

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

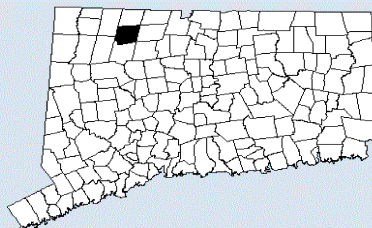


The Gilbert School District

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

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	467
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹ Expenditure data reflect the 2018-19 school year.

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	253	54.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	36	7.7	5.2
Black or African American	9	1.9	12.7
Hispanic or Latino of any race	73	15.6	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	22	4.7	3.8
White	327	70.0	51.1
English Learners	13	2.8	8.3
Eligible for Free or Reduced-Price Meals	189	40.5	43.3
Students with Disabilities ³	70	15.0	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	42	19.7	15	6.9
Male	48	18.8	47	17.5
Black or African American	*	*	*	*
Hispanic or Latino of any race	25	32.1	18	22.2
White	56	17.3	37	11.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	54	27.6	34	16.6
Students with Disabilities	20	27.4	14	18.2
District	90	19.1	62	12.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 74

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	40.0
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	4.7
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	38.0

¹ In 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	1	1.9	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	51	98.1	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	*	8	*
White	53	84.1	52	86.7
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	29	74.4	26	78.8
Students with Disabilities	7	*	9	*
District	67	79.8	71	81.6
State		75.8		84.8

² College-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 Peers³

	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		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	N/A	N/A	\$10,923
Support services - students	N/A	N/A	\$1,277
Support services - instruction	N/A	N/A	\$682
Support services - general administration	N/A	N/A	\$467
Support services - school based administration	N/A	N/A	\$1,021
Central and other support services	N/A	N/A	\$679
Operation and maintenance of plant	N/A	N/A	\$1,718
Student transportation services	N/A	N/A	\$1,288
Food services	N/A	N/A	\$12
Enterprise operations	N/A	N/A	\$163
Minor school construction	N/A	N/A	\$59
Total	N/A	N/A	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	N/A	N/A	28.5
Instructional Aide Salaries	N/A	N/A	10.1
Other Salaries	N/A	N/A	11.1
Employee Benefits	N/A	N/A	13.0
Purchased Services Other Than Transportation	N/A	N/A	5.7
Special Education Tuition	N/A	N/A	22.5
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.3
Purchased Services For Transportation	N/A	N/A	8.0
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0
Percent of Total Expenditures Used for Special Education		N/A	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	N/A
State	N/A
Federal	N/A
Tuition & Other	N/A

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54	88.9
Students with Disabilities	15	*
District	124	92.7
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	*	72.7
Male	52.9	78.6
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	60.3	78.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.3	*
Students with Disabilities	*	*
District	59.3	76.0
State	71.5	87.5

³ College 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.

⁴ College 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	19.1%	<=5%	12.2%
	High Needs Students	26.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	80.7%	75%	80.4%
On-track to High School Graduation		85.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		97.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		59.2%	75%	71.5%
Arts Access		58.3%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	97.7%	-3.7%	10.9%	N

¹ If 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.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Gilbert School and Winchester Special Education Department work collaboratively to meet the needs of students with disabilities. Winchester's Director of Special Education meets weekly with 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.

All parents have access to PowerSchool and School Messenger which provides email blasts, texts and calls to parents. Each Sunday evening the Principal sends a message to all parents and staff communicating upcoming events 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 has been updated and reformatted to be more user friendly, informative, interactive and ADL compliant. We have hired a media specialist to assist with the website and updating social media sites.

We conduct Open House, Course Selection evenings, Community Forums and Transition and Topic Specific Informational Meetings. The Gilbert Parent Ambassador Program's monthly meetings provide information to parents and allow for questions and concerns to be addressed. We have collaborated with community organizations as well as area school districts. Teachers communicate with parents through phone calls, emails and "Good News" postcards. Parents are notified not just when there is a specific concern, but when things are going well. Teachers hold parent and team meetings to share information and put plans into place with all stakeholders needed to support student success. Attendance in every class is closely monitored. Parents have access through PowerSchool to view their child's class and attendance. If students are having a difficult time attending school, our Counselors and Administration meet with students, families and faculty to create plans of actions and give information on community resources. We publish our attendance policies so all parents and students have access to the policies and procedures. Administration and Social Workers visit homes and/or make referrals to the appropriate agencies when deemed necessary. The district has partnered with Connecticut Junior Republic to provide student/family mental health support and services. CJR has a satellite office in our building providing counseling to our students grades 7-12.

Our teachers use inquiry based learning, integrating higher level thinking skills daily into our curriculum. Data is used to drive instruction in grades 7-9 teams as well as departments for grades 10-12. We use the NWEA math program and the NWEA reading inventory as benchmarks for all students in grades 7-12. We have contracted with EdAdvance, our regional educational service center, and CREC to complete curriculum audits, assist with curriculum revisions, standards alignment, assessments and instructional techniques.

Due to the COVID-19 pandemic, our school transitioned to distance learning from March 12, 2020 to the end of the academic year. To prepare for the reopening of our school, three committees were formed; Building and Health & Safety, Learning Models, and Professional Development. All committees include Administrators, Faculty, Staff, Parents and Students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Gilbert School has successfully continued our International Residency Program, accepting forty-eight students from around the world. This program involves a Student Ambassador Program and its premise of "The Gilbert School, Connecting Winsted, Connecticut and the World". Students from grades 7-12 take part in this program at various levels and student diversity programs have been developed to not only welcome new students from around the world but to foster a sense of openness and understanding. We began the 2019-20 school year with a presentation by Brandon Farbstein, an author and inspirational speaker, designed to enhance the educational experience of all our students by fostering a school culture based on understanding and equality.

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. Throughout the building we proudly display through banners and murals with encouraging words, phrases and expressions.

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. Addressing the growing racial concerns in our country we will be continuing to focus on social justice and racial equity, making this a priority.

With an increasing number of Spanish speaking students as well, The Gilbert School has two 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. Our website is ADA compliant.

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Equitable Allocation of Resources among District Schools

The Gilbert School is a one-district school. Winchester Public Schools which serves grades PreK-6 is our sending district. Winchester Public Schools has two representatives on our Finance Committee that develop and recommend the budget to the full Board of Education. These representatives are also members of our 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.