

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



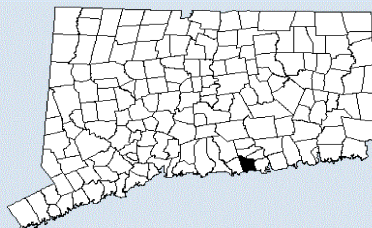
## Westbrook School District

Ms. Patricia Ciccone, Superintendent • 860-399-6432 • <https://www.westbrooketschools.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	678
Per Pupil Expenditures <sup>1</sup>	\$24,832
Total Expenditures <sup>1</sup>	\$18,300,890

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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.ct.gov](http://edsight.ct.gov).

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	347	51.2	48.4
Male	331	48.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	14	2.1	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	125	18.4	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	15	2.2	3.6
White	518	76.4	52.4
English Learners	81	11.9	7.6
Eligible for Free or Reduced-Price Meals	199	29.4	42.1
Students with Disabilities <sup>3</sup>	114	16.8	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	14	4.2	0	0.0
Male	13	4.1	6	1.7
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	19	3.8	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	15	6.6	*	*
Students with Disabilities	12	11.4	*	*
District	27	4.1	6	0.8
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

<sup>4</sup>A student is chronically absent if they miss 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.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Westbrook School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	74.6
Paraprofessional Instructional Assistants	4.1
<b>Special Education</b>	
Teachers and Instructors	16.5
Paraprofessional Instructional Assistants	29.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	2.8
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.4
Counselors, Social Workers and School Psychologists	7.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	44.2

<sup>1</sup>In 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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.9	0.1
White	109	98.2	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.0	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	*	*
White	15	36.6	46	86.8
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	6	28.6	7	*
Students with Disabilities	*	*	10	*
District	20	36.4	53	82.8
State		74.5		85.2

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	12	*
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	37	94.9
Other Health Impairment	19	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	88	87.1
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Westbrook School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	2.8	1.9
Emotional Disturbance	13	2.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	39	6.0	5.5
Other Health Impairment	19	2.9	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	1.2	1.8
All Disabilities	104	16.0	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,317,401	\$16,713	\$10,545
Support services - students	\$375,603	\$517	\$1,373
Support services - instruction	\$444,349	\$611	\$644
Support services - general administration	\$730,812	\$1,005	\$462
Support services - school based administration	\$967,643	\$1,331	\$1,007
Central and other support services	\$173,473	\$239	\$671
Operation and maintenance of plant	\$1,607,598	\$2,211	\$1,629
Student transportation services	\$946,036	\$1,265	\$1,231
Food services	\$49,285	\$68	\$13
Enterprise operations	\$688,691	\$947	\$157
Minor school construction	.	.	\$65
Total	\$18,300,890	\$24,832	\$17,153

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,776,844	38.8	29.7
Instructional Aide Salaries	\$604,831	13.2	9.6
Other Salaries	\$17,419	0.4	10.4
Employee Benefits	\$919,436	20.1	13.0
Purchased Services Other Than Transportation	\$205,261	4.5	5.5
Special Education Tuition	\$580,631	12.7	22.6
Supplies	\$16,851	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$456,060	9.9	8.0
Equipment	\$6,145	0.1	0.2
All Other Expenditures	\$870	0.0	0.1
Total	\$4,584,349	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	96.3
State	2.1
Federal	1.4
Tuition & Other	0.2

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2018-19

## Westbrook School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	6	*	6	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	53	68.6	53	67.4	24	52.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	250	79.4	250	75.4	121	71.6
English Learners	43	65.7	43	64.7	18	*
Non-English Learners	273	79.4	273	75.6	135	70.8
Eligible for Free or Reduced-Price Meals	82	72.2	82	68.3	38	61.9
Not Eligible for Free or Reduced-Price Meals	234	79.4	234	76.1	115	71.6
Students with Disabilities	57	62.0	57	59.3	30	55.5
Students without Disabilities	259	81.0	259	77.3	123	72.5
High Needs	130	68.3	130	65.2	64	58.8
Non-High Needs	186	84.0	186	80.3	89	76.6
District	316	77.5	316	74.1	153	69.2

