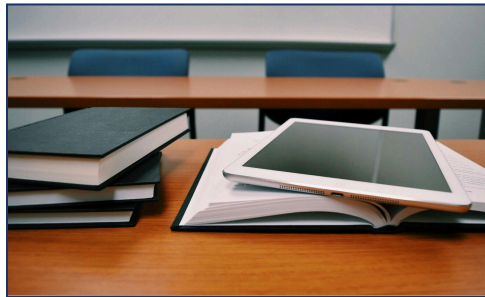




Westport Public Schools

**Smarter Balanced Assessment (SBA),
Next Generation Science Standards (NGSS),
& Scholastic Aptitude Test (SAT)**



2025 Results

MEMO

To: Superintendent Scarice
From: Anna Mahon, Ed.D., Assistant Superintendent of Teaching and Learning
Date: September 12, 2025
Subject: State Testing Results 2025

Dear Superintendent Scarice,

I am pleased to share an initial overview of the State of Connecticut's 2025 assessment results, including the SBA, NGSS, and in-school SAT. Preliminary data were released to districts in July, with final results published in late August. This memo provides a high-level analysis intended to guide ongoing review and discussion with staff in the weeks ahead.

As emphasized in prior Board meetings, student achievement is best understood through multiple measures. Alongside standardized assessments, we consider classroom performance, co- and extracurricular participation, and longitudinal data to provide a comprehensive picture of student success. Standardized assessments, while significant, represent just one dimension of this broader view.

Since the resumption of state testing, Westport students have consistently demonstrated strong performance and, in many cases, notable growth. These results reflect the district's dedication to excellence and the impact of recent curriculum and instructional enhancements. The evidence suggests we are moving in a positive direction.

At the same time, the data highlight cohorts of students who require additional support. We are carefully triangulating these findings with other indicators, such as benchmark and curriculum-based assessments, to better understand the factors driving performance gaps. This analysis informs our evaluation of recent curricular adjustments and guides the use of targeted, evidence-based strategies to meet identified needs.

This initial review includes a historical perspective on SBA performance, an unmatched cohort analysis, and a disaggregated look at key subgroups. I look forward to presenting and discussing these results in greater detail at the September 18th Board of Education meeting.

