



WESTON
HIGH SCHOOL

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To: Dr. Midge Connolly and Weston School Committee
From: Anthony Parker
Re: Student Progress and Participation Report 2019
Date: November 14, 2019

I am pleased to submit the Student Progress and Participation Report. This report reflects the fact that the majority of students at Weston High School are engaged and are flourishing. The hallmark of an excellent high school is that every student receives what they need to learn. Ranging from access to high quality curricula and instruction as well as opportunities to participate in competitive athletic teams and extra-curricular activities, our students have excellent outcomes.

All of us at WHS are proud of the fact that our students are college ready. The range of higher institutions our students are or will be attending is evidence that the emphasis on preparing all types of learners works. Whether a small liberal arts college, a military academy, a state college, or an ivy league school, there really is a place for everyone. Our students are well-positioned to be successful in college and in life.

So, how do we maintain excellence as enrollment declines and WHS becomes leaner? Both the high school community, and the wider community at large, must reflect on the essential courses, experiences, and programs that will preserve the expected opportunities and outcomes to which the district has long been accustomed.

I look forward to answering any questions you may have after reading this report.

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Demographic Information (October 1 Count)

Enrollment	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Grade 9	159	164	173	171	206	149	195	207	193	214
Grade 10	166	169	171	202	149	190	194	185	209	173
Grade 11	168	173	199	146	180	190	174	212	177	181
Grade 12	170	201	150	186	191	175	211	177	176	179
Grade SP	5	0	1	1	0	3	4	2	1	1
Total	668	707	694	706	726	707	778	783	756	748

Ethnicity/Race	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
American Indian or Alaska Native	<1.0%	1.0%	<1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
* American Indian or Alaska Native/Hispanic	<1%	<1.0%	1.0%	1.0%	1.0%	0.0%	0.0%	1.0%	1.0%	1.0%
Black or African American	6.0%	6.0%	6.0%	6.0%	6.0%	6.5%	7.0%	7.0%	7.0%	5.7%
* Black or African American/Hispanic	<1.0%	<1.0%	<1.0%	1.0%	1.0%	1.0%	1.0%	0.0%	1.0%	1.0%
* Black or African American/White	1.0%	1.0%	1.0%	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*Black or African American & Asian	n/a	<1.0%	<1.0%	0.0%	n/a	n/a	n/a	n/a	n/a	n/a
Asian	19.0%	19.0%	17.0%	17.0%	14.0%	15.0%	14.0%	13.0%	13.0%	12.2%
* Asian/White	3.0%	3.0%	3.0%	3.0%	4.0%	4.0%	3.0%	2.0%	2.0%	2.3%
Asian, American Indian or Alaska Native	19.0%	<1.0%	<1.0%							
Asian/Hispanic	<1.0%	<1.0%								
White	66.0%	66.0%	68.0%	67.0%	69.0%	71.0%	71.0%	74.0%	74.0%	75.4%
* White/Hispanic	3.0%	4.0%	3.0%	3.0%	4.0%	2.0%	3.0%	2.0%	2.0%	1.7%
White & Black or African American/Hispanic	<1%	<1%								
White & American Indian or Alaska Native//Hispanic	<1%	<1%								

* New Department of Education Ethnic/Race Codes

Student Attendance Report 2018-2019

Issue	2018-19	2017-18	2016-17	2015-16	2014-2015	2013-2014
Absent Daily Average	3.34%	3.87%	4.11%	4.73%	4.92%	4.46%
Cuts/# of Students	407/100	733/166	424/164	504/167	335/242	326/159
Cuts Per Total Infractions	.78	.70	.54	.60	.45	.46

Student attendance is based on the number of full days a student is present at school out of the 180-day school year. Within the school year, students' attendance to class is also monitored. The Weston High School daily absence rate decreased during the 2018-2019 school year by .53%. The number of cuts decreased in 2018-2019 by 326 after increasing by 309 from 2016-2017 to 2017-2018, (5 students accounted for 209 cuts in 2017-2018).

Student Discipline Report 2018-2019

Issue	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
# Sat. School /or Detentions /# of Students	368/117	721/174	605/192	710/228	725/246	589/264
Out-of-School Susp/ Earned by # of Students	7 days/ 5 students In-school 9 days/ 7 students	40 days/ 9 students	23 days/ 8 students	111days/ 24 students	43days/ 16 students	30 Days/ 10 Students

The number of detention assignments along with the number of out-of-school suspensions measures our student discipline. In the 2018-2019 school year, we had an decrease in the number of detention assignments along with the number of students receiving a detention. In part, this was due to a sharp decrease in the number of cuts. The number of students receiving a suspension also decreased. We have added in-school suspension as an option for some lesser infractions.

Extra-Curricular Participation – Fall 2019

	**2019/2018	2018/2017	2017/2016	2016/2015	2015/2014	2014/2013	2013/2012	2012/2011	Comments
Number of Active Clubs	38	82	77	72	68	70	61	59	Club proposals taken September-April
Number of New Proposals	10	12	9	8	6	10	11	6	Ongoing
Number of Participants	*1094	*2,085	*2,085	*2,060	*1,775	*1,738	*2,058	1,374	Fall numbers may vary slightly from spring numbers

*Numbers exceed population due to duplicate membership in more than one club. Club participation numbers are determined by rosters submitted annually by club advisors; numbers reflect average number of students in attendance at weekly meetings.

**It has been noted this year that a large majority of the clubs are not regularly meeting, which has had a significant effect on participation numbers. In fact, they have decreased by half. The number indicating student involvement, as well as new club proposals, in general, are significantly lower this year.

2018-2019 Highlights from the High School Extracurricular Program

- ACC (Animal Care Club) Students raised over \$600 for a shelter that took in animals affected by last fall's wildfires in California.
- SWA (Student Welfare Advocates, formerly called SADD): Students helped to plan and facilitate a Body Positivity Class at the middle school during J Term.
- The Debate Team competed in four tournaments around metro Boston, including the state championships. Jacqueline Liu and Miki Chiang made it to the semi-final round at States as novice debaters. They were up against schools with long and strong debate team histories, so their accomplishment is all the more commendable! Jacqueline Liu and Neil Malur were elected captains for the 2019-2020 year.
- The Dana Farber Jimmy Fund Club's mission is quite simple: to support the great work of Boston's Dana Farber Cancer Institute in its pediatric cancer research and care for young patients from around the world. We volunteer time at events such as The Jimmy Fund Walk and the Marathon Pasta Dinner. The primary fundraising event is "Putting for Patients," a fun-filled day of mini-golf in the high school gym, face painting, caricatures, opportunity drawings and refreshments for the students of all ages and their families. Last year we raised just under \$5,000. In the first six years of the club, we raised well over \$20,000... the most of any other high school running this event.

- Student Ambassadors act as mentors, facilitators, and more than anything else, friendly faces and a support network for students new to Weston High School. The Ambassadors are made up of sophomores, juniors, and seniors who apply to be a part of the program. Over the course of the year, Student Ambassadors participate in a variety of activities, including meetings during Activity Block, events to help new students acclimate to Weston High School, check-ins with their assigned new students on a weekly basis, tours for prospective families a few times a year, ninth grade orientation the day before school starts, and tours to 8th graders and parents in June as they begin to transition to the high school.

