

STRATEGIC SCHOOL PROFILE 2008-09**Westbrook School District**

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Location: 105 Goodspeed Drive
Westbrook,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Middlesex	Per Capita Income in 2000: \$28,680
Town Population in 2000: 6,292	Percent of Adults without a High School Diploma in 2000*: 9.9%
1990-2000 Population Growth: 16.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.5%
Number of Public Schools: 3	District Enrollment as % of Estimated. Student Population: 95.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 968
5-Year Enrollment Change -7.0%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	89	9.2	11.1	30.3
K-12 Students Who Are Not Fluent in English	13	1.4	0.6	5.2
Students Identified as Gifted and/or Talented*	34	3.5	3.8	4.0
PK-12 Students Receiving Special Education Services in District	86	8.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	54	81.8	85.5	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	23	18.0	18.7	19.0

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	18	1.9
Black	11	1.1
Hispanic	37	3.8
White	900	93.0
Total Minority	68	7.0

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 2.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 7.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Westbrook Public Schools seek opportunities to interact with peers and teachers from diverse backgrounds and to learn about different cultures. Our staff has particularly focused in this area since Westbrook is not a very diverse community. Our elementary teachers seek opportunities to teach about other cultures through field trips, such as to the Native American museums in our area, and through literature selections.

Our middle school participates in Project Oceanology, an inter-district program involving students from Middletown and New London. This hands-on program provides opportunities for our students to conduct marine experiments with their urban peers. Students have both formal classroom instruction and field experiences. Students from Westbrook also attended the Betsy Ross Magnet School in New Haven, an interdistrict magnet school offered to students with interest in the arts.

Westbrook High School has a sister school, Qingzhou Experimental School, in Shandong Province, China. Principal Robert Hale and two teachers traveled to Shandong in 2006. Several teachers have traveled to China to visit our sister school over the last four years. Chinese administrators also visit Westbrook each year to learn about our instructional practices. Westbrook High School has applied through SEVIS to accept international students who would like to participate in an exceptional high school experience. Additionally, a Model UN club is offered in which students learn about a particular country, visit the ambassador at the United Nations in New York to learn about the issues and needs pertinent to that country, and then participate in a mock United Nations general assembly at the University of Hartford with other students from around the state to meet and discuss global issues. Students learn about international problems while improving their skills for problem solving, conflict resolution, research and communication. The program brings together students of diverse backgrounds, cultures and opinions to develop their global understanding while creating an avenue for new friendships.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	74.2	54.6	82.4
Writing	75.6	62.5	67.9
Mathematics	84.4	62.8	86.8
Grade 4 Reading	70.4	60.7	57.1
Writing	60.8	64.2	26.7
Mathematics	67.1	63.6	42.7
Grade 5 Reading	71.0	66.0	44.7
Writing	66.7	66.5	35.8
Mathematics	68.8	68.8	36.4
Science	54.7	58.1	25.3
Grade 6 Reading	77.9	68.9	47.9
Writing	70.9	62.2	53.4
Mathematics	79.2	68.8	56.4
Grade 7 Reading	79.5	74.9	42.7
Writing	70.9	62.9	50.3
Mathematics	69.1	66.0	45.2
Grade 8 Reading	67.9	68.4	31.6
Writing	70.4	66.5	40.0
Mathematics	79.0	64.5	62.6
Science	74.1	60.6	56.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	65.3	47.4	72.7
Writing Across the Disciplines	80.0	55.0	89.3
Mathematics	62.5	47.8	64.1
Science	49.3	42.8	51.1

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	32.5	36.2	37.4

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.6	74.5	
Average Score	Mathematics	509	507	51.9
	Critical Reading	524	503	68.2
	Writing	533	506	73.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	98.9	92.1	87.0
Cumulative Four-Year Dropout Rate for Class of 2008	1.1	6.6	82.5
2007-08 Annual Dropout Rate for Grade 9 through 12	0.3	2.5	87.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.0	84.1
% Employed (Civilian Employment and in Armed Services)	17.0	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	80.10
Paraprofessional Instructional Assistants	12.00
Special Education	
Teachers and Instructors	10.00
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.60
Counselors, Social Workers, and School Psychologists	4.80
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	45.50

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.8	14.6	13.6
% with Master's Degree or Above	65.2	77.2	76.1

Average Class Size	District	DRG	State
Grade K	16.5	15.8	18.3
Grade 2	15.0	17.5	19.3
Grade 5	16.0	19.6	21.0
Grade 7	17.3	19.5	20.5
High School	17.2	18.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	972	993	988
Middle School	986	1,010	1,016
High School	1,007	1,007	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.6	2.7	3.3
Middle School	1.9	2.1	2.6
High School	2.3	2.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$7,355	\$7,505	\$7,521	\$7,032	\$7,522
Instructional Supplies and Equipment	\$216	\$220	\$267	\$303	\$271
Improvement of Instruction and Educational Media Services	\$247	\$252	\$461	\$409	\$446
Student Support Services	\$1,047	\$1,068	\$808	\$862	\$806
Administration and Support Services	\$1,402	\$1,431	\$1,351	\$1,365	\$1,369
Plant Operation and Maintenance	\$1,478	\$1,508	\$1,382	\$1,339	\$1,377
Transportation	\$390	\$342	\$649	\$671	\$644
Costs for Students Tuitioned Out	\$278	N/A	N/A	N/A	N/A
Other	\$449	\$458	\$152	\$158	\$151
Total	\$12,860	\$12,990	\$12,869	\$12,486	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,550	\$2,602	\$1,791	\$1,677	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,977,042	15.4	19.0	20.5

