

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

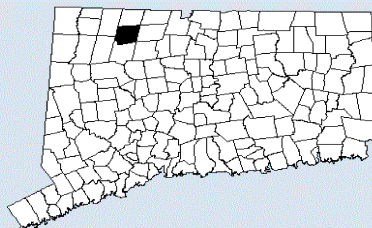


Winchester School District

860-379-0706 • <http://www.winchesterschools.org/>

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	565
Per Pupil Expenditures ¹	\$20,541
Total Expenditures ¹	\$13,536,685

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	255	45.1	48.4
Male	310	54.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	18	3.2	5.1
Black or African American	*	*	12.9
Hispanic or Latino	81	14.3	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	14	2.5	2.9
White	435	77.0	54.8
English Learners	44	7.8	6.8
Eligible for Free or Reduced-Price Meals	314	55.6	35.9
Students with Disabilities ¹	128	22.7	14.3

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	16	6.6	8	3.1
Male	28	9.1	22	6.8
Black or African American	*	*	*	*
Hispanic or Latino	11	12.8	9	10.2
White	28	6.7	19	4.3
English Learners	6	12.5	*	*
Eligible for Free or Reduced-Price Meals	27	9.2	28	8.1
Students with Disabilities	24	19.0	15	10.0
District	44	8.0	30	5.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 11

Number of school-based arrests: 0

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	37.0
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	26.0

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	65	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	14	45.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	60	66.7
Other Health Impairment	37	67.3
Other Disabilities	*	*
Speech/Language Impairment	24	82.8
District	141	59.5
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	33	2.9	1.7
Emotional Disturbance	13	1.1	1.0
Intellectual Disability	7	0.6	0.5
Learning Disability	90	7.8	4.9
Other Health Impairment	55	4.8	2.9
Other Disabilities	16	1.4	1.1
Speech/Language Impairment	35	3.0	1.8
All Disabilities	249	21.6	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	6,757,451	12,132	9,663
Instructional Supplies and Equipment	139,036	250	321
Improvement of Instruction and Educational Media Services	512,699	920	578
Student Support Services	1,107,224	1,988	1,103
Administration and Support Services	1,602,343	2,877	1,861
Plant Operation and Maintenance	460,007	826	1,637
Transportation	1,382,270	1,169	877
Costs of Students Tuitioned Out	1,575,655	N/A	N/A
Other	0	0	201
Total	13,536,685	20,541	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,548,482	21.5	34.6
Noncertified Personnel	735,876	10.2	14.6
Purchased Services	517,320	7.2	5.8
Tuition to Other Schools	3,061,307	42.4	21.8
Special Ed. Transportation	628,428	8.7	8.5
Other Expenditures	727,295	10.1	14.7
Total Expenditures	7,218,708	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.5	55.5
State	44.0	44.0
Federal	0.3	0.3
Tuition & Other	0.3	0.3

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 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	*	*	*	*	*	*
Asian	15	*	15	*	*	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino	46	56.9	46	51.7	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	227	64.3	226	57.4	50	57.7
English Learners	33	55.4	33	57.5	6	*
Non-English Learners	270	63.6	269	56.4	60	55.3
Eligible for Free or Reduced-Price Meals	157	59.1	157	52.8	32	47.6
Not Eligible for Free or Reduced-Price Meals	146	66.5	145	60.6	34	59.2
Students with Disabilities	56	44.0	56	36.6	9	*
Students without Disabilities	247	66.9	246	61.1	57	56.8
High Needs	187	57.5	187	51.8	39	46.3
Non-High Needs	116	71.1	115	64.4	27	64.1
District	303	62.7	302	56.6	66	53.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	96.4	85.9	N/A	N/A	169	91.1
Curl Up	78.6	78.8	N/A	N/A	169	78.7
Push Up	70.2	68.2	N/A	N/A	169	69.2
Mile Run/PACER	52.4	38.8	N/A	N/A	169	45.6
All Tests - District	45.2	34.1	N/A	N/A	169	39.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

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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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	62.7	75	41.8	50	83.6	67.1
	High Needs Students	57.5	75	38.3	50	76.6	55.9
Math Performance Index	All Students	56.6	75	37.7	50	75.4	62.2
	High Needs Students	51.8	75	34.5	50	69.0	50.5
Science Performance	All Students	53.6	75	35.7	50	71.4	55.3
	High Needs Students	46.3	75	30.9	50	61.7	45.2
ELA Academic Growth	All Students	56.4%	100%	56.4	100	56.4	55.4%
	High Needs Students	49.8%	100%	49.8	100	49.8	49.8%
Math Academic Growth	All Students	55.2%	100%	55.2	100	55.2	61.7%
	High Needs Students	47.1%	100%	47.1	100	47.1	53.7%
Chronic Absenteeism	All Students	8.0%	<=5%	44.0	50	88.1	9.9%
	High Needs Students	11.2%	<=5%	37.7	50	75.3	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.4% 39.6%	75%	26.4	50	52.9	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				535.4	850	63.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	71.1	57.5	13.6	16.7	
Math Performance Index Gap	64.4	51.8	12.6	18.7	
Science Performance Index Gap	64.1	46.3	17.8	16.6	
Graduation Rate Gap	

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.6
	High Needs Students	96.2
Math	All Students	97.3
	High Needs Students	96.2
Science	All Students	98.6
	High Needs Students	97.7

³Minimum participation standard is 95%.

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

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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Winchester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2016-2017 school year, Winchester Public Schools was overseen by the State Department of Education specifically, Receivership. At this time, the district was out of compliance with Special Education. Throughout the school year, the district developed protocols and procedures to address the lack of special education compliance, and as of June of 2017, 100% of special education concerns have been addressed successfully. This yielded the development of a Student Resource Center at both Batcheller and Pearson Schools to extend the in-district continuum of services. Additionally, staff members that were writing IEP's were now completing paperwork with fidelity and accuracy.

Much of the 2016-2017 school year focused on developing systems and protocols to ensure a functional school system. The school leaders worked closely with the Turnaround Office to develop the Commissioner's Network Grant that would focus on improving student performance and curricula while increasing the capacity of staff.

Many school events were held throughout the school year that were educationally focused. Families participated at high rates. The curriculum was introduced to families that could readily be accessed from home. This enabled families to further support their child's academic programming.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Winchester Public Schools values diversity and student-centered learning that addresses experiences and activities associated with reducing racial, ethnic, and economic isolation. The educational access in Winchester is uniquely different from most communities. Winchester has established various partnerships with St. Anthony's School, Exploration Charter School, and the Gilbert Semi-Private High School. These educational entities provide uniquely diverse experiences for our students regarding cultures/religion and ethnic exposure/learning. Students have learned to be respectful and appreciative of the grand diversity within our small town. Our Second Step Program supports student learning in the realm of social-emotional learning and diversity appreciation.

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Winchester School District

Equitable Allocation of Resources among District Schools

Winchester Public Schools has been “flat-funded” from the town for many years. This causes us to be extremely cognizant of the financial availability and usage of funds. The distribution of funds is purposeful and thoughtfully aligned to our District Improvement Plans, SDE Turnaround Plan, and School Improvement Plans. The various plans guide the distribution of funds in alignment with what performance data dictates. Students that perform below the grade level expectation marker(s) are provided with quality Tier 1 to Tier 3 Intervention.