

Town of Weston

Schools



*I*t was a big year for Minuteman High School. The funding for the new school building was approved, as was the new district agreement, and six member towns voted to withdraw from the district, which included Weston. At the postponed February Special Town Meeting, Weston voters approved the new district agreement allowing withdrawal but also allowing the school building project to advance. Weston has traditionally sent two to three students annually and will continue to send its students to Minuteman, but on a tuition basis.

REPORT OF THE WESTON PUBLIC SCHOOLS



Walk to School Day 2016

The Weston School Committee is pleased to present this annual report to the residents of Weston. The following information is included:

- Vision Statement
- Administrative Leadership Changes
- Enrollment and Class Size Policy
- Budget
- Curriculum and Other Initiatives
- Metco Program
- High School Academic Achievement
- WEEFC
- Retirements

The School Committee hires and evaluates the Superintendent, sets the budget, and establishes policy. In furtherance of these objectives, the School Committee uses the vision statement as a guide in decision making. The vision statement was approved in July 1996 and continues to provide a framework in educating and shaping lifelong learners. The Weston Public Schools' Vision Statement provides:



- The Weston Public Schools are committed to excellence in learning for further education and work, for civic responsibility, and for the love of learning
- The Weston Public Schools will achieve excellence in learning through collaboration among community, parents, administration, faculty, and students. Recognizing that learning is a lifelong process, all partners in the school community will use imagination, reflection, invention, rational inquiry and judgment to anticipate the demands of the future and to support the learning of others
- The curriculum will include both subject-based and interdisciplinary instruction for grades K-12. A Weston education will

provide students with a broad knowledge base, integrating the arts, technology, communications and core academic areas. Graduates will be able to write and speak effectively, and will develop the problem solving and critical thinking skills necessary to participate productively in a constantly changing, culturally diverse and complex world

- The learning environment in Weston will stimulate and support all students in their intellectual, social, and personal growth to prepare them to become good citizens and to enable them to achieve whatever personal or career goals they pursue. Students will be encouraged to take risks and assume responsibilities; they will respect themselves and others, and be committed to serving the wider community with honesty and integrity.

Administrative Leadership Changes

The Weston Public Schools experienced changes in leadership during the 2015 – 2016 academic year. Dr. John Brackett completed his one-year term as Interim Superintendent on June 30, 2016. Dr. Brackett's "Just Start" philosophy and broad experience helped the Weston Public Schools move forward in a number of important areas during his tenure. We wish Dr. Brackett well in his next endeavors.



Dr. Brackett, Country School Principal Mrs. Maguire, and Dr. Tremblay

After an extensive process, the School Committee voted unanimously on November 23, 2015 to hire Dr. Robert Tremblay as Superintendent to start July 1, 2016. Dr. Tremblay came to Weston from the Milford Public Schools where he was the Superintendent for the past nine years. Prior to his role as Superintendent, he held various roles in the Milford Schools, including Principal, Assistant Principal and teacher.

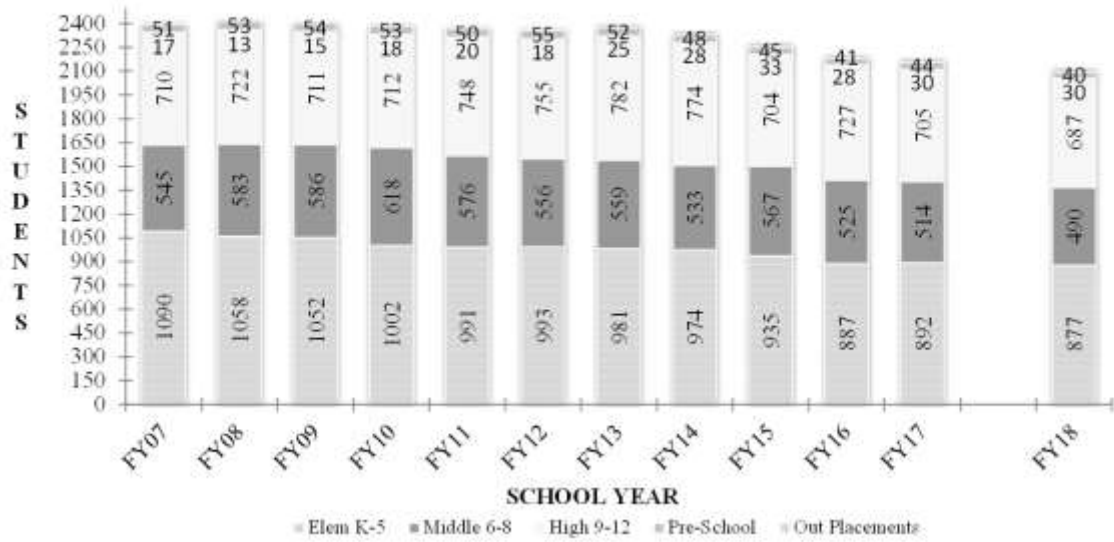
In addition to the change in the Superintendent's position, Weston Public Schools welcomed Country School Principal Ms. Erin Maguire and Assistant Director of Student Services Ms. Jennifer Truslow to its administrative team. Dr. Christine Price, who was the Principal of Country School for the last five years, accepted the position as Head of School at the Riverbend School in Natick in the spring. Ms. Maguire had been an Assistant Principal in Lexington and had previously taught kindergarten, third grade and special education in Newton and Lexington. Ms. Truslow joined the Weston Public Schools after serving as Vice Principal for Student Services at the Brown Middle School in Newton where she had also served as a special education teacher.

Two new teacher leaders were appointed, as well. Dr. Kerry Dunne joined the History and Social Studies department as the 6-12 Department Head. Dr. Dunne joins the district from Boston where she had been the Director of History and Social Studies. Prior to that, she had been the K-12 Social Studies Director at the Arlington Public Schools. Ms. Kathleen Baker was appointed the Director of World Languages for grades 1-12. Ms. Baker has been a World Language Teacher for the Weston Public Schools since 2001. She has served on numerous committees, including co-chairing the 2011 New England Association of Schools and Colleges review at Weston High School.

