

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



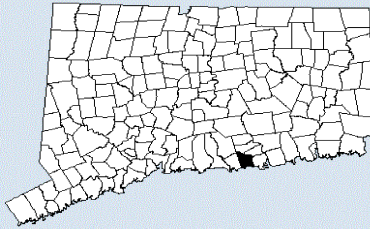
Westbrook School District

Ms. Patricia Ciccone, Superintendent • 860-399-6432 • <http://www.westbrookctschoools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	782
Per Pupil Expenditures ¹	\$20,527
Total Expenditures ¹	\$16,667,978

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	382	48.8	48.3
Male	400	51.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	13	1.7	4.9
Black or African American	*	*	12.8
Hispanic or Latino	107	13.7	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	12	1.5	2.7
White	641	82.0	55.9
English Learners	46	5.9	6.4
Eligible for Free or Reduced-Price Meals	118	15.1	38.0
Students with Disabilities ¹	101	12.9	13.7

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	18	5.0	*	*
Male	15	3.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino	6	5.8	0	0.0
White	23	3.8	*	*
English Learners	6	11.8	0	0.0
Eligible for Free or Reduced-Price Meals	10	7.6	*	*
Students with Disabilities	12	11.0	*	*
District	33	4.4	7	0.9
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

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.

District Profile and Performance Report for School Year 2015-16

Westbrook School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	81.2
Paraprofessional Instructional Assistants	4.5
Special Education	
Teachers and Instructors	14.1
Paraprofessional Instructional Assistants	26.6
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	3.0
Library/Media	
Specialists (Certified)	2.8
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	6.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.1

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	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	0.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.9	0.1
White	114	98.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	9.4

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	9	*	6	*
White	59	93.7	50	92.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	10	*	9	*
Students with Disabilities	7	*	*	*
District	73	94.8	61	93.8
State		61.2		73.9

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	12	*
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	32	88.9
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	74	81.3
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Westbrook School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	15	2.0	1.6
Emotional Disturbance	11	1.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	36	4.8	4.6
Other Health Impairment	15	2.0	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	1.2	1.9
All Disabilities	94	12.6	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,570,862	13,197	9,387
Instructional Supplies and Equipment	432,807	540	318
Improvement of Instruction and Educational Media Services	321,461	401	541
Student Support Services	311,142	388	1,048
Administration and Support Services	1,622,952	2,026	1,790
Plant Operation and Maintenance	1,792,607	2,238	1,608
Transportation	594,742	654	845
Costs of Students Tuitioned Out	492,523	N/A	N/A
Other	528,882	660	194
Total	16,667,978	20,527	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,679,520	2,097	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,597,402	41.9	35.1
Noncertified Personnel	412,105	10.8	14.5
Purchased Services	515,948	13.5	5.5
Tuition to Other Schools	477,737	12.5	21.6
Special Ed. Transportation	214,619	5.6	8.3
Other Expenditures	593,715	15.6	15.0
Total Expenditures	3,811,526	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.7	95.3
State	2.7	2.9
Federal	1.3	1.4
Tuition & Other	0.3	0.3

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).

District Profile and Performance Report for School Year 2015-16

Westbrook School District

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	*	*	*	*	*	*
Asian	7	*	7	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	49	65.6	49	61.2	23	57.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	322	76.7	322	71.5	169	64.4
English Learners	22	55.2	22	55.4	8	*
Non-English Learners	366	76.5	366	70.8	192	64.4
Eligible for Free or Reduced-Price Meals	52	67.5	52	62.7	26	61.4
Not Eligible for Free or Reduced-Price Meals	336	76.6	336	71.1	174	64.2
Students with Disabilities	57	58.2	57	55.2	30	51.8
Students without Disabilities	331	78.3	331	72.5	170	66.0
High Needs	104	62.2	104	59.5	55	55.3
Non-High Needs	284	80.1	284	73.8	145	67.1
District	388	75.3	388	70.0	200	63.8

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	96.0	69.8	81.6	90.3	224	83.9
Curl Up	94.0	81.0	81.6	98.4	224	88.8
Push Up	88.0	69.8	71.4	82.3	224	77.7
Mile Run/PACER	92.0	92.1	87.8	87.1	224	89.7
All Tests - District	80.0	52.4	55.1	72.6	224	64.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

Westbrook School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	78	97.4	94.0	Yes	94.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	93.9	21	31.8
Male	96.1	33	43.4
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	94.0	47	40.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	6	27.3
Students with Disabilities	*	0	*
District	95.1	54	38.0
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.7	83.8
Male	77.5	85.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	82.6	83.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.3	84.2
State	71.9	88.3

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

District Profile and Performance Report for School Year 2015-16

Westbrook School District

Next Generation Accountability Results

These statistics are the 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	75.3	75	50.0	50	100.0	67.7
	High Needs Students	62.2	75	41.5	50	83.0	56.7
Math Performance Index	All Students	70.0	75	46.6	50	93.3	61.4
	High Needs Students	59.5	75	39.6	50	79.3	49.9
Science Performance Index	All Students	63.8	75	42.6	50	85.1	57.5
	High Needs Students	55.3	75	36.9	50	73.8	47.0
ELA Academic Growth	All Students	71.2%	100%	71.2	100	71.2	63.8%
	High Needs Students	68.9%	100%	68.9	100	68.9	58.3%
Math Academic Growth	All Students	82.3%	100%	82.3	100	82.3	65.0%
	High Needs Students	78.7%	100%	78.7	100	78.7	57.4%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.8%	<=5%	42.5	50	84.9	15.6%
Preparation for CCR	% Taking Courses	94.4%	75%	50.0	50	100.0	67.6%
	% Passing Exams	38.0%	75%	25.4	50	50.7	40.7%
On-track to High School Graduation		88.2%	94%	46.9	50	93.9	85.1%
4-year Graduation All Students (2015 Cohort)		97.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		81.3%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		86.5% 64.7%	75%	21.6	50	43.2	89.2% 50.5%
Arts Access		45.7%	60%	38.1	50	76.2	47.5%
Accountability Index				1032.8	1250	82.6	

