11)	
Current 8th	2016	362 (08)	363 (09)	377 (10)	386 (11)	378 (12)	
Current 7th	2017	363 (09)	362 (10)	376 (11)	385 (12)		
Current 6th	2018	356 (10)	361 (11)	374 (12)			
Current 5th	2019	359 (11)	363 (12)				342 (11)*
Current 4 <sup>th</sup>	2020	359 (12)					330 (12)*

## 75th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Current 12th	2012	349 (04)	355 (05)	362 (06)	367 (07)	367 (08)	
Current 11th	2013	349 (05)	353 (06)	363 (07)	363 (08)	370 (09)	
Current 10th	2014	347 (06)	350 (07)	363 (08)	368 (09)	368 (10)	
Current 9th	2015	349 (07)	352 (08)	361 (09)	368 (10)	368 (11)	
Current 8th	2016	352 (08)	355 (09)	364 (10)	370 (11)	368 (12)	
Current 7th	2017	351 (09)	352 (10)	366 (11)	373 (12)		
Current 6th	2018	343 (10)	351 (11)	360 (12)			
Current 5th	2019	349 (11)	354 (12)				342 (11)*
Current 4 <sup>th</sup>	2020	359 (12)					324 (12)*

## 50th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Current 12th	2012	337 (04)	344 (05)	350 (06)	350 (07)	358 (08)	
Current 11th	2013	335 (05)	339 (06)	351 (07)	349 (08)	359 (09)	
Current 10th	2014	335 (06)	340 (07)	351 (08)	354 (09)	357 (10)	
Current 9th	2015	337 (07)	340 (08)	350 (09)	355 (10)	358 (11)	
Current 8th	2016	338 (08)	344 (09)	352 (10)	356 (11)	357 (12)	
Current 7th	2017	338 (09)	341 (10)	351 (11)	358 (12)		
Current 6th	2018	332 (10)	341 (11)	347 (12)			
Current 5 <sup>th</sup>	2019	334 (11)	341 (12)				342 (11)*
Current 4 <sup>th</sup>	2020	337 (12)					319 (12)*

**Appendix B**

**Reading Comprehension (cont.)**

25th Percentile -  
Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Current 12th	2012	326 (04)	330 (05)	339 (06)	336 (07)	347 (08)	
Current 11th	2013	324 (05)	326 (06)	339 (07)	335 (08)	348 (09)	
Current 10th	2014	325 (06)	331 (07)	339 (08)	343 (09)	348 (10)	330 (07)*
Current 9th	2015	326 (07)	330 (08)	339 (09)	338 (10)	348 (11)	
Current 8th	2016	325 (08)	331 (09)	342 (10)	343 (11)	345 (12)	
Current 7th	2017	326 (09)	330 (10)	340 (11)	342 (12)		
Current 6th	2018	321 (10)	330 (11)	337 (12)			
Current 5th	2019	321 (11)	331 (12)				342 (11)*
Current 4 <sup>th</sup>	2020	323 (12)					315 (12)*

10th Percentile -  
Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Current 12th	2012	315 (04)	318 (05)	330 (06)	329 (07)	334 (08)	
Current 11th	2013	315 (05)	318 (06)	328 (07)	324 (08)	337 (09)	
Current 10th	2014	316 (06)	322 (07)	331 (08)	328 (09)	339 (10)	315 (07)*
Current 9th	2015	318 (07)	320 (08)	331 (09)	332 (10)	337 (11)	
Current 8th	2016	318 (08)	322 (09)	333 (10)	331 (11)	330 (12)	
Current 7th	2017	316 (09)	319 (10)	330 (11)	333 (12)		
Current 6th	2018	313 (10)	321 (11)	328 (12)			
Current 5th	2019	314 (11)	320 (12)				342 (11)*
Current 4 <sup>th</sup>	2020	316 (12)					311 (12)*

