

## **Curriculum Committee Meeting**

Wednesday, December 9, 2020 9:00 AM

Via Zoom 1(646) 558-8656 Passcode: 113278, 24 School Road, Weston, CT 06883-1623

### **I. Call to order**

### **II. Presentation and Discussion of K-5 Programs - Math - Science - Literacy - Spanish**

### **III. Presentation and Discussion of WHS New Course Proposals**

A. Social Studies - The American Tapestry:  
Multiculturalism in the United States

B. English - Voices from the Edge

C. Visual Arts - 3D Art & Design

### **IV. Follow up regarding WHS Statistical Report**

### **V. Approval of November 2020 minutes**

### **VI. Other Curricular Issues**

# K-5 Program Updates

December 9, 2020

# **K-5 Program Updates**

- Math
- Science
- Literacy
- K-2 Spanish



# Math Renewal - *Math in Focus* 2020

## ***2020's Improvements and Enhancements:***

- Student textbook has been integrated into consumable workbook (no extra cost).
- Improved digital platform and resources for both students and teachers
- New features such as performance tasks and STEAM projects, online practice games and videos
- Online assessment data and reporting
- Teacher slides and much improved teacher notes
- Improved CCSS alignment

## ***Maintains:***

- Singapore Math's Research-Based Pedagogy
- Highest rating by ESSA for math programs

# Math in Focus 2020 - Renewal Costs

2020 Edition - Six Year Digital and Print Licenses for Students and Teachers

<b>2020-21</b>	Grade 5	\$30,998
	Grades 6 and 8	\$42,412
<b>2021-22</b>	Grades 3 and 4	\$55,921 (includes shipping and comp. remote PD)
	Grade 7	\$20,412
<b>2022-23</b>	Grades K - 2	~ \$77,510 (Estimate based on 21-22 price and enrollment)

PL costs: MiF consultants ~ \$3,000 per day. Most PL will be CIL led.

# K-5 Science



- **Program modified for the unique and changing schedules, as well as safety protocols, of the 20-21 school year.**
- **Instructional time prioritization of Math and Literacy, while providing as much science experience as feasible.**
- **All grades will require some compacting of content and practices.**
- **2021-22 may be the first time Grades Three and Four fully teach their final unit of the updated curriculum.**



# K-5 Literacy

Components of a Comprehensive Literacy Program  
Include Explicit and Differentiated Instruction in:

- ❖ Phonological and Phonemic Awareness
- ❖ Phonics Instruction
- ❖ Comprehension Instruction- both Literal and Inferential
- ❖ Oral Reading Fluency



# Professional Learning

- ❖ **Continuing our partnership with Teachers College**
  - In addition to consulting, this partnership provides us with a multitude of resources, including but not limited to:
    - Updates to curricular units
    - Planning and assessment tools
    - Instructional tools
    - Student resources
- ❖ **Ongoing embedded coaching with CILs**

# Assessments

- ❖ **The Fountas and Pinnell Benchmark Assessment System is designed to be administered 3 times a year**
- ❖ **Between these assessment windows, teachers need additional means to assess ongoing growth and progress with reading accurately, fluently, and with adequate comprehension.**
  - **At Hurlbutt, we have used the Teachers College Running Records- these assessments have recently been updated, which would necessitate purchasing new books**

# K-2 Spanish

K-2 Spanish program was suspended for the 2020-21 school year due to staffing and scheduling constraints. The current recommendation is to suspend the K-2 program for one more year and then bring it back the following year.

<b>2021-22</b>	<b>Pros</b>	<b>Cons</b>
Suspend Program Again Next Year	<ul style="list-style-type: none"><li>● Time re-allocated for an additional 40 minutes of core academic time weekly.</li><li>● Additional time for core would be beneficial following pandemic year.</li><li>● Streamlines scheduling.</li></ul>	<ul style="list-style-type: none"><li>● Curricular impact for students beginning Spanish later.</li><li>● The need to modify curriculum due to the vertical implications.</li></ul>

**Weston Public Schools**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

**New Course Proposal for 2021-22**

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

School: Weston High School Proposal Submitted By: Nicholas Torres

Department: Social Studies

1. **Name Of Course or Program:** The American Tapestry: Multiculturalism in the United States
2. **Population to be served:** WHS 10-12 grade students
3. **Identify and discuss the Need:**

**A) Relevance**

The overwhelming student response to the death of George Floyd was a signal that Weston students have a desire to incorporate relevant social discourse into their daily lives. However, this was not the first indicator from stakeholders. In addition to survey responses from January, 2020 (see B, C below), WHS administration heard qualitative feedback from students in focus groups. The confluence of preexisting work, and the events of spring 2020 informed the development of a comprehensive WHS plan for inclusion. Alongside the WHS school goal, the WHS Social Justice Advocacy Group, and the Social Studies department goal, this course will serve as an important addition to the overarching vision for the future of WHS.

**B) Comprehensive School Climate Inventory Results (Jan. 2020)**

Social and Civic Learning: “...describes the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued.”

	Generally Negative	Generally Neutral	Generally Positive
Parent Distribution	6%	43%	52%
Student Distribution	16%	57%	26%

These distributions suggest that nearly half of both stakeholder groups have neutral perceptions of WHS’ integration of meaningful social and civic discourse in the course offerings.

**C) Comprehensive School Climate Inventory Results (Jan. 2020) cont.**

Respect for Diversity: “...focuses on the extent to which adults and students in the school respect each others’ differences with regard to such factors as gender, race/ethnicity, or physical differences.”

	Generally Negative	Generally Neutral	Generally Positive
Parent Distribution	2%	30%	68%
Student Distribution	2%	35%	62%

The culture at WHS values respect for diversity, which shows in these ratings. It is important to demonstrate dedication to equity, and inclusion through course offerings as well.

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**D) Public Act 19-12**

Beginning 2022-2023, all public school districts in Connecticut will be required to offer a one credit African American/Black and Puerto Rican/Latino Studies elective. This course is currently being designed by SERC. Prior to rollout of the mandate, WHS intends to develop, and begin offering, a multicultural studies course which reflects the unique interests and concerns of Weston stakeholders.

**4. Impact on Other Courses / Schedules**

This course may attract enrollment away from other elective Social Studies courses open to 10-12<sup>th</sup> grade students, including Introduction to Psychology, Sociology, Facing History, and Introduction to Economics.

**5. Budget Related Items**

- Staffing (FTE needed): 0
- Supplies:

Title	Author	Format	Price Per Unit	Qty	Total
On the Freedom Side: How Five Decades of Youth Activists Have Remixed American History	Wesley C. Hogan	Paperback	\$27.95 (Amazon)	30	\$838.50
We Are Here to Stay: Voices of Undocumented Young Adults	Susan Kuklin	Paperback	\$13.49 (Amazon)	30	\$404.70
				<b>Total</b>	<b>\$1243.20</b>

- Equipment:
- Other (software):
- Estimated Overall Cost of Proposal: \$1243.20

**6. Evaluation for Program Success or Continuation:** Student feedback, alignment to CSDE expectations for implementation of PA 19-12.

**7. Other Information for Consideration(optional):**

**8. Please attach a description of the course including the units of study.**

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COURSE DESCRIPTION (2021-22): This semester-long course will examine the concept of “identity,” with specific emphasis on ethnic and racial identity in America over the last 50 years. It will focus on contemporary issues unique to African Americans, Black Americans, Latino Americans, Native Americans, Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI). In addition to the social, political, and economic implications of race and ethnicity, this course will include an examination of gender, gender identity, and sexual orientation as an influencer of identity in modern America. Students will analyze American identities through multiple perspectives drawn from history, geography, sociology, psychology, art, music, and literature.