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	75.0	62.2	12.8	16.5	
Math Performance Index Gap	73.8	59.5	14.3	18.9	
Science Performance Index Gap	67.1	55.3	11.8	17.2	
Graduation Rate Gap	.	.	.	15.3%	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	99.5
	High Needs Students	99.1
Math	All Students	99.5
	High Needs Students	99.1
Science	All Students	99.5
	High Needs Students	98.3

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: 59.4

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

Westbrook School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Westbrook Public Schools (WPS) inspire students to succeed by assuring physically, emotionally and intellectually safe climates in which to learn. Teachers in professional learning communities analyze student data and apply instructional strategies that address individual student learning styles. There are short & long term plans to help all students reach their intellectual potential, while emphasizing their physical, emotional and social development needs. Teaching & learning is built on 21st century and CT Common Core-aligned expectations. Best practices shared among staff are designed to create engaging classroom settings. Their needs are also met via alternative programming and supportive Interventions that include specific transitions from school-to-school, to career and higher education. WPS integrate technology into education programming and progress monitoring. All schools have instituted Scientific Research-based interventions (SRBI), monitoring student progress to provide increased levels of academic and developmental support. Middle and High School parents are critical stakeholders with 24 hour access to their student's grades & attendance, through the WPS student information system, Power School. Teacher web pages also increase communication between home and school, as well as the District website and individual school websites. District and teacher WebPages and school websites and Face book pages also serve as resources for updated information. A district improvement goal to sustain and measure positive school climates engages WPS stakeholders. The Board of Education (BOE) has applied National School Climate Standards to the work of assuring the quality and character of the school day for all and written the first-in-the-nation School Climate Policy holding all education stakeholders accountable for school climate. On a yearly basis, a valid and reliable survey, measuring the 13 dimensions of school climate characteristics is used. Data meets legislatively-mandated requirements to collect & report trends, and provides the lens through which we connect all members of the education community and intrinsically drive support for learning. Staff has attended Basic Climate training. Advanced & Team Climate and Restorative practices trainings are offered to promote restorative strategies work. BOE members and parents are included. Hybrid trainings are offered to high school students and our students visit & present to urban and other schools. They also Skype and create video to share their work.

Parent presence on committees and at trainings offers parents an understanding of district initiatives. They join staff, students, BOE & community members in this work. The District Climate Council works to establish a seamless, cohesive school district. A district Wellness Committee promotes healthy lifestyle choices for stakeholders. Active Parent Teacher Organizations support student success. Parent volunteers serve as readers & listeners for elementary students working to improve fluency and comprehension. High school parent participation in the Endicott Survey as part of the NEASC Self-Study has provided insight toward continuous school improvement. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

WPS seek opportunities to interact with peers & teachers from diverse backgrounds & cultures. Growing in our own diversity, with an increasing number of English Language Learners enrolling, staff & students integrate cultural learning tasks and activities. The school district enjoys a sister-school relationship with a primary intermediate school in Zibo, China. Chinese students & administrators regularly visit WPS to exchange instructional practices. Our high school hosted an exchange student from Germany. The elementary school connects with a Caribbean Island school; experiencing cross-cultural connections with an emphasis on English Language Learners. The elementary school implemented breakfast meetings to help support the growing population of English Learners & to help families make connections with each other. A foundational goal of the district is focused on creating and sustaining school & district climates of respect for one another. Staff & student partnership offers opportunities to expand our thinking beyond WPS. The district sponsors inter-district programming for our MS and HS students including urban districts. Students attend forums across the state and are frequently invited to present & facilitate learning on topics aligned with positive climate & social & emotional learning. The high school enjoys a strong relationship with the Yale Center for Emotional Intelligence. Project Oceanology programs involve students from more urban settings & provide hands-on marine experiments for our middle school students with their urban peers. Freshmen take World Cultures, which focuses on a global understanding of diverse populations in regard to culture including race, religion and ethnicity. Students are exposed to current issues that impact the global economy and international relations. Seniors take World Literature which focuses on literary texts from a variety of diverse populations around the world. Students research history & cultural aspects of the country before reading the texts. WPS athletic programs focus on maximizing student exposure to healthy lifestyles and competition. Over 67% of WPS students participate in athletics. Indoor track has increased athletic opportunities for all students as well as unified sports for special needs students.

District Profile and Performance Report for School Year 2015-16

Westbrook School District

Equitable Allocation of Resources among District Schools

Westbrook Public Schools insure the equity of resources to meet the needs of all students in a variety of ways. The Board of Education is committed to maintaining favorable class sizes and staffing numbers. Grades K-1 are maintained at levels conducive to a connected and nurturing environment. That practice is brought forward by our work to sustain positive climates of connectedness for students at all levels. All students including those with special needs benefit from full access to staff and instructional resources.

Budget preparation is a fair and equitable process. Teachers and administrators work with the superintendent to develop a budget that meets the needs of Pre-K-12 students, while being sensitive to the ability of the town to fund education. The budget is scrutinized in an approval process by the BOE and Board of Finance. The school district actively pursues state & federal grants to supplement the budget. The public is encouraged to provide input at BOE and Town meetings during the development process. Despite statewide economic trends, the Town and school district maintain a meaningful collaboration in meeting the education needs of Westbrook's children.