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>NAEP 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	100.0	76.5	80.7	80.0	185	83.8
Curl Up	90.5	86.3	93.0	88.6	185	89.7
Push Up	83.3	70.6	57.9	80.0	185	71.4
Mile Run/PACER	85.7	88.2	80.7	80.0	185	83.8
All Tests - District	73.8	64.7	56.1	60.0	185	63.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Westbrook School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	11	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	22	81.8
Students with Disabilities	7	*
District	90	92.2
State		88.3

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	36	52.9
Male	94.1	25	49.0
Black or African American	N/A	N/A	N/A
Hispanic or Latino of any race	95.0	*	*
White	96.8	55	58.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.1	10	29.4
Students with Disabilities	86.4	*	*
District	96.6	61	51.3
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	86.7	90.3
Male	70.7	96.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	77.9	95.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	70.0	*
Students with Disabilities	*	*
District	79.1	93.0
State	71.0	87.8

<sup>5</sup>College 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.

<sup>6</sup>College 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

# District Profile and Performance Report for School Year 2018-19

## Westbrook School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.5	75	50.0	50	100.0	67.7
	High Needs Students	68.3	75	45.5	50	91.1	58.1
Math Performance Index	All Students	74.1	75	49.4	50	98.8	63.1
	High Needs Students	65.2	75	43.5	50	86.9	52.7
Science Performance Index	All Students	69.2	75	46.1	50	92.3	63.8
	High Needs Students	58.8	75	39.2	50	78.4	54.2
ELA Academic Growth	All Students	71.2%	100%	71.2	100	71.2	59.9%
	High Needs Students	66.9%	100%	66.9	100	66.9	55.1%
Math Academic Growth	All Students	78.3%	100%	78.3	100	78.3	62.5%
	High Needs Students	70.4%	100%	70.4	100	70.4	55.2%
Progress Toward English Proficiency	Literacy	64.3%	100%	32.1	50	64.3	60.0%
	Oral	65.3%	100%	32.7	50	65.3	52.1%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.3%	<=5%	45.4	50	90.9	16.1%
Preparation for CCR	% Taking Courses	61.3%	75%	40.9	50	81.8	80.0%
	% Passing Exams	51.3%	75%	34.2	50	68.3	42.6%
On-track to High School Graduation		72.5%	94%	38.6	50	77.1	88.0%
4-year Graduation All Students (2018 Cohort)		92.2%	94%	98.1	100	98.1	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.2%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		79.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.2%   63.2%	75%	42.2	50	84.3	96.4%   52.9%
Arts Access		48.7%	60%	40.6	50	81.2	51.9%
<b>Accountability Index</b>				<b>1215.4</b>	<b>1450</b>	<b>83.8</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	68.3	6.7	15.4	
Math Performance Index Gap	75.0	65.2	9.8	17.6	
Science Performance Index Gap	75.0	58.8	16.2	16.1	
Graduation Rate Gap	94.0%	95.2%	-1.2%	11.1%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.8
	High Needs Students	97.4
Math	All Students	98.8
	High Needs Students	97.4
Science	All Students	98.2
	High Needs Students	95.9

