

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

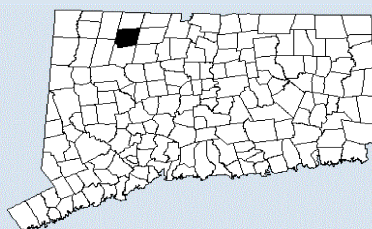


The Gilbert School District

860-379-6163 • <http://www.gilbertschool.org>

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	562
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

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	240	42.7	48.4
Male	322	57.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	82	14.6	5.1
Black or African American	*	*	12.9
Hispanic or Latino	64	11.4	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	20	3.6	2.9
White	385	68.5	54.8
English Learners	14	2.5	6.8
Eligible for Free or Reduced-Price Meals	217	38.6	35.9
Students with Disabilities ¹	89	15.8	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	9	3.8	28	12.0
Male	12	3.7	63	19.0
Black or African American	0	*	*	*
Hispanic or Latino	*	*	16	21.9
White	15	4.1	68	18.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	12	6.2	55	24.7
Students with Disabilities	7	8.0	24	26.1
District	21	3.7	91	16.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 34

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	46.6
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	0.0
School Level	5.7
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	20.0

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	3	5.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	1	1.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	56	93.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	9.6

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	*	*	*	*
White	13	29.5	33	54.1
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	10	40.0
Students with Disabilities	*	*	*	*
District	26	31.0	54	54.0
State		63.6		77.5

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		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	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: 2015-16

	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

2015-16

	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
Asian	27	48.3	27	75.0	23	38.4
Black or African American	*	*	*	*	*	*
Hispanic or Latino	28	56.2	28	40.8	21	47.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	6	*
White	169	59.6	168	49.3	134	54.2
English Learners	10	*	10	*	*	*
Non-English Learners	230	58.5	229	51.7	182	51.7
Eligible for Free or Reduced-Price Meals	109	56.6	108	44.1	67	52.3
Not Eligible for Free or Reduced-Price Meals	131	59.2	131	56.9	119	50.7
Students with Disabilities	41	39.2	41	31.4	23	44.1
Students without Disabilities	199	61.9	198	55.2	163	52.3
High Needs	129	54.1	128	42.6	81	51.0
Non-High Needs	111	62.6	111	60.8	105	51.4
District	240	58.0	239	51.1	186	51.3

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	N/A	N/A	78.8	68.5	188	72.9
Curl Up	N/A	N/A	78.8	66.7	188	71.8
Push Up	N/A	N/A	61.3	59.3	188	60.1
Mile Run/PACER	N/A	N/A	70.0	41.7	188	53.7
All Tests - District	N/A	N/A	37.5	24.1	188	29.8
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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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51	72.5
Students with Disabilities	*	*
District	101	84.2
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	34	47.9
Male	100.0	35	31.0
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	100.0	33	31.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	11	21.6
Students with Disabilities	100.0	*	*
District	100.0	69	37.5
State	96.1		43.5

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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	59.5	*
Male	57.7	69.6
Black or African American	57.7	*
Hispanic or Latino	*	*
White	56.3	77.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	44.7	*
Students with Disabilities	*	*
District	58.4	80.5
State	72.0	88.5

⁵College 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.

⁶College 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

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	58.0	75	38.7	50	77.4	67.1
	High Needs Students	54.1	75	36.0	50	72.1	55.9
Math Performance Index	All Students	51.1	75	34.1	50	68.1	62.2
	High Needs Students	42.6	75	28.4	50	56.9	50.5
Science Performance	All Students	51.3	75	34.2	50	68.4	55.3
	High Needs Students	51.0	75	34.0	50	68.1	45.2
ELA Academic Growth	All Students	47.6%	100%	47.6	100	47.6	55.4%
	High Needs Students	42.2%	100%	42.2	100	42.2	49.8%
Math Academic Growth	All Students	28.8%	100%	28.8	100	28.8	61.7%
	High Needs Students	26.6%	100%	26.6	100	26.6	53.7%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	5.9%	<=5%	48.1	50	96.3	15.8%
Preparation for CCR	% Taking Courses	43.5%	75%	29.0	50	58.0	70.7%
	% Passing Exams	37.5%	75%	25.0	50	50.0	43.5%
On-track to High School Graduation		92.1%	94%	49.0	50	98.0	87.8%
4-year Graduation All Students (2016 Cohort)		84.2%	94%	89.5	100	89.5	87.4%
6-year Graduation - High Needs Students (2014)		90.9%	94%	96.7	100	96.7	82.0%
Postsecondary Entrance (Class of 2016)		58.4%	75%	77.9	100	77.9	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.2% 29.8%	75%	19.9	50	39.7	92.0% 51.6%
Arts Access		49.9%	60%	41.6	50	83.1	50.5%
Accountability Index				877.4	1350	65.0	

