

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

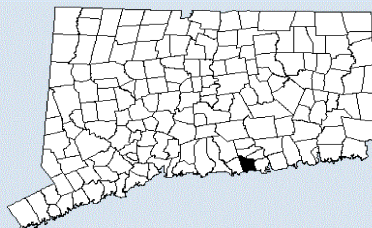


## Westbrook School District

860-399-6432 • <http://www.westbrookctschoools.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	767
Per Pupil Expenditures <sup>1</sup>	\$23,089
Total Expenditures <sup>1</sup>	\$18,102,125

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	377	49.2	48.4
Male	390	50.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	13	1.7	5.1
Black or African American	*	*	12.9
Hispanic or Latino	111	14.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	9	1.2	2.9
White	625	81.5	54.8
English Learners	63	8.2	6.8
Eligible for Free or Reduced-Price Meals	140	18.3	35.9
Students with Disabilities <sup>1</sup>	105	13.7	14.3

<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	25	6.7	6	1.5
Male	25	6.6	14	3.5
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	42	6.9	16	2.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	10	7.8	10	6.5
Students with Disabilities	7	6.4	*	*
District	50	6.7	20	2.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 0

<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 2016-17

## Westbrook School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	77.4
Paraprofessional Instructional Assistants	4.3
<b>Special Education</b>	
Teachers and Instructors	15.5
Paraprofessional Instructional Assistants	27.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	2.8
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.2
Counselors, Social Workers and School Psychologists	6.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	41.5

<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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	1	0.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.9	0.1
White	111	98.2	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	8	*	9	*
White	72	94.7	58	93.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	12	*	7	*
Students with Disabilities	*	*	7	*
District	82	94.3	72	92.3
State		63.6		77.5

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	11	*
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	35	92.1
Other Health Impairment	16	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	82	83.7
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Westbrook School District

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

	District	State
	Count	Rate (%)
Autism	15	2.0
Emotional Disturbance	16	2.1
Intellectual Disability	*	*
Learning Disability	38	5.1
Other Health Impairment	17	2.3
Other Disabilities	*	*
Speech/Language Impairment	10	1.3
All Disabilities	104	14.0

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	11,285,168	14,562 9,663
Instructional Supplies and Equipment	540,330	697 321
Improvement of Instruction and Educational Media Services	403,398	521 578
Student Support Services	345,855	446 1,103
Administration and Support Services	1,734,538	2,238 1,861
Plant Operation and Maintenance	2,064,582	2,664 1,637
Transportation	643,397	702 877
Costs of Students Tuitioned Out	349,833	N/A N/A
Other	735,024	948 201
Total	18,102,125	23,089 16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	1,658,621	2,140 1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	1,606,008	41.3
Noncertified Personnel	486,365	12.5
Purchased Services	440,537	11.3
Tuition to Other Schools	329,366	8.5
Special Ed. Transportation	229,035	5.9
Other Expenditures	793,701	20.4
Total Expenditures	3,885,012	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	96.2	95.9
State	2.5	2.7
Federal	1.2	1.3
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 2016-17

## Westbrook 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	*	*	*	*	*	*
Asian	6	*	6	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	47	70.1	47	63.1	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	340	77.4	340	74.3	131	62.9
English Learners	36	68.2	36	63.4	13	*
Non-English Learners	363	77.4	363	74.1	143	62.7
Eligible for Free or Reduced-Price Meals	67	70.1	67	64.6	29	57.0
Not Eligible for Free or Reduced-Price Meals	332	77.9	332	74.9	127	62.8
Students with Disabilities	58	56.7	58	56.0	25	44.9
Students without Disabilities	341	80.0	341	76.0	131	64.9
High Needs	119	66.4	119	63.3	49	52.2
Non-High Needs	280	80.9	280	77.3	107	66.1
District	399	76.6	399	73.1	156	61.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	92.0	70.4	69.8	91.5	218	82.1
Curl Up	80.0	87.0	90.7	93.0	218	88.1
Push Up	76.0	64.8	67.4	77.5	218	72.0
Mile Run/PACER	86.0	90.7	86.0	80.3	218	85.3
All Tests - District	74.0	44.4	46.5	63.4	218	57.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Westbrook School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	0	0
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	63	93.7
State		87.4

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.2	37	44.6
Male	100.0	42	51.2
Black or African American	*	0	*
Hispanic or Latino	90.0	*	*
White	98.6	70	50.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	91.7	8	33.3
Students with Disabilities	*	0	*
District	97.6	79	47.9
State	96.1		43.5

<sup>3</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	86.2	90.0
Male	68.8	83.9
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	84.0	87.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	77.0	86.9
State	72.0	88.5

<sup>5</sup>College 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.

<sup>6</sup>College 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 2016-17

## Westbrook 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	76.6	75	50.0	50	100.0	67.1
	High Needs Students	66.4	75	44.2	50	88.5	55.9
Math Performance Index	All Students	73.1	75	48.8	50	97.5	62.2
	High Needs Students	63.3	75	42.2	50	84.5	50.5
Science Performance	All Students	61.7	75	41.2	50	82.3	55.3
	High Needs Students	52.2	75	34.8	50	69.6	45.2
ELA Academic Growth	All Students	71.3%	100%	71.3	100	71.3	55.4%
	High Needs Students	65.2%	100%	65.2	100	65.2	49.8%
Math Academic Growth	All Students	88.4%	100%	88.4	100	88.4	61.7%
	High Needs Students	76.1%	100%	76.1	100	76.1	53.7%
Chronic Absenteeism	All Students	6.7%	<=5%	46.6	50	93.2	9.9%
	High Needs Students	8.0%	<=5%	44.0	50	88.0	15.8%
Preparation for CCR	% Taking Courses	93.3%	75%	50.0	50	100.0	70.7%
	% Passing Exams	47.9%	75%	31.9	50	63.8	43.5%
On-track to High School Graduation		80.8%	94%	43.0	50	86.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.7%	94%	99.6	100	99.6	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		77.0%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.9%   57.8%	75%	38.5	50	77.1	92.0%   51.6%
Arts Access		43.1%	60%	35.9	50	71.9	50.5%
<b>Accountability Index</b>				<b>1051.7</b>	<b>1250</b>	<b>84.1</b>	

