

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

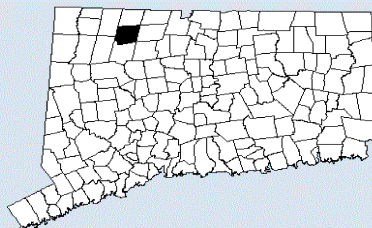


The Gilbert School District

Dr. Anthony Serio, Superintendent • 860-379-6163

District Information

Grade Range	7-12
Number of Schools	1
Enrollment	537
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2012-13 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).
 State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	222	41.3	48.3
Male	315	58.7	51.6
American Indian	*	*	0.2
Asian	34	6.3	4.6
Black or African American	*	*	12.9
Hispanic or Latino	68	12.7	21.2
Pacific Islander	0	0.0	0.0
White	398	74.1	58.4
Two or More Races	22	4.1	2.3
English Language Learners	22	4.1	5.7
Eligible for Free or Reduced-Price Meals	240	44.7	37.3
Students with Disabilities ¹	80	14.9	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	46	20.2	47	20.4
Male	39	12.6	103	32.0
Black or African American	*	*	9	*
Hispanic or Latino	8	12.1	22	33.3
White	66	16.8	109	26.9
English Language Learners	*	*	9	40.9
Eligible for Free or Reduced-Price Meals	50	21.9	96	38.8
Students with Disabilities	21	25.9	36	40.9
District	85	15.8	150	27.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 31

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	41.6
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	4.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	45.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	51	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	*	*
White	10	17.5	23	40.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	6	20.0
Students with Disabilities	*	*	0	0
District	17	21.3	26	33.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

PK-12 Expenditures Used for Special Education	N/A	N/A
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
High Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
High Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	64.4	67.9	168	66.1
Curl Up	N/A	N/A	88.5	75.3	168	82.1
Push Up	N/A	N/A	64.4	58.0	168	61.3
Mile Run/PACER	N/A	N/A	48.3	51.9	168	50.0
All Tests - District	N/A	N/A	36.8	34.6	168	35.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	40	67.5	67.2	Yes	69.9
Students with Disabilities	*	*	.		.
District	94	75.5	80.1	No	81.5
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	70.4	25	35.2
Male	48.8	22	25.6
Black or African American	*	0	*
Hispanic or Latino	38.1	*	*
White	61.4	38	33.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	45.3	6	11.3
Students with Disabilities	*	*	*
District	58.6	47	29.9
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	83.8	87.5
Male	63.6	69.2
Black or African American	*	*
Hispanic or Latino	*	*
White	74.1	80.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	68.0	68.2
Students with Disabilities	*	*
District	74.3	79.3
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

PowerSchool was brought into Gilbert with the start of the new administration in 2012. All parents have access to PowerSchool and school messenger provides email blasts, texts messages and calls to parents.

Each Sunday evening the principal sends a message to all parents, students, staff and faculty communicating upcoming events, items of concern and any other pertinent information.

Our website has been completely reformatted and a web manager within the building has been hired to update it daily. Teachers all have been given iPads to begin the implementation of websites and utilize them to send correspondence to teachers using many methods.

There is both a middle school publication, "The Gilbert Buzz" and a high school publication, "The Gazette". These are monthly publications available to everyone highlighting the events and people within The Gilbert School.

We conduct open houses, course selection nights, Community forums and this year we have formulated a GPA (Gilbert Parent Ambassador) Program which is a non- fundraising PTO, focusing on a different theme each month to provide information to parents and allow for questions to be answered and concerns to be addressed.

Curriculum writing is an ongoing process and throughout the year 2013-2014, each department was given a day per month to restructure curriculum to focus on common score standards. This has proven to be a valuable as the curriculum is aligned, benchmarks created and common formative and summative assessments designed.

Lessons created by all our faculty not only address the inquiry based SBAC test, but also integrate higher level thinking skills daily into our curriculum. Data is used to drive instruction through 7, 8 and 9th grade teams as well as departments for grades 10-12. A Literacy Program was implemented and all students who are behind grade level as measured by several indicators are given direct instruction in order to improve literacy skills. The same idea has been developed in math, where math recess for grades 7 and 8 as well as remediation for high school students called math plus have helped students gain the skills they were missing. The initiative for every faculty and staff member as well as students in grades 9-12 has made a significant improvement by also providing an iPad to all 7th and 8th grade students as well.

A very dedicated effort was put into improving the AP program. The Gilbert School is offering fourteen AP classes and one online AP class, up from 6 classes in 2012. There are significantly more students enrolled in the AP program and significantly higher success rates of three and higher.

PSAT's are given free of charge to all sophomores and juniors and we have continued the SAT prep course that was established to help students achieve higher levels of success. Scores rose dramatically in 2014 and graduating seniors were accepted into more prestigious schools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2013-2014 school year, the Gilbert School implemented its first International Residency Program, accepting forty-five students from around the world. This program led to the creation of a Student Ambassador Program and its premise of "The Gilbert School, Connecting Winsted, CT with the World". Students from grades 7-12 took part in this program at various levels and student diversity programs were developed to not only welcome new students from around the world but to foster a sense of openness and understanding.

We have celebrated every cultural holiday that our students celebrate, by providing meals of foreign lands, productions and cultural activities as well as simple day-to-day conversations between students. The students of Gilbert have united together in this transition and it has been a wonderful experience.

Field Trips from all disciplines have occurred throughout New England, and to international countries. Our students will have the opportunity to tour in China and we hosted a visiting basketball program from Australia which included cultural awareness programs for both programs.

Responsibility, Respect and Safety are the pillars used throughout the building and the Gilbert faculty has worked hard to implement lessons throughout the Advisory Program focusing on these tenants. From Peace Day to a Community Service Program focusing on service learning and paying it forward, the students have developed an insight into what we refer to as "The Gilbert Way", giving back to others.

With an increasing number of Spanish speaking students, The Gilbert School hired two ELL teachers who have worked diligently to provide Professional Development for teachers working with Second Language speakers. Publications and t-shirts are available in multiple languages for all of our families including our international families.

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Equitable Allocation of Resources among District Schools

The Gilbert School is a one-district school. Our sending district has two representatives on the Finance Committee that develop and recommend the budget to the full Board of Education. These representatives are also members of the full Board. The Town of Winchester serves as the primary source of funding for The Gilbert School. A joint committee of Gilbert and Winchester Board members is involved in the budget process.