

STRATEGIC SCHOOL PROFILE 2007-08**Winchester School District**

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Location: 30 Elm Street
Winsted,
Connecticut

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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: \$22,589
Town Population in 2000: 10,664	Percent of Adults without a High School Diploma in 2000*: 21.4%
1990-2000 Population Growth: -7.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 2.8%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 85.4%

*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 1,065
5-Year Enrollment Change -5.4%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	383	36.0	31.0	28.7
K-12 Students Who Are Not Fluent in English	44	4.2	3.1	5.4
Students Identified as Gifted and/or Talented*	29	2.7	3.3	4.0
PK-12 Students Receiving Special Education Services in District	181	17.0	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	81	79.4	74.1	79.2
Homeless	0	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	2	14.3	24.8	20.2

*6.9% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	1.4
Asian American	16	1.5
Black	44	4.1
Hispanic	84	7.9
White	906	85.1
Total Minority	159	14.9

Percent of Minority Professional Staff: 1.0%

Non-English Home Language: 4.2% 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 9.

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 population of the town of Winchester is best described as substantially isolated however, the cultural makeup of the town is changing, and a cross-section shows a higher level of cultural and economic diversity. We continue to be sensitive to the needs of this more diverse population through efforts discussed below.

Although we have not been successful in our attempts to hire a certified ELL teacher for students in our district, we have instituted a Spanish program at our middle school. The Spanish teacher not only provides regular classroom instruction in Spanish, she also provides guidance to paraprofessionals assigned to each of our three buildings. The paraprofessionals are fluent in both Spanish and English and maintain effective and consistent communication between schools and our Spanish-speaking families. We are currently in the second year of instituting an elementary school Spanish language program. At this point, students who started in our schools two years ago have had instruction in Spanish and in Spanish culture since kindergarten. Ultimately, all children in grades K - 5 will participate in this program. To better meet the needs of an increasing number of Spanish-speaking children, we have purchased more fiction and nonfiction multicultural literature and integrated it into our language arts program through guided reading, read aloud, and reader's workshop. Multicultural posters and themes are on display in our buildings. Our teachers and administrators are being provided with in-service training programs that allow them to feel more comfortable in a multicultural environment.

In all three of our buildings, music and art teachers, as well as regular classroom teachers, look for opportunities to broaden an understanding of cultures throughout the world. Through public performances and the display of student work, an appreciation of the contributions made by various cultures is reinforced.

The greater majority of forms that are a part of our administrative process are written in both Spanish and English. We have recently hired a full-time school social worker for each of our buildings. When visits to non-English-speaking families are scheduled, a person fluent in both languages accompanies them. Teachers have organized a Celebration of Learning Night at the end of the year, to share with families the accomplishments and efforts of their children. Various cultures are celebrated as families view work in their children's classrooms.

Although not authorized as an action of the Board of Education, the chairperson of the Board of Education, often accompanied by the superintendent of schools, airs a program titled "All Our Children First". It is broadcast on Channel 13, the local cable television company, every second, fourth, and fifth Tuesday of every month throughout the year. Through this program, letters from the Superintendent of Schools and newsletters produced at each of the school buildings, parents and other community members are informed of District activities, issues, and concerns.

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	48.6	52.0	29.4
Writing	71.0	63.4	47.9
Mathematics	59.3	60.0	33.1
Grade 4 Reading	45.3	55.9	17.1
Writing	46.6	62.9	7.5
Mathematics	46.2	60.3	15.1
Grade 5 Reading	53.7	62.2	16.0
Writing	62.5	64.5	29.6
Mathematics	48.8	65.9	11.7
Science	40.5	54.9	13.6
Grade 6 Reading	74.8	66.3	51.8
Writing	67.0	61.9	50.0
Mathematics	60.9	66.4	23.2
Grade 7 Reading	57.5	71.1	12.9
Writing	36.8	62.0	9.7
Mathematics	47.2	63.0	14.8
Grade 8 Reading	61.5	64.8	28.3
Writing	63.1	63.4	34.6
Mathematics	60.7	60.8	32.7
Science	48.4	58.6	21.4

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	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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
	31.4	36.1	30.5

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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	90.9	92.6	19.2
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	15.8	1.7	1.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	0.0	83.4
% Employed (Civilian Employment and in Armed Services)	100.0	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	71.50
Paraprofessional Instructional Assistants	14.00
Special Education	
Teachers and Instructors	12.50
Paraprofessional Instructional Assistants	43.00
Library/Media Specialists and Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.50
School Level	4.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.50
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	38.81

