

STRATEGIC SCHOOL PROFILE 2009-10**Westbrook School District**

PATRICIA CHARLES, Superintendent

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Westbrook,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Middlesex

Town Population in 2000: 6,292

1990-2000 Population Growth: 16.2%

Number of Public Schools: 3

Per Capita Income in 2000: \$28,680

Percent of Adults without a High School Diploma in 2000*: 9.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.5%

District Enrollment as % of Estimated. Student Population: 94.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 972
5-Year Enrollment Change -5.2%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	106	10.8	12.9	32.6
K-12 Students Who Are Not Fluent in English	22	2.3	0.7	5.4
Students Identified as Gifted and/or Talented*	39	4.0	3.7	4.1
PK-12 Students Receiving Special Education Services in District	82	8.4	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	49	72.1	87.2	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	18	13.7	12.9	13.6

*5.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	18	1.8
Black	10	1.0
Hispanic	43	4.4
White	898	92.4
Total Minority	74	7.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

4.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Westbrook Public Schools seek opportunities to interact with peers and teachers from diverse backgrounds and to learn about different cultures. Our staff works particularly hard in this area since Westbrook is not a very diverse community. Our elementary teachers seek opportunities to teach about other cultures through field trips, such as to the Native American museums in our area, and through literature selections. Last year, Principal Katharine Bishop traveled to Zibo China to establish a sister-school relationship with a primary school there. The school enthusiastically embraced the opportunity to collaborate on teaching and learning experiences for their elementary students. Our middle school participates in Project Oceanology, an inter-district program involving students from Middletown and New London. This hands-on program provides opportunities for our students to conduct marine experiments with their urban peers. Students have both formal classroom instruction and field experiences. Students from Westbrook also attend interdistrict magnet schools in our area. Westbrook High School has a sister school, Zibo #7 Intermediate School, in Shandong Province, China. Superintendent Patricia Charles, Principal Robert Hale and six teachers have traveled to Shandong since 2006. Chinese administrators also visit Westbrook each year to learn about our instructional practices. Westbrook High School is a SEVIS approved school and accepted two Chinese students during the 2009-2010 school year. Additionally, a Model UN club is offered in which students learn about a particular country, visit the ambassador at the United Nations in New York to learn about the issues and needs pertinent to that country, and then participate in a mock United Nations general assembly at the University of Hartford with other students from around the state to meet and discuss global issues. Students learn about international problems while improving their skills for problem solving, conflict resolution, research and communication. The program brings together students of diverse backgrounds, cultures and opinions to develop their global understanding while creating an avenue for new friendships.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	74.6	57.0	77.3	
Writing	66.7	58.3	58.3	
Mathematics	77.8	62.4	73.0	
Grade 4 Reading	74.5	59.9	67.3	
Writing	77.7	63.6	66.3	
Mathematics	77.7	67.0	61.0	
Grade 5 Reading	68.0	61.8	47.9	
Writing	66.7	68.2	29.5	
Mathematics	70.7	72.4	29.5	
Science	64.1	59.4	35.5	
Grade 6 Reading	75.8	74.9	35.0	
Writing	67.2	65.9	42.7	
Mathematics	71.4	70.7	33.7	
Grade 7 Reading	84.2	77.4	43.5	
Writing	67.9	61.2	48.7	
Mathematics	88.2	68.5	82.5	
Grade 8 Reading	76.9	73.3	40.8	
Writing	67.9	62.6	42.7	
Mathematics	77.5	67.3	54.8	
Science	67.9	62.8	38.9	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	47.2	45.9	46.2	
Writing Across the Disciplines	63.9	59.6	47.4	
Mathematics	50.0	48.7	43.9	
Science	50.0	45.3	47.7	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	60.5	50.7	73.3

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.7	68.5	
Average Score	Mathematics	506	508	43.4
	Critical Reading	508	503	46.5
	Writing	521	506	54.3

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	97.1	91.3	70.8
2008-09 Annual Dropout Rate for Grade 9 through 12	0.7	3.0	66.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	98.5	84.5
% Employed (Civilian Employment and in Armed Services)	1.5	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	81.10
Paraprofessional Instructional Assistants	12.00
Special Education	
Teachers and Instructors	11.00
Paraprofessional Instructional Assistants	16.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.60
Counselors, Social Workers, and School Psychologists	4.80
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	47.25

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	15.1	13.8
% with Master's Degree or Above	69.9	79.5	77.8