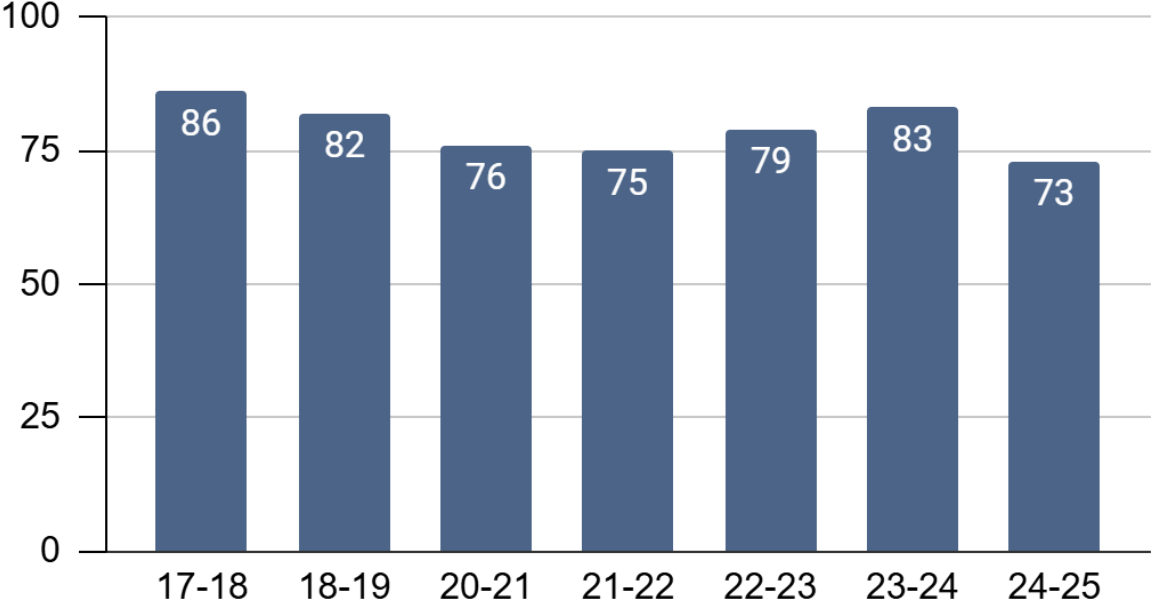
Sincerely,

Anna

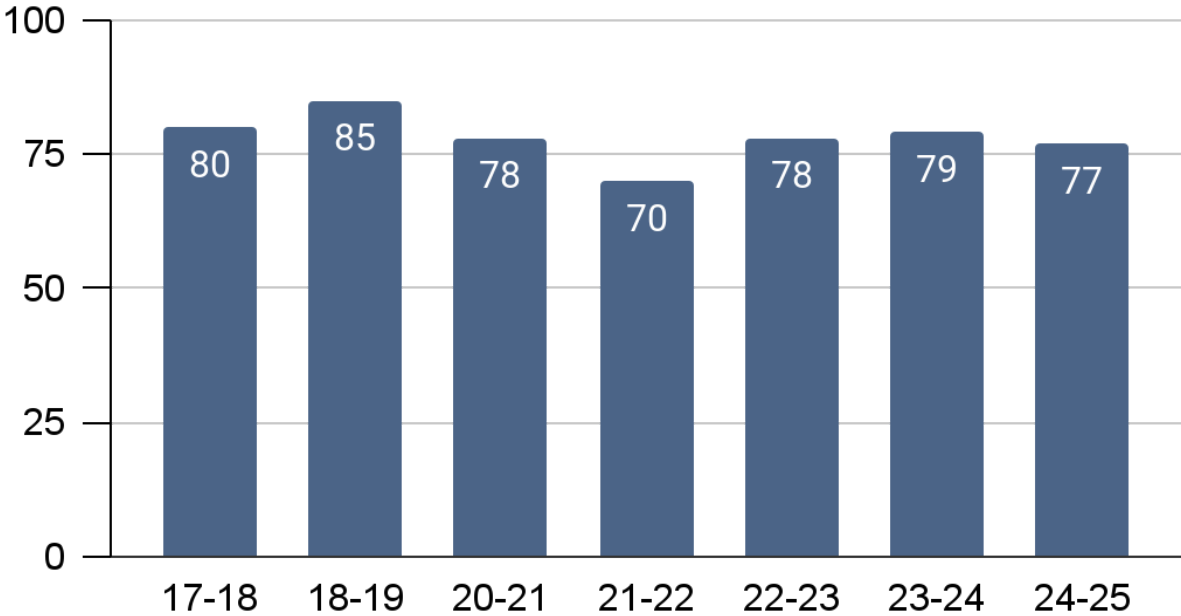
Historical Perspective

Smarter Balanced Mathematics – At or Above Benchmark

Grade 5

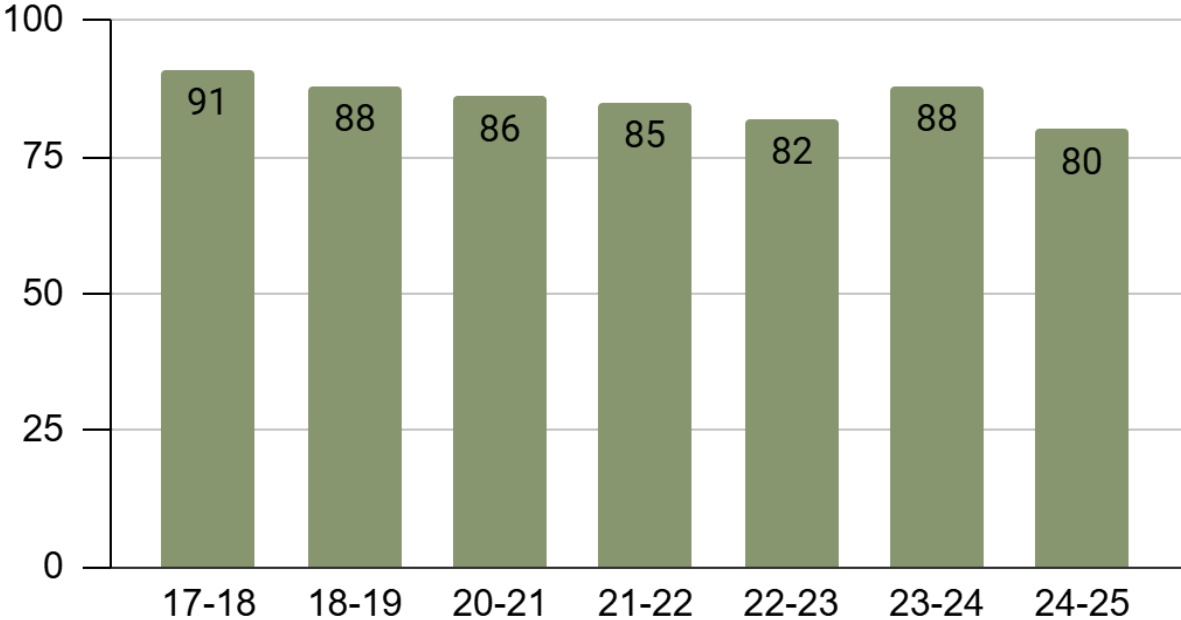


Grade 8

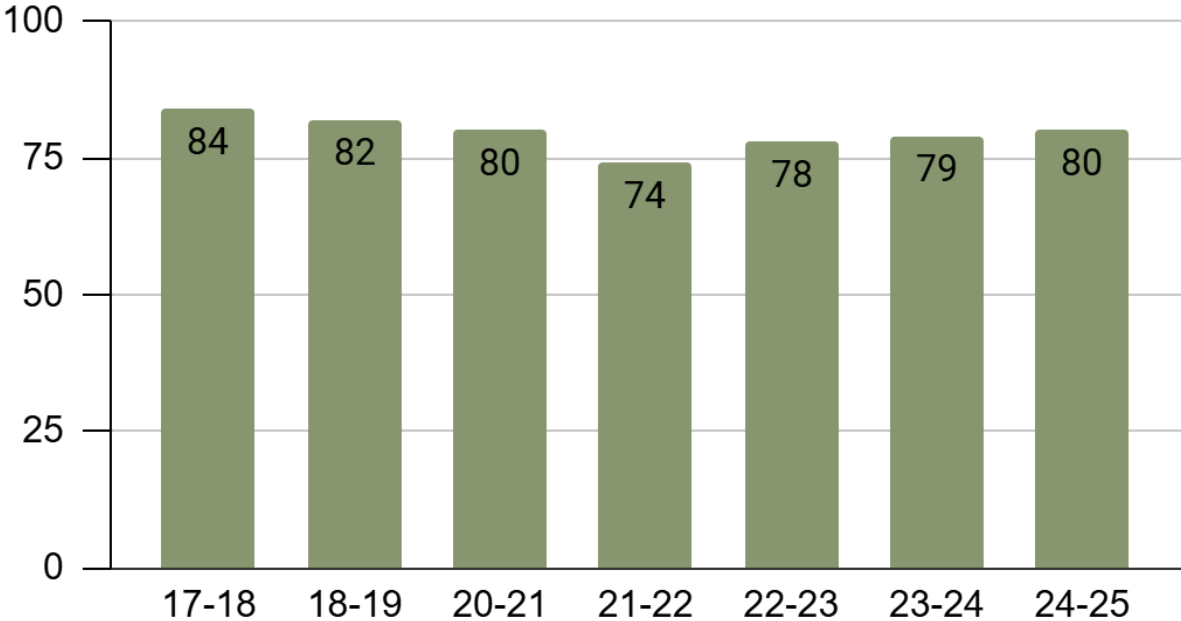


Smarter Balanced English Language Arts – At or Above Benchmark

Grade 5



Grade 8



Unmatched Cohorts

Elementary

Math	21-22	22-23	23-24	24-25
Grade 3	84	80	82	
Grade 4	77	89	78	83
Grade 5	75	79	83	73

ELA	21-22	22-23	23-24	24-25
Grade 3	85	74	79	
Grade 4	79	86	80	81
Grade 5	85	82	88	80

Middle School

Math	21-22	22-23	23-24	24-25
Grade 6	74	73	76	84
Grade 7	76	82	77	77
Grade 8		78	79	77

ELA	21-22	22-23	23-24	24-25
Grade 6	75	72	71	86
Grade 7	76	79	75	80
Grade 8		78	79	80

