

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

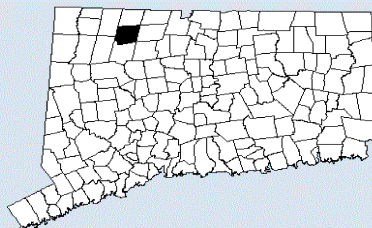


The Gilbert School District

860-379-6163 • <http://www.gilbertschool.org>

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	511
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2017-18 school year.

Community Information

[AdvanceCT 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 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.

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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	275	53.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	50	9.8	5.2
Black or African American	8	1.6	12.8
Hispanic or Latino of any race	82	16.0	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	23	4.5	3.6
White	348	68.1	52.4
English Learners	16	3.1	7.6
Eligible for Free or Reduced-Price Meals	236	46.2	42.1
Students with Disabilities ³	74	14.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	35	14.8	33	13.4
Male	36	13.0	66	22.5
Black or African American	*	*	*	*
Hispanic or Latino of any race	11	13.4	23	26.7
White	48	13.9	55	15.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	51	22.0	55	21.9
Students with Disabilities	20	27.4	23	28.4
District	71	13.8	99	18.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 33

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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

The Gilbert School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	41.4
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	4.7
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	40.0

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	2	3.8	1.1
Black or African American	0	0.0	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	51	96.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.0

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	*	*	*
Hispanic or Latino of any race	*	*	13	*
White	51	76.1	64	88.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	69.0	39	88.6
Students with Disabilities	8	*	10	*
District	61	67.0	105	88.2
State		74.5		85.2

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	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		67.6

³This 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

The Gilbert School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	N/A	N/A	\$10,545
Support services - students	N/A	N/A	\$1,373
Support services - instruction	N/A	N/A	\$644
Support services - general administration	N/A	N/A	\$462
Support services - school based administration	N/A	N/A	\$1,007
Central and other support services	N/A	N/A	\$671
Operation and maintenance of plant	N/A	N/A	\$1,629
Student transportation services	N/A	N/A	\$1,231
Food services	N/A	N/A	\$13
Enterprise operations	N/A	N/A	\$157
Minor school construction	N/A	N/A	\$65
Total	N/A	N/A	\$17,153

³Expenditures 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	N/A	N/A	29.7
Instructional Aide Salaries	N/A	N/A	9.6
Other Salaries	N/A	N/A	10.4
Employee Benefits	N/A	N/A	13.0
Purchased Services Other Than Transportation	N/A	N/A	5.5
Special Education Tuition	N/A	N/A	22.6
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.4
Purchased Services For Transportation	N/A	N/A	8.0
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0
Percent of Total Expenditures Used for Special Education		N/A	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	N/A
State	N/A
Federal	N/A
Tuition & Other	N/A

⁴Revenue 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

The Gilbert 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	*	10	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	39	52.8	38	45.8	26	49.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	165	63.4	164	57.7	119	62.0
English Learners	18	*	18	*	12	*
Non-English Learners	209	62.4	207	56.7	150	60.7
Eligible for Free or Reduced-Price Meals	115	57.0	113	51.6	81	57.8
Not Eligible for Free or Reduced-Price Meals	112	64.9	112	60.0	81	60.2
Students with Disabilities	31	38.5	29	37.1	24	41.2
Students without Disabilities	196	64.4	196	58.5	138	62.1
High Needs	124	56.2	122	51.2	89	56.7
Non-High Needs	103	66.5	103	61.2	73	61.8
District	227	60.9	225	55.7	162	59.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	N/A	N/A	69.5	67.1	167	68.3
Curl Up	N/A	N/A	80.5	62.4	167	71.3
Push Up	N/A	N/A	64.6	49.4	167	56.9
Mile Run/PACER	N/A	N/A	40.2	35.3	167	37.7
All Tests - District	N/A	N/A	28.0	16.5	167	22.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2018-19

The Gilbert School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	9	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	32	84.4
Students with Disabilities	26	73.1
District	92	87.0
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	96.7	40	33.1
Black or African American	*	0	*
Hispanic or Latino of any race	92.6	*	*
White	96.4	45	32.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.0	15	17.4
Students with Disabilities	82.1	*	*
District	96.2	70	33.3
State	95.9		42.6

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

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 percentage.

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.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	75.9	90.3
Male	57.1	84.4
Black or African American	57.1	*
Hispanic or Latino of any race	*	*
White	59.0	80.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	50.0	*
Students with Disabilities	*	*
District	64.1	87.3
State	71.0	87.8

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 2018-19

The Gilbert 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	60.9	75	40.6	50	81.2	67.7
	High Needs Students	56.2	75	37.5	50	74.9	58.1
Math Performance Index	All Students	55.7	75	37.2	50	74.3	63.1
	High Needs Students	51.2	75	34.1	50	68.2	52.7
Science Performance Index	All Students	59.0	75	39.4	50	78.7	63.8
	High Needs Students	56.7	75	37.8	50	75.7	54.2
ELA Academic Growth	All Students	66.8%	100%	66.8	100	66.8	59.9%
	High Needs Students	61.9%	100%	61.9	100	61.9	55.1%
Math Academic Growth	All Students	66.7%	100%	66.7	100	66.7	62.5%
	High Needs Students	67.7%	100%	67.7	100	67.7	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	13.8%	<=5%	32.4	50	64.7	10.4%
	High Needs Students	21.3%	<=5%	17.3	50	34.6	16.1%
Preparation for CCR	% Taking Courses	79.0%	75%	50.0	50	100.0	80.0%
	% Passing Exams	33.3%	75%	22.2	50	44.4	42.6%
On-track to High School Graduation		87.2%	94%	46.4	50	92.8	88.0%
4-year Graduation All Students (2018 Cohort)		87.0%	94%	92.5	100	92.5	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		86.2%	94%	91.7	100	91.7	83.3%
Postsecondary Entrance (Class of 2018)		64.1%	75%	85.5	100	85.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.1% 22.2%	75%	14.8	50	29.5	96.4% 52.9%
Arts Access		56.8%	60%	47.3	50	94.6	51.9%
Accountability Index				989.7	1350	73.3	

