

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



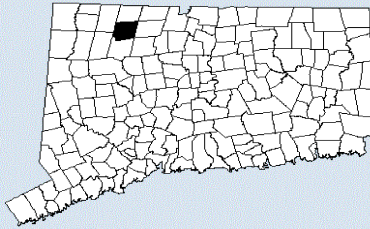
## Winchester School District

Dr. Thomas Danehy, Superintendent • 860-379-0706 • <http://www.winchesterschools.org/>

### District Information

Grade Range	PK-6
Number of Schools	4
Enrollment	652
Per Pupil Expenditures <sup>1</sup>	\$18,619
Total Expenditures <sup>1</sup>	\$14,168,763

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	293	44.9	48.3
Male	359	55.1	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	12	1.8	12.9
Hispanic or Latino	57	8.7	21.2
Pacific Islander	*	*	0.0
White	574	88.0	58.4
Two or More Races	*	*	2.3
English Language Learners	21	3.2	5.7
Eligible for Free or Reduced-Price Meals	371	56.9	37.3
Students with Disabilities <sup>1</sup>	135	20.7	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	17	6.3	*	*
Male	37	10.7	*	*
Black or African American	*	*	*	*
Hispanic or Latino	7	13.5	*	*
White	44	8.1	13	2.3
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	40	11.7	13	3.6
Students with Disabilities	24	19.0	11	7.8
District	54	8.8	15	2.3
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 18**

<sup>2</sup>A 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.

<sup>3</sup>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 2013-14

## Winchester School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	5.0
<b>Special Education</b>	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	29.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	31.0

<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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	67	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.3

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	17	53.1
Emotional Disturbance	7	26.9
Intellectual Disability	*	*
Learning Disability	38	56.7
Other Health Impairment	29	61.7
Other Disabilities	*	*
Speech/Language Impairment	23	76.7
District	122	55.0
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Winchester School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	32	2.5	1.4
Emotional Disturbance	26	2.1	1.0
Intellectual Disability	10	0.8	0.4
Learning Disability	67	5.3	4.2
Other Health Impairment	47	3.7	2.5
Other Disabilities	22	1.7	1.0
Speech/Language Impairment	35	2.8	1.9
All Disabilities	239	19.0	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	9.6	2.8
Private Schools or Other Settings	34	14.2	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,190,005	12,151	8,769
Instructional Supplies and Equipment	35,834	53	275
Improvement of Instruction and Educational Media Services	167,962	249	487
Student Support Services	1,323,724	1,964	965
Administration and Support Services	1,465,940	2,175	1,600
Plant Operation and Maintenance	693,223	1,029	1,472
Transportation	1,360,287	1,037	786
Costs of Students Tuitioned Out	931,788	N/A	N/A
Other	0	0	178
Total	14,168,763	18,619	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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<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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,674,306	30.3	35.6
Noncertified Personnel	839,106	15.2	14.5
Purchased Services	306,237	5.5	5.0
Tuition to Other Schools	1,648,598	29.8	21.4
Special Ed. Transportation	738,691	13.4	8.5
Other Expenditures	316,998	5.7	14.9
Total Expenditures	5,523,936	100.0	100.0
PK-12 Expenditures Used for Special Education		39.0	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.4	54.4
State	43.1	43.1
Federal	2.4	2.4
Tuition & Other	0.1	0.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Winchester School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	61.5	61.5	69.2	.	.	.	.	.	
Hispanic or Latino	59.9	66.2	63.1	62.5	.	.	.	.	
English Language Learners	50.4	57.7	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	64.2	67.9	71.7	67.6	.	.	.	.	
Students with Disabilities	46.1	46.0	52.4	47.7	.	.	.	.	
High Needs	63.2	66.4	69.7	66.6	.	.	.	.	
District	73.9	75.0	77.0	73.3	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	91.9	87.5	N/A	146	89.7
Curl Up	77.0	76.4	N/A	146	76.7
Push Up	79.7	76.4	N/A	146	78.1
Mile Run/PACER	50.0	43.1	N/A	146	46.6
All Tests - District	37.8	33.3	N/A	146	35.6
All Tests - State	50.2	50.7	50.3		51.1

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2013-14

## Winchester School District

### Narratives

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

In the Winchester Public School District, district goals and student performance data inform the development of school, department and individual annual growth plans which are finalized at the beginning of each school year. Annual objectives establish priorities for the upcoming year. In addition, they guide resource allocation and decision making. The current goals were adopted by the BOE in October of 2012. They are:

GOAL 1. INCREASE STUDENT ACADEMIC ACHIEVEMENT AS MEASURED BY DISTRICT AND SCHOOL PERFORMANCE INDICATORS AND MULTIPLE AND VARIED ASSESSMENTS.