Debate Team



Photo of Relay for Life



Dance Team



High School Athletic Participation

FALL					2019 - 53% of WHS student-body participates in a fall sport							
Sport	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Football	46	39	42	47	56	52	63	55	51	55	56	49
Boys Soccer	58	61	58	63	62	47	56	53	60	68	55	71
Girls Soccer	56	60	51	56	56	56	59	57	64	52	55	56
Field Hockey	32	37	33	34	29	42	49	48	57	49	57	61
XCountry (M)	29	30	30	33	30	27	26	23	24	20	19	22
XCountry (F)	21	26	22	27	29	23	27	21	16	15	17	9
Golf (M/F)	16	15	24	27	34	32	22	20	16	16	16	16
Crew	55	43	58	65	71	88	78	67	42	53	39	39
Girls Volleyball	34	37	41	28	31	36	38	36	26	27	26	27
Totals	347	348	359	380	398	403	418	380	356	355	340	350

WINTER												
Sport	2018/19	2017/18	2016/17	2015/16	2014/15	2013/14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Boys Basketball	51	71	53	45	51	47	43	36	39	36	38	39
Girls Basketball	31	37	43	36	32	45	35	37	40	34	34	42
Boys Indoor Track	39	39	44	33	38	38	47	39	28	30	37	33
Girls Indoor Track	41	29	33	32	44	37	40	26	29	31	30	25
Boys Swimming	42	33	36	38	47	53	43	31	32	29	29	27
Girls Swimming	47	48	56	40	45	48	35	29	34	33	39	32
Wrestling	14	3	17	25	24	27	29	28	25	26	39	33
Boys Ice Hockey	15	23	24	31	27	26	27	21	23	31	23	27
W/W Girls Ice Hockey	15	13	9	11	13	16	14	9	3	3	5	1
Alpine Ski Boys	16	14	12	14	17	16	10					
Alpine Ski Girls	17	16	14	16	15	14	6					
Nordic Skiing	7											
Totals	342	326	341	321	353	367	329	256	253	253	274	259

SPRING												
Sport	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Baseball	32	31	36	40	34	33	37	26	28	29	36	37
Boys' Lacrosse	42	35	27	42	56	54	60	68	70	69	55	36
Girls' Lacrosse	46	50	57	47	37	49	50	56	47	70	53	54
Boys' Tennis	27	32	34	37	22	33	33	25	36	22	24	26
Girls' Tennis	36	27	25	29	22	25	23	18	19	20	24	27
Boys' Track	48	53	64	54	44	54	68	67	44	54	36	52
Girls' Track	44	43	45	46	49	57	51	38	29	27	23	21
Crew	56	55	54	74	65	77	49	48	50	37	38	33
Softball	21	23	18	16	17	22	26	15	32	33	31	32
Totals	352	349	360	385	348	404	397	361	355	361	320	318

ATHLETIC NOTABLES:

Fall 201

Golf - D3 MIAA North Sectional Champions /DCL Small Champions (5yrs. in a row)/D3 State Runner-ups
 Boys Soccer - MIAA D3 Tournament
 Boys & Girls Cross Country - B & G State Qualifiers/ Girls All-State Participants
 Field Hockey - MIAA D2 State Tournament
 Football - Playoff Qualifier

Winter 2017/18

Boys Basketball - MIAA Tournament D3 North Sectional Finalist @ Tsongas Center
 Nordic Skiing - State Championship Qualifier - 1st Year of Program
 Boys Indoor Track - D4 State Champions/DCL Small Champions
 Girls Skiing - State Championship Qualifier/MIAA All-State 3rd place
 Boys Alpine Skiing - State Championship Qualifier
 Girls Swim/Dive - 3rd Place Finish at D2 State Championships
 Boys Swim/Dive - 3rd Place Finish at D2 State Championships
 Girls Hockey - 2018/19 James Malloy Team Award for Sportsmanship

Boston Globe Coach of the Year 2018/2019:

John Monz - Indoor Track
 Kevin Rowe - Alpine Skiing
 Dyanne Sainato - Girls Tennis
 George Conlin - Boys Tennis

Spring 2018

Boys Tennis - MIAA D3 State Champions - 3rd Straight Year
 Girls Tennis - MIAA D3 State Champions - Undeclared Season 24-0
 Baseball - MIAA State Tournament
 Girls Lacrosse - DCL Small Champions/MIAA Tournament D2 North Quarterfinalist
 Boys Lacrosse - DCL Small Champions/MIAA D3 State Tournament
 Girls Outdoor Track - D4 State Divisional Runner-ups

2019 Academic, Testing, and Postsecondary Report

Overview

Weston High School endeavors to educate all students so that they possess the tools necessary to be positive contributors to society. Each student undertakes a challenging course of study aimed at preparing them for post-secondary education. Additionally, the breadth of our offerings provides students the opportunity to explore a variety of interests beyond the core curriculum. In encouraging students to take academic risks and to undertake novel experiences, educators at Weston High School enable students to be active participants in their own learning so that they can uncover their passions and work toward their full potential.

College Applications and Outcomes

Weston High School students continued to have strong college acceptance choices and earned high acceptance rates. Many students were admitted and committed to an Early Decision school, while others were able to choose from several colleges after receiving acceptances from Early Action and Regular Decision schools.

With the help of Naviance, School Counselors continue to encourage students to make realistic and suitable choices when they apply to colleges. The department has seen success in helping students to consider an increasing number of appropriate “likely” schools and universities that are less competitive but fit students’ criteria for a college. Students have continued to apply to schools beyond those to which the majority of our students have applied in the past. This is due in large part to efforts and encouragement put forward by counselors. In the 2018-2019 academic calendar year, **192** students (out of **195**) enrolled in **109** different colleges and universities. These schools are located in **27** states, the District of Columbia, Australia, Canada, and Spain. This consistent trend reflects that our students branch out to find colleges/universities that are best suited for them. It also means that students expand their horizons by going to colleges outside of our traditional New England/New York area. Members of the class of **2019** reported in their Guidance Senior Exit Survey that **47.4%** will be attending their first choice institution and **21.9%** will be attending their second choice school. Thus, **69.3%** of our students are attending their first or second choice schools.

Electronic application submission through the Common Application is by far the most frequently used method for student applications, followed by institutional applications and then Coalition Applications or other systems. While this improves efficiency, it also makes it easy for more students to apply to numerous schools. This may cause them to apply to more schools than is necessary or beneficial. This results in more work for the students, counselors, teachers, and colleges, a greater sense of confusion and miscommunication, and most importantly, an increasing number of negative responses to student applications. Naviance allows us to send application materials through the eDocs system. Counselors are able to send all but a handful of application packets electronically. The **Class of 2019** submitted **2027** applications to colleges. The trend to apply in early admissions programs continues to rise. **One hundred seventy-five** students (**89.7%**) applied in the fall under some type of “early” application, submitting **776** applications. Of these, **109** enrolled in an early acceptance school – **62.3%** of early applicants and **55.9%** of the entire class. **Ninety-eight** students (**56.0%** of early applicants) applied Early Decision I or II, and **fifty-two** students (**26.7%** of the entire class) are attending Early Decision schools.

Weston High School students continued to fare extremely well in the college application process as **98.5%** are continuing their formal education at four or two-year colleges, universities or preparatory schools. Of those, **98.0%** are attending four-year institutions and **0.5%** are enrolled at two-year colleges, while the remaining **1.5%** are doing a gap year or joined the work force. Admissions success is a product of hard work on the part of students, their commitment to academics and their demonstrated strength in a multitude of co-curricular activities. It also is a reflection of teachers’ and staff’s commitments to our students, and students’ overall preparation by the Weston Public Schools.

