

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



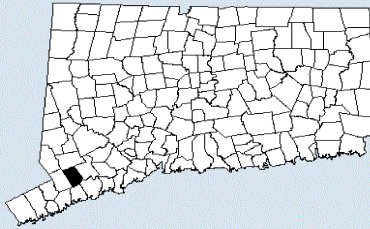
Weston School District

Dr. Colleen Palmer, Superintendent • 203-291-1401 • www.westonk12-ct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,413
Per Pupil Expenditures ¹	\$19,919
Total Expenditures ¹	\$48,204,385

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 \(EdSight.ct.gov\)](http://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	1,125	46.6	48.3
Male	1,288	53.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	102	4.2	4.7
Black or African American	40	1.7	12.9
Hispanic or Latino	78	3.2	22.1
Pacific Islander	*	*	0.0
Two or More Races	77	3.2	2.5
White	2,112	87.5	57.2
English Language Learners	15	0.6	6.3
Eligible for Free or Reduced-Price Meals	66	2.7	37.6
Students with Disabilities ¹	218	9.0	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	80	7.2	*	*
Male	60	4.7	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	133	6.4	22	1.0
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	19	9.8	*	*
District	140	5.9	25	1.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 16

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	159.7
Paraprofessional Instructional Assistants	12.8
Special Education	
Teachers and Instructors	23.4
Paraprofessional Instructional Assistants	44.7
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.2
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.1
Instructional Specialists Who Support Teachers	13.2
Counselors, Social Workers and School Psychologists	17.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	122.0

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	2	0.9	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	232	98.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
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	9.0	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	*	*	*	*
Hispanic or Latino	9	*	*	*
White	176	95.1	153	95.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	7	*
Students with Disabilities	10	*	*	*
District	196	95.1	164	95.3
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	8	24.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	41	60.3
Other Health Impairment	26	61.9
Other Disabilities	*	*
Speech/Language Impairment	23	74.2
District	105	55.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	34	1.4	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	68	2.8	4.4
Other Health Impairment	43	1.8	2.6
Other Disabilities	17	0.7	1.0
Speech/Language Impairment	33	1.4	1.9
All Disabilities	200	8.4	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	13	6.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,653,138	10,644	9,134
Instructional Supplies and Equipment	425,920	177	334
Improvement of Instruction and Educational Media Services	3,849,451	1,597	498
Student Support Services	3,378,221	1,402	1,001
Administration and Support Services	3,761,979	1,561	1,694
Plant Operation and Maintenance	6,207,412	2,576	1,572
Transportation	1,752,160	695	813
Costs of Students Tuitioned Out	1,913,969	N/A	N/A
Other	1,262,135	524	186
Total	48,204,385	19,919	15,289

Additional Expenditures

Land, Buildings, and Debt Service	6,027,138	2,501	1,272
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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	3,691,562	34.8	35.1
Noncertified Personnel	1,866,894	17.6	14.2
Purchased Services	988,182	9.3	5.2
Tuition to Other Schools	1,913,969	18.0	22.0
Special Ed. Transportation	354,915	3.3	8.6
Other Expenditures	1,799,749	17.0	14.9
Total Expenditures	10,615,271	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.0	94.6
State	3.4	3.6
Federal	1.1	1.2
Tuition & Other	0.5	0.6

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	55	81.0	55	78.3	27	65.2
Black or African American	17	*	16	*	8	*
Hispanic or Latino	33	70.3	33	67.9	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	39	77.0	39	74.3	16	*
White	1097	78.2	1095	74.1	522	67.0
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	37	63.5	37	58.8	13	*
Not Eligible for Free or Reduced-Price Meals	1204	78.4	1201	74.3	578	66.7
Students with Disabilities	128	59.5	128	53.3	60	50.3
Students without Disabilities	1113	80.1	1110	76.2	531	68.3
High Needs	160	60.9	160	54.7	73	51.8
Non-High Needs	1081	80.5	1078	76.7	518	68.6
District	1241	78.0	1238	73.9	591	66.5

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			
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	84.1	75.9	74.4	85.9	766	79.9
Curl Up	87.5	82.6	75.9	72.9	766	79.5
Push Up	90.9	81.5	85.2	79.2	766	84.1
Mile Run/PACER	84.7	92.8	91.6	63.0	766	83.2
All Tests - District	68.2	61.0	49.8	44.3	766	55.5
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	*	*	.		.
Students with Disabilities	*	*	.		.
District	180	97.2	94.0	Yes	94.0
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	93.4	152	84.0
Male	87.8	150	76.1
Black or African American	*	*	*
Hispanic or Latino	*	9	*
White	90.5	278	80.3
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	7	*
Students with Disabilities	*	*	*
District	90.5	302	79.9
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.