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Westbrook School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Westbrook Public Schools (WPS) inspire students to succeed by assuring physically, emotionally and intellectually safe climates in which to learn. Teachers in professional learning communities analyze student data and apply instructional strategies that address individual student learning styles. There are short & long term plans to help all students reach their intellectual potential, while emphasizing their physical, emotional and social development needs. Teaching & learning is built on 21st century and CT Common Core-aligned expectations. Best practices shared among staff are aligned with clearly delineated vision and expectations and designed to create engaging classroom settings. Their needs are also met via alternative programming and supportive Interventions that include specific transitions from school-to-school, to career and higher education. WPS integrate technology into education programming and progress monitoring. All schools have instituted Scientific Research-Based Interventions (SRBI) or progress monitoring to provide students with increased levels of academic and developmental support. Middle and High School parents are critical stakeholders with 24 hour access to their students' grades & attendance, through the WPS student information system, Power School. Teacher web pages also increase communication between home and school, as well as the District website and individual school websites. District and teacher WebPages and school websites and Facebook pages also serve as resources for updated information. A district improvement goal to sustain and measure positive school climates engages WPS stakeholders. The Board of Education (BOE) has applied National School Climate Standards to the work of assuring the quality and character of the school day for all and written the first-in-the-nation School Climate Policy holding all education stakeholders accountable for school climate. On a yearly basis, a valid and reliable survey, measuring the 13 dimensions of school climate characteristics is used. Data meets legislatively-mandated requirements to collect & report trends, and provides the lens through which we connect all members of the education community and intrinsically drive support for learning. Staff has attended Basic Climate training. Advanced & Team Climate and Restorative Practice trainings are offered to promote restorative strategies work. BOE members and parents are included. Hybrid trainings are offered to high school students and our students visit and present to schools and districts statewide. They also Skype and create videos to share their work. Parent presence on committees and at trainings offers parents an understanding of this district initiative. They join staff, students, BOE & community members in this work. The District Climate Council works to establish a seam-less, cohesive school district for all stakeholders. A District Wellness Committee promotes healthy lifestyle choices for stakeholders. Active Parent Teacher Organizations support student success. Parent volunteers serve as readers & listeners for elementary students working to improve fluency and comprehension. WHS parent participation in the Endicott Survey as part of the NEASC Self-Study has provided insight toward continuous school improvement.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

WPS seek ways to interact with peers and teachers from diverse cultures. Our own diversity includes a number of English Language Learners. PLC Leaders and all teachers were trained in EL Strategies by a LEARN consultant to acquire appropriate teaching strategies to maximize teaching and learning for EL students. Staff & students integrate cultural learning activities. The school enjoys a bond with a primary intermediate school in Zibo, China. Chinese students, teachers & administrators visit to exchange instructional practices. WHS has an exchange program with Lycee L'Olivier in Marseille. Our PreK-4 school has breakfast meetings to support the growing population of ELL & to help families make connections. Our website information can be translated into any language necessary. Students have an opportunity to study World Languages. K-4 students study Spanish. WPS employs certified bilingual teachers. A foundational goal of the district is focused on maintaining climates of respect. Staff and student partnerships offer programs to expand our thinking. The district sponsors inter-district programs for our MS&HS students to include urban districts. Students attend forums across the state & are frequently invited to present & facilitate learning on topics aligned with positive climate, social & emotional learning. WHS students have taught lessons on empathy to elementary & MS students. WHS enjoys a relationship with the Yale Center for Emotional Intelligence and Teen Leadership students organized and hosted their 2nd Annual Awareness Day & invited students and staff from Oxford Academy & Woodstock Academy. Freshmen take World Cultures, focusing on a global understanding of diverse populations relative to race, religion and ethnicity. Students are exposed to issues that impact the global economy and international relations. Seniors take World Literature. Students research history & cultural aspects of countries. Our elementary school hosts Literacy Night for students, families & staff that features a multiculturalism approach to "Reading Around the World." Texts used in academic areas feature a respect for cultural diversity awareness. 67% of our students participate in athletics and we offer unified sports.

# District Profile and Performance Report for School Year 2018-19

## Westbrook School District

### **Equitable Allocation of Resources among District Schools**

WPS insures the equity of resources to meet the needs of all students. The Board of Ed is committed to maintaining favorable class sizes and staffing numbers. Grades Pre-K-12 are maintained at levels conducive to a connected and nurturing environment. WPS are moving toward universal preschool with full-day preschool for four-year-olds. All students including those with special needs benefit from full access to staff and instructional resources. At the middle/high levels, we have a Chromebook one-to-one program. Budget preparation is a fair and equitable process. Teachers and administrators work with the superintendent to develop a budget that meets the needs of Pre-K-12 students, while being sensitive to the ability of the town to fund. The budget is scrutinized in an approval process by the BOE and BOF. The school district actively pursues state/federal grants to supplement the budget. The public is encouraged to provide input at BOE and Town meetings during the development process. Despite statewide economic trends, the Town and school district maintain a meaningful collaboration to meet the students' education needs.