Advanced Placement Program

Weston continues to offer a strong Advanced Placement curriculum to our students. Last year, **342** students (including 7 students not enrolled at WHS) took AP exams. Of the WHS students, **137** were seniors, **128** were juniors, **67** were sophomores, and **3** were freshmen. In total, **730** AP tests were administered (122 more than in 2018) in the following areas:

- In the **2018-2019** academic year, our high school program included the following AP courses. Students in these courses were required to take the AP exam in May, unless noted.
 - English:* English Literature and Composition
 - Math:* Calculus AB, Calculus BC, Statistics*, and Computer Science
 - Science:* Biology, Chemistry, Physics C: Elect. & Magnetism, and Physics C: Mechanics
 - History:* World History[^], United States History[^], European History[^], and Psychology[^]
 - Languages:* French Language, Spanish Language, Spanish Literature, and Latin[^]
 - Music:* Music Theory

* *Seniors were not required to take the AP Statistics exam.*
[^] *Students in AP History courses and AP Latin were not required to take the AP exams.*
- In addition, individual students independently prepared for and took the following AP exam:
United States Government and Politics

AP exams are graded on the following five-point scale:

- 5 – Extremely qualified
- 4 – Well qualified
- 3 – Qualified
- 2 – Possibly qualified
- 1 – No recommendation

Note: Some colleges/universities grant both credit and placement for qualifying work (scores of either three or four and above) on an examination, while others may grant either placement or credit.

Our students continue to distinguish themselves on the AP examinations. For the **2019** AP cycle, **85%** of our students scored 3 or better. (See Exhibits 10-12 for additional detail.)

Further, our students earned the following Advanced Placement Awards in 2019:

- *AP Scholar Award* (score of three or higher on three AP exams) – **40** students (**20** seniors, **19** juniors, and **1** sophomore)
- *AP Scholar with Honor Award* (average grade of 3.25 on all AP exams **and** grades of three or higher on four or more exams) – **30** students (**19** seniors and **11** juniors)
- *AP Scholar with Distinction Award* (average grade of at least 3.5 on all AP exams taken **and** grades of three or higher on five or more exams) – **64** students (**54** seniors and **10** juniors)
- *National AP Scholar Award* (students earning an average grade of four or higher on all AP exams taken **and** grades of four or higher on eight or more of these exams) – **14** students (**12** seniors and **2** juniors)
- *AP International Diploma* (students who display exceptional achievement across a variety of disciplines, earning a grade of 3 or higher on 5 or more AP exams across 4 content areas) – **2** seniors

Seal of Biliteracy

Weston High School graduating students may be eligible to receive a Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of students who have studied and attained a designated level of proficiency in two or more languages (including English) by high school graduation. The criteria is based on a combination of the ACTFL Assessment of Performance toward Proficiency in Languages or an AP exam, and the ELA MCAS. (See Exhibit 13.) All students are encouraged to continue their study of language throughout high school as multiple years of study will provide the opportunity to earn this award.

Weston High School had a large number of **Class of 2019** students earning recognition, with **40** students earning Seal of Biliteracy awards (**20.5%** of graduates) and **15** students (**7.7%** of graduates) earning Seal of Biliteracy with Distinction awards (totaling **28.2%** of graduates earning recognition).

Advanced-Level Coursework

Weston High School offers a robust curriculum at the college preparatory level as well as **19** honors and **17** AP courses for the Class of 2019. An enormous number of Weston students challenge themselves by taking honors and/or AP courses during their 4 years of high school, some beginning with classes freshman year and others maturing into advanced coursework. At least two Honors classes were taken by **74%** of students in the **Class of 2019** and **78%** of students took at least two AP courses. At the most rigorous level, **27** students (**14%**) took 10+ honors courses and **38** students (**20%**) took 7+ AP courses. (See Exhibit 14 for detail.)

Summary Data for the Class of 2019

- **2027** applications
- **776** early applications were submitted
- **175** students (**89.7%**) applied under an early acceptance process
- **109** enrolled in an early acceptance school (**55.9%**), with **26.7%** enrolled in an Early Decision school
- **98** students applied Early Decision I or II; of those, **52** enrolled in the Early Decision school
- **192** members of the Class of **2019** will attend **109** post-secondary institutions. These schools are located in **27** states, the District of Columbia, Australia, Canada, and Spain
- **98.0%** enrolled in a 4-year university/college
- **0.5%** enrolled in a 2-year institution
- **76%** enrolled in a private university/college and **24%** enrolled in a public institution
- **73%** took the SAT Reasoning Test
- **61%** took the ACT

Summary for 2019 AP Exams

- **730** AP tests were administered (122 more than in 2018)
- **335** Weston High School students took the tests (7 students not enrolled at WHS also tested)
- **85%** scored three or above
- **40** students earned an AP Scholar Award
- **30** students earned an AP Scholar with Honor Award
- **64** students earned an AP Scholar with Distinction Award
- **14** students earned an AP National Scholar Award
- **2** students earned an AP International Diploma

Summary for 2019 Seal of Biliteracy

- **40** students earned the Seal of Biliteracy from the Commonwealth of Massachusetts
- **15** students earned the Seal of Biliteracy with Distinction from the Commonwealth of Massachusetts

Summary for 2019 Advanced Coursework

- WHS offers **18** honors courses and **17** AP courses
- **74%** of the Class of 2019 took at least two honors courses and **78%** took at least two AP courses

List of Exhibits (Tables and Graphs)

- Exhibit 1** *Placement Statistics – Class of 2019*
- Exhibit 2** *Placement Statistics of the Class of 2019 Compared
With Statistics for the Ten Previous Years*
- Exhibit 3** *Schools and Colleges Attended by the Class of 2019*
- Exhibit 4** *Colleges Attended by Students in The Middle 50% of Class of 2019*
- Exhibit 5** *Colleges Attended by Students in The Middle Fifth of Class of 2019*
- Exhibit 6** *A Ten Year Comparison of Public vs. Private
4-Year College Attendance*
- Exhibits 7a-m** *Local and National SAT Test Scores with Comparisons of Number
of Tests Taken Locally Versus Number Taken Nationally*
- Exhibit 8** *SAT Score Distribution – 2019 and Ten Previous Years
Weston High School-National comparison*
- Exhibit 9** *ACT Score Distribution – 2019 and Nine Previous Years
Weston High School-National-State comparison*
- Exhibit 10** *2019 Advanced Placement Test Results*
- Exhibit 11** *2019 Advanced Placement Test Breakdown*
- Exhibit 12** *AP Ten-Year Breakdown*
- Exhibit 13** *Seal of Biliteracy*
- Exhibit 14** *Advanced-Level Coursework by the Class of 2019*

NOTE:

Percentages used in this report are rounded to the nearest tenth of one percent in Exhibit 1 and to the nearest percent in the remaining Exhibits. Not all percentages will total exactly 100 due to rounding.

Exhibit 1

Class of 2019 – Post-Secondary Placement

Number in Class: 195* – 195 Graduated

Our graduates entered 109 post-secondary institutions in 27 states, the District of Columbia, Australia, Canada, and Spain.

Percentage continuing full-time	98.5%
4-year college [^]	98.0%
2-year college	0.5%
Other post-graduate (PG) school	0.0%
Military	0.0%
Work/Other/Unknown	1.5%

* This number does not include students who left before the end of the year, exchange students, or students who are still enrolled at WHS.

[^] Gap year prior to 4-year college matriculation included in the above.

Exhibit 2

College Placement 2019

This chart shows placement for the Class of 2019 compared to the past 10 years.

