Connecticut State Department of Education

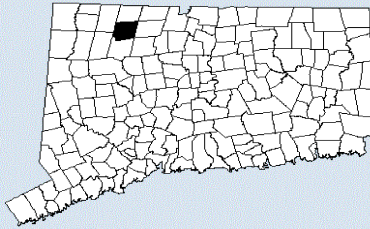# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Winchester School District

Ms. Anne Watson, Superintendent • 860-379-0706 • http://www.winchesterschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	609
Per Pupil Expenditures[1]	N/A
Total Expenditures[1]	N/A

[1]*Expenditure 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

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).

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	269	44.2	48.3
Male	340	55.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	13	2.1	12.9
Hispanic or Latino	58	9.5	22.1
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.5
White	526	86.4	57.2
English Language Learners	24	3.9	6.3
Eligible for Free or Reduced-Price Meals	239	39.2	37.6
Students with Disabilities[1]	124	20.4	13.3

[1]Students 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]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	14	5.3	*	*
Male	26	8.0	*	*
Black or African American	*	*	*	*
Hispanic or Latino	8	10.0	*	*
White	26	5.6	15	3.1
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	31	9.1	11	2.9
Students with Disabilities	14	10.6	7	4.6
District	40	6.8	18	2.9
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	38.0
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	28.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	4.5
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	34.5

[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

	District		State
	Count	Percent of Total (%)	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	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	69	100.0	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core 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	6.5	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0.0	0	0.0
White	0	0.0	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	0	0.0
Students with Disabilities	0	0.0	*	*
District	0	0.0	*	*
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	14	38.9
Emotional Disturbance	11	52.4
Intellectual Disability	*	*
Learning Disability	32	50.0
Other Health Impairment	34	69.4
Other Disabilities	*	*
Speech/Language Impairment	27	77.1
District	124	55.6
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	37	3.1	1.5
Emotional Disturbance	21	1.7	1.0
Intellectual Disability	8	0.7	0.5
Learning Disability	64	5.3	4.4
Other Health Impairment	49	4.1	2.6
Other Disabilities	15	1.2	1.0
Speech/Language Impairment	38	3.1	1.9
All Disabilities	232	19.2	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	120	51.7	8.1
Private Schools or Other Settings	21	9.1	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A
Additional Expenditures			
Land, Buildings, and Debt Service	N/A	N/A	N/A

[3]Expenditures 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		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:[4] 2013-14

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

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	26	66.2	27	52.7	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	255	66.0	254	56.5	61	49.0
English Language Learners	13	*	14	*	*	*
Non-English Language Learners	277	66.4	276	56.0	*	*
Eligible for Free or Reduced-Price Meals	160	65.0	160	54.0	43	47.9
Not Eligible for Free or Reduced-Price Meals	130	66.8	130	58.1	35	47.8
Students with Disabilities	67	52.5	67	43.5	20	32.6
Students without Disabilities	223	69.8	223	59.5	58	53.1
High Needs	195	62.2	195	52.3	54	44.5
Non-High Needs	95	73.2	95	63.1	24	55.5
District	290	65.8	290	55.8	78	47.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.5	92.0	N/A	N/A	154	87.7
Curl Up	79.7	85.3	N/A	N/A	154	82.5
Push Up	88.6	82.7	N/A	N/A	154	85.7
Mile Run/PACER	26.6	52.0	N/A	N/A	154	39.0
All Tests - District	24.1	46.7	N/A	N/A	154	35.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	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	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A
State[4]		87.0			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	*	0	*
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	0	*
White	*	0	*
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	*	0	*
District	*	0	*
State	67.2		37.3

[5]College 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

[6]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 percent.

Sources:
SAT® and AP® statistics derived from data provided by the College Board.
Copyright © 2015 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2015 ACT, Inc. www.act.org
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] Rate (%)	Persistence[8] Rate (%)
Female	72.6	*
Male	72.6	*
Black or African American	N/A	N/A
Hispanic or Latino	72.6	*
White	72.6	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	72.6	*
Students with Disabilities	72.6	*
District	72.6	*
State	72.6	88.8

[7]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.

[8]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

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	65.8	75	87.8	100	87.8	67.9
	High Needs Students	62.2	75	83.0	100	83.0	56.7
Math Performance Index	All Students	55.8	75	74.4	100	74.4	59.3
	High Needs Students	52.3	75	69.7	100	69.7	47.8
Science Performance Index	All Students	47.9	75	63.8	100	63.8	56.5
	High Needs Students	44.5	75	59.3	100	59.3	45.9
Chronic Absenteeism	All Students	6.8%	<=5%	46.3	50	92.7	10.6%
	High Needs Students	9.0%	<=5%	42.0	50	84.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	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)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		85.1% | 35.1%	75%	11.7	50	23.4	87.6% | 51.0%
Arts Access		40.7%	60%	34.0	50	67.9	45.7%
Accountability Index				**572.0**	**800**	**71.5**	

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	73.2	62.2	11.0	17.3	
Math Performance Index Gap	63.1	52.3	10.8	19.6	
Science Performance Index Gap	55.5	44.5	11.0	17.2	
Graduation Rate Gap	.	.	.	.	