Transition From Grade 5 to Grade 6

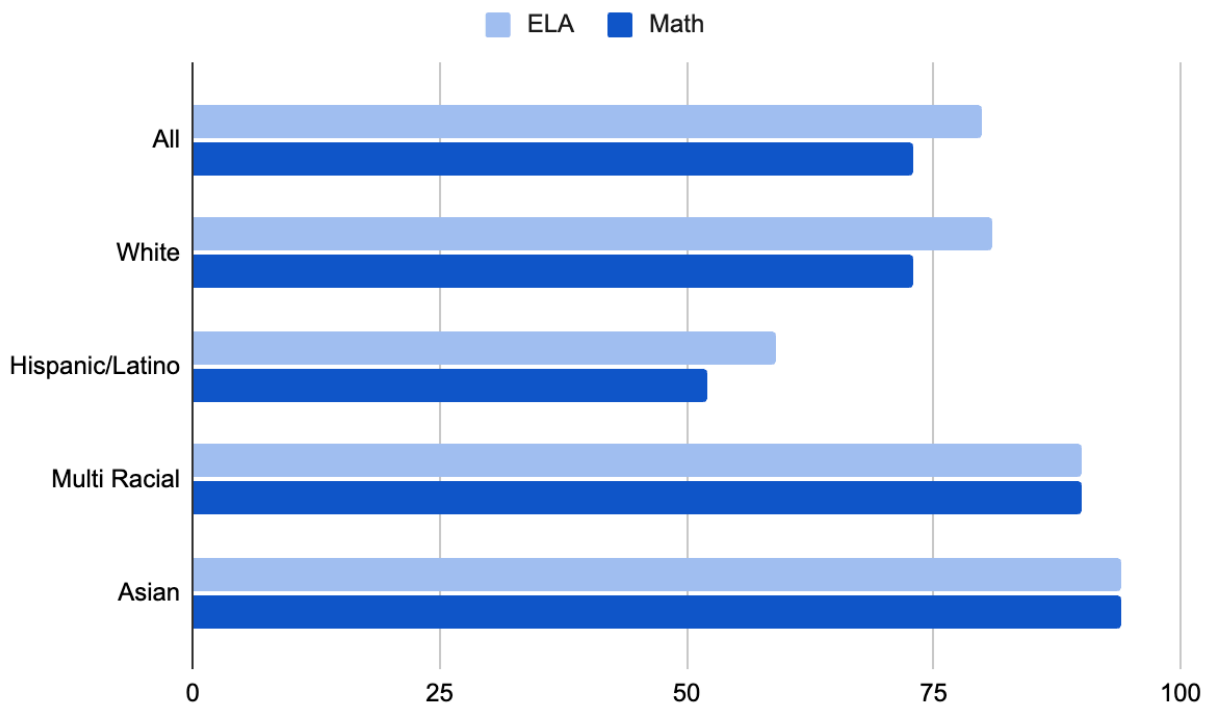
Smarter Balanced Assessment - at or above benchmark

Math	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Grade 5	86	82		76	75	79	83	73
Grade 6		81			74	73	76	84
ELA	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Grade 5	91	88		86	85	82	88	80
Grade 6		83			75	72	71	86