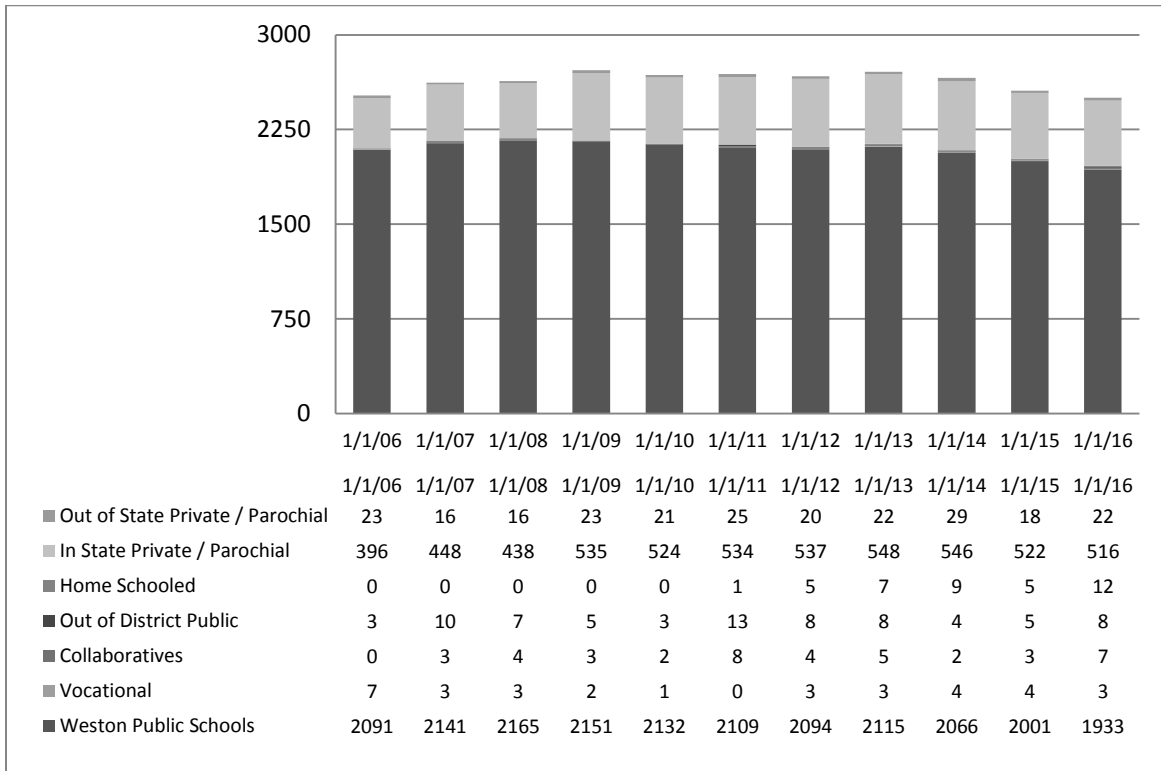
Enrollment and Class Size Policy

After many years of high and steady enrollment, the Weston Public Schools is experiencing a decline in student enrollment. This drop had been anticipated based on the census data and national trends.

Enrollment History & Projection System Wide (FY'07 - FY'18)



The chart below reflects the number of Weston children enrolled outside of the Weston Public Schools.



Class Size Policy

In 2005, the School Committee approved the Class Size Policy for Kindergarten through Grade 5. Specifically, the policy dictates the range per classroom for Kindergarten and Grade 1 at 17-21 students, Grade 2 and 3 at 18-22 students, and Grade 4 and 5 at 20-24 students. Every effort is made to section classes in accordance with this policy. At times, because of late registrations or children moving out of district, a class size can go outside the parameters of the approved policy. Additionally, staffing patterns are affected by mandated staffing in Special Education and English Language Learners (ELL); or in a change in the Program of Studies at the Middle School and High School. Oversubscribed or undersubscribed courses are only allowed to run with review and approval of the Superintendent and School Committee.

Average Number of Pupils per Classroom - Grades K-5

Grade	Range (Min-Max)	Target	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
K	17-21	19	17.1	19.7	17.1	19.3	17.7	17.4	18.1	18.1
1	17-21	19	20.9	18.8	17.9	19.5	19.1	18.0	17.3	19.0
2	18-22	20	19.9	20.0	19.4	18.9	20.5	19.4	18.7	19.1
3	18-22	20	21.1	20.0	20.8	20.1	19.4	19.9	19.4	18.9
4	20-24	22	20.6	22.0	20.6	20.8	20.9	20.3	19.5	23.8
5	20-24	22	20.4	20.6	22.9	21.5	21.3	21.8	20.0	19.6

At the Middle and High schools, the range, median and mean for the classes by department are calculated each year. The guidelines for Middle and High schools are 21-27 students per classroom with a target of 24. At the High School, the minimum class size is 12 unless prior approval by the Superintendent and School Committee is obtained. The following tables provide a three-year range of data.

