

STRATEGIC SCHOOL PROFILE 2007-08**The Gilbert School**

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Telephone:

Location: 200 Williams Avenue
Winsted,
Connecticut

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: Litchfield	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: N/A

*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): G 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, 2007 408
5-Year Enrollment Change -19.5%

DISTRICT GRADE RANGE

Grade Range 9-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	93	22.8	31.0	28.7
K-12 Students Who Are Not Fluent in English	7	1.7	3.1	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.3	4.0
PK-12 Students Receiving Special Education Services in District	44	10.8	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	32	15.8	24.8	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	6	1.5
Black	14	3.4
Hispanic	31	7.6
White	356	87.3
Total Minority	52	12.7

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 6.6% 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 3.

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 Gilbert School is a small, comprehensive, independent regional high school located in northwestern Connecticut. It is one of only three endowed and incorporated academies in the state of Connecticut and is accredited by NEASC (New England Association of Schools and Colleges). The Gilbert School is the designated high school for the towns of Hartland and Winchester and has a population of just under 400 students. Despite its geographical isolation, the school endeavors to provide a rich environment to compliment and support the school's cultural and economic diversity. Staff and students embrace diversity through the curriculum during the school day and outside the classroom in a variety of activities throughout the year. The community continues to increase in ethnic diversity thus delivering to The Gilbert School a true microcosm of the world and provides, in this rural setting, an opportunity for exposure and interaction with the many types of diversity students will encounter in their lives as they move on from high school.

The athletic and extracurricular programs welcome and attract students from all ethnic, social, cultural and economic backgrounds. Coaches and staff create a welcoming environment for all students and capitalize on every individual's contribution to the group. Students have many opportunities to participate in local, regional, state, national and international field trips and competitions that incorporate the knowledge gained in the classroom in a very real way. The curriculum includes the study of all people and cultures through their writing, reading and projects. Several departments have developed commendable and unique programs to provide world experiences to students that would otherwise likely not be given these opportunities. More and more communication is translated into Spanish for our ever-increasing Latino population. Efforts to outreach to this community continue on many fronts through our ELL program.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	24.4	45.5	12.3
Writing Across the Disciplines	39.0	57.9	13.1
Mathematics	30.6	50.1	14.6
Science	37.1	46.3	26.2

For more detailed 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."

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
	23.8	36.1	13.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.7	77.6	
Average Score	Mathematics	493	504	33.1
	Critical Reading	491	502	32.3
	Writing	503	503	45.4

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 2007	84.9	92.6	8.5
Cumulative Four-Year Dropout Rate for Class of 2007	14.3	6.2	7.5
2006-07 Annual Dropout Rate for Grade 9 through 12	4.5	1.7	5.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.1	83.4
% Employed (Civilian Employment and in Armed Services)	13.6	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	34.20
Paraprofessional Instructional Assistants	1.20
Special Education	
Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	3.85
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	21.50

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	16.7	14.6	13.6
% with Master's Degree or Above	90.0	76.5	75.6

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	17.2	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	998	997	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*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1.6	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

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	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

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.

The Gilbert School is a one school district. Each sending district has a representative on the Finance Committee that develops and recommends the budget to the full Board of Education, known as The W. L. Gilbert School Corporation. Additionally, these representatives are members of the full Board. Once the budget is approved, a presentation is made to the Board of Education and/or Board of Selectman for each sending district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

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	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*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 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

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	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	N/A	N/A	24.4	45.5
	Writing Across the Disciplines	N/A	N/A	39.0	57.9
	Mathematics	N/A	N/A	30.6	50.1
	Science	N/A	N/A	37.1	46.3

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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	13.3
	% With Accommodations	86.7
% Assessed Using Skills Checklist		N/A

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	N/A	N/A
Private Schools or Other Settings	N/A	N/A

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	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Efforts to incorporate more CAPT-like activities over the past few years and the seriousness of purpose with which our teachers and students tend to their education is evident in all that they do. In addition, all ninth grade students are administered a practice CAPT using CAPT-released questions. During the last two years the results of newly-developed curriculum units has started to show in improved lesson development, more student-centered instruction, common assessments and improved student learning. Staff was appreciative of the professional time dedicated to writing curriculum in this collaborative manner and in the UBD (Understanding by Design) format. These units included essential understandings, common assessments, rubrics, integration of technology and CAPT-like activities. The quality of the units developed is guaranteed by the Peer Review Committee who reviews all units before final submission. The Peer Review Committee is a committee of teachers representing mixed disciplines that review every unit before final approval. Over two thirds of the staff is trained in peer review.

Support services continue to expand. Data is used from standardized tests, classroom assessments and teacher observations to recommend students for additional support in the areas of reading, mathematics and language support. A math tutor and reading support personnel work closely with the recommended students. A portfolio of work for struggling students insures they are making progress over time. Specific courses exist for those students with identified needs. Their work is two-pronged maintaining academic success while improving on identified areas of weakness.