**QUARTER 1**

	Essential Objectives
Identity Weeks 1-2	<ul style="list-style-type: none"> <li>• Students will understand that “identity” is defined in many ways.</li> <li>• Students will understand that identity formation is a lifelong process, which is influenced by internal factors (psychology, biology, emotion) and external factors (politics, history, economics).</li> </ul>
Native American Identity Weeks 3-4	<ul style="list-style-type: none"> <li>• Students will understand that distribution of Native American populations in modern America are largely the result of historical conflicts with the US government.</li> <li>• Students will understand that Native American identity is paradoxical               <ul style="list-style-type: none"> <li>• first peoples of North America</li> <li>• least included groups in US history</li> </ul> </li> <li>• Students will understand that Native American peoples are still fighting for social, political, and economic equality in modern America.</li> </ul>
African American and Black Identity Weeks 5-6	<ul style="list-style-type: none"> <li>• Students will understand that perceptions of African American and Black peoples are heavily influenced by art, literature, music, and media.</li> <li>• Students will understand that “the African American community” is not monolithic; that it has a wide variety of social, political, and economic interests.</li> </ul>
African American and Black Identity (cont.) Weeks 7-8	<ul style="list-style-type: none"> <li>• Students will understand that African American and Black identities are continually evolving, and have changed significantly in the last 40 years.</li> <li>• Students will understand that African American and Black peoples have a major role in the growth and development of the US social, political, and economic tapestry.</li> </ul>
Midterm Assured Experience Week 9	<ul style="list-style-type: none"> <li>• This assured experience is a student-driven inquiry project, which includes content from at least two quarter one units, and results in a concrete product of civic value. It is still currently under development.</li> </ul>

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**QUARTER 2**

	Essential Objectives
Latino American Identity Weeks 10-11	<ul style="list-style-type: none"> <li>• Students will understand that “the Latino community” is not monolithic; that it has a wide variety of social, political, and economic needs.</li> <li>• Students will understand that Latino identities are heavily influenced by US politics and law.</li> </ul>
Latino American Identity (cont.) Weeks 12-13	<ul style="list-style-type: none"> <li>• Students will understand that the prevalence of Latino groups of various national origins in different regions of the US is largely the result of immigration, and migration over time.</li> <li>• Students will understand that Latino Americans are rapidly growing, and will continue to have increasing influence on American culture in the next 50 years.</li> </ul>
Asian American, Native Hawaiian, and Pacific Islander Identity Weeks 14-15	<ul style="list-style-type: none"> <li>• Students will understand that AANHPI Americans represent a wide range of national groups, each with various identities and interests.</li> <li>• Students will understand that perceptions of AANHPI peoples are heavily influenced by stereotypes.</li> <li>• Students will understand that AANHPI American communities have developed to engage in politic, and economic power structures.</li> <li>• Students will understand that AANHPI Americans still face challenges in modern America.</li> </ul>
LGBTQ and Gender Identity Weeks 16-17	<ul style="list-style-type: none"> <li>• Students will understand that concepts of gender, gender identity, and sexual orientation are relatively new, and labels are constantly evolving.</li> <li>• Students will understand that gender, gender identity, and sexual orientation have major influence on people’s perception of themselves, as well as others’ perceptions of them.</li> <li>• Students will understand that issues of gender, gender identity, and sexual orientation compound challenges related to race and ethnicity for people of color.</li> </ul>
Final Assured Experience Week 18	<ul style="list-style-type: none"> <li>• This assured experience is a student-driven inquiry project, which includes content from at least two quarter two units, and results in a concrete product of civic value. It is still currently under development.</li> </ul>

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**New Course Proposal**

This proposal should be submitted to the Assistant Superintendent.

School: Weston High School

Proposal Submitted By: Christine Cincotta, Amy Holmes, Ioanna Opidee

Department: English

1. **Name Of Course or Program:** Voices from the Edge
2. **Population to be served:** 10th-, 11th- and, 12th-grade students
3. **Identify and discuss the Need:** As we continue towards developing culturally responsive classrooms, this class allows students to have experiences with a critical and multicultural curriculum. Based on the student focus groups from spring 2020 and feedback from the students who are serving as our social justice advocates, our students are looking for more experiences in-school as they become more culturally aware. This course would be supported through resources published by Teaching Tolerance's Anti-Bias Framework and NYU-Steinhardt School's Culturally Responsive Education
4. **Impact on Other Courses / Schedules:** This course would be a semester-long elective in the English department. There should be no effect on other courses or schedules.
5. **Budget Related Items**
  - **Staffing (FTE needed):** no additional FTEs needed; this course will replace one of the electives that we currently run
  - **Supplies:** Books (free shipping from Amazon or B&N)
    - Just Mercy* \$10.72/copy x 30 copies = \$321.60
    - How to be an Anti-Racist* \$14.79/copy x 30 = \$443.70
    - Where We Come From* \$13.73/copy x 30 = \$411.90
  - **Equipment:** None
  - **Other (software):** None
  - **Estimated Overall Cost of Proposal:** \$1177.20

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6. **Evaluation for Program Success or Continuation:**

Data on course enrollment and enrollment trends.

7. **Other Information for Consideration** (optional):

8. **Please attach a description of the course including the units of study.**

**Proposed Course Description**

Voices from the Edge is an elective course that encourages students to explore and study diverse voices while honing, discovering, and emboldening their own. Through [studying “mirror” texts](#) that reflect their own identities and “window” texts that allow them to gain insight into the identities of others, students will examine and create fiction, non-fiction, poetry, and media that spans genres, modes, and forms.

**Proposed Units of Study**

Units

1. Being an Ally: *How to be an Anti-Racist*, supplementary articles/poems/stories, and visual media
2. Confronting Injustice: *Just Mercy*, supplementary articles/poems/stories, and visual media
3. Listening to Immigrant Voices: *Where We Come From*, supplementary articles/poems/stories, and visual media
4. Social Justice Lit Circles: Developing a critical eye towards social justice issues through student-selected choices

**Texts as Mirrors**

*Students will have access to a variety of texts and media. They will be tasked with finding the works that best reflect them and their experiences.*

**Texts as Windows**

*Students will also be exposed to texts that allow them insight into unfamiliar cultures and experiences. These texts are meant to invoke empathy, understanding, and camaraderie among students.*

Through this examination of texts and media students will gain a deeper understanding of the issues and communicate their responses in both writing and presentation.

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**School:** Weston High School

**Submitted by:** Sydney Girardi

**Department:** Visual Art

**1. Name Of Course or Program:**

3D Art & Design

**2. Population to be served:**

9-12 students

**3. Identify and discuss the Need:**

We have found the need to condense course offerings to better serve the student population. The current 3D course offerings can be condensed into a general 3D course in which a variety of 3D art processes are explored. If the interest arises, we can add an Advanced 3D Art & Design course in future years.

**4. Impact on Other Courses / Schedules:**

This course will take the place of Crafts, Advanced Crafts, Ceramics and Sculpture. Four courses will be condensed into one.

**5. Budget Related Items MATERIALS ALREADY IN PLACE.**

- Staffing (FTE needed): no additional
- Supplies: no additional
- Equipment - Description and \$: no additional
- Other (software): no additional
- Estimated Overall Cost of Proposal: \$0

**6. Evaluation for Program Success or Continuation:**

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Course enrollment will indicate success. By offering fewer courses, enrollment should be increased in this individual course.

7. **Other Information for Consideration (optional):** NA

8. **Please attach a description of the course including the units of study.**

The 3D Art and Design course will be an exploratory course in the foundations of 3D design. Students will learn basic building and finishing techniques with a variety of 3D projects. It is hoped that at some point in the course, students will follow their own path, choosing media and techniques that interest them.