[1]If 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.

[2]If 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	99.4
	High Needs Students	99.1
Math	All Students	99.7
	High Needs Students	99.5
Science	All Students	100.0
	High Needs Students	100.0

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: 54.5   **State: 50.1**

Supporting Resources
Two-page FAQ
Detailed Presentation
Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

In the Winchester Public School District, district goals and student performance data inform the development of the school, department and individual annual growth plans which are finalized at the beginning of each school year. Annual objectives establish priorities for the upcoming year. Also, they guide resource allocation and decision making. The current goals are:

GOAL 1. To provide effective coaching to teachers in grades K-6 to implement literacy strategies and expand competence in previous year's work on Reader's Workshop model. Each school will have one full-time literacy coach to provide embedded professional development to teachers.

GOAL 2. The district will continue to support expanded professional development in the Workshop model of instruction through Columbia including direct in-service for selected staff in both New York and Boston (including travel expenses and supporting materials)

GOAL 3. The district will provide training to staff in understanding and using Measures of Academic Progress data to inform instruction and to improve student achievement.

Our Family Resource Center has been our contact with the preschool community including parents with children ages birth to kindergarten entry. Their early childhood team conducts our Child Find activities which include monthly screenings of 3 & 4-year-olds and our Parents as Teachers program in which children are screened twice a year with developmental and social-emotional tools from birth to kindergarten entry for enrolled children. FRC staff provides monthly home visits to families to these families as well. The FRC is also the contact for a referral from community preschool programs for children with suspected delays.

The FRC staff has provided parent workshops on topics requested by parents including Conscious Discipline and currently Parents Seeking Educational Excellence (Parents SEE). Parents SEE is a parent leadership program designed to provide parents with strategies for actively engaging with other parents, educators and community leaders to address public policies and civic engagement to improve schools for all children.

Services are extended to parents in our CHAMPS after school enrichment program and community programs as well. Parents have a unique opportunity to be involved in their child's learning from participating in our CHAMP's productions each year with fifth and sixth-grade students.

Each building hosts a variety of family-oriented activities such as the Harvest Parade, Writing Celebrations, Music Night, Literacy Night, Guest Readers, Nutrition Night, Grandparents/Special Person Day, etc.

One significant achievement regarding special education and services was implementing the IEPDirect software.

Attendance and progress are monitored through the use of 'data walls' and PowerSchool. Parent communication is achieved through the use of letters, phone, and emails when a student reached a set number of absences. Parent meetings were also held as a proactive measure to boost student attendance.

Parent input was sought in the planning and improvement of school programs. Activities were undertaken to support parents in working at home with their children, which included parent conferences, celebration events, and open houses. Efforts were also made to build staff skills to partner with all families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our School support staff of psychologists and social workers have designed and implemented numerous programs including Second Step, classroom discussions, and events to increase student awareness of cultural differences and provide additional support to school efforts. A school-wide, positive behavior supports program, which rewards students for showing kind and respectful behavior toward all, has seen a dramatic increase in excellent behavior among a student cohort since this program was established. Winchester also employs an English Language Learner staff, which works toward providing appropriate instruction for ELL students and promoting positive home/school communication and relationships. The staff and students interact socially as well on a regular basis with "lunch bunch" activities and year-end celebrations of academic excellence.

Our classroom teachers continue to integrate numerous literature selections that illustrate respect for individual differences.

Our school also continues to focus on character development through the use of Responsive Classroom Approach and the explicit instruction of social skills with the Second Step Program.

Equitable Allocation of Resources among District Schools

The budget development process for the Winchester Public Schools ensures equitable allocation of resources among the schools in the district. The proposed budget for the district is developed collaboratively by administrators with guidelines from the town's Finance Department. Specifically, the process begins with a student enrollment projection for each school as a basis for the per student allocation that will be required to support student instruction (e.g. textbooks, instructional supplies, library media supplies, etc.) An allocation formula is used so that schools have comparable resources at the elementary level while recognizing the financial commitment to the town's endowed academy the Gilbert School for its secondary education.

Additionally, each school cost center is allocated comparable funding to support salaries, staff development, repairs/maintenance, utilities, etc. School principals conduct analyses of expenditures from the previous school year to affirm projected costs and need. The analyses includes audits, review of instructional versus non-instructional costs, study of budgeted versus actual expenditures, impact on facilities, etc.