

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



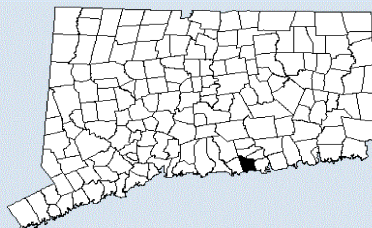
## Westbrook School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	669
Per Pupil Expenditures <sup>1</sup>	\$26,903
Total Expenditures <sup>1</sup>	\$18,428,310

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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](https://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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	350	52.3	48.4
Male	319	47.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	13	1.9	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	136	20.3	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	19	2.8	3.8
White	495	74.0	51.1
English Learners	89	13.3	8.3
Eligible for Free or Reduced-Price Meals	246	36.8	43.3
Students with Disabilities <sup>3</sup>	104	15.5	16.0

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

<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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	36	11.2	*	*
Male	20	6.6	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	15	12.1	*	*
White	32	6.9	*	*
English Learners	9	11.0	0	0.0
Eligible for Free or Reduced-Price Meals	23	9.9	*	*
Students with Disabilities	9	9.5	*	*
District	56	9.0	6	0.9
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 6**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<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 2019-20

## Westbrook School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	73.8
Paraprofessional Instructional Assistants	7.0
<b>Special Education</b>	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	25.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	2.8
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.4
Counselors, Social Workers and School Psychologists	7.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	45.3

<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	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.9	0.1
White	110	99.1	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	10.4

### 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	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	7	*
White	22	57.9	34	77.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	6	*	13	*
Students with Disabilities	*	*	9	*
District	24	49.0	44	73.3
State		75.8		84.8

<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	12	*
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	33	100.0
Other Health Impairment	17	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	79	85.9
State		67.8

<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 2019-20

## Westbrook School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	15	2.4	2.0
Emotional Disturbance	13	2.1	1.1
Intellectual Disability	*	*	0.5
Learning Disability	33	5.2	5.7
Other Health Impairment	18	2.9	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	1.3	1.8
All Disabilities	96	15.3	15.6

<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	*	*	8.2
Private Schools or Other Settings	*	*	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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,740,332	\$18,599	\$10,923
Support services - students	\$370,867	\$553	\$1,277
Support services - instruction	\$393,542	\$587	\$682
Support services - general administration	\$720,716	\$1,074	\$467
Support services - school based administration	\$881,751	\$1,314	\$1,021
Central and other support services	\$162,986	\$243	\$679
Operation and maintenance of plant	\$1,675,720	\$2,497	\$1,718
Student transportation services	\$809,528	\$1,178	\$1,288
Food services	\$20,000	\$30	\$12
Enterprise operations	\$652,867	\$973	\$163
Minor school construction	.	.	\$59
Total	\$18,428,310	\$26,903	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,842,458	39.0	28.5
Instructional Aide Salaries	\$548,923	11.6	10.1
Other Salaries	\$4,586	0.1	11.1
Employee Benefits	\$995,563	21.1	13.0
Purchased Services Other Than Transportation	\$268,095	5.7	5.7
Special Education Tuition	\$778,531	16.5	22.5
Supplies	\$21,614	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$253,107	5.4	8.0
Equipment	\$10,413	0.2	0.2
All Other Expenditures	\$874	0.0	0.1
Total	\$4,724,165	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.6	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	97.2
State	1.2
Federal	1.4
Tuition & Other	0.3

<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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Westbrook School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	12	*
District	61	86.9
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	83.3	97.4
Male	70.8	82.8
Black or African American	70.8	*
Hispanic or Latino of any race	*	*
White	80.4	90.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	77.8	91.2
State	71.5	87.5

<sup>3</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>4</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 2019-20

## Westbrook 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	79.4%	100%	60.4%
	Oral	70.3%	100%	57.6%
Chronic Absenteeism	All Students	9.0%	<=5%	12.2%
	High Needs Students	10.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	62.4%	75%	80.4%
On-track to High School Graduation		83.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		86.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		84.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		77.7%	75%	71.5%
Arts Access		48.6%	60%	51.8%