Unit 1: Ceramics – Basic Coil pot  
Clay building basics  
Glazes Techniques

Unit 2: Beginning Jewelry Techniques  
Craftsmanship  
Expressive use of media

Unit 3: Subtractive Sculpture  
Subtractive method of 3D design  
Finishing and Polishing

Unit 4 (optional): Pottery Wheel

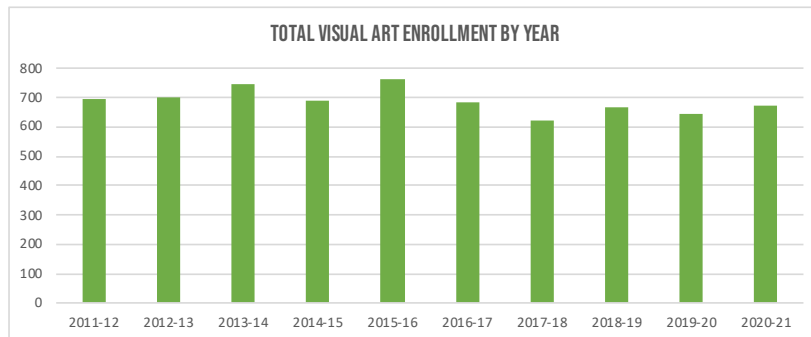
Unit 5 (optional): Bas Tile Relief

Unit 5 (optional): Altered Books

**Art Course Offerings  
Area Schools**

Weston High School	Staples High School Westport	Joel Barlow High School Easton/Redding	New Canaan High School	Wilton High School	Trumbull High School	Warde High School Fairfield	Ludlowe High School Fairfield	Darien High School	Bethel High School	Newtown High School	Masuk High School Monroe
792	1,850	952	1,323	1,297	2,066	1,498	1,495	1,354	871	1,684	1,051
<b>2D Art Offerings</b> Experimental Art and Design Drawing 1 Drawing 2 Advanced Drawing (Y) Painting Advanced Painting Studio Art (Y) AP Studio Art (Y) AP Studio Art Photo (Y)  <b>3D Art Offerings</b> Fine Art of Crafts Advanced Fine Art of Crafts Ceramics Advanced Ceramics Sculpture Advanced Sculpture  <b>Media Arts</b> CMD Advanced CMD Creative Computer Applications Photography 1 Photography 2 Advanced Photography Videography 1 Videography 2 Advanced Videography (Y) Sports Journalism & Broadcasting	<b>2D Art Offerings</b> Drawing Advanced Drawing Honors Studio Art Silkscreen Watercolor Painting Oil Painting Painting BIG AP Studio Art: Drawing (Y)  <b>3D Art Offerings</b> Ceramics (clay) Pottery (clay) Jewelry Making Sculpture AP 3D Art (Y)  <b>Media Arts</b> Graphic Design Animation Digital Foundations Photography	<b>2D Art Offerings</b> Art 1 Drawing AP Studio Art (Y)  <b>3D Art Offerings</b> Ceramics 1 Ceramics 2 Pottery (clay) Jewelry & Metalsmithing 1 Jewelry & Metalsmithing 2 Sculpture  <b>Media Arts</b> Imaging 1 Imaging 2 Digital Photography 1 Digital Photography 2  <b>Other</b> History of Art	<b>2D Art Offerings</b> Drawing 1 Drawing 2 Painting 1 Painting 2 Printmaking Mixed Media Design Advanced Studio Art (Y) AP Studio 2D (Y) AP Studio Drawing (Y)  <b>3D Art Offerings</b> Ceramics 1 Ceramics 2 Advanced Ceramics Jewelry 1 Jewelry 2 Sculpture 1 Sculpture 2 AP 3D Art and Design  <b>Media Arts</b> Photoshop Design Advanced Digital Media Intro Photography Documentary Photography Photo Symbols & Dreams Filmmaking 1 Filmmaking 2 Advanced Filmmaking 1 Advanced Filmmaking 2	<b>2D Art Offerings</b> Drawing 1 - 4 Painting 1 - 4 AP Studio Art - Drawing (Y)  <b>3D Art Offerings</b> Fashion 1 - 4 Ceramics 1 - 4 Jewelry 1 - 4 Sculpture  <b>Media Arts</b> Advertising 1 - 4 Computer Graphics & Digital Media Computer Animation & Game Design Digital Illustration & Publications UCONN ECE Digital Media (Y) Photography 1 Photography 2 - 4  <b>Other</b> Portfolio/Art Forum Adv Art Cooperative Study	<b>2D Art Offerings</b> Fundamentals of Art (Y) Principles of Design Basic Drawing (Y) Painting Painting 2 Painting 3 AP Studio Art: 2D (Y)  <b>3D Art Offerings</b> Beginning Ceramics Intermediate Ceramics (Y) Advanced Ceramics (Y)  <b>Media Arts</b> Photography <b>Media Arts (in TechDept)</b> <i>Digital Design &amp; Printing</i>  <b>Other</b> AP Art History (Y)	<b>2D Art Offerings</b> Foundations in Art 2D Intro to Drawing & Painting Intermediate Drawing & Painting Adv Drawing & Painting Ap Studio Art (Y)  <b>3D Art Offerings</b> Foundations in Art 3D Intro to Sculpture Intro to Pottery Adv Pottery & Sculpture  <b>Media Arts</b> Intro to Digital Photography Intro to Darkroom Photography Intro to Digital Design Intermediate Photo Intermediate Digital Design AP 2D & Photography (Y)  <b>Media Arts (in TechDept)</b> <i>Graphic Design Technology</i> 1 <i>Graphic Design Technology</i> 2 <i>Graphic Design Technology</i> 3 <i>Graphic Design Technology</i> 4 <i>Graphic Design Technology</i> 5	<b>2D Art Offerings</b> Foundations in Art 2D Intro to Drawing & Painting Intermediate Drawing & Painting Adv Drawing & Painting Ap Studio Art (Y)  <b>3D Art Offerings</b> Foundations in Art 3D Intro to Sculpture Intro to Pottery Adv Pottery & Sculpture  <b>Media Arts</b> Intro to Digital Photography Intro to Darkroom Photography Intro to Digital Design Intermediate Photo Intermediate Digital Design AP 2D & Photography (Y)  <b>Media Arts (in TechDept)</b> <i>Graphic Design Technology</i> 1 <i>Graphic Design Technology</i> 2 <i>Graphic Design Technology</i> 3 <i>Graphic Design Technology</i> 4 <i>Graphic Design Technology</i> 5	<b>2D Art Offerings</b> Art Foundations Drawing Drawing & Painting 1 Drawing & Painting 2 Drawing & Painting 3 Art Printmaking Mural Painting Art Honors AP Studio Art (Y)  <b>3D Art Offerings</b> Ceramics 1 (Y) Ceramics 2 (Y) Ceramics 3 Clay Sculpture Sculpture  <b>Media Arts</b> Photography 1 Photography 2 Digital Photography Graphic Design 1 Graphic Design 2  <b>Other</b> Historical Art Making	<b>2D Art Offerings</b> Art 1 Adaptive Art 1 Art 2 (Y) Drawing 1 Drawing 2 Painting Printmaking Honors Studio Art (Y) AP Studio Art (Y)  <b>3D Art Offerings</b> Craft Design Sculpture Ceramics 1 Ceramics 2  <b>Media Arts</b> Digital Photography Beginning Photography Photography 2 Photoshop Design Graphic Design 2 UCONN ECE Digital Media Foundations (Y) Yearbook Design & Production (Y)  <b>Other</b> AP Art History	<b>2D Art Offerings</b> Drawing 1 Drawing 2 Painting 1 Painting 2 Mixed Media Design Studio Art Portfolio  <b>3D Art Offerings</b> Ceramics 1 Ceramics 2 Ceramics 3 Ceramics 4 Sculpture  <b>Media Arts (in TechDept)</b> <i>Film Production 1</i> <i>Film Production 2</i> <i>Film Production 3</i> <i>Graphics 1</i> <i>Graphics 2</i> <i>Yearbook Publications 1</i> <i>Yearbook Publications 2</i> <i>Yearbook Publications 3</i> <i>Yearbook Editor Honors</i>  <b>Other</b> Humanities Applied AP Art History (Y)	<b>2D Art Offerings</b> Basic Art Skills 2D/3D Design (Y) Basic Art Skills 2D Design - Accelerated Drawing 1 Drawing 2 Painting 1 Painting 2 Interior Design Studio Art: Drawing (Y) Studio Art (Y)  <b>3D Art Offerings</b> Ceramics 1 Ceramics 2 Fashion Design 1 Fashion Design 2 Sculpture  <b>Media Arts (in TechDept)</b> <i>Multimedia Design &amp;</i> <i>Production</i> <i>Photography 1</i> <i>Photography 2 (Y)</i> <i>Photography 3 (Y)</i> <i>Photography 4 (Y)</i> <i>Yearbook Design &amp; Publication</i> <i>Video Production 1</i> <i>Video Production 2</i>  <b>Other</b> Art History