\*Non-standard



**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	2012	331 (04)	348 (05)	377 (06)	379 (07)	422 (08)	
Current 11th	2013	336 (05)	349 (06)	379 (07)	382 (08)	427 (09)	
Current 10th	2014	339 (06)	348 (07)	377 (08)	380 (09)	417 (10)	
Current 9th	2015	336 (07)	348 (08)	378 (09)	** (10)	419 (11)	
Current 8th	2016	344 (08)	354 (09)	380 (10)	381 (11)	422 (12)	
Current 7th	2017	340 (09)	350 (10)	383 (11)	383 (12)		
Current 6th	2018	335 (10)	351 (11)	379 (12)			
Current 5th	2019	342 (11)	354 (12)				321 (11)*
Current 4 <sup>th</sup>	2020	339 (12)					299 (12)*

75<sup>th</sup> Percentile – Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Current 12th	2012	315 (04)	337 (05)	366 (06)	365 (07)	406 (08)	
Current 11th	2013	313 (05)	336 (06)	362 (07)	363 (08)	400 (09)	
Current 10th	2014	321 (06)	338 (07)	362 (08)	369 (09)	405 (10)	
Current 9th	2015	320 (07)	338 (08)	364 (09)	** (10)	405 (11)	
Current 8th	2016	324 (08)	338 (09)	363 (10)	366 (11)	402 (12)	
Current 7th	2017	322 (09)	341 (10)	369 (11)	370 (12)		
Current 6th	2018	316 (10)	341 (11)	365 (12)			
Current 5th	2019	321 (11)	345 (12)				321 (11)*
Current 4 <sup>th</sup>	2020	325 (12)					293 (12)*

## 50th Percentile - Scaled Scores

YOG		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Current 12th	2012	301 (04)	323 (05)	345 (06)	350 (07)	385 (08)	
Current 11th	2013	299 (05)	319 (06)	344 (07)	347 (08)	382 (09)	
Current 10th	2014	301 (06)	316 (07)	344 (08)	351 (09)	384 (10)	
Current 9th	2015	304 (07)	321 (08)	348 (09)	** (10)	381 (11)	
Current 8th	2016	305 (08)	324 (09)	347 (10)	352 (11)	382 (12)	
Current 7th	2017	306 (09)	326 (10)	346 (11)	357 (12)		
Current 6th	2018	301 (10)	325 (11)	345 (12)			
Current 5th	2019	304 (11)	329 (12)				321 (11)*
Current 4 <sup>th</sup>	2020	306 (12)					283 (12)*

**Mathematics (cont.)**

**Appendix B**

25th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Current 12th	2012	285	(04)	304	(05)	331	(06)	333	(07)	356	(08)
Current 11th	2013	288	(05)	302	(06)	329	(07)	333	(08)	357	(09)
Current 10th	2014	291	(06)	300	(07)	328	(08)	334	(09)	359	(10)
Current 9th	2015	291	(07)	303	(08)	332	(09)	**	(10)	359	(11)
Current 8th	2016	293	(08)	309	(09)	336	(10)	341	(11)	362	(12)
Current 7th	2017	293	(09)	308	(10)	332	(11)	341	(12)		
Current 6th	2018	287	(10)	307	(11)	330	(12)				
Current 5th	2019	293	(11)	308	(12)						321 (11)*
Current 4 <sup>th</sup>	2020	293	(12)								278 (12)*

10th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6			
Current 12th	2012	274	(04)	291	(05)	317	(06)	318	(07)	332	(08)
Current 11th	2013	274	(05)	290	(06)	311	(07)	309	(08)	328	(09)
Current 10th	2014	278	(06)	290	(07)	313	(08)	315	(09)	336	(10)
Current 9th	2015	277	(07)	295	(08)	323	(09)	**	(10)	335	(11)
Current 8th	2016	282	(08)	292	(09)	321	(10)	329	(11)	329	(12)
Current 7th	2017	281	(09)	289	(10)	305	(11)	326	(12)		
Current 6th	2018	277	(10)	297	(11)	316	(12)				
Current 5th	2019	281	(11)	291	(12)						321 (11)*
Current 4 <sup>th</sup>	2020	284	(12)								266 (12)*

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