*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>
Graduation Rate Gap	94.0%	84.0%	10.0%	10.9%	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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Westbrook School District

### Narratives

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

Westbrook Public Schools inspire students to succeed by providing rigorous academics and engaging student activities in a safe learning climate. 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 development needs. Teaching & learning is built on 21st century and CT Common Core-aligned expectations. Best practices shared among staff are aligned with a clear vision and expectations and designed to create engaging classroom experiences. Student needs are also met via alternative programming and supportive interventions that include transitions from school-to-school, to career, and higher education. Our schools integrate technology into educational programming and progress monitoring. All schools have instituted Scientific Research-Based Interventions (SRBI) or progress monitoring to provide students with increased levels of academic and developmental support. Middle and High School parents are critical stakeholders with 24 hour access to their students' grades & attendance, through the student information system, PowerSchool. Teacher webpages also increase communication between home and school, as well as the District and school websites. District and teacher webpages, school websites, and Facebook pages also serve as resources for school information.

A district improvement goal to measure positive school climates engages WPS stakeholders. The Board of Education has applied National School Climate Standards to assess the quality and character of the school day. They wrote the first-in-the-nation School Climate Policy holding all education stakeholders accountable for school climate. The District Climate Council works to establish a cohesive school district for all stakeholders. A District Wellness Committee promotes healthy lifestyle choices for stakeholders. Active Parent Teacher Organizations support student success. Parent volunteers serve as readers and listeners for elementary students working to improve fluency and comprehension. Parents communication is key to our distance learning success. Parents have been true partners in educating the students during the coronavirus pandemic.

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

WPS seeks ways to interact with peers & teachers from diverse cultures. Our diversity includes increasing numbers of English Language Learners. PLC Leaders & teachers were trained to maximize teaching and learning for EL students. Our PreK-4 school has breakfast meetings to support the growing population of ELL & to help families make connections. Our website information can be translated into any language necessary. Staff & students integrate cultural learning activities. The school enjoys a bond with a primary intermediate school in Zibo, China. Chinese students & staff visit to exchange instructional practices. Students have an opportunity to study world languages at all levels. K-4 students study Spanish. Westbrook Public Schools employ certified bilingual teachers. The district sponsors inter-district programs for our MS & HS students to include urban districts. Students attend forums across the state & are frequently invited to present & facilitate learning on topics aligned with positive climate, social and emotional learning. WHS students have taught lessons on empathy to elementary & MS students. WHS partners with the Yale Center for Emotional Intelligence. Teen Leadership students organized and hosted their 2nd Annual Awareness Day & invited students and staff from Oxford Academy & Woodstock Academy. Freshmen take World Cultures, focusing on a global understanding of diverse populations relative to race, religion and ethnicity. Students are exposed to current issues that impact the global economy, as well as national and international relations. Seniors take World Literature. Students research history & cultural aspects of the country before reading the texts. Our elementary school hosts Literacy Night for students, families & staff that features a multiculturalism approach to "Reading Around the World." Texts used in academic areas feature a respect for cultural diversity and racial awareness. We offer Unified Sports for special needs students. All students were provided with Chromebooks and connection to the internet when our students went to distance learning as a result of COVID-19.

# District Profile and Performance Report for School Year 2019-20

## Westbrook School District

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

Westbrook Public Schools insure the equity of resources to meet students' needs. The Board of Education is committed to maintaining favorable class sizes and staffing numbers. Grades Pre-K-12 are maintained at levels conducive to a connected and nurturing environment. WPS provided universal preschool with a full-day program for four-year-olds. All students including those with special needs benefit from full access to staff and instructional resources. At the elementary, middle, and high school levels, we have a Chromebook 1-to-1 program.

Budget preparation is fair & equitable. Teachers & 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 provide funding. The budget is scrutinized in an approval process by the BOE & Board of Finance. The school district actively pursues state/federal grants to supplement the budget. The public is encouraged to provide input at BOE and Town meetings during the development process. Despite statewide economic trends, the Town & school district maintain a meaningful collaboration to meet the education needs of Westbrook's children.