Average Number of Pupils per Classroom - Grades 6-8

Middle School	14-15			15-16			16-17		
	Range	Median	Mean	Range	Median	Mean	Range	Median	Mean
English	15 to 25	21	20.90	15 to 24	21	20.80	14 to 24	19	19.90
Social Studies	15 to 26	23	21.80	16 to 24	21	20.80	14 to 24	21	20.50
Mathematics	15 to 29	20	20.10	10 to 24	20	19.10	12 to 24	18.5	19.20
World Lang.	12 to 24	19	17.90	13 to 23	19	18.30	13 to 24	19	18.20
Science	15 to 25	23	21.60	16 to 24	21	20.90	14 to 25	21	20.50

Average Number of Pupils per Classroom - Grades 9-12

High School	14-15			15-16			16-17		
	Range	Median	Mean	Range	Median	Mean	Range	Median	Mean
English	11 to 24	19	18.80	11 to 24	18	18.40	10 to 24	19	18.80
Social Studies	10 to 24	17	16.90	11 to 24	19	19.20	13 to 24	18.5	19.10
Mathematics	8 to 25	17.5	18.00	12 to 25	19	18.00	9 to 25	19	19.10
World Lang.	10 to 24	19	18.30	9 to 24	17.5	16.90	6 to 24	17	16.80
Science	11 to 24	20	19.40	10 to 24	21	19.30	9 to 24	21	19.00

Budget

The School Committee is ever mindful of the generosity of the Town’s residents, many of whom do not have children currently enrolled in the schools. Accordingly, the process to develop the budget takes many months. The vision statement, budget guidelines, School Committee policies, and curriculum changes provide guidance in developing the budget. The Superintendent, with input from the administrative team, begins to build the budget in October and November. In January, the Superintendent presents a proposed budget to School Committee for consideration. Over the course of the next two to three months, the proposed budget is discussed and evaluated by the full School Committee and the School Committee Budget Subcommittee. The Budget Subcommittee also discusses and reviews the proposed budget with the members of the Finance Committee assigned to the school budget. Changes to the proposed budget are typically made during this period. These changes are the result of: 1) feedback on the proposed budget; and 2) known changes, such as newly fixed fuel costs or previously unknown special education accommodations due to a recent Individualized Education Program (IEP) review.

The fiscal year 2016 Approved Budget was \$37,483,440, a 1.96 percent increase over fiscal 2015. The “Salary and Other Compensation” line item has the most significant impact on the school budget. This year, monies spent on this line item accounted for approximately 86 percent of the overall budget.

School Budget for Fiscal Years 2015 and 2016

Category	FY'15 Actual	FY'16 Actual
Salary and Other Compensation	\$31,733,883	\$32,060,946
Instructional Materials and Supplies	\$1,027,307	\$1,123,410
Contracted Services	\$838,940	\$906,705
Contracted Student Services	\$3,151,510	\$3,195,341
Utilities	\$1,106,183	\$1,004,916
Equipment	\$506,189	\$774,486
State Aid and Offset Accounts	<u>\$(1,614,235)</u>	<u>\$(1,582,364)</u>
Total	\$36,749,777	\$37,483,440



Dr. Price with Elementary Students



Musical celebration at Country School

Curriculum and Other Initiatives

The district continues to experience innovative changes in the classroom. These changes can be seen in curriculum adjustment and alignment; a focus on innovation in teaching and learning with a “just start” approach; and a continued shift in state-mandated testing.

The Mathematics Department has begun a two-year shift from three to two levels in the Middle School, mirroring the offerings at the High School. In addition, a math modeling course and discrete math were added to the middle school program of studies on an “as needed” basis for larger cohorts of students requiring an additional challenge in this area. Changes in the curriculum and overall program in our sciences continue to be developed and added. Elementary students are experiencing place-based, experiential inquiry on the Case Campus. Trips to the vernal pool are woven into science and social studies inquiry, and measurements of air and water temperature tie to mathematics. The high school engineering course continues to evolve and challenge students with real-world problems, such as water delivery to drought areas.

Dr. Brackett's invitation to "just start" provided opportunities for innovation across the schools. As a result, numerous initiatives were established, and many were supported with funds from the Weston Education Enrichment Fund Committee (WEEFC). Some of these new initiatives included: the Woodland School innovation space (iLab); experiential and place-based learning (all schools); Country School's partnership with the Elm Bank Horticultural Center in Wellesley; the High School's June Academy planning and preparation for the 2016-2017 school year; and the Middle School's focus on project-based learning.

The English Language Arts (ELA)/Drama Department completed and presented a comprehensive self-study during the 2015-2016 school year. This review was overseen by Assistant Superintendent of Curriculum and Instruction Pamela Bator, 6-12 ELA/Drama Department Head Kate Lemons, and Prekindergarten-5 Elementary ELA Curriculum Specialists Katharine Odell, and members of the ELA/Drama faculty. Within this study, academic research and responses from stakeholders were gathered in the areas of program, curriculum, instruction, and communications. Questions were lifted from this study about writing across the curriculum, spelling and grammar experiences, differentiation, vertical alignment, and other areas. In November 2016, the second phase of the program review, an external review, began by welcoming the External Review Committee, chaired by Dr. Mary Ann Cappiello, associate professor of Lesley University. This committee, comprised of primary and secondary educators, public and private school educators, a college professor, and a Weston student alumna, visited all schools and hosted numerous forums to listen and learn about the PK-12 ELA/Drama Department. A formal report will be presented in 2017.



In addition to classroom curriculum updates and the programmatic review, we continue to experience shifts in state-mandated testing. During the 2014-2015 school year, districts were offered the choice of administering either the national Partnership for Assessment of Readiness for College and Careers (PARCC) assessment or the state Massachusetts Comprehensive Assessment System (MCAS) assessment in Grades 3-8. Those districts opting to take the PARCC test were "held harmless," as this was a year to evaluate the test. Weston Public Schools chose to administer the PARCC assessment in ELA and math to students in Grades 3-8. During 2015-2016, districts were once again offered the choice between PARCC and MCAS, but were encouraged to continue with the PARCC assessment if it had been administered in the prior year. Once again, Weston Public Schools administered PARCC in ELA and math to students in Grades 3-8. Two years of the using the same assessment results provides data that can supplement other academic performance data we collect routinely in our schools.

