

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

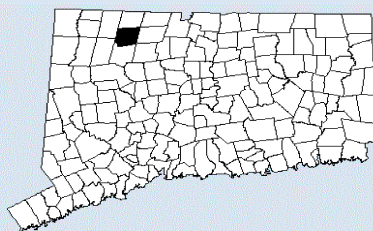


The Gilbert School District

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

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	561
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2016-17 year.

Community Information

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

Contents

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

Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	254	45.3	48.4
Male	307	54.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	84	15.0	5.1
Black or African American	*	*	12.8
Hispanic or Latino	81	14.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	20	3.6	3.3
White	365	65.1	53.6
English Learners	13	2.3	7.2
Eligible for Free or Reduced-Price Meals	212	37.8	36.7
Students with Disabilities ¹	85	15.2	14.8

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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	28	11.2
Male	*	*	74	23.9
Black or African American	*	*	*	*
Hispanic or Latino	*	*	16	20.3
White	*	*	74	20.2
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	63	25.2
Students with Disabilities	*	*	27	29.3
District	7	1.3	102	18.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 26

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

District Profile and Performance Report for School Year 2017-18

The Gilbert School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	42.2
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	5.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	20.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	5.4	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	52	92.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	10.5

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	*	*	0	0.0
Hispanic or Latino	10	*	*	*
White	54	76.1	24	60.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	27	65.9	13	48.1
Students with Disabilities	6	*	*	*
District	81	65.9	51	63.8
State		69.3		80.1

²College-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		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

The Gilbert School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		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
-----------------------------------	-----	-----	-----

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

Special Education Expenditures: 2016-17

	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 2016-17

	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

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 2017-18

The Gilbert 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	33	44.8	33	72.5
Black or African American	7	*	7	*
Hispanic or Latino	42	50.2	43	44.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	7	*	7	*
White	178	59.9	178	52.2
English Learners	17	*	17	*
Non-English Learners	250	57.5	251	54.1
Eligible for Free or Reduced-Price Meals	117	55.1	118	48.3
Not Eligible for Free or Reduced-Price Meals	150	57.5	150	57.1
Students with Disabilities	35	39.9	36	34.4
Students without Disabilities	232	58.9	232	56.2
High Needs	133	53.1	134	46.8
Non-High Needs	134	59.8	134	59.6
District	267	56.4	268	53.2

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	51.8	62.1	170	57.1
Curl Up	N/A	N/A	72.3	90.8	170	81.8
Push Up	N/A	N/A	54.2	66.7	170	60.6
Mile Run/PACER	N/A	N/A	49.4	41.4	170	45.3
All Tests - District	N/A	N/A	24.1	25.3	170	24.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

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 2017-18

The Gilbert School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	13	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49	79.6
Students with Disabilities	23	65.2
District	108	90.7
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	97.6	40	32.3
Black or African American	*	0	*
Hispanic or Latino	87.5	*	*
White	97.3	41	36.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.6	14	20.6
Students with Disabilities	87.1	*	*
District	96.6	75	36.9
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 © 2018 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	75.6	81.8
Male	53.3	80.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	59.0	73.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46.3	*
Students with Disabilities	*	*
District	62.4	80.8
State	70.9	88.3

⁵College 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.

⁶College 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 2017-18

The Gilbert 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	56.4	75	37.6	50	75.3	67.6
	High Needs Students	53.1	75	35.4	50	70.8	57.5
Math Performance Index	All Students	53.2	75	35.5	50	71.0	62.7
	High Needs Students	46.8	75	31.2	50	62.4	52.0
ELA Academic Growth	All Students	43.7%	100%	43.7	100	43.7	60.7%
	High Needs Students	44.3%	100%	44.3	100	44.3	55.6%
Math Academic Growth	All Students	55.3%	100%	55.3	100	55.3	61.9%
	High Needs Students	57.9%	100%	57.9	100	57.9	55.4%
Chronic Absenteeism	All Students	1.3%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	1.8%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	65.0%	75%	43.3	50	86.7	74.8%
	% Passing Exams	36.9%	75%	24.6	50	49.3	44.8%
On-track to High School Graduation		92.5%	94%	49.2	50	98.4	87.5%
4-year Graduation All Students (2017 Cohort)		90.7%	94%	96.5	100	96.5	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		85.4%	94%	90.9	100	90.9	81.8%
Postsecondary Entrance (Class of 2017)		62.4%	75%	83.2	100	83.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% 24.7%	75%	16.5	50	32.9	96.6% 50.1%
Arts Access		58.2%	60%	48.5	50	97.0	51.2%
Accountability Index				893.7	1250	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	59.8	53.1	6.6	15.9	
Math Performance Index Gap	59.6	46.8	12.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	85.4%	8.6%	12.7%	N

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.2
	High Needs Students	95.9
Math	All Students	97.5
	High Needs Students	96.6
Science	All Students	96.5
	High Needs Students	95.7

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A

State: 51.5

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 2017-18

The Gilbert School District

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 is in the process of being reformatted to be more user friendly, informative and interactive. We conduct Open House, Course Selection evenings, Community Forums and Transition and Topic Specific Informational Meetings. We have continued with The Gilbert Parent Ambassador Program monthly meetings to 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. Communication is ongoing and parents are notified not just when there is a specific concern, but when things are going well. Teachers hold parent meetings 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 a student's class and school attendance. If students are having a difficult time attending school, our School 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 or make referrals to the appropriate agencies when it is deemed necessary. The district has partnered with Connecticut Junior Republic to provide additional student/family mental health support and services.

Curriculum and Instruction advances knowledge and the practice of teaching and learning. A Professional Development Committee consisting of faculty, staff and 1 administrator was formed to create Professional Development that is relevant and useful to support student learning. The committee, with input from the entire faculty, is in charge of all aspects of professional development. Offerings include topics delivered by existing faculty, allowing them to share knowledge and learn from each other. Our teachers use inquiry based learning, integrating higher level thinking skills daily into our curriculum. Data is used to drive instruction in 7-9 grade teams as well as departments for grades 10-12. We use the STAR math program and the SRI reading inventory as benchmarks for all students 7-12. We have contracted with EdAdvance our regional educational service center to complete curriculum audits, assist with curriculum revision, standards alignment, assessments and instructional techniques.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2016-2017 school year, The Gilbert School continued the implementation of our International Residency Program, accepting seventy-four students from around the world. This program led to the creation of 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 were developed to not only welcome new students from around the world but to foster a sense of openness and understanding. We are beginning the 2018-19 school year with a program through the Anti-Defamation League called A World of Difference, Names Can Really Hurt Us, designed to enhance the educational experience of all our students by fostering a school culture based on understanding and equality.

We have celebrated and learned about the different cultural holidays and traditions that our students celebrate through cultural activities, productions and events. Sharing these experiences help to strengthen communication, acceptance and knowledge. 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. We have more school social and team building activities.

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. Service learning projects integrate meaningful community service activities with instruction to teach civic responsibility and strengthen our school, and community.

With an increasing number of Spanish speaking students as well, The Gilbert School hired three 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.

District Profile and Performance Report for School Year 2017-18

The Gilbert School District

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.