TOTAL ART ENROLLMENT (STUDENTS WHO REQUEST COURSES)										
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	692	700	743	687	760	681	619	668	644	671
By Course										
Experimental Art and Design	31	42	35	26	29	42	21	33	40	25
Drawing 1	45	59	40	41	34	32	26	54	58	59
Drawing 2								13	11	25
Advanced Drawing (Y)	25	15	24	15	22	19	11	8	5	6
Painting	14	8	11	12	13	16	12	14	12	17
Advanced Painting	12	1	1	7	3	4	4	3	4	5
Studio Art (Y)	3	4	12	8	15	5	9	4	8	3
AP Studio Art (Y)	11	9	10	4	6	11	5	8	3	17
AP Studio Art Photo (Y)	6	8	10	8	15	11	9	10	18	
Fine Art of Crafts	48	56	68	66	68	65	51	50	34	12
Advanced Fine Art of Crafts	9	8	16	11	22	19	10	16	6	6
Ceramics	62	64	52	47	50	47	24	31	35	59
Sculpture	16	8	5	8	7	12	4	8	11	6
CMD	92	76	111	166	168	117	153	102	104	97
Web Design	16	21	8							
Publication Design				13	6	4				
Advanced CMD	34	14	12	10	38	22	13	23	18	35
Creative Computer Applications						14	20	31	36	19
Photography 1	120	155	156	41	102	69	98	87	64	85
Photography 2	68	53	64	54	31	32	30	12	26	19
Advanced Photography	25	24	18	29	19	14	17	19	12	16
Videography 1	31	33	32	49	58	71	75	91	71	57
Videography 2			13	27	35	23	24	27	21	38
Advanced Videography (Y)	8	12	15	11	18	8	9	10	8	6
TV Production	16	30	30	34	27	11	12	12		
Sports Journalism & Broadcasting									39	43
Adv Sports J&B										16





**WESTON HIGH SCHOOL**  
**CLASS OF 2020**

**STATISTICAL REPORT**  
**ANALYSIS OF COLLEGE APPLICATIONS**

Principal – Lisa Wolak  
Director of School Counseling – Meredith Starzyk

November 11, 2020

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## INTRODUCTION

The purpose of this annual report to the Weston Board of Education is to:

1. Provide statistics on the standardized testing trends for the Class of 2020.
2. Provide an analysis of the college admission process and acceptances.

This report is a compilation of data that is monitored through the “Naviance/Weston High School Data Center” that tracks college applications for each student in the class beginning their senior year. The program enables a comparison of students’ academic credentials against those of former students in examining notification patterns (e.g. admit, deny) specific to each college.

Summaries of previous Weston High School graduating classes reveal the trends in our graduates’ post-secondary plans, SAT performance, Advanced Placement exams, and the processing and notification statistics.

***Weston High School  
School Counseling Department***

*Meredith Starzyk, Director of School Counseling*

*Michael Parlanti, Counselor*

*Meg Sullivan, Counselor*

*Arielle Luksberg, Counselor*

*Gary Meunier, Counselor*

*Randi Green, College and Career Counselor*

## Standardized Testing Statistics

### Acronyms

- PSAT** Practice version of the SAT I – Administered in October each year at WHS to all 10<sup>th</sup> and 11<sup>th</sup> grade students.
- SAT** A standardized examination of a student's academic skills used for admission to US colleges, and the Connecticut State Assessment for all 11<sup>th</sup> grade students.
- SAT II** One hour subject tests used in college admissions at highly selective institutions.
- ACT** “American College Testing” – College readiness assessment.
- AP** Advanced Placement Exam – Administered at the end of a college level course (May).

## Standardized Testing Profile Class of 2020

### PSAT Summary—October 2018

Section	Mean
Evidence Based Reading and Writing (EBRW)	584
Math	573
Total	1157

\* 180 Unique Students

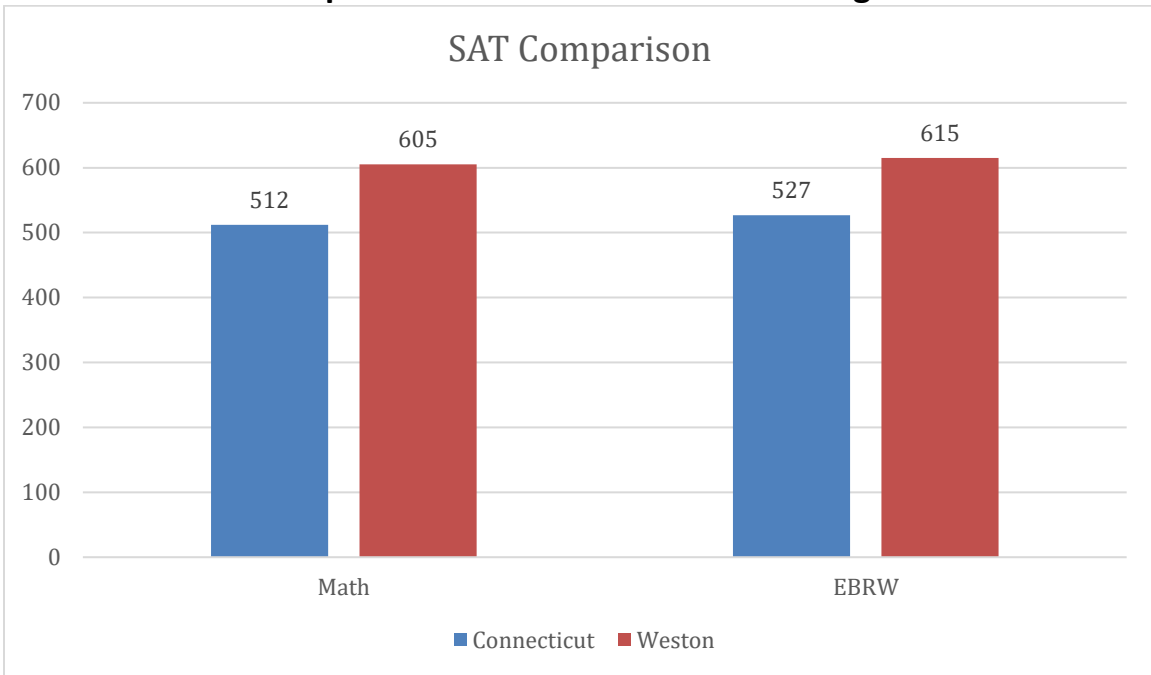
### SAT Summary – College Board Means (reflects student’s most recent score)—3 year trend