All students in grades 5 and 8 - 10 also participated in the MCAS assessment, in whole or in part. Because PARCC assesses only ELA and math, MCAS continues to be the assessment used for science proficiency. The science MCAS assessments are given in grade 5 (all science domains and comprehensive of prior years); grade 8 (all science domains and comprehensive of prior years); and either grade 9 (physics) or 10 (biology). The vast majority of our high school students take the grade 9 physics MCAS. In addition, grade 10 students take the ELA and math MCAS. The Commonwealth requires that students meet the "competency determination" standard, which is passing ELA, math, and science MCAS, as a condition for high school graduation.

In the fall of 2016, the Department of Elementary and Secondary Education determined that a new assessment (MCAS 2.0, based upon PARCC) will be administered during the 2016-2017 school year.

Metco Program

The 2015-2016 school year marked the 49th year of the Town of Weston's participation in the Metco program. During the 2015-2016 academic year, 170 Boston residents enrolled in the Weston Public Schools through this program, with 55 students at Country and Woodland, 26 students at Field, 40 students at the Middle School, and 49 students at the High School. Participation in Metco is mutually beneficial to students from Boston and



Metco Class of 2016

from Weston; accordingly, we consider all students, not just Boston students, to be participants in the program. Weston Public Schools is viewed as having one of the most successful Metco programs.

Ms. La Toya Rivers is in her third year as the Metco program director. She continues to work with the building based liaisons, students, faculty, staff, parents, and the community at large to achieve the following goals: 1) to create student success plans (SSPs) for all Weston Metco students utilizing the proposed methods of intervention listed in the District Curriculum Accommodation Plan and 2) to maintain academic and social initiatives.

To achieve these goals, the educators in the Metco department (director and liaisons) partner with administrators, classroom teachers, interventionists, and others. The four liaisons serve on the Instructional Support Teams in their respective buildings and collaborate in decision-making, student support, and advocacy. Summer enrichment, such as Summer Opportunities in Academics and Recreation (SOAR) for rising 5th – 8th graders and the High School Preview Program offerings in geometry, physics, honors world history, and English, are offered for transition facilitation and preview of content. The elementary after-school homework clubs, Woodland and Country content-specific afterschool clubs (math, literacy, and technology), breakfast and lunch groups, High School Affinity Group, and the Family Friends program, among other programming, continue to help students achieve academic and social success.

The Weston Public Schools thanks the many community-support organizations for continued partnership in making the Metco program a success. Our students are fortunate to have the support of the Community Coordinating Committee, the Boston Weston Metco Parent Organization, the Weston Metco Scholarship Committee; and the Weston PTO.

High School Academic Achievement

The School Committee is proud of the success of all of our students. We do recognize, however, that there is a particular interest in the success of our High School students. Undoubtedly, the Weston community desires information, data driven and anecdotal, on the status of our high school students. We are pleased to report that we have engaged, curious, compassionate, and accomplished students.

With regard to student achievement, we examine:

- College acceptance

- Scholastic Assessment Test (SAT) and American College Testing (ACT) exam results
- Advanced Placement (AP) participation and exam results
- Massachusetts Comprehensive Assessment System (MCAS) exam results
- Student Engagement

College Acceptance

There were 185 graduates in the Class of 2016. Of these students, 96 percent are attending four-year institutions and 3.0 percent are attending two-year institutions.

The following chart shows placement for the Class of 2016 compared to placement over the past ten years.

College Placement 2016

Class	Number of Graduates	Percent to 4-Year	Percent to Other	Percent Total Continuing
2016	185	96	3	99
2015	173	94	4	98
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
2009	169	92	2	94
2008	183	96	2	98
2007	174	93	4	97
Ten-Year Average	179	94.5	2.5	97



Even more colleges and universities have adopted the Common Application or eDocs for the admission process, making it easier for students to apply to even more schools. As a result, there were 1,660 applications submitted to colleges and universities, 544 of these applications were submitted as early decision or early action. Students who applied under an early designation application were 141, or 82 percent. Of these students, 87, or 62 percent, enrolled in an early acceptance school.

The 181 students continuing on with their studies will attend 112 different colleges and universities, located in 29 states, the District of Columbia, France, Ireland, and Canada. The vast majority of students, 73.5 percent, will be attending a first or second choice college or university. According to the "Guidance Senior Exit Survey" 49.2 percent of the graduates will be attending their first choice and 24.3 percent will be attending their second choice.

Schools and Colleges Attended by the Class of 2016

AMDA College and Conservatory of the Performing Arts	Lehigh University (2)	United States Naval Academy
American University	Loyola Marymount University	Univ. of California, Berkeley (2)
Bard College	Loyola University Maryland	Univ. of California, Los Angeles
Barnard College	Lynn University	Univ. of California, San Diego (2)
Bentley University	Mass. Bay Community College	Univ. of Colorado at Boulder (3)
Boston College (3)	Mass. Institute of Technology	Univ. of Delaware (3)
Boston University (4)	McGill University	Univ. of Denver
Bowling Green State University	MCPHS – Mass. College of Pharmacy & Health Sciences	Univ. of Hartford (2)
Brandeis University	Merrimack College	Univ. of Illinois at Urbana-Champaign
Bridgewater State University	Miami University, Oxford	Univ. of Kentucky
Brigham Young University	Middlebury College	Univ. of Maine
Brown University (3)	Middlesex Community College	Univ. of Maryland, College Park
Bucknell University (5)	Mount Ida College	Univ. of Massachusetts, Amherst (5)
Bunker Hill Community College	New York University	Univ. of Massachusetts, Boston (2)
Calif. Polytech. State University	Northeastern University (4)	Univ. of Massachusetts, Lowell
Calif. State Univ., Long Beach	Norwich University (2)	Univ. of Miami (3)
Carnegie Mellon University	Oberlin College of Arts and Sciences	Univ. of Michigan (2)
Champlain College (2)	Princeton University (3)	Univ. of Rhode Island (2)
Clark University	Purdue University (2)	Univ. of Richmond
Colby College	Quinnipiac University	Univ. of South Carolina (2)
Colgate University (3)	Roger Williams University (2)	Univ. of Southern California (3)
College of the Holy Cross (2)	Santa Clara University (2)	Univ. of Tennessee, Knoxville
Colorado College	Savannah College of Art and Design	Univ. of Vermont
Cornell University (3)	Skidmore College	Univ. of Wisconsin, Madison (2)
Davidson College (2)	Southern Methodist University	Vassar College
Duke University	St. Lawrence University	Virginia Military Institute (2)
Eastman School of Music of the Univ. of Rochester	Stanford University	Virginia Tech
Elon University	Syracuse University (2)	Wake Forest University
Fairfield University	The American University of Paris	Washington Univ. in St. Louis (4)
Fitchburg State University	The University of Arizona	Wesleyan Univ. (3)
Fordham University	The University of Iowa	Westfield State University
Franklin Pierce University (2)	The Univ. of North Carolina, Chapel Hill	Wheaton College MA
Furman University	Trinity College (4)	Whitman College (2)
Georgetown University (2)	Trinity College Dublin	Worcester State University
Goucher College	Tufts University (3)	Yale University
Harvard University (3)	Tulane University (2)	
Ithaca College (3)	Union College (3)	
Kenyon College		
Lasell College		

