

STRATEGIC SCHOOL PROFILE 2010-11**Winchester School District**

BLAISE A. SALERNO, Superintendent

Location: 30 Elm Street

Telephone: (860) 379-0706

Winsted,
ConnecticutWebsite: www.winchesterschools.org/

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: Litchfield

Town Population in 2000: 10,664

1990-2000 Population Growth: -7.5%

Number of Public Schools: 4

Per Capita Income in 2000: \$22,589

Percent of Adults without a High School Diploma in 2000*: 21.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 2.8%

District Enrollment as % of Estimated. Student Population: 84.9%

*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): G 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, 2010 944
 5-Year Enrollment Change -12.8%

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	396	41.9	40.3	34.1
K-12 Students Who Are Not Fluent in English	19	2.1	3.8	5.6
Students Identified as Gifted and/or Talented*	31	3.3	4.0	4.0
PK-12 Students Receiving Special Education Services in District	169	17.9	12.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	69	78.4	77.1	80.2
Homeless	8	0.8	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	1.3
Asian American	13	1.4
Black	41	4.3
Hispanic	83	8.8
Pacific Islander	7	0.7
White	788	83.5
Two or more races	0	0.0
Total Minority	156	16.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

2.1% 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 3.

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.

During the 2010-2011 school year, the Winchester Public Schools supported efforts to reduce racial, ethnic and economic isolation by providing financial support to some of its students who were enrolled in inter-district magnet schools. The schools within the district also provided programs designed to break down the geographic barriers to isolation by hosting programs and designing curricula geared to exposing our students to a plethora of diverse perspectives. At the Pearson School, students learned about the Underground Railroad by reading *Trouble Don't Last*, a story of a young boy who joins the Underground Railroad, of which Winchester Center was a stop. Students also participated in a Bilingual Family Learning Celebration which included Spanish and Chinese-speaking presenters who worked with families, students, and staff at a dinner and presentation symposium. And finally, Pearson students participated in an assembly by Jim Vagias entitled, "Bully Proof Your School: The Magic of Character." At Hinsdale School students participated in a Celebration of Learning Night which featured families and staff viewing students' works that celebrated various cultures within the community. The school also worked with the Family Resource Center to provide play groups for students at each tier of the economic spectrum. Furthermore, infants and toddlers were also invited to participate in the program not only to reduce isolation, but also to serve as a vehicle for early registration in the pre-school program. Finally, the school used the Second Step curriculum and the Positive Behavior Support Program to further realize socially acceptable skill development among all members of the student body. Through each of these media, the district was able to realize a heightened awareness and sensitivity to racial, economic and ethnic isolation and with its greater sensitivity, the community was able to realize an increased need to further enhance programs to break down walls of isolation for all community members.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	57.6	58.4	30.0	
Writing	68.1	61.1	54.0	
Mathematics	58.9	63.0	26.7	
Grade 4 Reading	51.5	62.5	15.3	
Writing	54.1	65.5	12.2	
Mathematics	46.2	67.0	8.5	
Grade 5 Reading	55.2	61.4	23.3	
Writing	71.1	66.8	42.3	
Mathematics	62.9	72.5	20.2	
Science	44.0	59.9	14.1	
Grade 6 Reading	77.6	76.0	34.5	
Writing	50.9	65.2	14.3	
Mathematics	56.8	71.3	11.9	
Grade 7 Reading	78.2	77.8	31.8	
Writing	57.8	58.9	36.1	
Mathematics	55.6	68.4	15.4	
Grade 8 Reading	72.8	74.7	29.9	
Writing	61.5	64.8	28.7	
Mathematics	65.4	66.6	33.8	
Science	51.8	63.1	18.5	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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
	34.7	51.0	16.4

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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, Adjusted Cohort Rate 2010	N/A	N/A	N/A
2009-10 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	58.00
Paraprofessional Instructional Assistants	11.00
Special Education	
Teachers and Instructors	15.00
Paraprofessional Instructional Assistants	34.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.30
School Level	2.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	34.01

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	20.0	14.8	13.9
% with Master's Degree or Above	78.1	79.6	79.0

Average Class Size	District	DRG	State
Grade K	20.8	18.3	18.4
Grade 2	23.0	19.5	19.9
Grade 5	20.3	21.7	21.2
Grade 7	20.8	19.3	20.6
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	932	985	992
Middle School	932	1,007	1,017
High School	N/A	N/A	N/A

