

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



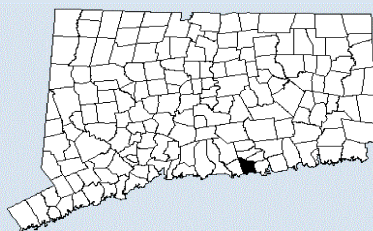
Westbrook School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	731
Per Pupil Expenditures ¹	\$23,521
Total Expenditures ¹	\$18,134,509

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	371	50.8	48.4
Male	360	49.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	15	2.1	5.1
Black or African American	*	*	12.8
Hispanic or Latino	113	15.5	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	10	1.4	3.3
White	585	80.0	53.6
English Learners	69	9.4	7.2
Eligible for Free or Reduced-Price Meals	136	18.6	36.7
Students with Disabilities ¹	112	15.3	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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	26	7.4	*	*
Male	23	6.7	*	*
Black or African American	0	*	0	*
Hispanic or Latino	8	7.3	0	0.0
White	38	6.8	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	25	12.6	*	*
Students with Disabilities	14	12.6	*	*
District	49	7.1	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

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

Westbrook School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	75.4
Paraprofessional Instructional Assistants	4.1
Special Education	
Teachers and Instructors	15.5
Paraprofessional Instructional Assistants	29.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	3.0
Library/Media	
Specialists (Certified)	2.8
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.2
Counselors, Social Workers and School Psychologists	8.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	43.2

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	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	0.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.9	0.1
White	110	98.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	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	*	*	7	*
White	35	67.3	74	92.5
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	17	85.0
Students with Disabilities	7	*	8	*
District	43	67.2	83	92.2
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	12	*
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	42	97.7
Other Health Impairment	21	100.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	92	88.5
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Westbrook School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	16	2.3	1.8
Emotional Disturbance	11	1.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	43	6.1	5.2
Other Health Impairment	21	3.0	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	1.1	1.8
All Disabilities	107	15.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

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

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	11,289,069	14,815	9,847
Instructional Supplies and Equipment	600,458	788	287
Improvement of Instruction and Educational Media Services	377,398	495	589
Student Support Services	361,897	475	1,120
Administration and Support Services	1,727,460	2,267	1,905
Plant Operation and Maintenance	1,826,701	2,397	1,648
Transportation	702,446	771	904
Costs of Students Tuitioned Out	559,759	N/A	N/A
Other	689,321	905	208
Total	18,134,509	23,521	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,716,981	2,253	1,393
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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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,684,402	38.3	33.8
Noncertified Personnel	532,555	12.1	14.5
Purchased Services	448,125	10.2	5.5
Tuition to Other Schools	546,115	12.4	23.4
Special Ed. Transportation	231,380	5.3	8.7
Other Expenditures	957,388	21.8	14.1
Total Expenditures	4,399,965	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	97.7	97.5
State	0.8	0.9
Federal	1.3	1.4
Tuition & Other	0.2	0.2

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

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.

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	*	*	*	*
Asian	7	*	7	*
Black or African American	0	N/A	0	N/A
Hispanic or Latino	58	68.7	58	67.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	305	78.8	305	74.3
English Learners	39	65.4	39	62.0
Non-English Learners	335	78.9	335	74.7
Eligible for Free or Reduced-Price Meals	63	71.1	63	68.4
Not Eligible for Free or Reduced-Price Meals	311	78.8	311	74.4
Students with Disabilities	69	62.9	69	58.9
Students without Disabilities	305	80.8	305	76.7
High Needs	130	66.9	130	64.3
Non-High Needs	244	83.1	244	78.3
District	374	77.5	374	73.4

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	98.0	57.1	73.5	89.4	258	79.8
Curl Up	98.0	71.4	88.2	92.9	258	88.0
Push Up	91.8	55.4	70.6	77.6	258	73.6
Mile Run/PACER	91.8	64.3	82.4	83.5	258	80.6
All Tests - District	83.7	28.6	55.9	63.5	258	57.8
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

Westbrook School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	16	*
Students with Disabilities	9	*
District	74	91.9
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	96.3	49	61.3
Male	97.3	44	59.5
Black or African American	*	0	*
Hispanic or Latino	*	8	*
White	96.2	82	62.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	17	54.8
Students with Disabilities	75.0	*	*
District	96.8	93	60.4
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.