Year	# of Students	EBRW	Math	Total
2018	188	635	625	1260
2019	183	617	611	1228
2020	178	615	605	1220

### Average ACT Scores -- 3 year trend

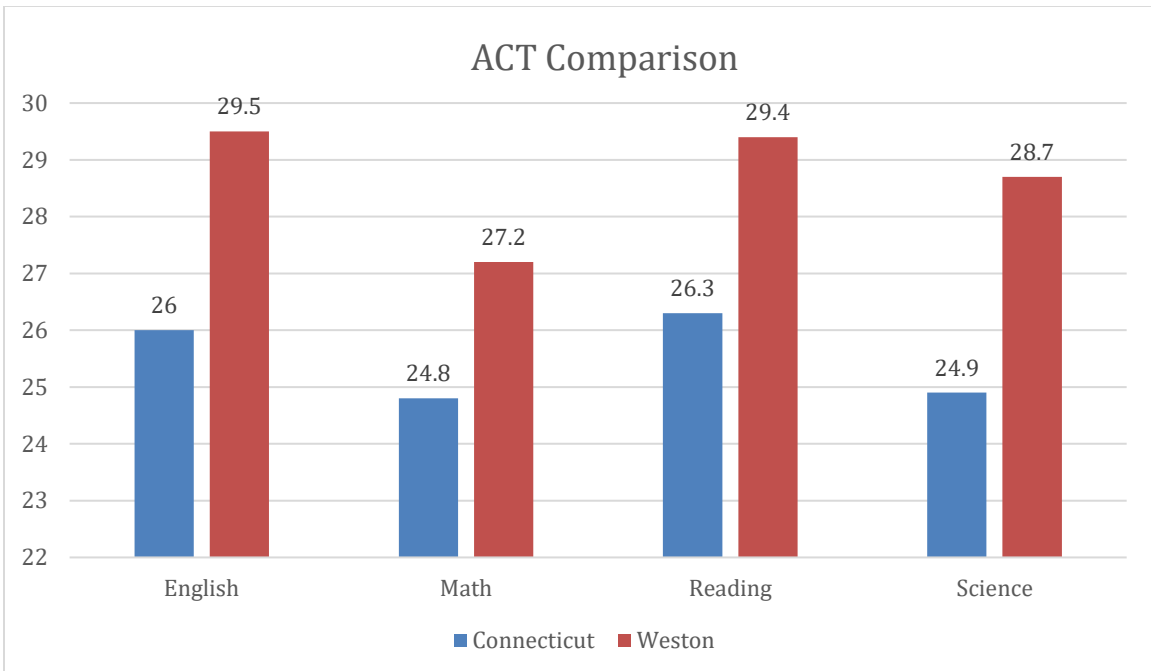
Year	# of Students	English	Math	Reading	Science	Composite
2018	138	29.8	27.6	29.5	27.9	28.8
2019	140	28.6	26.5	28.1	26.9	27.7
2020	120	29.5	27.2	29.4	28.7	28.5

**Class of 2020  
Compared to State and National Averages**



**\*Connecticut Combined Total = 1039**

**\*Weston Combined Total= 1220**

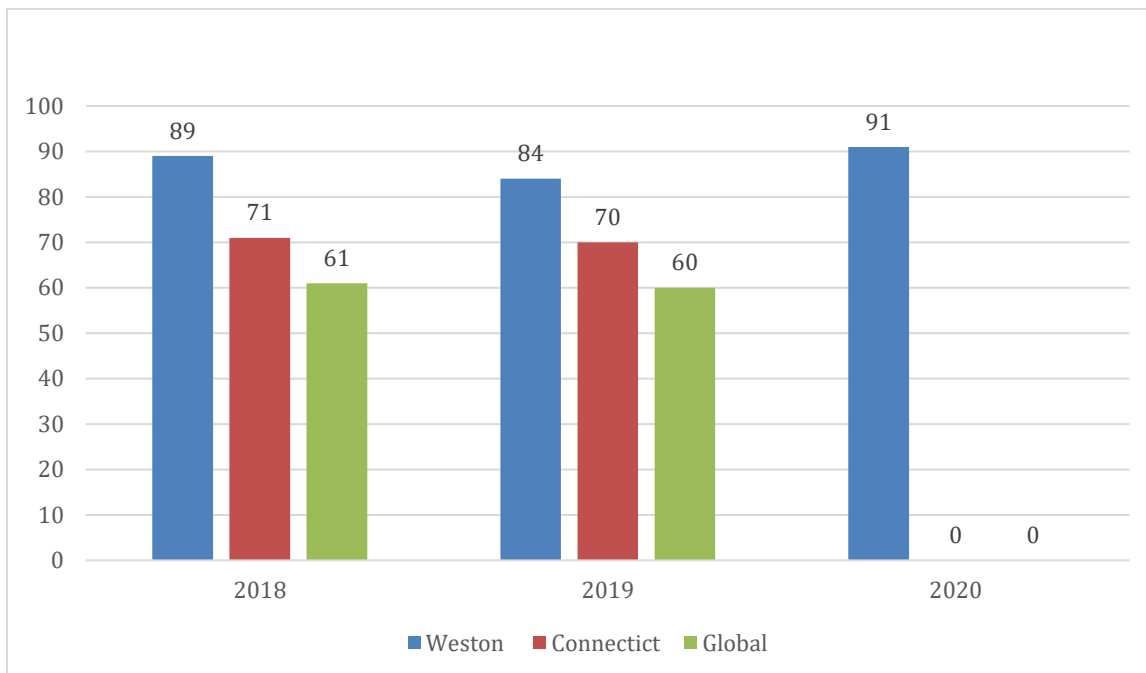


**\* Connecticut Composite = 25.9**

**\* Weston Composite = 28.5**

## Advanced Placement Classes of 2020 and 2021

The **percentage** of students scoring a 3 or higher on AP exams over the past three years is as follows:



*State and National Results for 2020 are still not yet available*

### AP Scholar Awards

- **AP Scholar:** Granted to students who receive scores of 3 or higher on three or more APs.
- **AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all APs and scores of 3 or higher on four or more of these exams.
- **AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all APs and scores of 3 or higher on five or more of these exams.
- **National AP Scholar:** Granted to students in the US who receive an average score of at least 4 on all AP exams taken and scores of 4 or higher on eight or more of these exams.