() indicates the number of students who attended each post-secondary school if more than one.

The College Board's College Handbook (54rd edition, 2017) considers colleges and universities that admit fewer than 50 percent of their applicants to be most competitive. More than half of Weston High School's graduating class will enroll in a school on that list.

Competitive Colleges Attended by the Class of 2016

American University	Northeastern University (2)
Bard College	Oberlin College
Barnard College	Princeton University (3)
Bentley University	Saint Lawrence University
Boston College (3)	Santa Clara University (2)
Boston University (4)	Skidmore College
Brandeis University	Southern Methodist University
Brown University (3)	Stanford University
Bucknell University (5)	Syracuse University (2)
California Polytechnic State University	Trinity College (4)
California State University, Long Beach	Tufts University (3)
Carnegie Mellon University	Tulane University (2)
Colby College	Union College (3)
Colgate University (3)	United States Naval Academy
College of the Holy Cross (2)	Univ. of California - Berkley (2)
Colorado College	Univ. of Maryland - College Park
Cornell University (3)	Univ. of North Carolina - Chapel Hill
Davidson College (2)	Univ. of Miami (3)
Duke University	Univ. of Michigan (2)
Eastman School of Music Univ. of Rochester	Univ. of Richmond
Fordham University	Univ. of Southern California (3)
Georgetown University	Univ. of Wisconsin- Madison (2)
Harvard University (3)	Vassar College
Kenyon College	Wake Forest University
Lehigh University (2)	Washington University in St. Louis (4)
Massachusetts Institute of Technology	Wesleyan University (3)
Middlebury College	Whitman College (2)
New York University	Yale University

() indicates the number of students who attended each post-secondary school if more than one.



Weston High School Swim Team Celebration

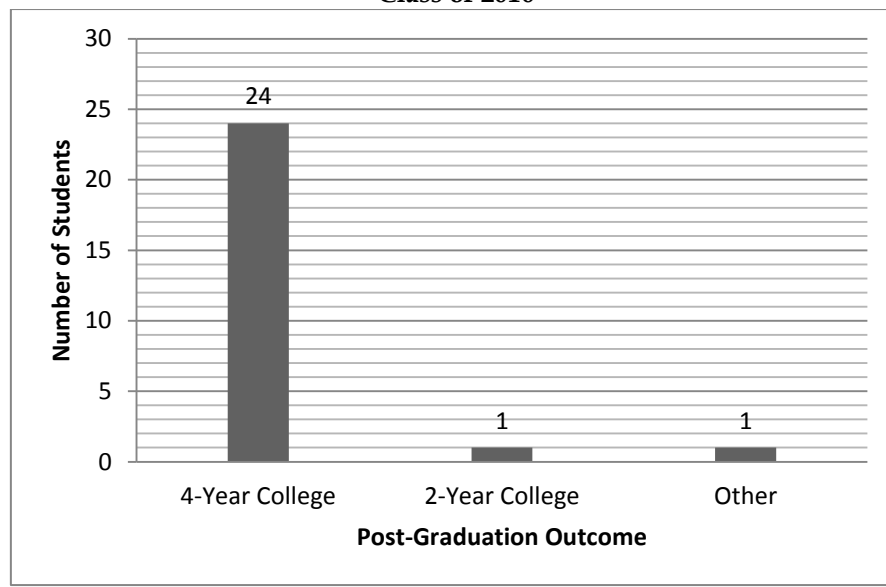
In reviewing, college acceptances, Weston Public Schools also collect data on some cohorts. All 11 of our graduating Metco students will be continuing onto a four or two-year institution: 10 of the 11, or 91 percent, will be attending a four-year college; and one student will be attending a two-year college.

**Post-Graduation Outcomes for Metco Students
2009-2016**

Year	Number of Graduates	4-year College	2-year College	Post Graduate	Total Continuing Formal Education	Work/Military/Year Off
2016	11	10 (91%)	1 (9%)	0	11 (100%)	0
2015	12	11 (92%)	1 (8%)	0	12 (100%)	0
2014	19	17 (89%)	2 (11%)	0	19 (100%)	0
2013	12	10 (83%)	1 (8%)	0	11 (91%)	1 (8%)
2012	12	10 (83%)	2 (17%)	0	12 (100%)	0
2011	7	7 (100%)	0	0	7 (100%)	0
2010	7	6 (86%)	1 (14%)	0	7 (100%)	0
2009	8	6 (75%)	2 (25%)	0	8 (100%)	0
Total	88	77 (88%)	10 (11%)	0	87 (99%)	1 (1%)

Out of the 185 students in the Class of 2016, 26 students were provided with special education services. The vast majority of these students are continuing at a four-year institution.