<i>Class</i>	<i>Number of Graduates</i>	<i>Percent to 4-Year</i>	<i>Percent to Other</i>	<i>Percent Total Continuing</i>
2019	195	98	1	99
2018	147	95	1	96
2017	177	96	2	98
2016	185	96	3	99
2015	173	95	4	99
2014	211	95	4	99
2013	171	94	1	95
2012	173	94	3	97
2011	177	96	1	97
2010	172	95	1	96

Exhibit 3

Schools and Colleges Attended by the Class of 2019

192 Members of the Class of 2019 will attend 109 colleges and universities.* These schools are located in 27 states, the District of Columbia, Australia, Canada, and Spain.

American University	Lasell University (2)	University of Colorado at Boulder
Babson College	Lehigh University	University of Connecticut
Bates College	Loyola Marymount University	University of Hartford
Bentley University (2)	Loyola University Chicago	University of Kentucky
Boston College (4)	Lynn University	University of Maine
Boston University (3)	Marist College	University of Maryland, College Park
Brandeis University (2)	Massachusetts Institute of Technology	University of Massachusetts, Dartmouth
Brown University (4)	Middlebury College	University of Massachusetts, Amherst (10)
Bryant University	New York University	University of Massachusetts, Lowell (2)
Bucknell University	Nichols College	University of Michigan (4)
Bunker Hill Community College	Northeastern University (4)	University of Minnesota, Twin Cities
Carnegie Mellon University (2)	Northwestern University	University of New Hampshire at Durham (2)
Chapman University (4)	Pace University, New York City	University of Rhode Island (2)
Clarkson University	Pennsylvania State University	University of Richmond (2)
Clemson University	Princeton University	University of Rochester (2)
Colby College (2)	Providence College (7)	University of San Francisco
College of Charleston	Quinnipiac University (2)	University of Southern California (2)
College of the Holy Cross	Smith College (5)	University of Sydney
Columbia University	Stanford University (2)	University of Toronto
Connecticut College (2)	Suffolk University (2)	University of Vermont (3)
Cornell University	Syracuse University (8)	University of Virginia
Curry College	Temple University	University of Wisconsin, Madison
Dartmouth College (2)	Texas Christian University	Vanderbilt University
Drexel University	The George Washington University (3)	Vassar College
Duke University	The New School - All Divisions	Villanova University (2)
Emerson College (2)	The University of Tampa (2)	Wagner College
Emory University (2)	The University of Texas, Austin	Wake Forest University (2)
Endicott College	Trinity College	Washington University in St. Louis (2)
Fairfield University (5)	Tufts University (3)	Wellesley College
Fordham University	Tulane University (3)	Wesleyan University
Framingham State University	United States Military Academy – Army	Westfield State University
Furman University	Universidad Carlos III de Madrid	Williams College
Georgetown University	University of California, Berkeley	Worcester Polytechnic Institute
Georgia Institute of Technology	University of California, San Diego	
Goucher College	University of California, Santa Barbara (3)	
Grinnell College	University of Cincinnati	
Harvard College (4)		
Haverford College		
High Point University		
IE University - Madrid Campus		

* Three graduates are pursuing other postsecondary options

() indicates the number of students who attended each post-secondary institution by graduating class if more than one

Number of students attending universities and colleges in:

Massachusetts	58	(30%)
Other New England States (CT, ME, NH, RI, VT)	39	(20%)
New York	21	(11%)
South (FL, GA, LA, NC, SC, TN, VA)	23	(12%)
Mid Atlantic (DC, MD, PA, NJ, DE)	19	(10%)
Midwest (IL, IN, MI, OH, MN)	12	(6%)
Other (CA, CO, WA, UT)	16	(8%)
International	4	(2%)

Exhibit 4

Colleges Attended by Students in the Middle Half of the Class of 2019

American University	High Point University	University of Maryland, College Park
Babson College	IE University - Madrid Campus	University of Massachusetts, Amherst (9)
Bates College	Lehigh University	University of Massachusetts, Dartmouth
Bentley University (2)	Loyola University Chicago	University of Massachusetts, Lowell
Boston College (3)	Lynn University	University of Michigan (2)
Boston University (2)	Marist College	University of Minnesota, Twin Cities
Brandeis University	Northeastern University (3)	University of New Hampshire, Durham
Bucknell University	Providence College (4)	University of Rhode Island
Carnegie Mellon University	Smith College (3)	University of Richmond (2)
Chapman University (2)	Syracuse University (5)	University of Rochester (2)
Colby College (2)	Temple University	University of Southern California
College of Charleston	The George Washington University (3)	University of Toronto
College of the Holy Cross	The New School - All Divisions	University of Vermont (3)
Connecticut College	The University of Tampa	University of Wisconsin, Madison
Cornell University	Trinity College	Villanova University (2)
Emory University	Tufts University (3)	Wake Forest University
Fairfield University (3)	Tulane University (3)	Worcester Polytechnic Institute
Fordham University	University of California, San Diego	
Furman University	University of California, Santa Barbara (2)	
Georgetown University	University of Kentucky	
Goucher College		
Grinnell College		
Harvard College		

() indicates the number of students in the middle 50% who attended each post-secondary institution if more than one

Exhibit 5

Colleges Attended by Students in the Middle Fifth of the Class of 2019

Babson College	Northeastern University (2)	University of Richmond (2)
Bentley University (2)	Syracuse University (2)	University of Rochester (2)
Boston College (2)	Temple University	University of Southern California
Boston University	The New School - All Divisions	University of Vermont (2)
Brandeis University	Tulane University (2)	University of Wisconsin, Madison
Chapman University	University of Kentucky	Villanova University
Colby College (2)	University of Maryland, College Park	Wake Forest University
College of Charleston	University of Massachusetts, Amherst (6)	Worcester Polytechnic Institute
Goucher College		
Lehigh University		

() indicates the number of students in the middle 50% who attended each post-secondary institution if more than one

Exhibit 6

A Ten-Year Comparison of Public vs. Private 4-Year University/College Attendance[^]

<i>Year</i>	<i>% to Private Colleges</i>	<i>% to Public Colleges</i>
2019	76	24
2018	80	20
2017	69	31
2016	70	30
2015	69	31
2014	74	26
2013	80	20
2012	80	20
2011	75	23
2010	90	10

[^] Based on the students attending 4-year institutions

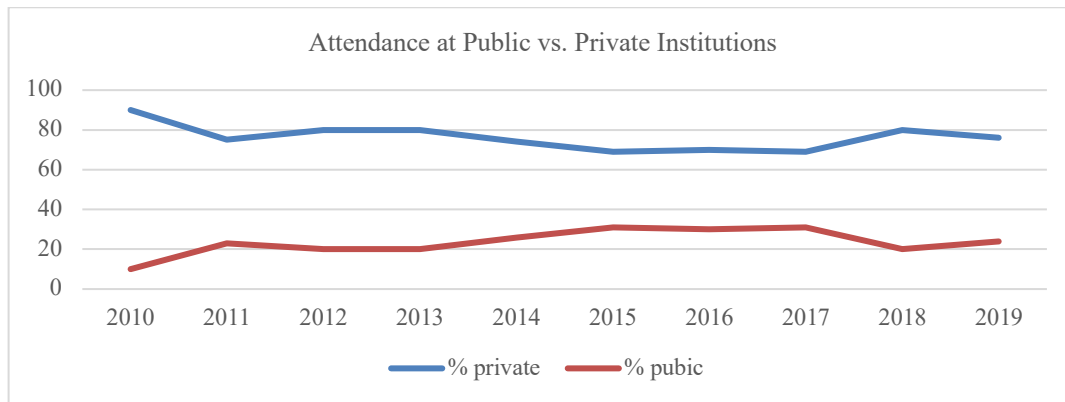


Exhibit 7

Mean Local and National SAT Test Scores with Comparisons of Number of Tests Taken Locally Versus Number Taken Nationally Over Ten Years

Notes for all SAT tables:

^ National percentage taking tests refers to the percentage of those who took the SAT Reasoning Test or SAT Subject Tests, not the total population of seniors in the country. Scores include those placed on hold and not released. Prior to 2017, Weston data collected from Naviance – National and Weston 2019 data collected from College Board.

