

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



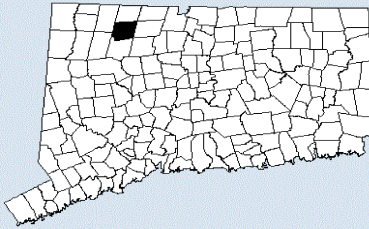
The Gilbert School District

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

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	552
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	224	40.6	48.3
Male	328	59.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	48	8.7	4.7
Black or African American	*	*	12.9
Hispanic or Latino	59	10.7	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	19	3.4	2.5
White	412	74.6	57.2
English Language Learners	19	3.4	6.3
Eligible for Free or Reduced-Price Meals	259	46.9	37.6
Students with Disabilities ¹	89	16.1	13.3

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	53	23.3	42	18.4
Male	76	23.5	129	38.7
Black or African American	*	*	*	*
Hispanic or Latino	10	15.6	29	46.7
White	106	26.6	120	29.4
English Language Learners	*	*	9	*
Eligible for Free or Reduced-Price Meals	74	30.6	117	42.3
Students with Disabilities	32	35.2	49	51.0
District	129	23.5	171	30.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 46

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	46.8
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	4.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	22.0

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	1	1.8	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	56	98.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	*	*
White	*	*	28	43.8
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	9	29.0
Students with Disabilities	*	*	*	*
District	21	22.1	39	45.3
State		58.4		73.8

³College-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 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		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	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: 2013-14

	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

Expenditures by Revenue Source:⁴ 2013-14

	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 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	16	*	15	*	16	*
Black or African American	*	*	*	*	6	*
Hispanic or Latino	24	41.7	26	35.8	23	42.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	8	*
White	176	58.8	180	48.9	139	54.0
English Language Learners	9	*	10	*	8	*
Non-English Language Learners	218	55.5	223	48.6	184	52.6
Eligible for Free or Reduced-Price Meals	108	53.7	111	42.9	85	47.2
Not Eligible for Free or Reduced-Price Meals	119	55.2	122	52.3	107	55.5
Students with Disabilities	32	43.7	32	35.8	34	43.7
Students without Disabilities	195	56.3	201	49.7	158	53.6
High Needs	119	52.8	122	42.7	94	47.8
Non-High Needs	108	56.4	111	53.5	98	55.8
District	227	54.5	233	47.8	192	51.9

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	N/A	N/A	88.5	64.0	176	76.1
Curl Up	N/A	N/A	58.6	39.3	176	48.9
Push Up	N/A	N/A	77.0	50.6	176	63.6
Mile Run/PACER	N/A	N/A	75.9	66.3	176	71.0
All Tests - District	N/A	N/A	42.5	21.3	176	31.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	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	44	84.1	69.9	Yes	72.6
Students with Disabilities	*	*	.		.
District	90	87.8	81.5	Yes	82.8
State ⁴		87.0			

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 2013-14 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	62.9	19	27.1
Male	43.2	28	25.2
Black or African American	*	0	*
Hispanic or Latino	36.4	*	*
White	50.4	36	27.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	36.8	9	13.2
Students with Disabilities	*	*	*
District	50.8	47	26.0
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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.

Copyright © 2015 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.9	80.6
Male	55.3	76.2
Black or African American	*	*
Hispanic or Latino	*	*
White	69.5	76.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	51.3	75.0
Students with Disabilities	*	*
District	66.2	78.8
State	72.6	88.8

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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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	54.5	75	72.7	100	72.7	67.9
	High Needs Students	52.8	75	70.4	100	70.4	56.7
Math Performance Index	All Students	47.8	75	63.7	100	63.7	59.3
	High Needs Students	42.7	75	56.9	100	56.9	47.8
Science Performance Index	All Students	51.9	75	69.1	100	69.1	56.5
	High Needs Students	47.8	75	63.7	100	63.7	45.9
Chronic Absenteeism	All Students	23.5%	<=5%	13.1	50	26.2	10.6%
	High Needs Students	30.0%	<=5%	0.0	50	0.0	17.3%
Preparation for CCR	% Taking Courses	33.1%	75%	22.1	50	44.2	66.1%
	% Passing Exams	26.0%	75%	17.3	50	34.6	37.3%
On-track to High School Graduation		78.1%	94%	41.6	50	83.1	85.6%
4-year Graduation All Students (2014 Cohort)		87.8%	94%	93.4	100	93.4	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		94.6%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		66.2%	75%	88.3	100	88.3	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		85.0% 31.8%	75%	10.6	50	21.2	87.6% 51.0%
Arts Access		24.6%	60%	20.5	50	41.1	45.7%
Accountability Index				803.5	1250	64.3	

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?					N
ELA Performance Index Gap	56.4	52.8	3.5	17.3	
Math Performance Index Gap	53.5	42.7	10.8	19.6	
Science Performance Index Gap	55.8	47.8	8.0	17.2	
Graduation Rate Gap	94.0%	94.6%	-0.6%	15.2%	N

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	81.3
	High Needs Students	82.8
Math	All Students	83.4
	High Needs Students	84.9
Science	All Students	98.5
	High Needs Students	99.0

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: N/A State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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. All parents have access to PowerSchool and school messenger provides email blasts, texts messages and calls to parents. We have sent staff members to PowerSchool University for training.

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. Email blasts are also sent out either daily or as needed.

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 we have continued with the 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. The number of participants has grown each school year and parents 7-12 are included.

Curriculum writing is an ongoing process and throughout the year 2014-2015, 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 and newly designed SAT's, 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. STAR Math and SRI have been given as benchmarks for every student. 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 improved 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 in both math and English 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 2014-2015 school year, the Gilbert School implemented its first International Residency Program, accepting sixty-two 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 as well, The Gilbert School hired three ELL teachers who have worked diligently to provide Professional Development for teachers working with Second Language speakers. Publications and Gilbert attire 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. Please be advised that the Pre-K through 6 District is in receivership. Therefore, the Winchester Board of Education is actually the Receiver.