**Post-Graduation Outcomes for Students with Special Needs
Class of 2016**



Scholastic Assessment Test (SAT) and American College Testing (ACT) Exam Results

Another indicator of a successful high school is student performance on standardized tests. Weston High School students perform well above national averages on both the SAT and the ACT, tests used as part of the college admission process.

SAT Reasoning Test – Critical Reading, Math and Writing

WESTON

NATIONAL

Class	Critical Reading	Math	Writing	Class Size	Number Taken	Percent Taking	Critical Reading	Math	Writing	Number Taken
2016	619	643	618	185	140	76%	494	508	482	1,637,589
2015	599	624	602	173	137	79%	495	511	484	1,698,521
2014	608	628	607	211	163	77	497	513	487	1,672,395
2013	615	635	626	171	133	78	496	514	488	1,660,047
2012	615	645	630	173	144	83	496	514	488	1,664,479
2011	607	634	620	179	157	88	497	514	489	1,647,123
2010	621	641	635	172	156	91	501	516	492	1,547,990
2009	618	629	626	169	156	92	501	515	493	1,530,128
2008	617	643	636	183	157	86	502	515	494	1,518,859
2007	612	640	621	174	162	93	502	515	494	1,494,531
2006	609	632	620	154	146	95	503	518	497	1,465,744



First Day of Kindergarten



Walls of dry erase boards at Weston Middle School – An Inspiration Grant funded by WEEFC

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

Year	WESTON							NATIONAL					
	English	Math	Reading	Science	Composite	Number Taking	Percent Taking	English	Math	Reading	Science	Composite	Number Taking
2016	27.2	26.4	27.4	26.4	26.9	128	69%	20.1	20.6	21.3	20.9	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
2009	27.3	26.5	27.6	25.3	26.8	80	47	20.6	21.0	21.4	20.8	21.1	1,480,469
2008	25.5	26.0	25.3	24.9	25.6	81	44	20.6	21.0	21.4	20.8	21.1	1,421,941
2007	24.3	24.9	25.3	23.7	24.7	64	36	20.7	21.0	21.5	21.0	21.2	1,300,599
2006	25.7	25.1	25.2	23.5	25.0	19	13	20.6	20.8	21.4	20.9	21.1	1,206,455

Year	WESTON							STATE					
	English	Math	Reading	Science	Composite	Number Taking	Percent Taking	English	Math	Reading	Science	Composite	Number Taking
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
2009	27.3	26.5	27.6	25.3	26.8	80	47	23.9	24.3	24.3	22.8	23.9	13,093
2008	25.5	26.0	25.3	24.9	25.6	81	44	23.5	23.9	24.0	22.5	23.6	12,469
2007	24.3	24.9	25.3	23.7	24.7	64	36	23.5	23.6	23.9	22.6	23.5	10,510
2006	25.7	25.1	25.2	23.5	25.0	19	13	22.9	23.3	23.4	22.0	23.0	8,865

Advanced Placement Participation and Exam Results

One indicator of the richness of a high school's course offerings is the number of advanced placement (AP) courses available. The number of students selecting an AP offering is one element to consider when evaluating academic rigor within the school; however, the number of students selecting an AP offering is also an indication of students' willingness to take on a challenge. Students who feel supported are more willing to step up to that challenge. The number of students willing to accept academic challenges is an equal barometer of a successful high school. Many of our students enroll in the various AP offerings at the High School. This year, 272 students took a total of 504 AP tests (35 more than in 2015).

Grade	Number of Students who took Test(s)	Total Students in each Grade	% of Grade who took Test(s)
Freshmen	5	211	2%
Sophomores	38	149	26%
Juniors	116	185	63%
Seniors	113	193	59%

A total of 101 AP Awards were awarded to High School student, representing an increase of 14 awards over 2015:

- 32 students earned an AP Scholar Award
- 15 students earned an AP Scholar with Honor Award
- 45 students earned an AP Scholar with Distinction Award
- 9 students earned an AP National Scholar Award

This year, 85 percent of the AP scores resulted in a grade of 3 or higher.

Percent of AP Scores Resulting in a Grade of 3 or Higher

Year	% of scores 3 or above
2016	85%
2015	88%
2014	83%
2013	77%
2012	79%
2011	82%
2010	86%
2009	85%
2008	82%
2007	83%
2006	87%
2005	87%

Advanced Placement Test Results – May 2016

Test	5	4	3	2	1	Total	% of scores 3 or above
U.S. History	28	31	26	19	6	110	77%
World History	9	18	7	2	0	36	94%
European History	2	2	0	0	0	4	100%
*Psychology	0	2	1	0	2	5	8%
English Lit. & Composition	13	13	7	5	0	38	87%
Spanish Language	9	12	15	2	0	38	95%
French Language	0	4	4	0	0	8	100%
Latin Virgil	1	5	4	0	0	10	100%
*Chinese Language	2	1	1	0	0	4	100%
Spanish Literature	0	0	1	4	0	5	20%
Physics C: Elect. & Magnetism	9	1	0	0	0	10	100%
Physics C: Mechanics	9	1	0	0	0	10	100%
Biology	9	10	9	1	2	41	93%
Chemistry	7	5	14	6	0	32	85%
Calculus BC	18	5	0	0	0	23	100%
Calculus AB	6	11	18	9	6	50	70%
Computer Science A	5	5	11	2	0	23	91%
Statistics	19	16	6	5	2	48	85%
Music Theory	1	3	2	3	0	9	67%

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

Massachusetts Comprehensive Assessment System (MCAS) Exam Results

As a graduation requirement, the Commonwealth mandates all high school students pass a comprehensive test in mathematics, English language arts (ELA), and science (physics, biology or chemistry). The math and ELA MCAS tests require that a student score Proficient or above in order to

graduate. The science MCAS requires that a student score Needs Improvement or above to graduate. In English language arts, 100 percent of the students scored proficient or above. Relative to the prior year, the difference was moving students from the Needs Improvement category to the Proficient category. The same percentage of students scored Advanced, which was 77 percent. In Mathematics, 80 percent of all students scored Advanced, a 1 percent difference from the 2015 results. This improvement was made by a shift in the percent of students scoring Proficient. The percent of students in the Needs Improvement category remained the same at 3 percent. In Science (physics), the percent of students scoring Advanced was lower than in 2015, which was 37 percent in 2016 as compared to 49 percent in 2015. A greater percentage of students scored Proficient at 43 percent and Needs Improvement at 19 percent in 2016 than in 2015, which was 35 percent and 14 percent, respectively. Data analysis and research continues to understand this difference.