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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.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	86.1	88.0
Male	68.4	95.5
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	75.9	92.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	77.0	91.5
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

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. 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	77.5	75	50.0	50	100.0	67.6
	High Needs Students	66.9	75	44.6	50	89.2	57.5
Math Performance Index	All Students	73.4	75	48.9	50	97.9	62.7
	High Needs Students	64.3	75	42.8	50	85.7	52.0
ELA Academic Growth	All Students	70.4%	100%	70.4	100	70.4	60.7%
	High Needs Students	68.5%	100%	68.5	100	68.5	55.6%
Math Academic Growth	All Students	65.0%	100%	65.0	100	65.0	61.9%
	High Needs Students	65.1%	100%	65.1	100	65.1	55.4%
Chronic Absenteeism	All Students	7.1%	<=5%	45.9	50	91.8	10.7%
	High Needs Students	11.6%	<=5%	36.9	50	73.8	16.6%
Preparation for CCR	% Taking Courses	81.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	60.4%	75%	40.3	50	80.5	44.8%
On-track to High School Graduation		72.8%	94%	38.7	50	77.5	87.5%
4-year Graduation All Students (2017 Cohort)		91.9%	94%	97.8	100	97.8	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		77.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		117.3% 57.8%	75%	38.5	50	77.0	96.6% 50.1%
Arts Access		53.8%	60%	44.8	50	89.6	51.2%
Accountability Index				948.1	1150	82.4	

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	75.0	66.9	8.1	15.9	
Math Performance Index Gap	75.0	64.3	10.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	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	99.2
	High Needs Students	99.3
Math	All Students	99.2
	High Needs Students	99.3
Science	All Students	98.3
	High Needs Students	98.1

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: * **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

Westbrook School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Westbrook Public Schools (WPS) inspire students to succeed by assuring physically, emotionally and intellectually safe climates in which to learn. Teachers in professional learning communities analyze student data and apply instructional strategies that address individual student learning styles. There are short and long term plans to help all students reach their intellectual potential, while emphasizing their physical, emotional and social development needs. Teaching and learning is built on 21st century best practices and expectations. Best practices shared among staff are aligned with clearly delineated vision designed to create engaging classroom settings. Their needs are also met via alternative programming and supportive interventions that include specific transitions from school-to-school, to career and higher education. WPS integrate technology into education 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 and attendance, through the WPS student information system, Power School. Teacher webpages also increase communication between home and school, as well as the district and individual school websites. A district improvement goal to sustain positive school climates engages WPS stakeholders. The Board of Education (BOE) has applied National School Climate Standards to the work of assuring the quality and character of the school day for all and written the first-in-the-nation School Climate Policy holding all education stakeholders accountable for school climate. On a yearly basis, a valid and reliable survey, measuring the 13 dimensions of school climate characteristics is used. That data meets legislatively-mandated requirements to collect and report trends, and provides the lens through which we connect all members of the education community and intrinsically drive support for learning. Staff has attended Basic Climate training. Advanced and Team Climate and Restorative Practice trainings are offered to promote restorative strategies work. BOE members and parents are included. Hybrid trainings are offered to high school students and our students visit and present to schools and districts statewide. They also Skype and create videos to share their work. Parent presence on committees and at trainings offers parents an understanding of this district initiative. They join staff, students, BOE and community members in this work. The District Climate Council works to establish a seamless, 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. High school parents participated in the recent successful NEASC Decennial Accreditation process.

Efforts to Reduce Racial, Ethnic and Economic Isolation

WPS seek ways to interact with peers and teachers from diverse cultures. Our own diversity includes a number of English Language Learners. Staff & students integrate cultural learning activities. The school enjoys a bond with a primary intermediate school in Zibo, China. Chinese students, teachers & administrators visit to exchange instructional practices. WHS has an exchange program with Lycee L'Olivier in Marseille, France. Our students may spend 10 days in Marseille and Paris experiencing French culture. 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. Students have an opportunity to study World Languages. K-4 students study Spanish. WPS employs certified bilingual teachers. A foundational goal of the district is focused on maintaining climates of respect. Staff and student partnerships offer programs to expand our thinking. 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 enjoys a relationship with the Yale Center for Emotional Intelligence and Teen Leadership students organized and hosted their 2nd Annual Awareness Day and 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 issues that impact the global economy and international relations. Seniors take World Literature. Students research history and cultural aspects of the country before reading the texts. Our elementary school hosts Literacy Night for all stakeholders. Texts used in academic areas feature a respect for cultural diversity awareness. 67% of our students participate in athletics and Unified Sports, focusing on maximizing student exposure to healthy lifestyles and competition.

District Profile and Performance Report for School Year 2017-18

Westbrook School District

Equitable Allocation of Resources among District Schools

.Westbrook Public Schools insure the equity of resources to meet the needs of all students. The Board of Education is committed to maintaining favorable class sizes and staffing numbers. Grades K-12 are maintained at levels conducive to a connected and nurturing environment. All students including those with special needs benefit from full access to staff and instructional resources. At the middle/high school levels, we have a Chromebook one-to-one program. Budget preparation is a fair and equitable process. Teachers and 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 fund. The budget is scrutinized in an approval process by the BOE and 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 and school district maintain a meaningful collaboration to meet the education needs of Westbrook's children.