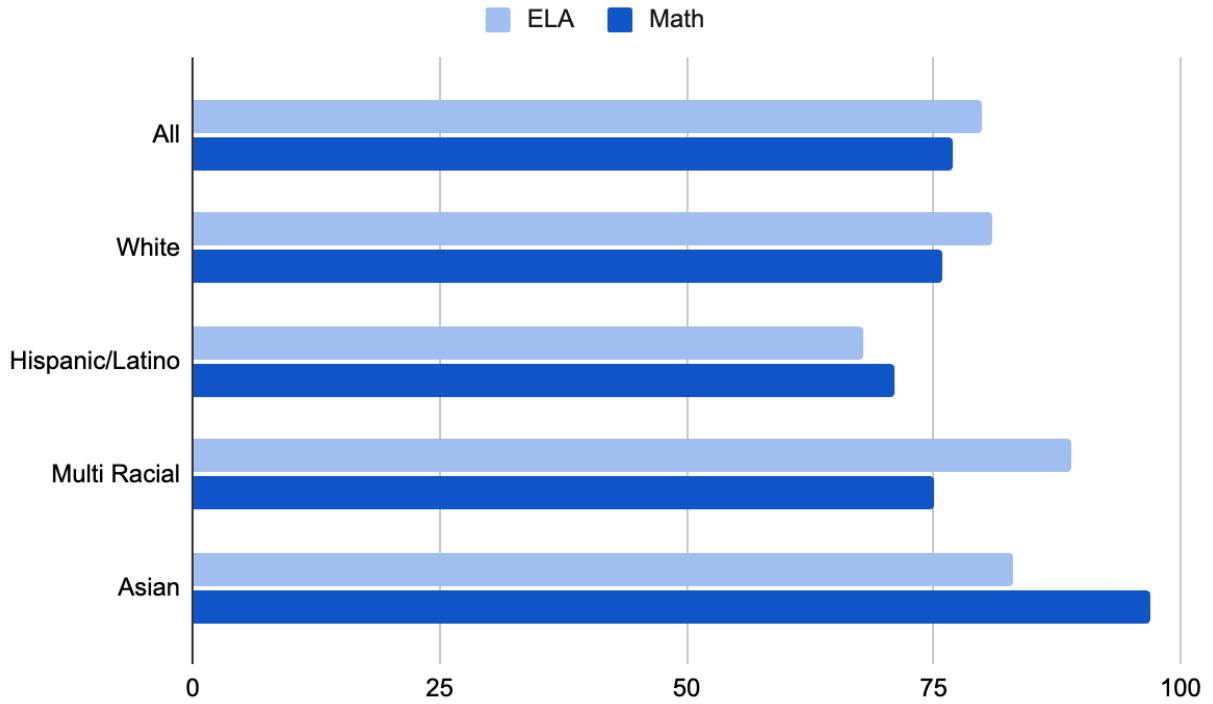
Performance by Race/Ethnicity

Percentage At or Above Benchmark

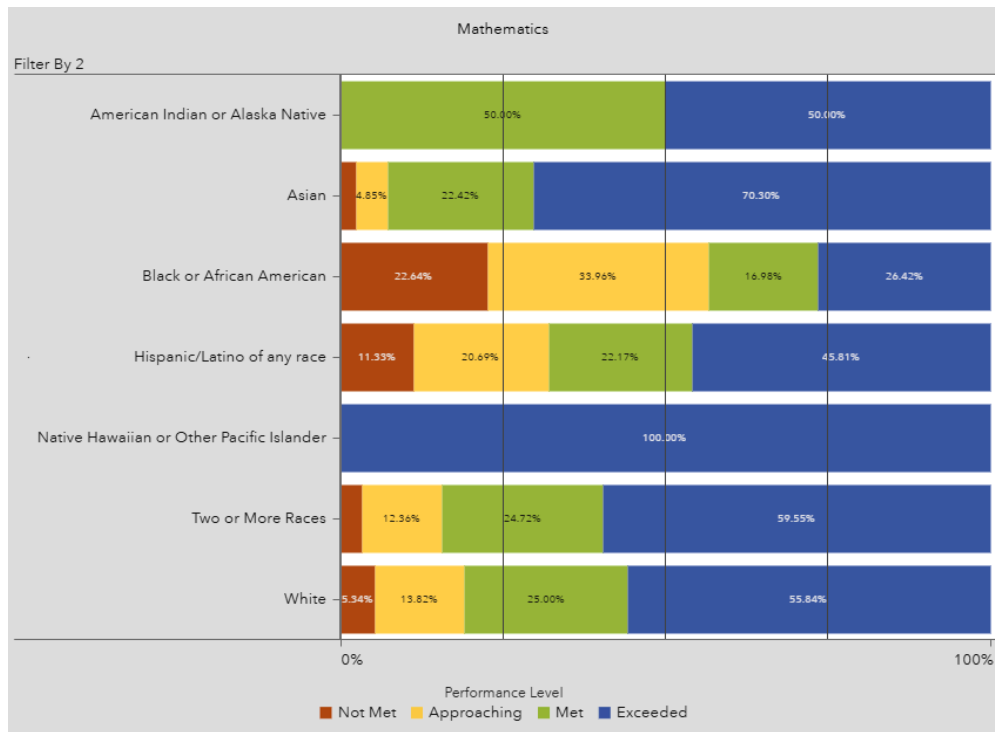
Grade 5



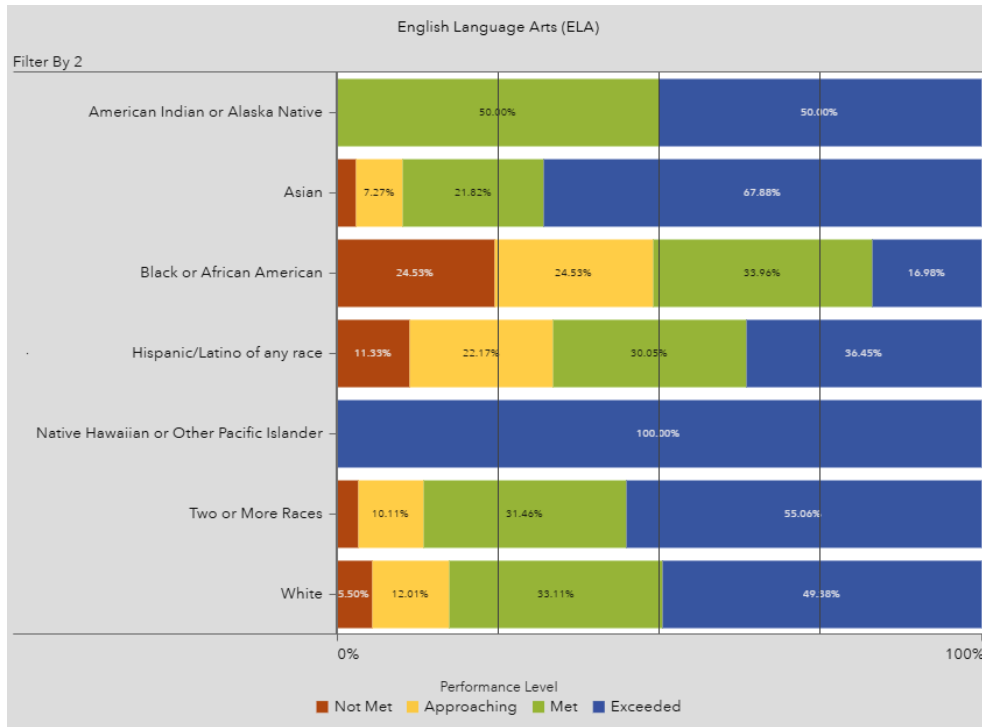
