

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



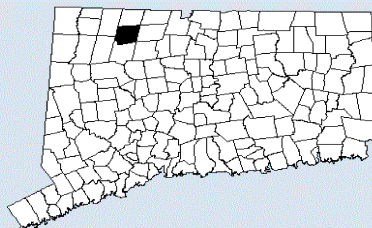
## Winchester School District

Mrs. Melony Brady-Shanley, Superintendent • 860-379-0706 • <http://www.winchesterschools.org/>

### District Information

Grade Range	PK-6
Number of Schools/Programs	2
Enrollment	554
Per Pupil Expenditures <sup>1</sup>	\$20,352
Total Expenditures <sup>1</sup>	\$23,425,713

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	298	53.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	19	3.4	5.2
Black or African American	10	1.8	12.8
Hispanic or Latino of any race	62	11.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	13	2.3	3.6
White	450	81.2	52.4
English Learners	38	6.9	7.6
Eligible for Free or Reduced-Price Meals	361	65.2	42.1
Students with Disabilities <sup>3</sup>	121	21.8	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	16	6.7	*	*
Male	17	6.2	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	24	5.8	14	3.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	8.1	17	4.2
Students with Disabilities	21	18.4	7	4.7
District	33	6.4	20	3.4
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 92**

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

<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 2018-19

## Winchester School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	38.0
Paraprofessional Instructional Assistants	18.0
<b>Special Education</b>	
Teachers and Instructors	13.9
Paraprofessional Instructional Assistants	18.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.4
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	26.0

<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	1.1
Black or African American	1	1.3	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	73	97.3	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.0

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	14	45.2
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	45	57.7
Other Health Impairment	18	46.2
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	98	51.6
State		67.6

<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 2018-19

## Winchester School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	31	2.9	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	78	7.2	5.5
Other Health Impairment	40	3.7	3.2
Other Disabilities	17	1.6	1.1
Speech/Language Impairment	26	2.4	1.8
All Disabilities	208	19.2	15.0

<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	92	44.2	8.2
Private Schools or Other Settings	17	8.2	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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$17,599,908	\$15,291	\$10,545
Support services - students	\$1,280,103	\$2,424	\$1,373
Support services - instruction	\$223,269	\$423	\$644
Support services - general administration	\$557,184	\$1,055	\$462
Support services - school based administration	\$753,554	\$1,427	\$1,007
Central and other support services	\$474,083	\$898	\$671
Operation and maintenance of plant	\$1,039,637	\$1,969	\$1,629
Student transportation services	\$1,447,975	\$1,828	\$1,231
Food services	\$50,000	\$95	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$23,425,713	\$20,352	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,343,838	21.4	29.7
Instructional Aide Salaries	\$700,723	11.1	9.6
Other Salaries	\$371,401	5.9	10.4
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	\$304,062	4.8	5.5
Special Education Tuition	\$2,726,891	43.4	22.6
Supplies	\$7,937	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$832,140	13.2	8.0
Equipment	\$1,368	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$6,288,361	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.8	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	52.9
State	44.2
Federal	2.3
Tuition & Other	0.6