*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*	9.3	3.5	3.1
Middle School	5.0	2.4	2.4
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$7,972	\$8,287	\$8,245	\$8,256	\$8,237
Instructional Supplies and Equipment	\$79	\$82	\$312	\$252	\$300
Improvement of Instruction and Educational Media Services	\$266	\$276	\$273	\$379	\$463
Student Support Services	\$900	\$936	\$852	\$945	\$872
Administration and Support Services	\$1,866	\$1,940	\$1,718	\$1,360	\$1,459
Plant Operation and Maintenance	\$1,140	\$1,185	\$1,231	\$1,418	\$1,410
Transportation	\$1,059	\$716	\$644	\$705	\$692
Costs for Students Tuitioned Out*	\$1,459	N/A	N/A	N/A	N/A
Other	\$4	\$4	\$86	\$154	\$159
Total*	\$14,746	\$14,528	\$14,049	\$13,783	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,449	\$1,523	\$1,616

*Town total expenditures (in 1000s) for PK-12 are: Total, \$21,155 Tuition Costs, \$7,867.

Total town expenditures per pupil for PK-12 are \$14,950.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,321,710	25.2	23.2	21.5

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	51.1	38.2	10.3	0.4
Excluding School Construction	52.7	36.5	10.3	0.4

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.

Although the school year saw another zero increase in the school district budget, resources were allocated equitably. In each of the three schools there is one Title I funded reading teacher. Each of the schools also has joint coverage by school psychologists and social workers so that all students needs are met. As the school year unfolded each of the schools had resources available to it and the resources were made available based on the individual needs of the schools. This practice has been used in the district for some time and will continue to be used so that resources are meted out equitably among the schools in age-appropriate fashion. Though the district saw an end to the after school intramural program in the middle school, this loss is still obvious, but lessened, as the PTO has designed after school activities to meet student needs. Additionally, the Board of Education voted to send its seventh and eighth grade students to the Gilbert School beginning with the 2011-2012 school year, which offsets a greater diversity of ages among the three schools and makes each of our three schools an elementary school. Due to budget constraints, however, there are still underfunded programs within the school, especially in instrumental music which does not begin until grade five.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	244
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	17.8%

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	31	2.3	1.1	1.1
Learning Disability	72	5.3	3.8	3.9
Intellectual Disability	11	0.8	0.5	0.4
Emotional Disturbance	29	2.1	1.2	1.0
Speech Impairment	41	3.0	2.3	2.2
Other Health Impairment*	45	3.3	2.4	2.1
Other Disabilities**	15	1.1	1.2	0.9
Total	244	17.8	12.5	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 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	29.2	33.0	66.1	68.6
	Writing	18.7	19.3	60.0	63.7
	Mathematics	23.6	33.4	57.4	68.2
	Science	11.1	21.2	48.3	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	19.4
	% With Accommodations	80.6
CAPT	% Without Accommodations	90.9
	% With Accommodations	9.1
% Assessed Using Skills Checklist		8.9

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	8	3.3
Private Schools or Other Settings	21	8.6

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	140	57.4	69.3	74.1
40.1 to 79.0 Percent of Time	78	32.0	15.9	14.9
0.0 to 40.0 Percent of Time	26	10.7	14.8	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In the 2010-2011 school year, the Winchester Public Schools engaged in a variety of programs and activities to improve academic achievement, parent engagement, and make improvements to its special education programs and services for students with disabilities. First among these changes was the full employment of three reading teachers in each of the three district schools. The full-time reading teachers were able to teach elementary students essential reading skills to boost comprehension and identification of students for further supports. We will continue full-time employment of reading teachers. The CMT score increases with just one teacher were in excess of ten points and point, as an example, to the effective instructional strategies the teachers use to boost student achievement. The district researched reading programs and decided to purchase the Journeys program to assist students in fully meeting the skill development and comprehension needs as assessed by the CMT. In the area of special education, the district worked to bring some students back to attend class in district and decrease the isolation of these students as they have their IEP needs met. The goal of bringing back students to district serves multiple purposes including the challenge for the special needs student in having high expectations to achieve as well as the socially appropriate goal of having all students identify with special needs students as a way of fostering social skill development and social justice. Among the professional development goals of the year were to assist teachers in transitioning to the Journeys reading program and how to integrate special needs students in that process. The Winchester Public Schools has a special education population beyond the state-wide average of 11% of the population. One of the goals of the district was to develop differentiated instruction and learning opportunities to assist students in understanding key concepts and reading benchmarks. The goal of this program was to use more effective core instructional strategies as a means of meeting all students needs and scaffolding concepts for students so that they were better able to understand the key concepts. And by developing these core instructional strategies and teachers' repertoire of them, even greater academic achievement may be realized.