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	66.4	8.6	16.7	
Math Performance Index Gap	75.0	63.3	11.7	18.7	
Science Performance Index Gap	66.1	52.2	13.9	16.6	
Graduation Rate Gap	.	.	.	12.0%	N

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.8
	High Needs Students	100.0
Math	All Students	99.8
	High Needs Students	100.0
Science	All Students	98.8
	High Needs Students	96.6

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

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Westbrook School District

### Narratives

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

Westbrook Public Schools (WPS) inspire students to succeed by assuring physically, emotionally and intellectually safe climates in which to learn. Teachers in professional learning communities analyze student data and apply instructional strategies that address individual student learning styles. There are short & long term plans to help all students reach their intellectual potential, while emphasizing their physical, emotional and social development needs. Teaching & learning is built on 21st century and CT Common Core-aligned expectations. Best practices shared among staff are aligned with clearly delineated vision and expectations and designed to create engaging classroom settings. Their needs are also met via alternative programming and supportive Interventions that include specific transitions from school-to-school, to career and higher education. WPS integrate technology into education programming and progress monitoring. All schools have instituted Scientific Research-based interventions (SRBI) or progress monitoring to provide students with increased levels of academic and developmental support. Middle and High School parents are critical stakeholders with 24 hour access to their student's grades & attendance, through the WPS student information system, Power School. Teacher web pages also increase communication between home and school, as well as the District website and individual school websites. District and teacher WebPages and school websites and Facebook pages also serve as resources for updated information. A district improvement goal to sustain and measure positive school climates engages WPS stakeholders. The Board of Education (BOE) has applied National School Climate Standards to the work of assuring the quality and character of the school day for all and written the first-in-the-nation School Climate Policy holding all education stakeholders accountable for school climate. On a yearly basis, a valid and reliable survey, measuring the 13 dimensions of school climate characteristics is used. Data meets legislatively-mandated requirements to collect & report trends, and provides the lens through which we connect all members of the education community and intrinsically drive support for learning. Staff has attended Basic Climate training and Advanced & Team Climate and Restorative practice trainings are offered to promote restorative strategies work. BOE members and parents are included. Hybrid trainings are offered to high school students and our students visit and present to schools and districts statewide. They also Skype and create videos to share their work. Parent presence on committees and at trainings offers parents an understanding of this district initiative. They join staff, students, BOE & community members in this work. The District Climate Council works to establish a seamless, cohesive school district for all stakeholders. A district Wellness Committee promotes healthy lifestyle choices for stakeholders. Active Parent Teacher Organizations support student success. Parent volunteers serve as readers & listeners for elementary students working to improve fluency and comprehension. High school parent participation in the Endicott Survey as part of the NEASC Self-Study has provided insight toward continuous school improvement. .

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

WPS seek opportunities to interact with peers and teachers from diverse backgrounds and cultures. Growing in our own diversity, with an increasing number of English Language Learners enrolling, staff & students integrate cultural learning tasks and activities. The school district enjoys a sister-school relationship with a primary intermediate school in Zibo, China. Chinese students and administrators regularly visit WPS to exchange instructional practices. Our high school hosted an exchange student from Germany. The elementary school has implemented breakfast meetings to help support the growing population of English Learners & to help families make connections with each other. Our website information can be translated electronically into any language necessary. Students have an opportunity to study World Languages. K-4 students study Spanish. WPS employs certified bilingual teachers. A foundational goal of the district is focused on creating and sustaining school & district climates of respect. Staff and student partnerships offer opportunities to expand our thinking. The district sponsors inter-district programming for our MS and HS students including urban districts. Students attend forums across the state & are frequently invited to present & facilitate learning on topics aligned with positive climate, social and emotional learning. High School student have taught lessons on empathy to elementary & middle school students. The high school enjoys a strong relationship with the Yale Center for Emotional Intelligence. Freshmen take World Cultures, which focuses on a global understanding of diverse populations in regard to culture including race, religion and ethnicity. Students are exposed to current issues that impact the global economy and international relations. Seniors take World Literature which focuses on literary texts from a variety of diverse populations around the world. Students research history & cultural aspects of the country before reading the texts. WPS athletic programs (intra & interscholastic) focus on maximizing student exposure to healthy lifestyles and competition. Over 67% of WPS students participate in athletics. Our district has implemented Unified Sports for special needs students

# District Profile and Performance Report for School Year 2016-17

## Westbrook School District

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

Westbrook Public Schools insure the equity of resources to meet the needs of all students. The Board of Education is committed to maintaining favorable class sizes and staffing numbers. Grades K-12 are maintained at levels conducive to a connected and nurturing environment. All students including those with special needs benefit from full access to staff and instructional resources. A laptop one to one program within the high school has created an increase of laptop carts in the MS and Elementary schools.

Budget preparation is a fair and equitable process. Teachers and administrators work with the superintendent to develop a budget that meets the needs of Pre-K-12 students, while being sensitive to the ability of the town to fund. The budget is scrutinized in an approval process by the BOE and Board of Finance. The school district actively pursues state/federal grants to supplement the budget. The public is encouraged to provide input at BOE and Town meetings during the development process. Despite statewide economic trends, the Town and school district maintain a meaningful collaboration to meet the education needs of Westbrook's children.