Grade 8



Performance by Race/Ethnicity (District Results) Mathematics



English Language Arts

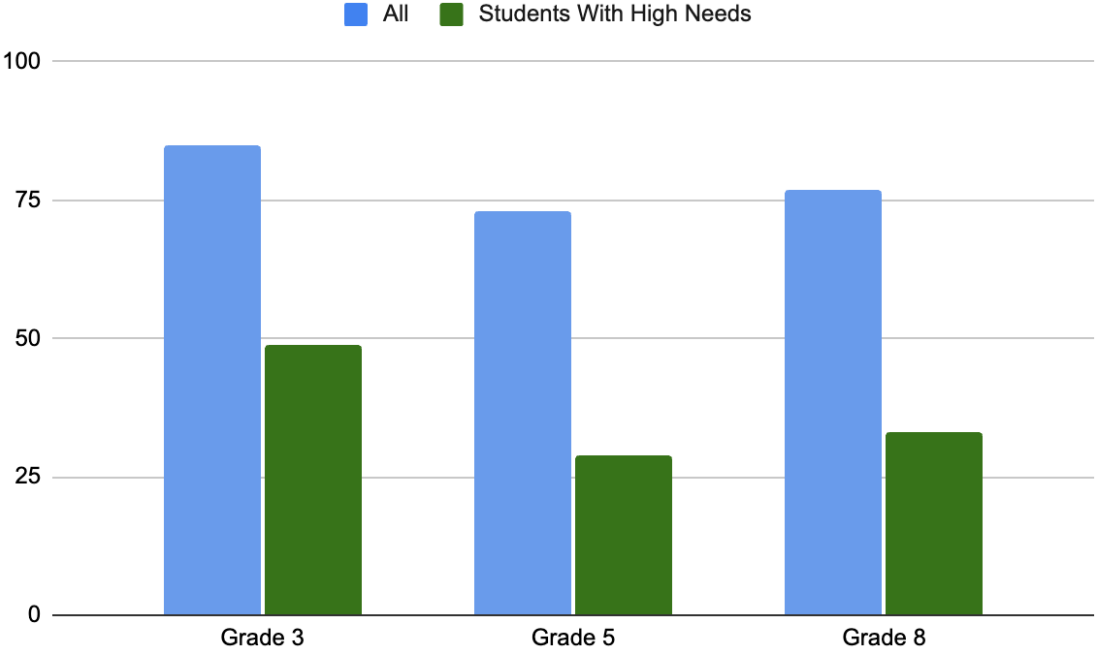


SBA Performance –At or Above Benchmark