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?					N
ELA Performance Index Gap	62.6	54.1	8.6	16.7	
Math Performance Index Gap	60.8	42.6	18.2	18.7	
Science Performance Index Gap	51.4	51.0	0.4	16.6	
Graduation Rate Gap	94.0%	90.9%	3.1%	12.0%	N

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	98.4
	High Needs Students	97.1
Math	All Students	98.0
	High Needs Students	96.4
Science	All Students	98.0
	High Needs Students	96.6

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: N/A

State: 50.2

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

The Gilbert School and the Winchester Special Education Department work collaboratively to meet the needs of students with disabilities. Winchester's Director of Special Education meets weekly with the Gilbert Administration to discuss programs and services. Communication with parents, students, faculty and staff (regular and special education) is collaborative, informative and supportive. We hold Joint meetings as well as professional development and events.

All parents have access to PowerSchool and School Messenger which provides email blasts, text messages and calls to parents. 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. Parents, students and faculty have access to a daily bulletin and receive reminders through both their phones and computers. Our website is in the process of being reformatted to be more user friendly, informative and interactive.

We conduct Open House, Course Selection evenings, Community Forums and Transition and Topic Specific Informational Meetings. We have continued with The Gilbert Parent Ambassador Program monthly meeting to provide information to parents and allow for questions to be answered and concerns to be addressed. We have collaborated with community organizations as well as area school districts. Teachers communicate with parents through phone calls, email and "Good News" postcards. We believe communication should be ongoing and parents should be notified not just when there is a specific concern or need, but when things are going well. Teachers hold parent meetings and team meetings to share information and put plans into place with all the stakeholders needed to support student success.

Attendance is taken in every class and closely monitored. Parents have access through PowerSchool to view a student's class and school attendance in real time. If students are having a difficult time attending school, our School Counselors as well as the Administrative team meet with students, families and faculty to create plans of actions. Our students and families have access to support staff for in school support, as well as community resources. We publish our attendance policies so all parents and students have access to the policies and procedures. Our Administration and Social Workers visit homes or make referrals to the appropriate community and State agencies when it is deemed necessary.

A Professional Development Committee was formed to discuss and create professional development that was relevant, informative and useful to support student learning. The group consists of faculty and staff and one administrator. The committee, with input from the whole faculty and staff, is in charge of all aspects of professional development for the year. Many of our offerings included topics delivered by existing faculty, allowing them to share knowledge and learn from each other. Curriculum and Instruction is to advance knowledge and the practice of teaching and learning. Our teachers use inquiry based learning, integrating higher level thinking skills daily into our curriculum. Data is used to drive instruction for grades 7-9 teams as well as departments for grades 10-12. We use the STAR math program and the SRI reading inventory as benchmarks for all students 7-12.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2016-2017 school year, The Gilbert School continued the implementation of our International Residency Program, accepting seventy-four 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, Connecticut and 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 and learned about the different cultural holidays and traditions that our students celebrate through cultural activities, productions and events. Sharing these experiences help to strengthen communication, acceptance and knowledge. Our goal is to integrate all our students within our school community. We have created events where all students can share their talents and everyone can celebrate what makes us unique and special. We have done this through food, dance, art, music, drama, poetry and song. Students are learning to appreciate others interests and talents. We have more school social and team building activities.

We try to create a safe and nurturing school environment where students are encouraged to be Respectful, Responsible and Safe. Positive relationships are formed through Advisory Lessons, which are delivered bi-monthly. Service learning projects integrate meaningful community service activities with instruction to teach civic responsibility and strengthen our school, and community.

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. The Winchester Board of Education was in receivership, but recently hired a new Superintendent.