In the class of 2020 and 2021, we had **54 AP Scholars, 40 AP Scholars with Honor, 60 AP Scholars with Distinction, and 12 National AP Scholars.**

**Advanced Placement Scores by Course  
Classes of 2020 and 2021  
May Administration**

Subject	Average	# of Exams at Each Score Level					Total
	Score	1	2	3	4	5	Exams
2-D Art and Design	3.54		1	4	8		13
Biology	3.70		6	22	20	15	63
Calculus AB	4.36		4	4	9	28	45
Calculus BC	4.86			1	1	19	21
Chemistry	4.42		1		4	7	12
Comparative Gvmnt. and Politics	3.0*						
Computer Science A	5.0*					1	1
Computer Science Principles	3.54		3	4	2	4	13
English Language and Composition	4.20		1	22	23	41	87
English Literature & Composition	3.58	1	5	8	9	8	31
Environmental Science	3.85		8	3	17	13	41
French Language and Culture	3.33		2	1	2	1	6
German Language and Culture	5.0*					1	1
Latin	2.80		1	4			5
Macroeconomics	3.88		4	5	7	10	26
Microeconomics	3.26	5	10	7	9	11	42
Music Theory	3.07	1	5	2	4	2	14
Physics 1	3.64	1	5	6	7	9	28
Physics C: Mechanics	4.91				1	10	11
Psychology	4.01	4	2	14	34	31	85
Spanish Language and Culture	4.13			2	9	4	15
Statistics	3.68	2	3	11	14	10	40
United States Gvmnt. & Politics	3.58	3	5	14	9	14	45
United States History	3.86	2	6	26	19	32	85

\* These students were not enrolled in a class at WHS

**Total WPS AP Students: 287**

Totals for this View	Counts at Each Score Level					Total
	1	2	3	4	5	Exams
Number of Exams	19	72	161	208	271	731
Percentage of Total Exams	3%	10%	22%	28%	37%	100%
Number of AP Students	18	64	130	156	133	501

**Application Statistics  
Classes of 2018, 2019 and 2020**

**Class of 2018**

	<b># of Applications</b>	<b>% of all Applications</b>
Total Number of Acceptances	903	49
Total Number of Denials	425	23
Total Number of Waitlist/Deferrals	306	16
Total Number of Withdrawn	391	21
Total Number of Unknown	26	1
Average Number of Applications per Student	9.1	
Total Number of Different Schools Applied	342	
Total Number of Students Submitting Applications	205	100
Total Number of Applications Processed	1856	

**Class of 2019**

	<b># of Applications</b>	<b>% of all Applications</b>
Total Number of Acceptances	860	50
Total Number of Denials	549	31
Total Number of Waitlist/Deferrals	148	12
Total Number of Withdrawn	226	13
Total Number of Unknown	17	7
Average Number of Applications per Student	8.9	
Total Number of Different Schools Applied	274	
Total Number of Students Submitting Applications	202	99
Total Number of Applications Processed	1801	

**Class of 2020**

	<b># of Applications</b>	<b>% of all Applications</b>
Total Number of Acceptances	789	52
Total Number of Denials	364	24
Total Number of Waitlist/Deferrals	186	12
Total Number of Withdrawn	224	15
Total Number of Unknown	43	3
Average Number of Applications per Student	8.3	
Total Number of Different Schools Applied	309	
Total Number of Students Submitting Applications	184	99
Total Number of Applications Processed	1524	

## Student Outcomes - Classes of 2018, 2019 and 2020

### Class of 2018 (202 Students)

Outcome	# of Students	% of Class
2 Year College	3	1.5
4 Year College	191	94
In-State College	27	14
Out of State College	167	86
International Colleges	3	1.5
Public Institution	73	37
Private Institution	124	63
PG Year	0	0
Military	0	0
Gap Year	1	.5
Undecided	2	1

### Class of 2019 (206 Students)

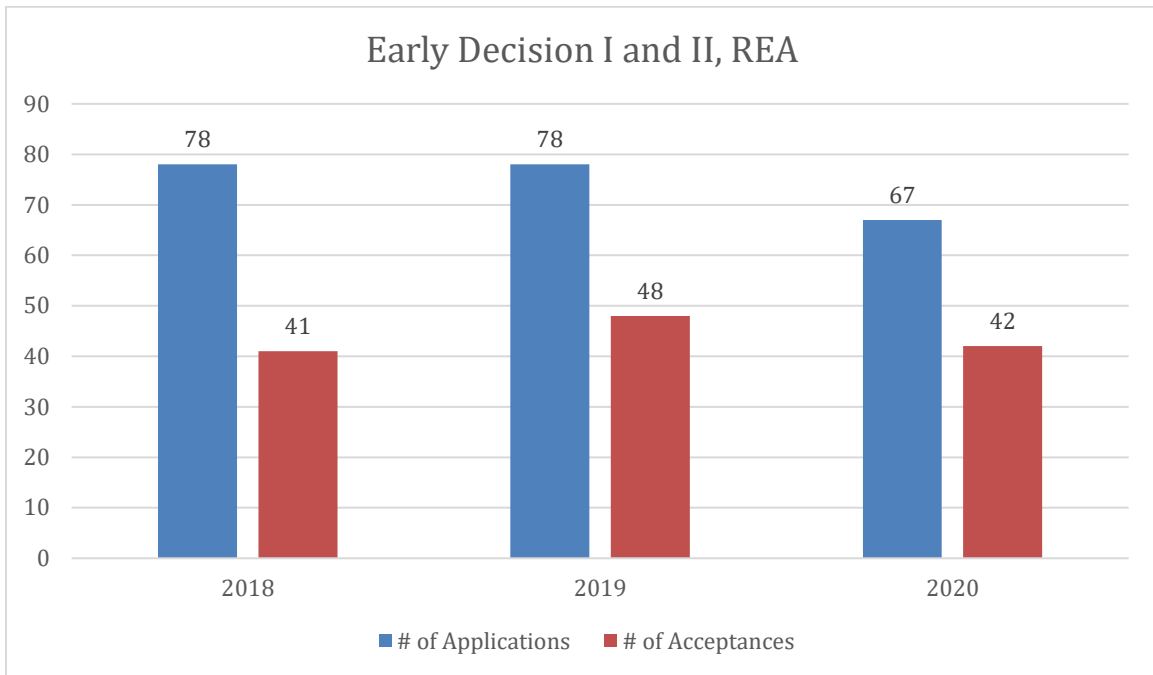
Outcome	# of Students	% of Class
2 Year College	4	2
4 Year College	195	95
In-State College	32	15
Out of State College	167	81
Public Institution	69	33
Private Institution	99	48
PG Year	1	.5
Military	1	.5
Gap Year	1	.5
Undecided	5	2

### Class of 2020 (186 Students)

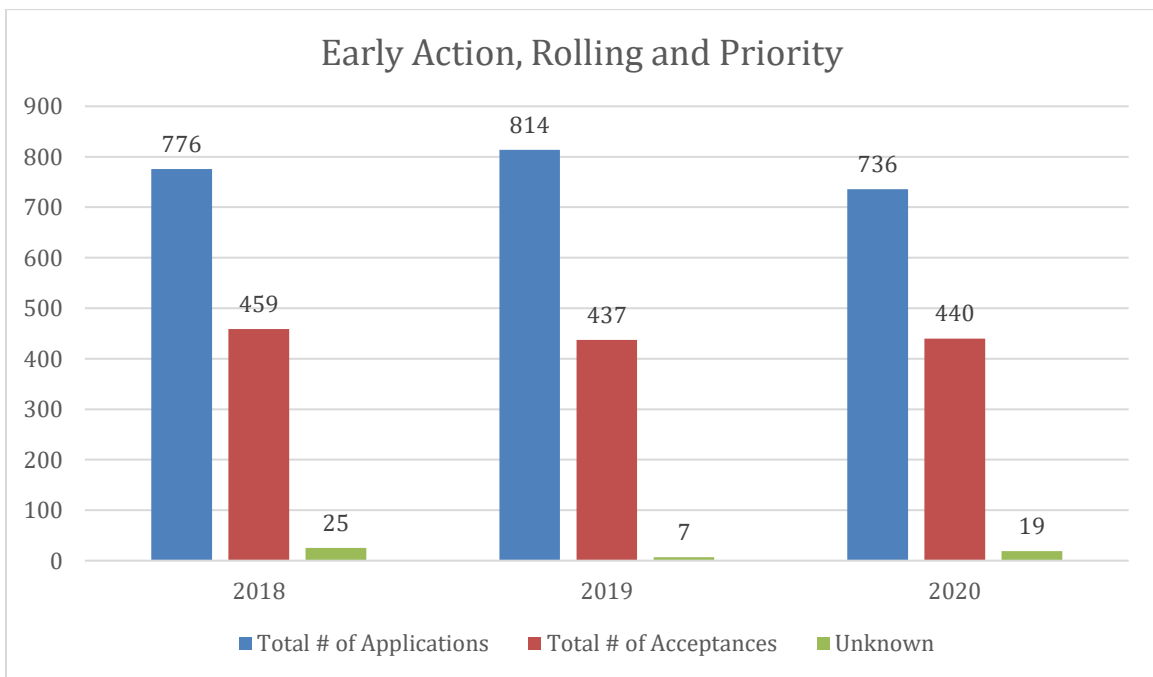
Outcome	# of Students	% of Class
2 Year College	5	3
4 Year College	177	95
In-State College	21	11
Out of State College	160	86
Public Institution	73	39
Private Institution	92	50
PG Year	0	0
Military	0	0
Gap Year	0	0
Undecided	3	1