+ As of 2018, College Board no longer reports SAT Subject Test information for a single cohort year.

Exhibit 7a: SAT Reasoning Test – Evidence Based Reading and Math

Class	WESTON					NATIONAL		
	Evidence Based Reading	Math	Class Size	Number Taken	Percent Taking	Evidence Based Reading	Math	Number Taken
2019 *	623	646	195	143	73%	531	528	2,220,087
2018 *	650	670	147	95	65%	536	531	2,136,539
2017 *	630	632	181	135	75%	538	533	1,831,250
2016	619	643	185	140	76%	494	508	1,637,589
2015	599	624	173	137	79%	495	511	1,698,521
2014	608	628	211	163	77%	497	513	1,672,395
2013	615	635	171	133	78%	496	514	1,660,047
2012	615	645	173	144	83%	496	514	1,664,479
2011	607	634	179	157	88%	497	514	1,647,123
2010	621	641	172	156	91%	501	516	1,547,990

* In March 2016, the former Critical Reading section of the SAT Reasoning Test was restructured to Evidence Based Reading and the Writing section of the SAT was made optional.

Exhibit 7b: SAT Subject Test – Math Level I

Class	WESTON			NATIONAL		
	Score	Number Taking	Percent Taking	Score	Number Taking	^ Percent Taking
2019	656	17	9%	+	+	+
2018	652	9	6%	+	+	+
2017	641	34	19%	607	50,181	3%
2016	697	27	15%	599	66,058	4%
2015	652	34	20%	619	65,319	4%
2014	661	57	27%	621	69,119	4%
2013	673	45	26%	621	72,828	4%
2012	666	50	29%	617	78,461	5%
2011	669	58	33%	610	82,827	5%
2010	662	41	24%	605	85,109	5%

Exhibit 7c: SAT Subject Test – Math Level II

WESTON

NATIONAL

Class	Score	Number Taking	Percent Taking		Score	Number Taking	^ Percent Taking
2019	712	60	31%		+	+	+
2018	715	46	31%		+	+	+
2017	702	60	33%		694	139,298	8%
2016	713	51	28%		690	145,140	9%
2015	715	48	28%		690	144,772	9%
2014	720	55	26%		691	144,432	9%
2013	711	39	23%		686	140,690	8%
2012	716	41	24%		677	143,317	9%
2011	715	40	23%		654	176,472	11%
2010	712	49	28%		649	163,713	11%

Exhibit 7d: SAT Subject Test – French (Reading)

WESTON

NATIONAL

Class	Score	Number Taking	Percent Taking		Score	Number Taking	^ Percent Taking
2019	661	4	2%		+	+	+
2018	n/a	0	0%		+	+	+
2017	#	2	1%		629	6,017	0.3%
2016	#	1	0.5%		634	6,800	0.4%
2015	#	1	0.7%		636	7,587	0.5%
2014	543	3	1%		635	7,993	0.5%
2013	750	3	2%		635	8,635	0.5%
2012	733	3	2%		631	9,213	1%
2011	#	2	1%		622	10,391	1%
2010	#	2	1%		620	10,741	1%

Scores for low number of students not reported

Exhibit 7e: SAT Subject Test – Latin

WESTON

NATIONAL

Class	Score	Number Taking	Percent Taking		Score	Number Taking	^ Percent Taking
2019	603	7	4%		+	+	+
2018	n/a	0	0%		+	+	+
2017	#	3	1.7%		616	2,357	0.1%
2016	696	5	3%		632	2,483	0.2%
2015	#	2	1%		613	2,790	0.2%
2014	642	5	2%		626	3,041	0.2%
2013	#	1	0.6%		615	2,960	0.2%
2012	634	5	3%		616	2,864	0.2%
2011	654	5	3%		611	3,010	0.2%
2010	692	6	3%		619	2,957	0.1%

Scores for low number of students not reported

Exhibit 7f: SAT Subject Test – Spanish (Reading)

WESTON				NATIONAL		
Class	Score	Number Taking	Percent Taking	Score	Number Taking	^ Percent Taking
2019	n/a	0	0%	+	+	+
2018	630	4	3%	+	+	+
2017	#	2	1%	649	16,731	1%
2016	610	6	3%	653	18,161	1%
2015	541	7	4%	651	19,302	1%
2014	615	4	2%	651	21,069	1%
2013	638	5	3%	656	22,453	1%
2012	621	14	8%	649	26,285	2%
2011	637	11	6%	663	37,762	2%
2010	661	7	4%	644	36,538	2%

Scores for low number of students not reported

Exhibit 7g: SAT Subject Test – United States History

WESTON				NATIONAL		
Class	Score	Number Taking	Percent Taking	Score	Number Taking	^ Percent Taking
2019	615	57	29%	+	+	+
2018	669	43	29%	+	+	+
2017	646	53	29%	648	58,077	3%
2016	642	54	29%	624	66,967	4%
2015	628	54	32%	645	70,298	4%
2014	636	54	26%	643	77,899	5%
2013	653	60	35%	651	84,455	5%
2012	641	65	38%	640	96,136	6%
2011	636	58	33%	608	126,681	8%
2010	642	62	36%	601	123,229	8%

Exhibit 7h: SAT Subject Test – World History

WESTON				NATIONAL		
Class	Score	Number Taking	Percent Taking	Score	Number Taking	^ Percent Taking
2019	639	20	10%	+	+	+
2018	655	26	18%	+	+	+
2017	665	28	15.5%	627	13,971	1%
2016	646	14	8%	615	15,542	1%
2015	654	18	10%	618	16,657	1%
2014	657	28	13%	626	17,779	1%
2013	627	26	15%	624	18,172	1%
2012	669	27	16%	619	18,074	1%
2011	690	29	16%	607	19,688	1%
2010	674	21	12%	605	16,818	1%

Exhibit 7i: SAT Subject Test – Biology Molecular

WESTON				NATIONAL		
Class	Score	Number Taking	Percent Taking	Score	Number Taking	^ Percent Taking
2019	673	53	27%	+	+	+
2018	671	30	20%	+	+	+
2017	657	27	15%	651	37,634	2%
2016	674	28	15%	647	40,231	2%
2015	653	18	10%	652	42,253	3%
2014	654	38	18%	653	41,635	2%
2013	645	12	7%	655	41,495	2%
2012	654	33	19%	654	41,782	3%
2011	664	21	12%	635	46,130	3%
2010	688	22	13%	638	41,739	3%

Exhibit 7j: SAT Subject Test – Biology Ecology

WESTON				NATIONAL		
Class	Score	Number Taking	Percent Taking	Score	Number Taking	^ Percent Taking
2019	665	17	9%	+	+	+
2018	667	20	14%	+	+	+
2017	635	15	8.3%	619	29,845	2%
2016	656	26	14%	616	31,965	2%
2015	635	30	17%	625	31,027	2%
2014	639	31	15%	627	33,058	2%
2013	662	30	18%	626	32,662	2%
2012	649	29	17%	623	35,532	2%
2011	635	15	8%	604	40,076	2%
2010	711	26	15%	601	38,502	3%

