

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



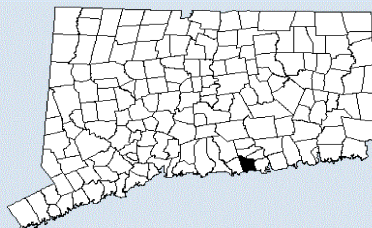
Westbrook School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	807
Per Pupil Expenditures ¹	\$19,847
Total Expenditures ¹	\$16,790,711

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® 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 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	385	47.7	48.3
Male	422	52.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	15	1.9	4.7
Black or African American	*	*	12.9
Hispanic or Latino	90	11.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	14	1.7	2.5
White	683	84.6	57.2
English Language Learners	43	5.3	6.3
Eligible for Free or Reduced-Price Meals	115	14.3	37.6
Students with Disabilities ¹	97	12.0	13.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	18	4.9	0	0.0
Male	11	2.7	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	24	3.7	*	*
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	10	7.8	*	*
Students with Disabilities	7	6.8	*	*
District	29	3.7	*	*
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 2

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 2014-15

Westbrook School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	81.8
Paraprofessional Instructional Assistants	6.5
Special Education	
Teachers and Instructors	13.9
Paraprofessional Instructional Assistants	22.1
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	3.6
Library/Media	
Specialists (Certified)	2.8
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.6

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	1	0.9	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	0	0.0	0.0
White	113	98.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.2

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	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	47	94.0	65	90.3
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	7	*	*	*
Students with Disabilities	7	*	*	*
District	57	91.9	70	89.7
State		58.4		73.8

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	13	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	25	92.6
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	66	80.5
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Westbrook School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	18	2.3	1.5
Emotional Disturbance	12	1.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	27	3.4	4.4
Other Health Impairment	11	1.4	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	11	1.4	1.9
All Disabilities	90	11.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	9,875,645	11,870	9,134
Instructional Supplies and Equipment	1,120,451	1,347	334
Improvement of Instruction and Educational Media Services	329,609	396	498
Student Support Services	285,658	343	1,001
Administration and Support Services	1,526,195	1,834	1,694
Plant Operation and Maintenance	1,654,219	1,988	1,572
Transportation	719,624	736	813
Costs of Students Tuitioned Out	707,219	N/A	N/A
Other	572,091	688	186
Total	16,790,711	19,847	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,634,035	1,964	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,467,036	38.2	35.1
Noncertified Personnel	402,362	10.5	14.2
Purchased Services	434,144	11.3	5.2
Tuition to Other Schools	692,155	18.0	22.0
Special Ed. Transportation	326,728	8.5	8.6
Other Expenditures	521,118	13.6	14.9
Total Expenditures	3,843,543	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	94.2	93.6
State	4.2	4.6
Federal	1.4	1.5
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 2014-15

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	10	*	10	*	*	*
Black or African American	N/A	N/A	N/A	*	*	*
Hispanic or Latino	34	71.7	34	60.4	24	53.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	289	82.3	289	72.8	164	61.7
English Language Learners	19	*	19	*	7	*
Non-English Language Learners	318	82.0	318	72.5	190	61.0
Eligible for Free or Reduced-Price Meals	53	72.1	53	60.9	31	54.9
Not Eligible for Free or Reduced-Price Meals	284	83.2	284	73.6	166	61.3
Students with Disabilities	55	62.8	55	54.5	29	48.3
Students without Disabilities	282	85.1	282	74.9	168	62.4
High Needs	97	69.5	97	59.3	56	51.6
Non-High Needs	240	86.3	240	76.5	141	63.7
District	337	81.5	337	71.6	197	60.3

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			
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	94.9	67.3	71.2	90.3	235	81.3
Curl Up	94.9	96.4	84.7	98.4	235	93.6
Push Up	88.1	76.4	54.2	82.3	235	75.3
Mile Run/PACER	86.4	90.9	67.8	87.1	235	83.0
All Tests - District	76.3	56.4	33.9	72.6	235	60.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

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 2014-15

Westbrook School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	72	95.8	94.0	Yes	94.0
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	74.2	28	42.4
Male	68.9	30	40.5
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	75.4	54	44.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	*	0	*
District	71.4	58	41.4
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	97.4	96.6
Male	60.6	73.1
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	80.3	*
English Language Learners	80.3	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.3	85.5
State	72.6	88.8