Average Class Size	District	DRG	State
Grade K	17.0	16.3	18.5
Grade 2	14.5	18.3	19.7
Grade 5	19.3	19.4	21.1
Grade 7	17.3	19.3	20.8
High School	15.2	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	972	997	992
Middle School	1,018	1,023	1,018
High School	970	1,026	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.6	2.6	3.2
Middle School	2.3	2.2	2.5
High School	2.0	1.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$7,671	\$7,924	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$377	\$389	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$189	\$196	\$474	\$410	\$459
Student Support Services	\$1,126	\$1,163	\$863	\$912	\$859
Administration and Support Services	\$1,530	\$1,580	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$1,626	\$1,680	\$1,469	\$1,482	\$1,462
Transportation	\$427	\$384	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$169	N/A	N/A	N/A	N/A
Other	\$441	\$455	\$163	\$189	\$162
Total	\$13,555	\$13,903	\$13,458	\$13,230	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,643	\$2,730	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,998,261	14.7	19.3	20.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	87.4	11.1	1.5	0.0
Excluding School Construction	94.8	3.5	1.8	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Westbrook Public Schools insures the equity of resources and addresses the needs of students in a variety of ways. Classrooms across town experience an excellent teacher-student ratio due to the Board's commitment to maintaining favorable class size, particularly at the elementary level. Kindergarten and first grade classes were kept at or under 17 in each classroom. Second grade classes averaged 15 pupils. Achieving equity at the middle and high school level is resolved by having only one school at each level. All students benefit from the same educational experiences, staff, facility and instructional materials. The preparation of the budget, including the allocation of resources, is a fair and equitable process. Teachers, principals and the business manager work with the superintendent to develop a budget that meets the needs of our pre-K through grade 12 students, while being sensitive to the ability of the town to fund education. The budget is then scrutinized by the Board of Education and the Board of Finance. The public is encouraged to actively participate in town meetings where the education budget is discussed. The budget process is collaborative and comprehensive. It concludes with budget approval at a town-wide referendum in the spring.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	75
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	10	1.0	0.9	1.0
Learning Disability	37	3.9	3.8	3.9
Intellectual Disability	5	0.5	0.4	0.5
Emotional Disturbance	2	0.2	0.7	1.0
Speech Impairment	10	1.0	2.7	2.2
Other Health Impairment*	9	0.9	1.9	2.1
Other Disabilities**	2	0.2	0.7	0.9
Total	75	7.8	11.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	31.0	31.6	75.7	67.5
	Writing	17.9	19.6	69.4	63.3
	Mathematics	35.5	32.9	77.4	68.1
	Science	23.8	23.7	66.0	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	47.2	45.9
	Writing Across the Disciplines	N/A	N/A	63.9	59.6
	Mathematics	N/A	N/A	50.0	48.7
	Science	N/A	N/A	50.0	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	14.6
	% With Accommodations	85.4
CAPT	% Without Accommodations	55.6
	% With Accommodations	44.4
% Assessed Using Skills Checklist		14.0

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	4	5.3

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	59	78.7	74.9	73.4
40.1 to 79.0 Percent of Time	10	13.3	18.0	15.3
0.0 to 40.0 Percent of Time	6	8.0	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Westbrook Schools works diligently to help every child succeed. Teachers work in professional learning communities to discuss and analyze instructional strategies and student work. At every level there are short and long term plans to help all students reach their intellectual potential and improve performance on standardized and local assessments, while offering an array of experiences that meet the physical and social needs of our youth. Curriculum leaders and additional professional development time have been implemented to help focus each department on best-practice instructional techniques, the learning outcomes expected for each grade level, and to develop a well-aligned curriculum in each content area from Pre-kindergarten through grade 12. Special Education students experience a variety of supports, the majority of which occur within the regular classroom setting. The department is continually working to improve services to disabled students and enhance intervention strategies with all pupils. A strong intervention program is in place at the elementary school focusing on literacy support beginning in kindergarten. Students who struggle to develop their reading skills receive additional instruction from teachers and aides who have been trained in this area. The middle and high school also provide additional support through co-teaching, intervention classes, structured study halls and assistance in the regular classroom. This helps identified special education students and regular education students to be more successful in the mainstream classes. All schools are instituting a Scientific Research-Based Interventions (SRBI) program designed to provide increasing levels of support to students should they begin to experience academic or social problems. Parents play a vital role in our district. Parent involvement helps to ensure the success of our students. The Board of Education actively seeks parent input in planning and budgeting for the schools. Public meetings are held at the schools and Board members and the superintendent actively seek opportunities to speak to groups and organizations in the community. All schools have active parent-teacher-student organizations. Parent volunteers are used as readers and listeners as elementary students work to improve fluency and comprehension. A strong reading incentive program is jointly implemented by parents and staff at Daisy Ingraham School. Westbrook Middle School involves parents through student-led conferences. Parents hear directly from their children and their teachers about the learning and social goals they have identified. Additionally, middle school and high school parents have 24 hour access to their child's grades through our district's student information system which keeps them informed about their child's progress. Parents have been an instrumental part of the NEASC accreditation studies at both the middle school and high school. Parents participated in NEASC focus groups and are actively involved in planning school events. Parents also play an important role in the high school SRBI program. Communication to the home is an important first level intervention. Supports increase according to the needs of the individual student. All teachers have a webpage designed to increase communication between home and school and to inform the parents about school expectations and opportunities. Parents and the community provide input to the Superintendent about district improvement plans through website communication and face-to-face contact. A series of meetings throughout the year called SuperSessions provide an additional forum for parents to talk to the superintendent about ideas, issues, and plans for the school system.