GOAL 2. IMPROVE THE IDENTIFICATION AND INTERVENTION PROCESSES AS WELL AS THE ACHIEVEMENT AMONG STUDENTS WITH SPECIAL NEEDS.

GOAL 3. IMPROVE THE ACHIEVEMENT AMONG STUDENTS AT THE SECONDARY EDUCATION LEVEL AS MEASURED BY VARIOUS INDICATORS.

GOAL 4: IMPROVE ACHIEVEMENT, SERVICE, AND RELATIONSHIPS THROUGH PUBLIC RELATIONS AND COMMUNICATION THAT IS RESPONSIVE, CLEAR, TIMELY AND INCLUSIVE.

GOAL 5: MAINTAIN THE EFFECTIVE STEWARDSHIP OF DISTRICT FISCAL RESOURCES AND PHYSICAL ASSETS IN A MANNER THAT SUPPORTS SAFE AND HEALTHY ENVIRONMENTS AND OPTIMIZES STUDENT LEARNING.

Each building principal had goals that aligned with the district plan/goals above. Each certified staff member created goals that also aligned with the district vision.

During the 2013-2014 school year, various parent and community outreach activities occurred. Our Family Resource Center provided numerous parenting classes, orientations and parent communication opportunities. One example is of this is that the FRC hosts an annual kindergarten orientation for parents. The FRC is also instrumental with our ChildFind process. Each building hosts a variety of family-oriented activities, such as a literacy night or open house. In addition, parent communication methods are determined by parent input in the fall of each year. Principals also offered parent coffees.

The district focused on improving special education programs and services for students with disabilities in many ways. One significant achievement was hiring a principal with a background in special education, which resulted in the initiation of an SRBI process at Hinsdale School. In addition, data teams were created, and processes were defined.

With the purchase of Powerschool as the student data management program, truancy prevention was increased. Letters were sent to parents when a student reached a set number of absences, and parent meetings were held as a proactive measure to boost student attendance.

Principals and staff were consistently engaging families in student learning. Efforts were made to build staff skills to partner effectively with all families. Parent input was sought to engage parents in the planning and improvement of school programs. Activities were undertaken to support parents in working at home with their children on learning activities, which included parent conferences and open houses.

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

The Winchester Schools provide a foundation for students to explore the similarities and differences among and between all people. Infused into the curriculum and each day are each building's three school rules. The district has implemented the PBIS system. The Second Step curriculum is taught by school counselors as a proactive approach to a social curriculum. The goals of our curriculum include teaching students about multiple cultures, enhancing student awareness of diversity, and to foster a greater respect for all types of differences through activities, role-playing and discussion. As early as Pre-K, the curriculum emphasizes who we are as individuals and how we are all similar to and different from one another. To accommodate our families in need, fees are waived for field trips or for participation in After School Clubs if families cannot cover the costs. Our Family Resource Center has sent home book bags full of new and gently used books with each of our students who received free or reduced price breakfast and lunch. Those book bags allow all students the opportunity to participate in our summer reading program and remained in children's homes even after the new school year began. Our children are offered the opportunity to collect for UNICEF, which benefits children in economic need world-wide. Winchester hosts Head Start, housing a preschool class and bi-weekly parent support groups. In the coming year, we look to extend our community outreach efforts in support of Winchester's young residents.

As a district, we support school choice, and many of our families have elected to enroll their children at magnet schools. Explorations is a charter school located in Winchester; we support and send students to this school, based on student interest and need.

# District Profile and Performance Report for School Year 2013-14

## Winchester School District

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

The school district has been allocated only the minimum budget requirement by the town for the past eight years, which has resulted in a zero percent increase. The monies are examined each year to review equity of budget allocation. During the 2013-2014 school year, each of the three schools there is one Title I funded reading teacher. Each of the schools also has joint coverage by school psychologists and social workers in order to meet student needs. As the school year unfolded, each of the schools had resources available to it and the resources were made available based on the individual needs of the schools. This practice has been used in the district for some time and will continue to be used so that resources are allocated equitably among the schools. Due to budget constraints, however, there are still underfunded programs within the school, especially in instrumental music which does not begin until grade five.