Exhibit 7k: SAT Subject Test – Chemistry

WESTON				NATIONAL		
Class	Score	Number Taking	Percent Taking	Score	Number Taking	^ Percent Taking
2019	687	14	7%	+	+	+
2018	668	16	11%	+	+	+
2017	665	15	8%	666	67,537	4%
2016	645	17	9%	668	71,173	4%
2015	683	14	8%	666	73,551	4%
2014	676	19	9%	668	74,591	4%
2013	663	11	6%	666	72,250	4%
2012	647	16	9%	662	72,488	4%
2011	682	17	10%	648	76,077	5%
2010	703	12	7%	644	67,891	4%

Exhibit 7l: SAT Subject Test – Physics

WESTON

NATIONAL

Class	Score	Number Taking	Percent Taking		Score	Number Taking	^ Percent Taking
2019	659	12	6%		+	+	+
2018	636	25	17%		+	+	+
2017	659	21	12%		666	55,116	3%
2016	663	23	12%		667	56,751	3%
2015	656	26	15%		667	58,921	4%
2014	688	21	10%		665	56,445	3%
2013	726	11	6%		667	52,323	3%
2012	683	15	9%		662	49,544	3%
2011	691	14	8%		656	49,608	3%
2010	724	18	10%		658	42,407	3%

Exhibit 7m: SAT Subject Test – English Literature

WESTON

NATIONAL

Class	Score	Number Taking	Percent Taking		Score	Number Taking	^ Percent Taking
2019	656	20	10%		+	+	+
2018	655	15	10%		+	+	+
2017	636	18	10%		613	48,173	3%
2016	609	14	8%		599	57,761	4%
2015	607	15	9%		616	56,594	3%
2014	648	32	15%		619	62,195	4%
2013	631	23	14%		613	67,132	4%
2012	643	19	11%		604	79,925	5%
2011	607	21	12%		576	120,004	7%
2010	621	24	14%		580	123,408	8%

Exhibit 8

SAT Distribution – Number of Students

EVIDENCE BASED READING / READING										
	2019	2018	2017*	2016	2015	2014	2013	2012	2011	2010
700-800	36	30	37	30	24	37	27	28	35	42
600-690	58	39	50	59	49	56	52	45	57	55
500-590	38	19	37	35	41	47	39	42	42	41
400-490	10	7	11	10	16	18	15	16	21	13
300-390	1	1	0	6	2	5	1	2	2	4
200-290	0	0	0	0	0	0	0	0	0	1

MATH										
	2019	2018	2017*	2016	2015	2014	2013	2012	2011	2010
700-800	46	36	38	44	48	48	47	53	47	59
600-690	52	32	51	54	34	58	38	46	54	50
500-590	38	18	34	29	38	29	34	29	38	29
400-490	7	7	10	13	9	24	10	14	11	13
300-390	0	3	2	0	3	4	4	1	7	5
200-290	0	0	0	0	0	0	0	0	0	0

* 2017 scores reported by College Board concorded the old SAT scores taken prior to March 2016 to the new SAT scores. Table includes both new SAT scores scales and old SAT scores concorded. Thirty-nine (39) student scores were concorded. Table distribution ranges reflect the new reporting. The Writing Section on the SAT has been removed as of March 2016.

Shaded areas indicate scores prior to the redesigned SAT.

Data below reflects the Class of 2019 who took the current SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

Total and Section Scores

Total Score			ERW		Math		
1400-1600	33	23%	700-800	36	25%	46	32%
1200-1390	63	44%	600-690	58	41%	52	36%
1000-1190	37	26%	500-590	38	27%	38	27%
800-990	10	7%	400-490	10	7%	7	5%
600-790	0		300-390	1		0	
400-590	0		200-290	0		0	
Mean	1269		Mean	623		646	

(College Board SAT Cohort Annual Report, Weston High School, 2019)

Exhibit 9

*Mean Local, State and National ACT Test Scores Over Ten Years**

The ACT is an equally popular assessment that Weston High School students are utilizing in the college application process. Almost as many students take the ACT as the SAT.

* Data taken from ACT Profile Report, Class of 2019

WESTON								NATIONAL					
Year	English	Math	Reading	Science	Composite	Number Taking	Percent Taking	English	Math	Reading	Science	Composite	Number Taking
2019	28.6	28.1	28.3	28.2	28.4	118	61%	20.1	20.4	21.2	20.6	20.7	1,782,820
2018	28.8	27.9	28.7	28.1	28.5	95	64%	20.2	20.5	21.3	20.7	20.8	1,914,817
2017	27.3	26.8	27.7	26.6	27.2	122	67%	20.3	20.7	21.4	21	21.0	2,030,038
2016	27.2	26.4	27.4	26.4	26.9	128	69%	20.1	20.6	21.3	20.8	21.0	2,090,342
2015	25.6	25.2	25.7	25.3	25.6	123	71%	20.4	20.8	21.4	20.9	21.0	1,924,436
2014	27.2	26.6	27.0	26.4	26.7	151	72%	20.3	20.9	21.3	20.8	21.0	1,845,787
2013	28.1	27.0	27.7	26.4	27.1	117	68%	20.2	20.9	21.1	20.7	20.9	1,799,243
2012	26.0	25.9	25.9	25.2	25.9	119	69%	20.5	21.1	21.3	20.9	21.1	1,666,017
2011	27.1	25.9	26.2	24.7	26.1	113	64%	20.6	21.1	21.3	20.9	21.1	1,623,112
2010	26.7	26.2	26.5	25.5	26.3	97	56%	20.5	21.0	21.3	20.9	21.0	1,568,835

WESTON								STATE					
Year	English	Math	Reading	Science	Composite	Number Taking	Percent Taking	English	Math	Reading	Science	Composite	Number Taking
2019	28.6	28.1	28.3	28.2	28.4	118	61%	24.2	24.6	24.6	23.8	24.4	15,713
2018	28.8	27.9	28.7	28.1	28.5	94	64%	25.2	25.2	25.9	24.7	25.5	18,219
2017	27.3	26.8	27.7	26.6	27.2	122	67%	25.4	25.3	25.9	24.7	25.4	20,935
2016	27.2	26.4	27.4	26.4	26.9	128	69%	24.4	24.9	25.3	24.1	24.8	20,298
2015	25.6	25.2	25.7	25.3	25.6	123	71%	24.2	24.6	24.6	23.8	24.4	19,617
2014	27.2	26.6	27.0	26.4	26.7	151	72%	24.0	24.6	24.5	23.5	24.3	16,651
2013	28.1	27.0	27.7	26.4	27.1	117	68%	23.8	24.4	24.4	23.2	26.9	16,058
2012	26.0	25.9	25.9	25.2	25.9	119	69%	23.9	24.5	24.2	23.2	24.1	15,389
2011	27.1	25.9	26.2	24.7	26.1	113	64%	24.1	24.6	24.4	23.2	24.2	14,975
2010	26.7	26.2	26.5	25.5	26.3	97	56%	24	24.3	24.2	23.1	24.0	14,736