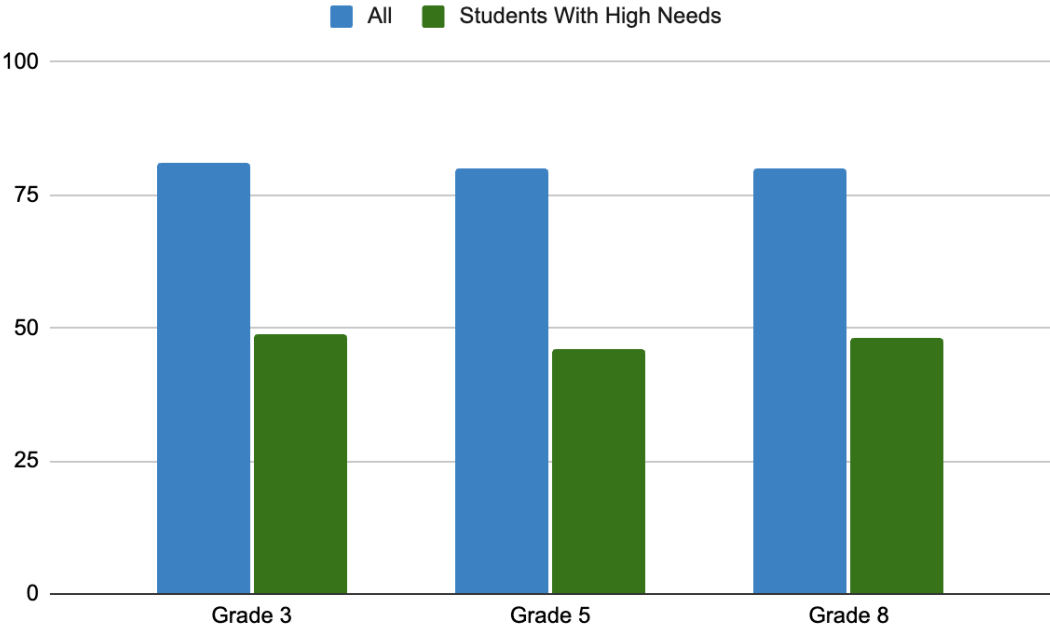
Race/ Ethnic	English Language Arts	Mathematics
Asian	90%	93%
Black	46%	41%
Hispanic/Latino	67%	68%
Two or More Races	87%	84%
White	82%	81%

