

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



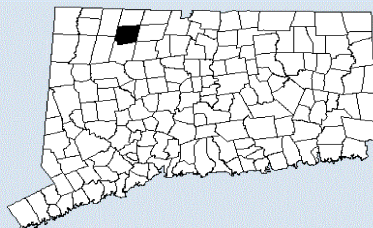
Winchester School District

Mrs. Melony Brady-Shanley, Superintendent • 860-379-0706 • <http://www.winchesterschools.org/>

District Information

Grade Range	PK-6
Number of Schools/Programs	2
Enrollment	575
Per Pupil Expenditures ¹	\$20,851
Total Expenditures ¹	\$23,541,248

¹ Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	299	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	12	2.1	5.2
Black or African American	12	2.1	12.7
Hispanic or Latino of any race	56	9.7	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	20	3.5	3.8
White	473	82.3	51.1
English Learners	23	4.0	8.3
Eligible for Free or Reduced-Price Meals	367	63.8	43.3
Students with Disabilities ³	122	21.2	16.0

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

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	23	8.8	0	0.0
Male	24	8.9	13	4.0
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	0	0.0
White	34	8.0	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	39	12.3	10	2.4
Students with Disabilities	21	17.4	*	*
District	47	8.8	13	2.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 68

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ 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 2019-20

Winchester School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	23.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	3.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	23.5

¹ 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	1.2
Black or African American	1	1.4	4.0
Hispanic or Latino of any race	1	1.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	70	97.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	20	51.3
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	58	69.9
Other Health Impairment	21	56.8
Other Disabilities	*	*
Speech/Language Impairment	16	80.0
District	123	61.2
State		67.8

² 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 2019-20

Winchester School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	4.0	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	83	7.8	5.7
Other Health Impairment	37	3.5	3.3
Other Disabilities	14	1.3	1.1
Speech/Language Impairment	23	2.2	1.8
All Disabilities	213	20.1	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	96	45.1	8.2
Private Schools or Other Settings	19	8.9	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$17,395,404	\$15,408	\$10,923
Support services - students	\$1,412,662	\$2,631	\$1,277
Support services - instruction	\$191,352	\$356	\$682
Support services - general administration	\$623,913	\$1,162	\$467
Support services - school based administration	\$766,400	\$1,427	\$1,021
Central and other support services	\$483,026	\$899	\$679
Operation and maintenance of plant	\$1,282,048	\$2,387	\$1,718
Student transportation services	\$1,386,443	\$1,871	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$23,541,248	\$20,851	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,251,247	21.8	28.5
Instructional Aide Salaries	\$710,008	12.3	10.1
Other Salaries	\$365,825	6.4	11.1
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	\$124,094	2.2	5.7
Special Education Tuition	\$2,549,813	44.3	22.5
Supplies	\$9,566	0.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$738,410	12.8	8.0
Equipment	\$2,405	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$5,751,368	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	52.4
State	44.4
Federal	2.5
Tuition & Other	0.7

⁴ 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 2019-20

Winchester 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

¹ 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

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District Profile and Performance Report for School Year 2019-20 Winchester 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	8.8%	<=5%	12.2%
	High Needs Students	11.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Winchester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Winchester Public Schools (WPS) is transforming education within our local community. The district is coming into its' own by closing achievement gaps, building a strong instructional culture, increasing parental participation and growing a strong enrollment in comparison to the northwest corner.

Over the past years, WPS was the most improved district in the Alliance and Commissioner's Network District. The district has moved into the goal range for the Accountability Index and has our performed all set targets by the State Department of Connecticut. The district has focused on small group instruction, curriculum implementation and data tracking of student progress. Our coaching model has been instrumental in moving instruction to new levels. As we further the professional learning for staff, we are ensuring that non-certified and certified staff are all speaking the same instructional language. By doing this, we ensure that students are universally supported no matter who is instructing them. In addition to the amazing growth academically, our chronic absenteeism rates are well below state target.

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 Northwest Connecticut Community College, Exploration Charter School and the Gilbert Semi-Private High School. These educational entities provide uniquely diverse experiences for our students regarding cultures/religion and ethic exposure/learning. Not only are we growing with regard to diversity, our free and reduced lunch participation rates are at an all-time high of 65%. 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. We also have incorporated a new tier one assessment system called DESSA to ensure that every student has an established and safe relationship with staff members. Over the past year, we have made great gains with regards to increasing a diverse talent pool. We have been focused on diversity of native language speakers and cultural background.

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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 13 years. This past year, we did see a \$250,000 increase to the "Town Support for Education" line to support the tuition increase from The Gilbert School. 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. We actively seek local, state, and federal grants to offset our lack of local funds that are available.