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 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	66.5	56.2	10.3	15.4	
Math Performance Index Gap	61.2	51.2	10.0	17.6	
Science Performance Index Gap	61.8	56.7	5.1	16.1	
Graduation Rate Gap	94.0%	86.2%	7.8%	11.1%	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.

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 (%) ³
ELA	All Students	97.6
	High Needs Students	96.9
Math	All Students	96.7
	High Needs Students	95.4
Science	All Students	96.0
	High Needs Students	94.8

³Minimum 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: N/A State: 51.5

District Profile and Performance Report for School Year 2018-19

The Gilbert School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Gilbert School and Winchester Special Education Department work collaboratively to meet the needs of students with disabilities. Winchester's Director of Special Education meets weekly with Gilbert Administration to discuss programs and services. Communication with parents, students, faculty and staff (regular and special education) is collaborative, informative and supportive. We hold joint meetings as well as professional development.

All parents have access to PowerSchool and School Messenger which provides email blasts, texts and calls to parents. Each Sunday evening the Principal sends a message to all parents and staff communicating upcoming events and any other pertinent information. Parents, students and faculty have access to a daily bulletin and receive reminders through both their phones and computers. Our website has been updated and reformatted to be more user friendly, informative, interactive and ADL compliant. We have hired a media specialist to assist with the website and updating social media sites.

We conduct Open House, Course Selection evenings, Community Forums and Transition and Topic Specific Informational Meetings. The Gilbert Parent Ambassador Program's monthly meetings provide information to parents and allow for questions and concerns to be addressed. We have collaborated with community organizations as well as area school districts. Teachers communicate with parents through phone calls, emails and "Good News" postcards. Parents are notified not just when there is a specific concern, but when things are going well. Teachers hold parent and team meetings to share information and put plans into place with all stakeholders needed to support student success. Attendance in every class is closely monitored. Parents have access through PowerSchool to view their child's class and attendance. If students are having a difficult time attending school, our Counselors and Administration meet with students, families and faculty to create plans of actions and give information on community resources. We publish our attendance policies so all parents and students have access to the policies and procedures. Administration and Social Workers visit homes and/or make referrals to the appropriate agencies when deemed necessary. The district has partnered with Connecticut Junior Republic to provide student/family mental health support and services. CJR has a satellite office in our building providing counseling to our students grades 7-12.

A Professional Development Committee consisting of faculty, staff and one administrator was formed to create Professional Development that is relevant and useful to support student learning. The committee, with input from the entire faculty, is in charge of all aspects of professional development allowing them to share knowledge and learn from each other.

Our teachers use inquiry based learning, integrating higher level thinking skills daily into our curriculum. Data is used to drive instruction in grades 7-9 teams as well as departments for grades 10-12. We use the STAR math program and the SRI reading inventory as benchmarks for all students in grades 7-12. We have contracted with EdAdvance, our regional educational service center, and CREC to complete curriculum audits, assist with curriculum revisions, standards alignment, assessments and instructional techniques.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Gilbert School has successfully continued our International Residency Program, accepting forty-eight students from around the world. This program involves a Student Ambassador Program and its premise of "The Gilbert School, Connecting Winsted, Connecticut and the World". Students from grades 7-12 take part in this program at various levels and student diversity programs have been developed to not only welcome new students from around the world but to foster a sense of openness and understanding. We began the 2018-19 school year with a program through the Anti-Defamation League called A World of Difference, Names Can Really Hurt Us, designed to enhance the educational experience of all our students by fostering a school culture based on understanding and equality.

We have celebrated and learned about the different cultural holidays and traditions that our students celebrate through cultural activities, productions and events. Sharing these experiences help to strengthen communication, acceptance and knowledge. Our goal is to integrate all our students within our school community. We have created events where all students can share their talents and everyone can celebrate what makes us unique and special. We have done this through food, dance, art, music, drama, poetry and song. Students are learning to appreciate others interests and talents. We have more school social and team building activities.

We try to create a safe and nurturing school environment where students are encouraged to be Respectful, Responsible and Safe. Positive relationships are formed through Advisory Lessons, which are delivered bi-monthly. Service learning projects integrate meaningful community service activities with instruction to teach civic responsibility and strengthen our school, and community.

With an increasing number of Spanish speaking students as well, The Gilbert School has three ELL teachers who have worked diligently to provide Professional Development for teachers working with Second Language speakers. Publications and Gilbert attire are available in multiple languages for all of our families including our international families.

District Profile and Performance Report for School Year 2018-19

The Gilbert School District

Equitable Allocation of Resources among District Schools

The Gilbert School is a one-district school. Winchester Public Schools which serves grades PreK-6 is our sending district. Winchester Public Schools has two representatives on our Finance Committee that develop and recommend the budget to the full Board of Education. These representatives are also members of our full Board. The Town of Winchester serves as the primary source of funding for The Gilbert School. A joint committee of Gilbert and Winchester Board members is involved in the budget process.