Exhibit 10

Advanced Placement Test Results – May 2019

Test	5	4	3	2	1	Total	% of scores 3 or above
U.S. History ^	34	31	32	21	7	125	78%
World History ^	11	29	16	8	0	64	88%
European History ^	5	10	5	8	1	29	69%
Psychology ^	20	26	20	5	5	76	87%
U.S. Government and Politics * #						2	
English Literature & Composition	7	15	6	2	0	30	93%
Spanish Language & Culture	8	15	12	2	0	37	95%
French Language & Culture	0	5	5	1	0	11	91%
Latin ^	2	2	2	0	0	6	100%
Spanish Literature & Culture	0	0	3	5	0	8	38%
Chinese Language & Culture	12	0	3	1	1	17	88%
Physics C: Elect. & Magnetism	10	8	2	1	0	21	95%
Physics C: Mechanics	20	3	0	0	0	23	100%
Biology	21	32	9	0	1	63	98%
Chemistry	7	2	3	1	0	13	92%
Calculus BC	27	5	3	1	0	36	97%
Calculus AB	2	17	24	13	4	60	72%
Computer Science A	14	7	9	7	2	39	77%
Statistics ^	19	19	16	5	2	61	89%
Music Theory	1	2	4	2	0	9	78%

^ Students enrolled in AP World History, AP U.S. History, AP European History, AP Psychology, AP Latin and seniors in AP Statistics were not required to take the AP exam

Scores for low number of students not reported

* Taken through independent study (AP course not offered at school)

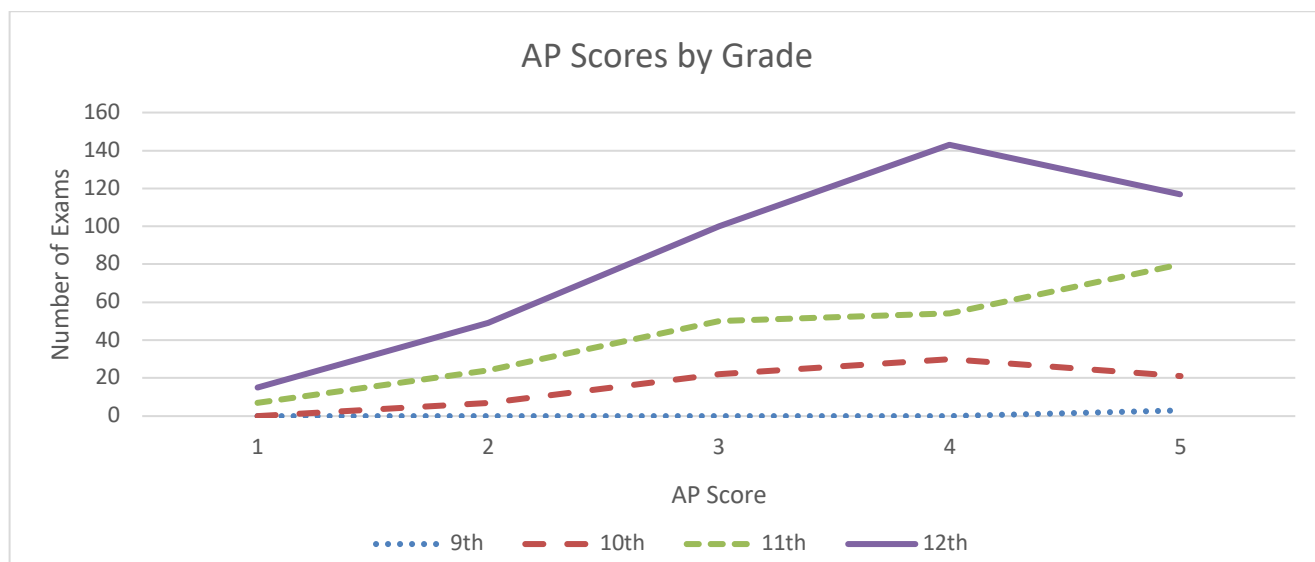


Exhibit 11

2019 Advanced Placement Test Breakdown

Total Tests Administered: **730**
Total Number of Students: **342 ***

Number of 2019 AP Exams Taken by Grade

Grade	Number of Students who took Test(s)	Total Students in each Grade	% of Grade who took Test(s)
Freshmen	3	166	2%
Sophomores	67	170	39%
Juniors	128	173	74%
Seniors	137	195	70%

* Includes 7 students who do not attend Weston High School.

Number of 2019 AP Exams Taken by Gender

(Gender self-reported per College Board and includes non-WHS students)

Name of Exam	Female	Male
Biology	39	24
Calculus AB	40	20
Calculus BC	13	23
Chemistry	2	11
Chinese Language & Culture	7	10
Computer Science A	11	28
English Literature & Composition	17	13
European History ^	12	17
French Language & Culture	5	6
Latin ^	1	5
Music Theory	4	5
Physics C E & M	8	13
Physics C Mechanical	8	15
Psychology ^	51	25
Spanish Language & Culture	21	16
Spanish Literature & Culture	3	5
Statistics ^	31	30
* United States Government and Politics	2	0
United States History ^	57	68
World History ^	33	31
Total	365	365

^ Students enrolled in AP World History, AP U.S. History, AP European History, AP Psychology, AP Latin and seniors in AP Statistics were not required to take the AP exam

* Taken through independent study (AP course not offered at school)

Percentage of AP Exams Taken by Gender (self-identified per College Board) 2017 through 2019

