

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



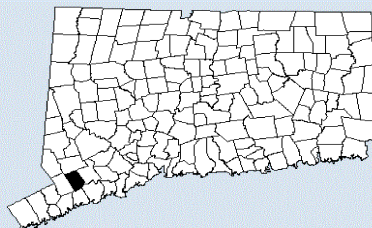
## Weston School District

Dr. William Mckersie, Superintendent • 203-221-1510 • <http://www.westonk12-ct.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,322
Per Pupil Expenditures <sup>1</sup>	\$22,708
Total Expenditures <sup>1</sup>	\$53,273,876

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,112	47.9	48.4
Male	1,210	52.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	117	5.0	5.2
Black or African American	45	1.9	12.8
Hispanic or Latino of any race	140	6.0	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	122	5.3	3.6
White	1,898	81.7	52.4
English Learners	16	0.7	7.6
Eligible for Free or Reduced-Price Meals	42	1.8	42.1
Students with Disabilities <sup>3</sup>	249	10.7	15.4

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

<sup>3</sup>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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	97	8.9	10	0.9
Male	76	6.3	46	3.7
Black or African American	9	20.9	*	*
Hispanic or Latino of any race	12	9.2	*	*
White	139	7.4	44	2.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	6	10.5	*	*
Students with Disabilities	34	13.7	8	2.8
District	173	7.5	56	2.4
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 17**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup>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.

<sup>5</sup>This column displays the 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 2018-19

## Weston School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	174.9
Paraprofessional Instructional Assistants	10.5
<b>Special Education</b>	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	41.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.5
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	4.1
Instructional Specialists Who Support Teachers	11.9
Counselors, Social Workers and School Psychologists	17.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	71.5

<sup>1</sup>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	2	0.8	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	4	1.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	243	97.6	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	*	8	*
White	156	97.5	185	99.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	9	*
Students with Disabilities	13	*	16	*
District	182	97.8	212	99.5
State		74.5		85.2

<sup>2</sup>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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	15	36.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	53	67.9
Other Health Impairment	52	83.9
Other Disabilities	*	*
Speech/Language Impairment	20	90.9
District	145	64.7
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Weston School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	1.8	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	79	3.4	5.5
Other Health Impairment	63	2.7	3.2
Other Disabilities	18	0.8	1.1
Speech/Language Impairment	22	1.0	1.8
All Disabilities	237	10.3	15.0

<sup>1</sup>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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	13	5.5	5.0

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$30,110,765	\$12,835	\$10,545
Support services - students	\$4,892,233	\$2,101	\$1,373
Support services - instruction	\$4,704,332	\$2,020	\$644
Support services - general administration	\$1,059,083	\$455	\$462
Support services - school based administration	\$2,529,974	\$1,086	\$1,007
Central and other support services	\$633,125	\$272	\$671
Operation and maintenance of plant	\$5,558,611	\$2,387	\$1,629
Student transportation services	\$1,903,068	\$835	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,299,536	\$558	\$157
Minor school construction	\$583,150	\$250	\$65
Total	\$53,273,876	\$22,708	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,269,796	25.4	29.7
Instructional Aide Salaries	\$1,413,740	11.0	9.6
Other Salaries	\$1,990,395	15.4	10.4
Employee Benefits	\$1,926,871	14.9	13.0
Purchased Services Other Than Transportation	\$1,020,325	7.9	5.5
Special Education Tuition	\$3,069,632	23.8	22.6
Supplies	\$15,309	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$154,353	1.2	8.0
Equipment	\$35,866	0.3	0.2
All Other Expenditures	.	.	0.1
Total	\$12,896,288	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.2	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	96.5
State	1.9
Federal	1.0
Tuition & Other	0.5

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Weston 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	0	N/A	0	N/A	0	N/A
Asian	64	87.1	64	87.0	26	86.1
Black or African American	24	65.1	24	58.0	9	*
Hispanic or Latino of any race	61	74.2	61	70.8	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	64	82.7	64	80.8	25	77.3
White	1,035	78.9	1,031	76.3	471	80.9
English Learners	21	71.4	21	69.8	6	*
Non-English Learners	1,227	79.1	1,223	76.6	544	80.5
Eligible for Free or Reduced-Price Meals	22	67.7	22	67.8	6	*
Not Eligible for Free or Reduced-Price Meals	1,226	79.2	1,222	76.6	544	80.6
Students with Disabilities	130	59.9	130	56.4	57	57.0
Students without Disabilities	1,118	81.2	1,114	78.8	493	83.1
High Needs	164	62.9	164	59.9	66	58.1
Non-High Needs	1,084	81.4	1,080	79.0	484	83.4
District	1,248	79.0	1,244	76.5	550	80.4

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.8	80.2	78.6	95.5	700	86.9
Curl Up	95.6	94.2	95.2	98.0	700	95.9
Push Up	96.2	81.4	91.1	93.5	700	90.6
Mile Run/PACER	78.0	86.0	85.1	90.0	700	85.1
All Tests - District	70.4	61.0	65.5	83.1	700	70.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Weston School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	12	*
Students with Disabilities	10	*
District	205	98.0
State		88.3

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	156	83.0
Male	98.6	183	86.7
Black or African American	*	*	*
Hispanic or Latino of any race	*	8	*
White	99.1	301	87.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	*	10	*
Students with Disabilities	83.3	9	30.0
District	98.7	339	85.0
State	95.9		42.6