MCAS Data 2015

	Advanced	Proficient	Needs Improvement	Fail
ELA	145 (77%)	41 (22%)	2 (1%)	0 (0%)
Math	149 (79%)	35 (19%)	5 (3%)	0 (0%)
Science (physics)	71 (49%)	51 (35%)	21 (14%)	3 (2%)
Science (biology)	2	2	2	0
Science (chemistry)	0	1	0	0

MCAS Data 2016

	Advanced	Proficient	Needs Improvement	Fail
ELA	110 (77%)	33 (23%)	0 (0%)	0 (0%)
Math	114 (80%)	24 (17%)	5 (3%)	0 (0%)
Science (physics)	74 (37%)	86 (43%)	37 (19%)	2 (1%)
Science (biology)	1	1	1	0
Science (chemistry)	0	0	0	0

Student Engagement

In addition to data, the School Committee looks at the level of student engagement when evaluating the success of the High School. The Weston community is dedicated to offering varied and numerous opportunities for student leadership, volunteerism, and building connections. Our students are committed to athletics, music, theater, clubs, and community service.

Thousands of dollars were raised by our high school students for a variety of causes, including cancer awareness, combating poverty and illiteracy, and supporting children with cognitive and physical disabilities. More specifically, going into its fourth year, Weston High School's Dana Farber Jimmy Fund Club raised over \$1,000 with its "Football for Fighters" flag football tournament. This same club has raised over \$10,000 over the past three years with the mini-golf family event, "Putting for Patients." With over 200 volunteers at Pumpkin Fest and more than 30 on the planning committee, the team hosted over 500 guests at the Town Green, and students raised \$26,000 for Camp Sunshine.

Weston High School offers an activity block once a week during the school day, it is built into the 40 block, 8-day rotation. This allows a significant percentage of our students to participate in clubs and still join a sport team, have a role on the stage, or work after school. This model has an impact to the budget; but it also provides students with the time and opportunity to be engaged, exhibit leadership, and make positive choices. These traits are hallmarks of a successful school district.

Extra-Curricular Participation at Weston High School

	2015 2016	2014 2015	2013 2014	2012 2013	2011 2012	Comments
Number of Active Clubs	68	70	61	59	58	Club proposals taken September-April
Number of New Proposals	6	10	11	6	5	Ongoing
Number of Participants	*1,775	*1,738	*2,058	1,374	1,401	Fall numbers may vary slightly from spring numbers

Athletic Participation at Weston High School

	2016	2015	2014	2013	2012
Fall	380	398	403	418	380
Winter	341	321	353	367	329
Spring	385	348	404	397	361
Total	1,106*	1,067*	1,160*	1,182*	969*

**Numbers exceeds population due to duplicate membership in more than one sport*

Many of the High School athletic teams had a successful season. Weston High School athletes won two state championships and six Dual County League (DCL) championships. Some notable achievements are:

- Golf - Division 3 State Champions
- Girls Volleyball - DCL Small Champions
- Field Hockey - DCL Small Champions
- Girls Soccer - DCL Small Champions
- Boys Swim/Dive - Division 2 State Champions
- "W-Day" Champions (v. Wayland)
- Boys Lacrosse - DCL Champions
- Girls Lacrosse - DCL Champions

The Weston Education Enrichment Fund Committee (WEEFC)

WEEFC raised \$283,623 during the 2015-2016 academic year, an 8.7 percent decrease from the previous year. As of June 1, 2016, WEEFC awarded 79 grants totaling \$216,789. Both the number of grants approved and the funds spent declined from the 2014-2015 school year. Although overall donations ended slightly lower than expected with an average donation amount per family lower in fiscal year 2016 compared to fiscal 2015 (\$668 and \$766, respectively), the number of donors increased to 327 from 304.

Despite the decline in funding and grants awarded, WEEFC continues to play a significant role in our schools. Grants benefitted students in virtually every area of the curriculum. Some grants were recurring

such as Creative Arts (visiting authors and illustrators), Career Day, and Land's Sake Farm; and others were new. Some of these new experiences included partnerships with the Elm Bank Horticultural Center and Drumlin Farm, a visiting world renowned photojournalist at the High School, and a comic book artist at the Middle School. WEEFC continued to sponsor Inspiration Grants, an invitation to faculty to think creatively about curriculum enrichment. Faculty members were given the opportunity to submit proposals for new in-classroom programs for an amount up to \$25,000. Submissions were received from three faculty and administrator teams at the elementary and secondary level. Three Inspiration Grants were awarded: 1) Computer Lab 2.0 – The Creation of Woodland School iLab, submitted by Jen Faber, Lucille Beeth, Kate Benson, Susan Cohen, Susan Erickson, and Krista Thorne; 2) Enhancing the Math Curriculum to Foster Student Engagement and Collaboration – Andrew Kerwin, Annie Mazer, and Dave Poras; and 3) Amy Potter Center/Middle School Lobby: An Expressive and Creative Playground – Aidan O'Hara, Abe Mills, Margaret Burns, Rebecca Kowalski, and Jonathan Dietz.