<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 2018-19

## Winchester 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.

	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	12	*	12	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino of any race	34	64.2	34	65.9	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	0	N/A
White	224	67.8	224	68.6	60	63.2
English Learners	28	64.8	28	71.8	11	*
Non-English Learners	255	68.1	255	68.4	68	62.5
Eligible for Free or Reduced-Price Meals	187	65.7	187	66.5	54	62.5
Not Eligible for Free or Reduced-Price Meals	96	71.8	96	73.1	25	69.2
Students with Disabilities	59	53.5	59	50.9	22	50.0
Students without Disabilities	224	71.5	224	73.5	57	70.3
High Needs	210	64.6	210	65.4	64	61.4
Non-High Needs	73	76.8	73	78.3	15	*
District	283	67.8	283	68.8	79	64.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	98.5	97.5	N/A	N/A	145	97.9
Curl Up	93.8	92.5	N/A	N/A	145	93.1
Push Up	89.2	91.3	N/A	N/A	145	90.3
Mile Run/PACER	78.5	73.8	N/A	N/A	145	75.9
All Tests - District	72.3	68.8	N/A	N/A	145	70.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Winchester 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.8	75	45.2	50	90.3	67.7
	High Needs Students	64.6	75	43.1	50	86.1	58.1
Math Performance Index	All Students	68.8	75	45.8	50	91.7	63.1
	High Needs Students	65.4	75	43.6	50	87.2	52.7
Science Performance Index	All Students	64.6	75	43.1	50	86.2	63.8
	High Needs Students	61.4	75	40.9	50	81.8	54.2
ELA Academic Growth	All Students	61.5%	100%	61.5	100	61.5	59.9%
	High Needs Students	61.5%	100%	61.5	100	61.5	55.1%
Math Academic Growth	All Students	75.2%	100%	75.2	100	75.2	62.5%
	High Needs Students	73.2%	100%	73.2	100	73.2	55.2%
Progress Toward English Proficiency	Literacy	95.6%	100%	47.8	50	95.6	60.0%
	Oral	71.3%	100%	35.6	50	71.3	52.1%
Chronic Absenteeism	All Students	6.4%	<=5%	47.2	50	94.4	10.4%
	High Needs Students	8.5%	<=5%	43.0	50	86.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.4%   70.3%	75%	46.9	50	93.8	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>753.6</b>	<b>950</b>	<b>79.3</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.6	10.4	15.4	
Math Performance Index Gap	75.0	65.4	9.6	17.6	
Science Performance Index Gap	.	61.4	.	16.1	
Graduation Rate Gap	.	.	.	.	

<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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.3
	High Needs Students	99.1
Math	All Students	99.3
	High Needs Students	99.1
Science	All Students	98.8
	High Needs Students	98.6

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Winchester School District

### Narratives

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

The Winchester Public Schools (WPS) are in the process of transformative change. The district is coming into its' own by closing achievement gaps, building a strong instructional culture, increasing parental participation and growing a strong enrollment in comparison to the northwest corner.

Over the past year, WPS was the most improved district in mathematics according to SBAC results and the 19th most improved in reading. The district has focused on small group instruction, curriculum implementation and data tracking of student progress. Our coaching model has been instrumental in moving instruction to new levels. As we further professional learning for staff, we are ensuring that non-certified and certified staff are all speaking the same instructional language. By doing this, we ensure that students are universally supported no matter who is instructing them. In addition to the amazing growth academically, our chronic absenteeism rates are at state target. In the past year, the rate has dropped nearly 3%.

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

Winchester Public Schools values diversity and student-centered learning that addresses experiences and activities associated with reducing racial, ethnic, and economic isolation. The educational access in Winchester is uniquely different from most communities. Winchester has established various partnerships with St. Anthony's School, Exploration Charter School, and the Gilbert Semi-Private High School. These educational entities provide uniquely diverse experiences for our students regarding cultures/religion and ethic exposure/learning. Not only are we growing with regard to diversity, but our free and reduced lunch participation rates are also at an all-time high of 65%. Students have learned to be respectful and appreciative of the grand diversity within our small town. Our Second Step Program supports student learning in the realm of social-emotional learning and diversity appreciation.

# District Profile and Performance Report for School Year 2018-19

## Winchester School District

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

Winchester Public Schools has been "flat-funded" from the town for 12 years. This past year, we did see a \$150,000 increase to the "Town Support for Education" line to support the tuition increase from The Gilbert School. This causes us to be extremely cognizant of the financial availability and usage of funds. The distribution of funds is purposeful and thoughtfully aligned to our District Improvement Plans, SDE Turnaround Plan, and School Improvement Plans. The various plans guide the distribution of funds in alignment with what performance data dictates. Students that perform below the grade level expectation marker(s) are provided with quality Tier 1 to Tier 3 Intervention.