<sup>3</sup>College 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	94.9	98.6
Male	91.4	98.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	92.4	98.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	93.1	98.3
State	71.0	87.8

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2018-19

## Weston School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.0	75	50.0	50	100.0	67.7
	High Needs Students	62.9	75	41.9	50	83.8	58.1
Math Performance Index	All Students	76.5	75	50.0	50	100.0	63.1
	High Needs Students	59.9	75	40.0	50	79.9	52.7
Science Performance Index	All Students	80.4	75	50.0	50	100.0	63.8
	High Needs Students	58.1	75	38.8	50	77.5	54.2
ELA Academic Growth	All Students	64.7%	100%	64.7	100	64.7	59.9%
	High Needs Students	52.6%	100%	52.6	100	52.6	55.1%
Math Academic Growth	All Students	75.1%	100%	75.1	100	75.1	62.5%
	High Needs Students	64.2%	100%	64.2	100	64.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.5%	<=5%	44.9	50	89.9	10.4%
	High Needs Students	13.0%	<=5%	34.1	50	68.2	16.1%
Preparation for CCR	% Taking Courses	98.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	85.0%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		98.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		96.7%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		93.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.3%   70.6%	75%	47.0	50	94.1	96.4%   52.9%
Arts Access		69.7%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1153.3</b>	<b>1350</b>	<b>85.4</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	62.9	12.1	15.4	
Math Performance Index Gap	75.0	59.9	15.1	17.6	
Science Performance Index Gap	75.0	58.1	16.9	16.1	
Graduation Rate Gap	94.0%	96.7%	-2.7%	11.1%	N

<sup>1</sup>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.

<sup>2</sup>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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	96.6
Math	All Students	98.6
	High Needs Students	96.6
Science	All Students	98.9
	High Needs Students	97.1

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 70      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Weston School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Each year, our district sets goals to continuously improve our programs and services for regular and special education students. Corresponding action plans are developed for each goal area and teachers align their goals with district or building initiatives in an effort to enhance student achievement. The district's primary outcome goal has been the development of global citizens through an emphasis on academic excellence, healthy learning environments, and digital learning.

Weston public schools is committed to developing a partnership with parents to ensure the success of our students. Grade level back-to-school nights, transition meetings, and parent-student informational gatherings are offered throughout the year to increase effective communication. We continue to use a web-based parent portal to provide parents with access to their child's classroom performance record. This resource provides parents and students with a window into student performance and to serve as the basis for conversations with teachers. All teachers maintain an active web page reflecting classroom assignments and updates for students and parents. In addition to the scheduled K-5 parent-teacher conference days in the late fall and spring, school counselors are in regular contact with parents to address any issues that their child may be dealing with at home or in school.

We continue to use our district and school websites to communicate important guidelines and information pertaining to school-wide events and reference materials such as handbooks, school forms, policies, curriculum, after school programs, and calendar updates. We have increased our parent information blasts through "School Messenger." In the spring, transition programs for parents are held to provide opportunities for those interested in learning about the unique programs and curricula that will be offered in their child's new school as they progress through our four schools. Regular and consistent communication is vital for our efforts to sustain a collaborative partnership with members of our greater school community.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Weston Public Schools continue to make great strides to reduce racial, ethnic, and economic isolation through our participation in Project Choice and our steadfast commitment to community service and fundraising projects. Weston participates in the State of Connecticut's "Open Choice Program" through which students from a surrounding urban area, Bridgeport, attend our schools. These students are an important part of our community and participate in all aspects of the school day and after school activities.

Our core academic curriculum provides opportunities for students to learn about different cultures through history, music, and literature, helping them gain greater appreciation for the importance of cultural diversity. At Weston High School, we have an ongoing exchange program with our Chinese sister school, Qingdao 17 Senior High School in the Shandong Province, China. Weston High School continues to provide educational experiences that enhance our students' capacity to live in a global world. Course offerings in humanities, Spanish, French, Chinese, and film studies, focus on issues and concepts related to diversity.

In our schools, students receive numerous opportunities to have a positive impact on others who may not have the same opportunities that we may take for granted. Our student government organizations help to create awareness among the student body for humanitarian efforts that have resulted in a number of school-wide drives. Through first hand exposure with those from different cultures and backgrounds, our students receive the critical life experience of understanding and appreciating the many commonalities that they share in the process.

# District Profile and Performance Report for School Year 2018-19

## Weston School District

### **Equitable Allocation of Resources among District Schools**

Weston Public Schools is a suburban K-12 district of 2,300 students located approximately 45 miles from New York City. The campus is the heart and hub of the community with all four schools situated along an idyllic one-mile stretch of road.

The district employs a participatory budget-building process to determine the needs of our schools. School leaders join district level administrators to closely examine current practices and determine budgetary priorities. Administrators prepare and submit their budget estimates to the Director of Finance and Operations, who summarizes the data for review by the Leadership Team. This group meets to review the budget requests by individual cost centers.

The administrators present their budgets in public to the Board of Education during the month of January. During its review of the administration's requested budget, the Board may or may not alter the request. After the Board votes on potential modifications to the requested budget, the budget is adopted and sent to the Town Boards for further review prior to being voted upon at a Town referendum in April.