## Analysis of Early Application Programs

### Classes of 2018, 2019 and 2020



\*63% of the students in the Class of 2020 who applied ED I and/or ED II received an acceptance



\*123 of the 141 unique students applying EA, Rolling, or Priority received at least one acceptance (87%)

\*\* 169 of the 184 students' applied to an early program (92% of the class)

## **Barron's Selectivity Rankings**

Barron's *College Admissions Selector Rating* groups the colleges and universities listed in *Profiles of American Colleges* according to the degree of admissions competitiveness. The selector is not a rating of colleges by academic standards of quality of education; it is rather an attempt to describe, in general terms, the situation a prospective student will meet when applying for admission. The factors used when determining the category for each college is comprised of college entrance exams (SAT, ACT), rank in class, and GPA (Barron, *Profile of American Colleges*, 29<sup>th</sup> Edition).

### **Class of 2020 Acceptances based on Selectivity**

#### **Most Competitive Colleges**

<b>Year</b>	<b># of Applications</b>	<b># of Acceptances</b>	<b>% Admitted</b>
<b>2018</b>	424	142	33
<b>2019</b>	501	153	31
<b>2020</b>	301	99	33

#### **Highly Competitive Colleges**

<b>Year</b>	<b># of Applications</b>	<b># of Acceptances</b>	<b>% Admitted</b>
<b>2018</b>	353	215	61
<b>2019</b>	414	192	49
<b>2020</b>	202	108	53

## **Most Competitive**

Amherst College  
Barnard College  
Bates College  
Boston College  
Bowdoin College  
Brandeis University  
Brown University  
Bryn Mawr College  
Bucknell University  
California Institute of Technology  
Carleton College  
Carnegie Mellon University  
Case Western Reserve University  
Claremont McKenna College  
Colby College  
Colgate University  
College of the Holy Cross  
College of William and Mary  
Columbia University  
Connecticut College  
Cooper Union  
Cornell University  
Dartmouth College  
Davidson College  
Duke University  
Emory University  
Franklin and Marshall College  
George Washington University  
Georgetown University  
Hamilton College  
Harvard University  
Harvey Mudd College  
Haverford College  
Johns Hopkins University  
Kenyon College  
Lafayette College  
Lehigh University  
Macalester College  
Massachusetts Institute of Technology  
Middlebury College  
New York University  
Northwestern University  
Oberlin College  
Occidental College  
Pomona College  
Princeton University  
Reed College  
Rensselaer Polytechnic Institute  
Rice University  
Rose-Hulman Institute of Technology  
Scripps College  
Smith College  
Stanford University  
Swarthmore College  
The College of New Jersey  
Tufts University  
Tulane University  
United States Air Force Academy  
United States Military Academy  
United States Naval Academy  
University of California – Berkeley  
University of California – Los Angeles  
University of Chicago  
University of Miami  
University of North Carolina-Chapel Hill  
University of Notre Dame  
University of Pennsylvania  
University of Richmond  
University of Rochester  
University of Southern California  
University of Virginia  
Vanderbilt University  
Vassar College  
Villanova University  
Wake Forest University  
Washington and Lee University  
Washington Theological Union  
Webb Institute  
Wellesley College  
Wesleyan University  
Whitman College  
Williams College  
Yale University

## Highly Competitive

American University	Rutgers University
Babson College	Santa Clara University
Bard College	Sarah Lawrence College
Beloit College	Skidmore College
Bentley University	St. John's College
Boston University	St. Olaf College
Clark University	SUNY at Binghamton
Clemson University	SUNY at Geneseo
Denison University	Syracuse University
Dickinson College	The New School
Elon University	Thomas Aquinas College
Emerson College	Trinity College
Fordham University	Trinity University
Furman University	Union College
Gettysburg College	University of California- Irvine
Hampshire College	University of California- Santa Barbara
Lawrence University	University of Connecticut
Marquette University	University of Florida
Mount Holyoke College	University of Georgia
Muhlenberg College	University of Illinois – Urbana
New College of Florida	University of Maryland – College Park
Northeastern University	University of Michigan
Pepperdine University	University of Wisconsin – Madison
Providence College	Wheaton College
Rhodes College	Worcester Polytechnic Institute

## Description of the College Admissions Selector

**Most Competitive:** These colleges require high school rank in the top 10% – 20% and grade averages of A – B+. Median freshman test scores at these schools are generally between 655 and 800 on the SAT and 29 and above on the ACT. Admittance is generally less than one third.

**Highly Competitive:** Colleges in this group generally look for students with grade averages of B+ – B and accept most of their students from the top 20% – 35% of the high school class. Median freshman test scores at these schools generally range from 620 to 654 on the SAT and 27 to 28 on the ACT. Acceptance to these schools is generally between one third and one half of their applicants.