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	19.2	14.6	13.6
% with Master's Degree or Above	74.1	76.5	75.6

Average Class Size	District	DRG	State
Grade K	16.2	17.1	18.1
Grade 2	18.2	18.2	19.3
Grade 5	17.0	19.9	20.9
Grade 7	23.5	19.7	20.5
High School	7.0	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	948	983	987
Middle School	1,008	1,006	1,017
High School	926	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*	6.2	4.3	3.4
Middle School	5.0	3.0	2.7
High School	0.4	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	Elementary Districts	DRG	State
Instructional Staff and Services	\$8,444	\$7,862	\$7,141	\$7,108	\$7,159
Instructional Supplies and Equipment	\$337	\$314	\$314	\$235	\$266
Improvement of Instruction and Educational Media Services	\$148	\$137	\$219	\$365	\$429
Student Support Services	\$271	\$253	\$732	\$785	\$761
Administration and Support Services	\$1,558	\$1,451	\$1,370	\$1,216	\$1,271
Plant Operation and Maintenance	\$1,243	\$1,157	\$1,146	\$1,287	\$1,322
Transportation	\$968	\$572	\$575	\$613	\$601
Costs for Students Tuitioned Out*	\$1,144	N/A	N/A	N/A	N/A
Other	\$40	\$37	\$62	\$147	\$145
Total*	\$14,152	\$12,761	\$12,187	\$12,064	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$805	\$750	\$1,737	\$2,074	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$20,399; Tuition Costs, \$7,391.

Total town expenditures per pupil for PK-12 are \$13,001.

Special Education Expenditures	
Total Expenditures	\$5,424,056
Percent of Total PK-12 Expenditures Used for Special Education	26.6%

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	55.8	41.3	2.7	0.2
Excluding School Construction	57.3	39.7	2.8	0.3

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.

Intense budget challenges during the fiscal year were addressed equitably across district schools through a careful review of existing resources and a commitment to funding essential programs. All decisions were made in a collaborating manner, working with the District's administrative staff. The emphasis was to maintain programs, resources, and staff.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	248
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.5%

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	17	1.1	0.7	0.7
Learning Disability	71	4.7	3.7	4.0
Intellectual Disability	14	0.9	0.6	0.5
Emotional Disturbance	25	1.7	1.2	1.0
Speech Impairment	55	3.7	2.6	2.4
Other Health Impairment*	50	3.3	2.2	2.1
Other Disabilities**	16	1.1	1.0	0.9
Total	248	16.5	12.1	11.5

*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	83.3	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	7.1	2.8

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	18.4	20.4	57.0	62.1
	Writing	21.9	19.3	58.0	63.0
	Mathematics	18.4	22.6	53.8	62.7
	Science	14.7	22.2	44.4	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	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

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	25.2
	% With Accommodations	74.8
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		9.9

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	7	2.8
Private Schools or Other Settings	14	5.6

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	24	9.7	66.9	71.6
40.1 to 79.0 Percent of Time	6	2.4	15.0	16.6
0.0 to 40.0 Percent of Time	218	87.9	18.1	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

IMPROVEMENTS IN STUDENT PERFORMANCE AND ACHIEVEMENT:

- Participation in voluntary programs to increase independent reading outside of school this year meet with positive results in both elementary schools and in the middle school.
- Progress continues in meeting proficiency standards for both academic and participation standards for the Connecticut Mastery Test.

ACTIVITIES TO PROMOTE CONTINUOUS IMPROVEMENT:

- Implementation of the revised comprehensive language arts curriculum, aligned with state and national standards, continued under the direction of the part-time Curriculum Coordinator and the curriculum council.
 - Committed to ensuring that all students experience a level of success teachers attended a workshop on differentiated instruction. Differentiated instruction applies an approach to teaching and learning that allows students to utilize multiple options for taking in information and making sense of ideas.
 - The Professional Learning Community concept continued and was instrumental in providing teachers and administrators the opportunity to seek and share learning with the goal of enhancing their effectiveness as professionals.
 - The Blue Ribbon application was instituted. This is an assessment and skill building web-based application that offers staff with on going and real time student assessment information. The program is based on CMT standards and constructed to parallel the format of the CMT.
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