After 30 years, WEEFC continues to bring unique and innovative programming to our classrooms and our students.

Retirements

The School Committee wishes to recognize the following employees who retired from Weston Public Schools during the 2015-2016 academic year. We wish them well in retirement and express our deepest gratitude for their years of dedication to the Weston Public Schools community.

Retired School Personnel 2016

Faculty/Staff	Department	Building
Frederick Blake	Head Custodian	Field School
Debbie Blanchard	Kindergarten Teacher	Country School
Rita Comtois	Psychologist	High School
Jonathan Dietz	Technology Education	Middle School
Jane Dolan	Grade One Teacher	Country School
Martha Dowd	Preschool Instructional Aide	Country School
Margaret Irwin	Home Economics Teacher	High School
Peter Kidwell	Computer Specialist	Middle School
Lucy Leyland	Art Teacher	Field School
Carol Neville	Information Systems Coordinator	Case House

The School Committee recognizes the need to be good stewards of our public schools. We will continue to make decisions that support excellence in the classroom, advance civic responsibility, and inspire life-long learning. The School Committee is acutely aware of the budgetary pressures and the demographics of our town. We are grateful for the support and will continue to demonstrate responsible decision-making.



2016 Weston School Committee

Elected by the voters

Ms. Danielle Black, Chair	2017	Mr. John Henry	2018
Dr. Edward E. Heller, Vice Chair	2019	Dr. Sanjay Saini	2019
Mr. Alex Cobb	2018		

REPORT OF THE MINUTEMAN HIGH SCHOOL

New School Building Project Advances

Major milestones towards construction in 2016:

- January 27th – The Massachusetts School Building Authority voted unanimously to pay up to \$44,139,213 for a new school
- March 11th – The Commissioner of Elementary and Secondary Education approved a revised Minuteman Regional Agreement that had been previously approved by all 16 member towns
- March 15th – The Minuteman School Committee voted to approve \$144.9 million in bonding for a new school under M.G.L. Chapter 71, Section 16(d). This method requires all member towns to either approve the bonding (or not disapprove it) at Town Meetings
- April-May – 15 of the District's 16 member towns voted to approve the bonding or take no action, a decision which is deemed approval. All votes were by overwhelming margins, several of them unanimous. Five towns made their Town Meeting approval contingent on a later debt exclusion vote by their town. All five of the debt exclusion votes later passed by wide margins
- May 4th – Belmont rejected bonding for the Minuteman project, effectively blocking the project. It was the only town to vote against
- June 27th – The Minuteman School Committee voted 12-1 to issue \$144.9 million in debt for construction of a new school pursuant to M.G.L Chapter 71, Section 16(n), which requires approval at a district-wide referendum
- September 20th – District voters approved funding for a new school in a district-wide referendum
- December 13th – The District School Committee voted 14-0 to enter into a Project Funding Agreement with the Massachusetts School Building Authority and to approve the sale of \$8 million in bond anticipation notes for the project

State Approves Changes in Governing Agreement

In the spring of 2016, the state's Commissioner of Elementary and Secondary Education approved revisions in the Regional Agreement that governs the operations of the Minuteman District. Many town leaders had said that approval of a new Regional Agreement was critical to the ultimate success of the Minuteman building project. Weston's Board of Selectmen called a Special Town Meeting for February 8th in order to vote upon the new agreement.

The new Minuteman Regional Agreement creates a four-year rolling average for the assessment of operating costs, gives larger towns more of a say in some school committee decisions, eliminates the five-student minimum charged to member towns for capital costs, and requires out-of-district communities to help pay for their share of capital costs of a new building. The new Regional Agreement also allowed several towns, most of which send few students to Minuteman, an option to withdraw from the District. Town Meetings in Boxborough, Carlisle, Lincoln, Sudbury, Wayland, and Weston voted to exercise that option. The departing towns will leave June 30, 2017.

Weston has traditionally sent two to three students annually to Minuteman and the new agreement was financially disadvantageous to the Town. Weston will have the option to send students as an out-of-district town, if space permits, or to other area vocational schools. The cost would be less and Weston will not be responsible for debt incurred by Minuteman after December 10, 2015, including any debt for the new school facility.

Special District-wide Election

On September 20th, voters in the Minuteman Regional School District approved funding for a new \$144.9 million Minuteman High School. The final, certified tally was 12,160 in favor, 69.47 percent, and 5,321 opposed, 30.4 percent. Since Weston's withdrawal from the district is not effective until 2017, a Special Election was held at Town Hall. District-wide voter turnout was 9.78 percent. The September 20 district-

wide referendum only required a simple majority of those voting in the District to approve the project. The Massachusetts School Building Authority has committed roughly \$44 million in state money to help finance the project. The District will pay for the rest through borrowing and through revenue generated by a new capital fee to be imposed on non-member communities that send students to Minuteman.

2016 Minuteman School Committee Member from Weston

Appointed by the Moderator

Douglas Gillespie

REPORT OF THE WESTON VETERANS MEMORIAL EDUCATIONAL FUND COMMITTEE

The Weston Veterans Memorial Educational Fund was established by Town Meeting in 1953 as a living memorial to the men and women of Weston who have served our country in the armed forces. The Committee, appointed by the Town Moderator, is composed of five members, two of whom are graduates of Weston High School, one a member of the high school faculty, and at least one a veteran.

For over 60 years, the Committee has provided financial assistance to members of the Weston High School graduating class who demonstrate need and the scholastic ability to succeed in college. In 2016, the Committee was pleased to award \$16,000 to four deserving students. The Committee thanks the many residents and friends who make contributions each year to keep the scholarship fund going.

2016 Committee Members:

Appointed by the Moderator

Nancy Benotti	2017	Belinda Davenport	2018
Lisa Alcock	2019	Robert Anthony Nolan	2021
James McLaughlin	2020		