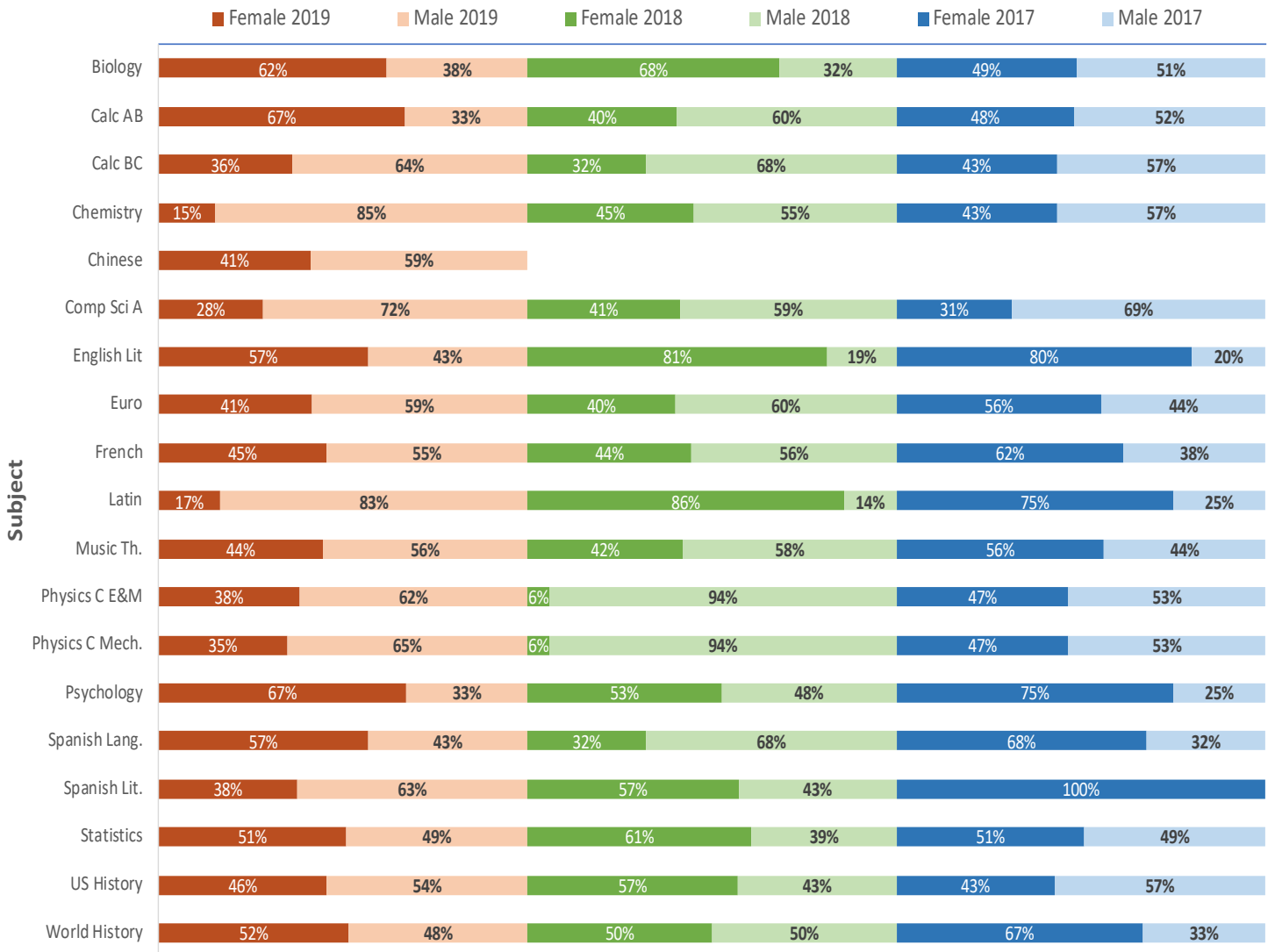


Exhibit 12

Advanced Placement Tests 2010 – 2019

	5	4	3	2	1	Total
Totals 2019	221 30%	228 31%	174 24%	83 11%	24 3%	730
Totals 2018	173 29%	185 31%	154 25%	62 10%	33 5%	608
Totals 2017	148 29%	164 33%	110 22%	57 11%	25 5%	504
Totals 2016	147 29%	155 31%	126 25%	58 12%	18 4%	504
Totals 2015	160 34%	147 31%	107 23%	38 8%	17 4%	469
Totals 2014	144 28%	158 30%	130 25%	58 11%	33 6%	524
Totals 2013	124 23%	165 31%	124 23%	66 12%	45 8%	524
Totals 2012	154 32%	129 26%	104 21%	66 14%	35 7%	488
Totals 2011	145 32%	117 26%	113 25%	49 11%	31 7%	455
Totals 2010	166 37%	120 27%	99 22%	44 10%	21 5%	450

Percent of Advanced Placement Scores resulting in grades of “3” or higher for the Class of 2019 compared with the previous ten years

Year	% of scores 3 or above
2019	85%
2018	84%
2017	88%
2016	85%
2015	88%
2014	83%
2013	77%
2012	79%
2011	82%
2010	86%

Please note: College Board no longer allows access summary data for total number of AP exams taken by a cohort year. The previously included comparative table is therefore no longer available.

Exhibit 13

Seal of Biliteracy

Number of students in the Class of 2019 recognized by the Commonwealth:

Year	Seal of Biliteracy *	Seal of Biliteracy with Distinction ^
2019	40	15

Note that 2019 was the first year of the program in Massachusetts and at Weston High School.

Criteria:

* 1) a rating of *Intermediate-High* or above on the ACTFL Assessment of Performance toward Proficiency in Languages or a 4 on the AP exam and 2) a score of *Proficient* or above on the high school ELA MCAS.

^ 1) a rating of *Advanced* on the ACTFL Assessment of Performance toward Proficiency in Languages or a 5 on the AP exam and 2) a score of *Proficient* or above on the high school ELA MCAS.

Exhibit 14

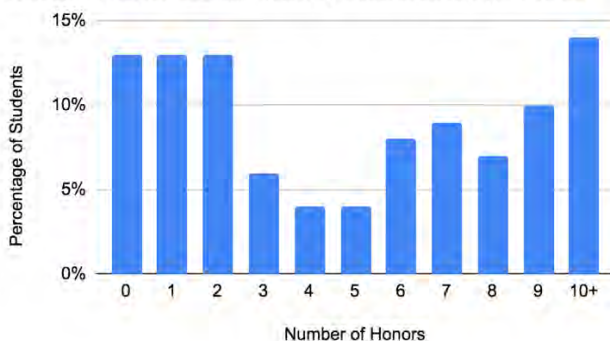
Advanced-Level Coursework by the Class of 2019

The Weston High School curriculum includes a broad offering of courses at varying levels to meet student needs and interests. Courses are offered at the College Preparatory (CP), Honors (H), and AP levels and vary year-by-year by discipline.

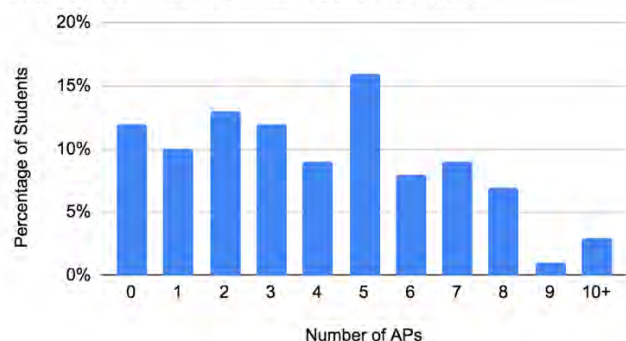
A summary of standard offerings for core subjects follows, by year and total classes available over 4 years for the Class of 2019:

<i>Discipline</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>	<i>Honors available</i>	<i>APs available</i>
English	CP	CP,H	CP,H	CP,AP	2	1
Social Studies	CP,H	CP,H,AP	CP,AP	CP,H,AP	3	4
Mathematics	CP,H	CP,H	CP,H	CP,H,AP	5	4
Science	CP,H	CP,H	CP,H	CP,AP	3	3
World Language	CP	CP	CP,H	CP,H,AP	6	4
Music					–	1

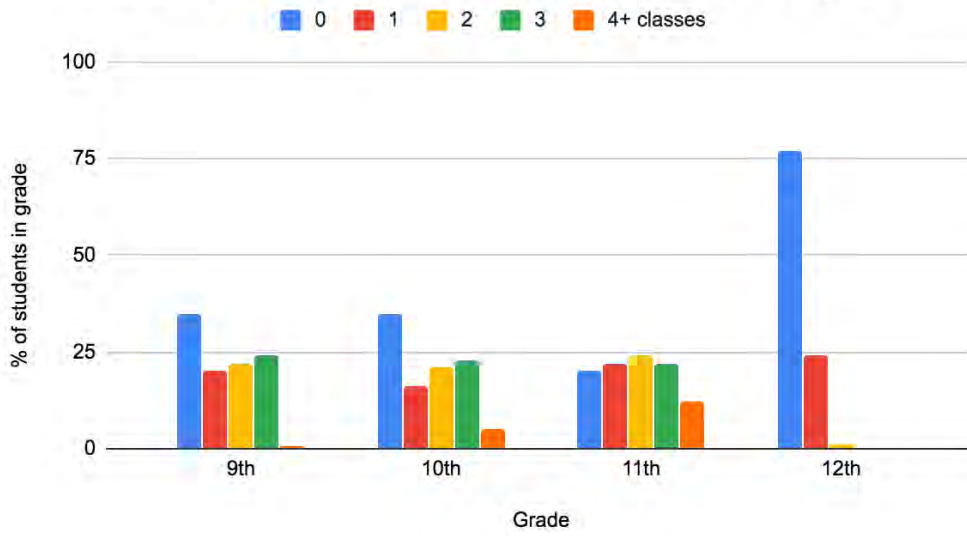
Number of Honors Classes Taken by Class of 2019 over 4 Years



Number of APs Taken by Class of 2019 over 4 Years



% of Students from Class of 2019 Enrolled in Honors by Year



% of Students from Class of 2019 Enrolled in APs by Year