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 2014-15

Westbrook School District

Next Generation Accountability Results

These statistics are the first 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	81.5	75	100.0	100	100.0	67.9
	High Needs Students	69.5	75	92.6	100	92.6	56.7
Math Performance Index	All Students	71.6	75	95.4	100	95.4	59.3
	High Needs Students	59.3	75	79.1	100	79.1	47.8
Science Performance Index	All Students	60.3	75	80.4	100	80.4	56.5
	High Needs Students	51.6	75	68.8	100	68.8	45.9
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	6.6%	<=5%	46.8	50	93.6	17.3%
Preparation for CCR	% Taking Courses	90.7%	75%	50.0	50	100.0	66.1%
	% Passing Exams	41.4%	75%	27.6	50	55.2	37.3%
On-track to High School Graduation		3.0%	94%	1.6	50	3.1	85.6%
4-year Graduation All Students (2014 Cohort)		95.8%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		80.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.2% 60.0%	75%	40.0	50	80.0	87.6% 51.0%
Arts Access		27.7%	60%	23.1	50	46.1	45.7%
Accountability Index				955.3	1150	83.1	

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	69.5	5.5	17.3	
Math Performance Index Gap	75.0	59.3	15.7	19.6	
Science Performance Index Gap	63.7	51.6	12.2	17.2	
Graduation Rate Gap	.	.	.	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	84.8
	High Needs Students	86.2
Math	All Students	84.9
	High Needs Students	86.3
Science	All Students	99.0
	High Needs Students	98.3

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: 56.3

State: 50.1

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 2014-15

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 developmental needs. Teaching & learning is built on 21st century and CT Common Core-aligned expectations. Best-practices shared among staff are designed to create coherence Pre-K - Grade 12 and optimal transitions. Students with special needs experience a wide variety of supports, delivered in general education 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 (MS & HS) parents are included with 24 hour access to their student's grades through the WPS student information system. Teacher webpages also increase communication between home & school.

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 & 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 is required to attend Basic Climate training. Advanced & Team Climate and Restorative practices trainings are offered to help staff promote social justice and work with restoratively. BOE members and parents are included. Hybrid trainings are offered to high school students. Students visit & present to urban and other schools, Skype & Video to share their work intra & interscholastically.

Parent presence on committees and at trainings promotes parent 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 all stakeholders. Active Parent Teacher Organizations support student success, events include a community-wide Empty Bowls Project to benefit those of little or no means and a 5K qualifying run to connect schools & community. Parent volunteers serve as readers & listeners for elementary students working to improve fluency and comprehension. Parents are involved in student-led forums to hear from their children and teachers about the learning goals in the MS. Parents have been instrumental in the NEASC-accreditation studies focus groups at the HS.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Westbrook Public Schools (WPS) seek opportunities to interact with peers and teachers from diverse backgrounds and cultures. Growing in our own diversity, with an increasing number of English Language Learners enrolling, staff & students integrate learning tasks & activities with other cultures. The school district enjoys a sister-school relationship with a primary & intermediate school in Zibo, China. Chinese students and administrators regularly visit WPS to exchange instructional practices. Our high school accepts exchange students. Students travel and host others in exchange with France. The Elementary School has made a connection with a Caribbean island-school to experience cross-cultural connections for our students with a special emphasis on English Language Learners.

A foundational goal of the district is focused on creating and sustaining school & district climates of respect for one another. Staff and student partnerships offer opportunities to expand our thinking beyond WPS. The district sponsors inter-district programming for our MS & HS students including urban districts. Students attend forums across the state and are frequently invited to present and facilitate learning on topics aligned with positive climate. Project Oceanology programs involving students from more urban settings (Middletown and New London) provide hands-on marine experiments for our Middle School students with their urban peers. WMS & WHS students also benefit from shared music programs with other school districts. WHS participates in Model UN. Students study a country, visit the ambassador at the UN to consider issues & needs in that country. They participate in a mock UN general assembly at the University of Hartford, with other students from around the state to discuss global issues. Students improve skills in problem solving, conflict resolution, research and communication. The program brings together students of diverse backgrounds, cultures and opinions to develop global understanding while creating an avenue for new friendships.

WPS athletic programs (intra & interscholastic) focus on maximizing student exposure to healthy lifestyles and competition. Over 65% of WPS students participate in athletics. The recent addition of Indoor Track for boys and girls

District Profile and Performance Report for School Year 2014-15

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 (BOE) 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 by the BOE and Board of Finance. The school district actively pursues state & federal grants to supplement its 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.