Performance of Students With High Needs

Smarter Balanced Results 2025 – Mathematics

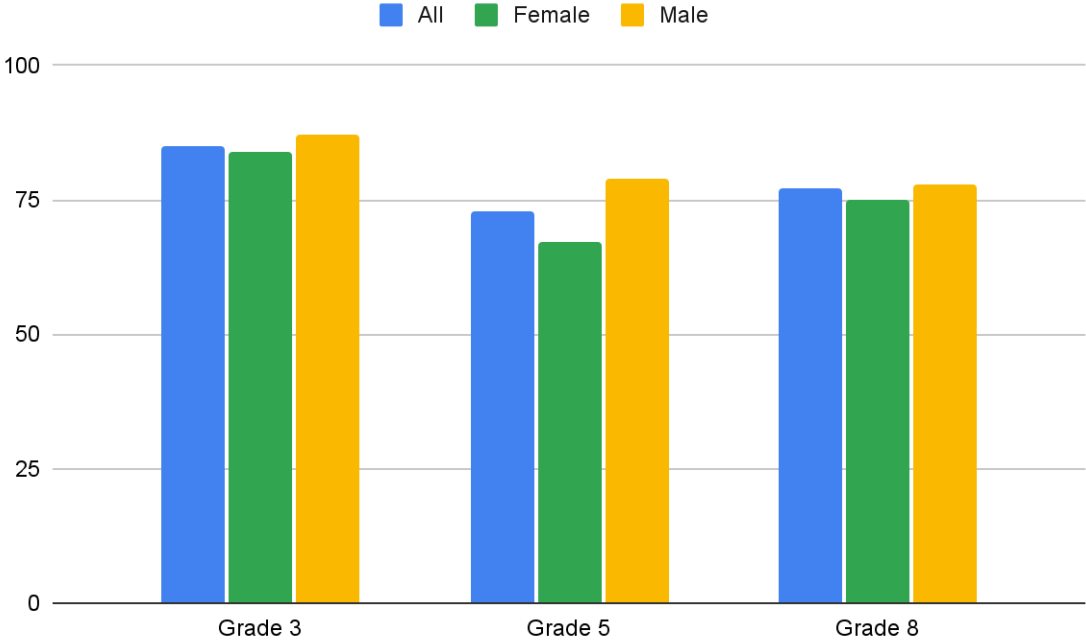


Smarter Balanced Results 2025 – English Language Arts

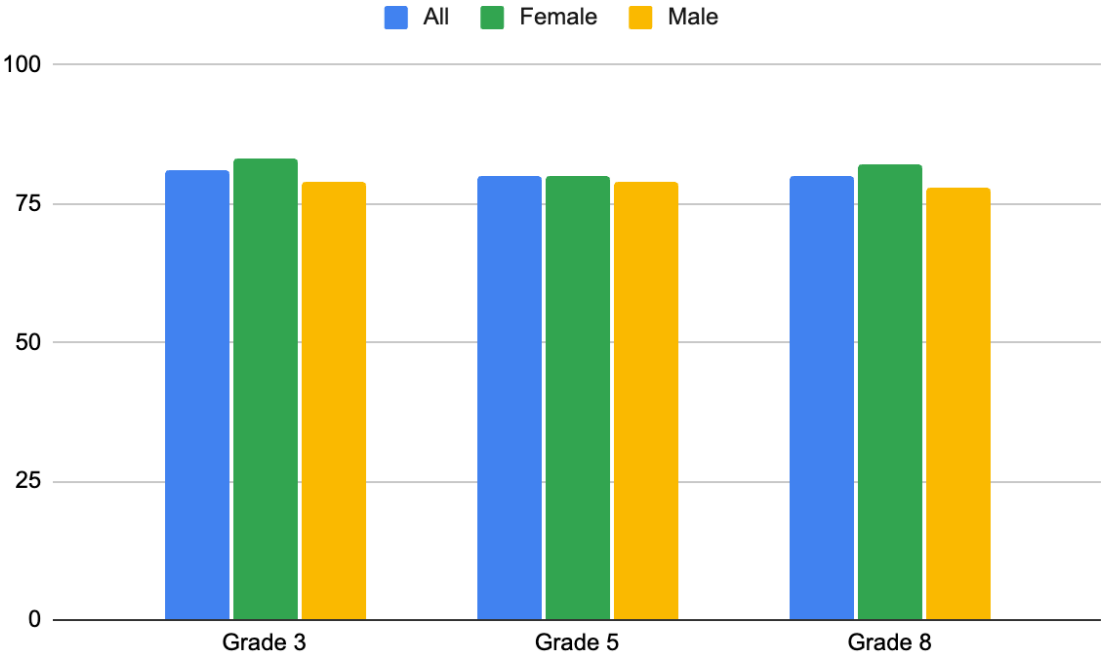


Performance by Gender

Mathematics



English Language Arts



Next Generation Science Standards (NGSS) – Met or Exceeded Standard

Grade	21-22	22-23	23-24	24-25
5	79%	78%	84%	76%
8	72%	81%	77%	80%
11	58%	67%	80%	75%

School Day SAT Results – Average Score

Year	ELA	Math	Total
2025	606	593	1199
2024	612	602	1214
2023	602	613	1215
2022	604	618	1222
2019	612	610	1222

School Day SAT Results – Met or Exceeded Benchmark

Year	ELA	Math
2025	90%	75%
2024	91%	77%
2023	87%	77%
2022	91%	79%
2019	92%	78%

SAT Results for DRG A 2025 - Average Score

District	ELA	Math	Total
Darien	615	603	1218
New Canaan	612	602	1214
Region 9	567	554	1121
Ridgefield	586	569	1155
Weston	605	583	1188
Westport	606	593	1199
Wilton	605	602	1207

Findings, Challenges and Questions:

Key Findings:

- Westport students continue to perform at high levels, especially as compared to state and peer districts
- Performance gaps remain among racial subgroups; the cohort of students with high needs underperform relative to peers
- There has historically been a noted decline in performance on SBA when students transition from grade 5 to 6, but this year's scores did not show this decline
- The targeted focus in upper elementary ELA yielded stability in grades 3–5
- Middle school math remains steady, though Grade 5 data shows a dip
- SAT scores continue to be strong, are competitive in the DRG, and rank among the highest in the state
- NGSS results fluctuate year to year, but remain strong compared to state averages

Questions and Challenges Requiring Further Analysis:

- To what extent are dips or spikes in performance tied to specific cohorts of students versus broader instructional or systemic factors?
- What specific interventions are proving effective—or ineffective—in narrowing achievement gaps? How do benchmark/curriculum assessments align with SBA subgroup patterns?

Next Steps:

- Ongoing and further analysis and discussion with staff to address challenges, both academically and behaviorally, that may be impacting performance
- Ongoing collection and analysis of disaggregated data at school and grade level
- Further contemplate and develop plan to address performance gaps and performance disparities over time
- Professional development on targeted instructional strategies to support problem solving skill development in math
- A continued focus at the grade 5 to grade 6 transition, beginning with structured collaboration of elementary and secondary personnel