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	91.4	7.2	1.4	0.0
Excluding School Construction	93.6	4.7	1.7	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Westbrook Public Schools insures the equity of resources and addresses the needs of students in a variety of ways. Elementary classrooms across town experience an excellent teacher-student ratio due to the Board's commitment to maintaining favorable class size, particularly at the elementary level. Kindergarten classes were kept at or under 17 in each classroom. First and second grade classes averaged 15 pupils. Achieving equity at the middle and high school level is resolved by having only one school at each level. All students benefit from the same educational experiences, staff, facility and instructional materials.

The preparation of the budget, including the allocation of resources, is a fair and equitable process. Teachers, principals and the finance manager work with the superintendent to develop a budget that meets the needs of our Pre-K through grade 12 students, while being sensitive to the ability of the town to fund education. The budget is then scrutinized by the Board of Education and the Board of Finance. The public is encouraged to actively participate in town meetings where the education budget is discussed. The budget process is collaborative and comprehensive. It concludes with budget approval at a town-wide referendum in the spring.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	79
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	9	0.9	0.8	0.8
Learning Disability	36	3.8	3.7	3.9
Intellectual Disability	4	0.4	0.4	0.5
Emotional Disturbance	1	0.1	0.7	1.0
Speech Impairment	17	1.8	2.9	2.3
Other Health Impairment*	11	1.2	1.8	2.1
Other Disabilities**	1	0.1	0.7	0.9
Total	79	8.3	11.1	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	19.2	30.2	73.6	65.7
	Writing	25.7	19.5	69.5	64.1
	Mathematics	21.4	30.7	75.1	65.7
	Science	N/A	N/A	65.5	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	65.3	47.4
	Writing Across the Disciplines	N/A	N/A	80.0	55.0
	Mathematics	N/A	N/A	62.5	47.8
	Science	N/A	N/A	49.3	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	8.8
	% With Accommodations	91.2
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		14.6

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	2	2.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	62	78.5	75.5	72.7
40.1 to 79.0 Percent of Time	13	16.5	18.1	16.1
0.0 to 40.0 Percent of Time	4	5.1	6.4	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Westbrook Schools works diligently to help every child succeed. Teachers work in professional learning communities to discuss and analyze instructional strategies and student work. At every level there are short and long term plans to help all students reach their intellectual potential and improve performance on standardized and local assessments, while offering an array of experiences that meet the physical and social needs of our youth. Curriculum leaders and additional professional development time have been implemented to help focus each department on best-practice instructional techniques, the learning outcomes expected for each grade level, and to develop a well-aligned curriculum in each content area from Pre-kindergarten through grade 12.

Special Education students experience a wide variety of supports, the majority of which occur within the regular classroom setting. The department is continually working to improve services to disabled students and enhance our intervention strategies with all pupils. A strong intervention program is in place at the elementary school focusing on literacy support beginning in kindergarten. Students who struggle to develop their reading skills receive additional instruction from teachers and aides who have been trained in this area. The middle and high school also provide additional support through co-teaching, intervention classes, structured study halls and assistance in the regular classroom. This helps identified special education students and regular education students to be more successful in the mainstream classes. All schools are instituting a Response to Intervention program designed to provide increasing levels of support to students should they begin to experience academic or social problems.

Parents play a vital role in our district. Parent involvement helps to ensure the success of our students. The Board of Education actively seeks parent input in planning and budgeting for the schools. Public meetings are held at the schools and Board members and the superintendent actively seek opportunities to speak to groups and organizations in the community.

All schools have active parent-teacher-student organizations. Parent volunteers are used as readers and listeners as elementary students work to improve fluency and comprehension. A strong reading incentive program is jointly implemented by parents and staff at Daisy Ingraham School. Westbrook Middle School involves parents through student-led conferences. Parents hear from their students about the learning and social goals they have identified for themselves. Additionally, middle school and high school parents have 24 hour access to their child's grades through our district's student information system which keeps them informed about their child's progress.

Parents have been an instrumental part of the NEASC accreditation studies at both the middle school and high school. Parents participated in NEASC focus groups and are actively involved in planning school events. Parents also play an important role in the high school Response to Intervention program. Communication to the home is the first level of intervention. Support increases according to the needs of the individual student.

All teachers have a webpage designed to increase communication between home and school and to inform the parents about school expectations and opportunities. Parents and the community provide input to the Superintendent about district improvement plans through website communication and face-to-face contact. A series of meetings throughout the year called SuperSessions provide a forum for parents to talk to the superintendent about ideas, issues and plans for the school system.