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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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	96.5	98.9
Male	85.6	95.6
Black or African American	*	*
Hispanic or Latino	*	*
White	90.6	97.1
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	90.9	97.3
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	78.0	75	100.0	100	100.0	67.9
	High Needs Students	60.9	75	81.1	100	81.1	56.7
Math Performance Index	All Students	73.9	75	98.5	100	98.5	59.3
	High Needs Students	54.7	75	73.0	100	73.0	47.8
Science Performance Index	All Students	66.5	75	88.7	100	88.7	56.5
	High Needs Students	51.8	75	69.1	100	69.1	45.9
Chronic Absenteeism	All Students	5.9%	<=5%	48.3	50	96.5	10.6%
	High Needs Students	8.7%	<=5%	42.6	50	85.3	17.3%
Preparation for CCR	% Taking Courses	95.2%	75%	50.0	50	100.0	66.1%
	% Passing Exams	79.9%	75%	50.0	50	100.0	37.3%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		97.2%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		100.0%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		92.0%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.0% 55.5%	75%	37.0	50	74.0	87.6% 51.0%
Arts Access		70.5%	60%	50.0	50	100.0	45.7%
Accountability Index				1138.3	1250	91.1	

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	75.0	60.9	14.1	17.3	
Math Performance Index Gap	75.0	54.7	20.3	19.6	
Science Performance Index Gap	68.6	51.8	16.7	17.2	
Graduation Rate Gap	94.0%	100.0%	-6.0%	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	91.7
	High Needs Students	84.7
Math	All Students	91.4
	High Needs Students	84.3
Science	All Students	98.3
	High Needs Students	94.9

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: 55.8 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Weston School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Each year, our district sets goals to continuously improve our programs and services for regular and special education students. Corresponding action plans are developed for each goal area and teachers align their goals with district/building initiatives in an effort to enhance student achievement. The district's five goals for the 2014-15 school year included a K-12 math, writing, and STEM (Science, Technology, Engineering, and Math) initiative, as well as goals in the areas of fostering a healthy learning environment and developing varied pathways for learning. In addition, the district continues to build on the Academic Innovation and Measurement (AIM) Initiative with learning experiences that foster the development of high-priority skills.

In 2013, Weston High School was recognized as a National Blue Ribbon School at a ceremony in Washington, DC. This tremendous honor was awarded to only 53 high schools from across the country. In 2015, US News and World Report ranked Weston High School as #1 comprehensive public high school in Fairfield County, #2 in Connecticut and #264 in the country. Combined SAT scores for this class were 1785, with an average of 589 in writing, 604 in math, and 592 in critical reading. Weston High School also had 8 national advanced placement (AP) scholars, 44 AP scholars with distinction, 8 AP scholars with honors, and 15 AP scholars.

Weston Public Schools is committed to developing a partnership with parents to ensure the success of our students. Grade level back-to-school nights, transition meetings, and parent/student informational gatherings were offered throughout the year to increase effective communication. All teachers have voice mail, email, and teacher web pages. We continue to use a web-based parent portal to provide parents with access to their child's classroom performance record. This initiative provides parents and students with a window into student classroom performance and to serve as the basis for conversations with teachers. All teachers maintain an active teacher web page reflecting classroom assignments and updates for students and parents. In addition to the scheduled K-8 parent teacher conference days in the late fall and spring, school counselors are in regular contact with parents to help them with any scheduling questions or to address any issues that their child may be dealing with at home or in school.

We continue to use our district and school websites to communicate important guidelines and information pertaining to school-wide events and reference materials such as handbooks, school forms, policies, curriculum, after school programs, and calendar updates. We have increased our parent information blasts through "School Messenger." In the spring, transition programs for parents are held to provide opportunities for those interested in learning about the unique programs and curricula that would be offered in their child's new school as they progress through our four schools. Regular and consistent communication is vital for our efforts to sustain a collaborative partnership with members of our greater school community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Weston Public Schools continue to make great strides to reduce racial, ethnic, and economic isolation through our participation in Project Choice and our steadfast commitment to community service and fundraising projects. Weston participates in the State of Connecticut's "Open Choice Program" through which students from a surrounding urban area, Bridgeport, attend our schools. These students are an important part of our community and participate in all aspects of the school day and afterschool activities.

Our core academic curriculum provides opportunities for students to learn about different cultures through history, music, and literature helping them gain greater appreciation for the importance of cultural diversity. At Weston High School, we have an on-going exchange program with our Chinese sister school, Qingdao #17 Senior High School in the Shandong Province, China. We hosted our first delegation of Chinese students and teachers in the fall of 2013. Weston High School continues to provide educational experiences that enhance our students' capacity to live in a global world. Course offerings such in humanities, Spanish, French, Chinese, and film studies, focus on issues and concepts related to diversity.

In our schools, students receive numerous opportunities to have a positive impact on others who may not have the same opportunities that we may take for granted. Our student government organizations help to create awareness among the student body for humanitarian efforts that have resulted in a number of school-wide drives. Through first hand exposure with those from different cultures and backgrounds, our students receive the critical life experience of understanding and appreciating the many commonalities that they share in the process.

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Equitable Allocation of Resources among District Schools

Weston Public Schools employs participatory budget-building process to determine the future needs of the school district. School principals and assistants from the four buildings join district level administrators to closely examine current practices and determine future needs. Administrators prepare and submit their budget estimates to the Director of Finance and Operations who summarizes the data for review by the Administrative Team. This team meets in November and December to collaboratively review the budget requests by individual cost centers. This process helps to clarify requests, and provides useful information about how the requests connect to the district and school mission statements, goals and objectives, assumptions, policies, and enrollment projections.

The administrators present their budgets in public to the Board of Education during the month of January. During its review of the administration's requested budget, the Board may or may not alter the request. After the Board votes on potential modifications to the requested budget, the budget is adopted and sent to the Town Boards for further review prior to being voted upon at a Town referendum in April.