**Remaining Categories:** Very Competitive, Competitive, Less Competitive

## Weston High School

June 15, 2020

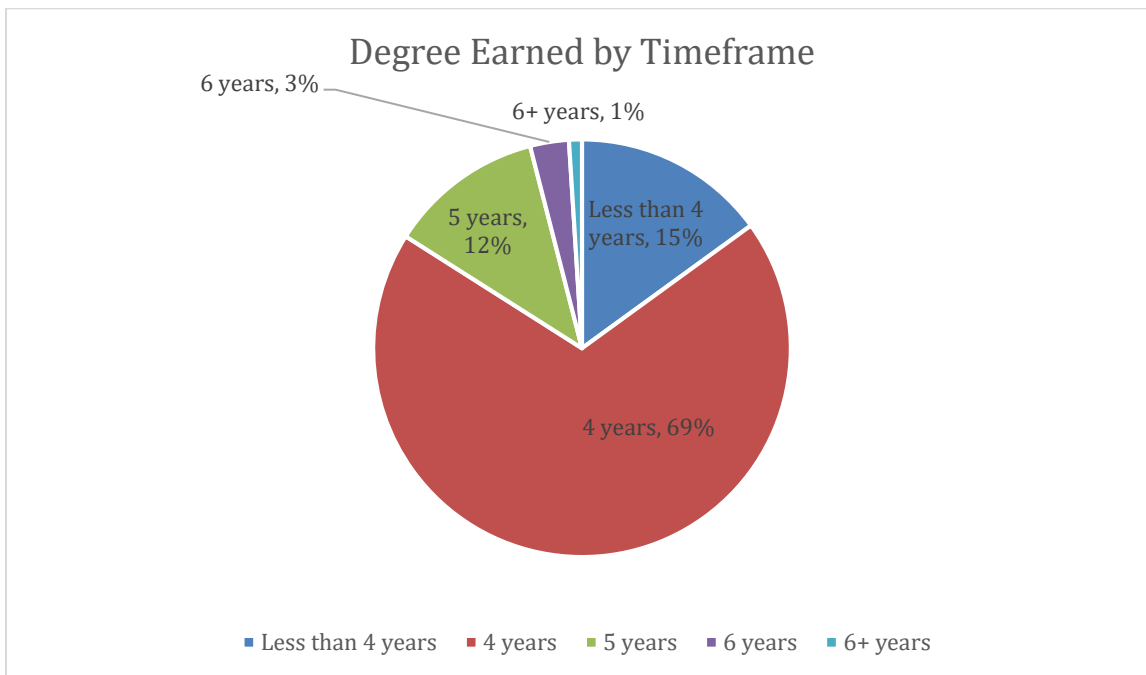
### College Matriculation

American University	Manhattanville College
Auburn University	Marist College
Bentley University	Marymount Manhattan College
Berklee College of Music	Massachusetts Institute of Technology
Binghamton University	McGill University
Boston College	Miami University- Oxford
Bowdoin College	Michigan State University
Brandeis University	Montclair State University
Brown University	Northeastern University
Bryant University	Norwalk Community College
Bucknell University	Pace University- New York
Cal Poly, San Luis Obispo	Princeton University
Champlain College	Purdue University- Main Campus
Clemson University	Quinnipiac University
Coastal Carolina University	Roanoke College
Colby College	Rochester Institute of Technology
Colgate University	Rollins College
College of Charleston	Sacred Heart University
College of the Holy Cross	Saint Michael's College
Connecticut College	San Diego State University
Dartmouth College	Southern Methodist University
Dickinson College	Stanford University
Duke University	Stetson University
Eastern Connecticut State University	Syracuse University
Eckerd College	The University of Alabama
Elon University	The University of Tampa
Endicott College	The University of Tennessee- Knoxville
Fairfield University	The University of Texas at Austin
Fordham University	Trinity College
Gateway Community College	Trinity College Dublin
Hamilton College	Tufts University
Indiana University- Bloomington	Tulane University of Louisiana
Iona College	Union College - Schenectady
Ithaca College	United States Naval Academy
Jefferson (Philadelphia University + Thomas Jefferson University)	University of Amsterdam
Johnson & Wales University, Providence	University of British Columbia
Lehigh University	University of Chicago
Lynn University	University of Colorado Boulder
Manhattan College	University of Connecticut

University of Connecticut at Stamford  
University of Maine  
University of Maryland-College Park  
University of Massachusetts- Amherst  
University of Miami  
University of Michigan-Ann Arbor  
University of New Hampshire-Main Campus  
University of New Haven  
University of Notre Dame  
University of Pennsylvania  
University of Rhode Island

University of South Carolina- Columbia  
University of Southern California  
University of St Andrews  
University of Toronto Undergraduate Only  
University of Vermont  
University of Virginia-Main Campus  
University of Wisconsin- Madison  
Villanova University  
Virginia Tech  
Washington University in St Louis  
Wheaton College - Massachusetts

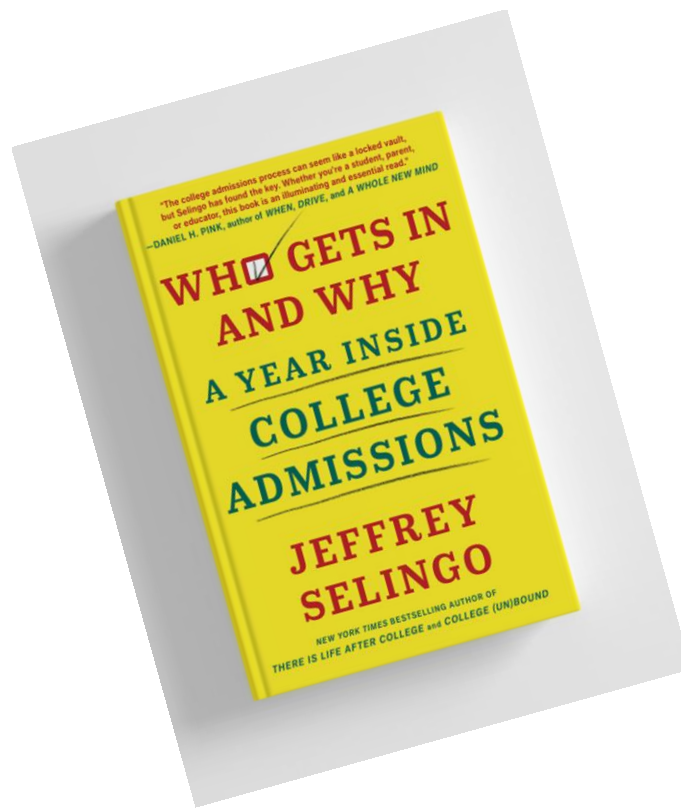
### Alumni Data from the Class of 2014



November 19<sup>th</sup> at 7pm

The WHS Counseling Department Presents

# *Who Gets In and Why*



## **Curriculum Committee Meeting**

November 11, 2020 9:00 a.m.

Via Zoom

### **1. Call to Order**

The meeting was called to order at 9:00 am

#### Present Committee Members:

Taffy Miller (Chairperson), Hillary Koyner, Gina Albert

#### Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal

#### Members of the Public:

Ruby Hedge, Kristana Esslinger

### **2. Follow up discussion regarding modifications to school scenarios**

#### Discussion:

- Mr. Doak updated the Committee on the first two weeks of the full day hybrid schedule following the usual A-B schedule. Team leaders and teachers continue to work on how to manage on-screen time with students at home.
- It was noted that VDL families have expressed some loss of VDL support time. WMS team leaders are working with teachers on this as well.
- Committee members discussed possibly surveying VDL families.
- The Committee also discussed the quarantine scenario of a sibling of a sick or COVID-exposed student. The District is eliminating the five-day absence requirement. Going forward it will take only 24 hours to turn around.
- If the District were to go to full remote learning, grades K-8 would utilize a similar schedule to what is currently in use.
- Ms. Wolak discussed the Extended Day Hybrid Schedule that will go into effect on Monday, November 16. She highlighted the plans and accountability for the Extended Learning Hour for student support.
- The high school would also follow this new schedule if the district were to go to full remote learning.

### **3. Follow up discussion on district goals for promoting an inclusive and culturally responsive curriculum**

#### Discussion:

- The district has partnered with Connecticut Center for School Change (CCSC) to support the district goal of diversity, equity and inclusion (DEI). CCSC will conduct a series of workshops with WHS and WMS. The District has chosen to focus primarily at the secondary level for these workshops.

## **DRAFT**

- A professional development that includes all grades K-12 will take place at the March 22, 2021 PD day.
- The CCSC will also work with the Leadership Team starting in December.
- Committee members took a moment to discuss the need for follow up on the WEF grant offer to support district goals of diversity, equity and inclusion.

### **4. K-5 Reading Update**

Discussion:

Committee members had a brief discussion on the Calkins whole-language method on teaching reading and writing versus teaching phonics. Principals Kaddis and Falber each spoke on the Weston approach, which has always maintained a balance between the whole-language approach and phonics.

### **5. Approval of October 2020 Minutes**

Discussion:

At the October meeting, Dr. Pesco brought up to the Committee that WEF has offered to support the DEI goal. Committee members asked that this be noted in the October minutes.

**Motion Passed:** With a motion by Taffy Miller and second by Gina Albert, the October 2020 minutes were approved with noted amendment.

**3 Yeas - 0 Nays.**

### **6. Other curricular issues**

Discussion:

Committee spoke about bringing a discussion on 6<sup>th</sup> grade math placement to the next meeting.

No other items were put forth for discussion. Meeting was adjourned at 10:50 a.m.

Respectfully submitted,

June Curiano