

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



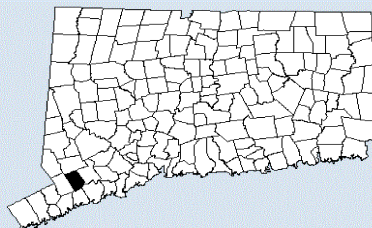
## Weston School District

Dr. William Mckersie, Superintendent • 203-291-1401 • [www.westonk12-ct.org](http://www.westonk12-ct.org)

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-12        |
| Number of Schools/Programs          | 5            |
| Enrollment                          | 2,374        |
| Per Pupil Expenditures <sup>1</sup> | \$21,253     |
| Total Expenditures <sup>1</sup>     | \$50,986,469 |

<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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|--|-------|-------------------------------------|----------------------------------|
| Female                                   | 1,110 | 46.8                                | 48.4                             |
| Male                                     | 1,264 | 53.2                                | 51.6                             |
| American Indian or Alaska Native         | *     | *                                   | 0.3                              |
| Asian                                    | 116   | 4.9                                 | 5.1                              |
| Black or African American                | 42    | 1.8                                 | 12.9                             |
| Hispanic or Latino                       | 105   | 4.4                                 | 24.0                             |
| Pacific Islander                         | *     | *                                   | 0.1                              |
| Two or More Races                        | 108   | 4.5                                 | 2.9                              |
| White                                    | 2,000 | 84.2                                | 54.8                             |
| English Learners                         | 21    | 0.9                                 | 6.8                              |
| Eligible for Free or Reduced-Price Meals | 53    | 2.2                                 | 35.9                             |
| Students with Disabilities <sup>1</sup>  | 232   | 9.8                                 | 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<br>Absenteeism <sup>2</sup><br>Count | Rate (%) | Suspension/<br>Expulsion <sup>3</sup><br>Count | Rate (%) |
|--|--|----------|--|----------|
| Female                                   | 64   | 5.8      | 7  | 0.6      |
| Male                                     | 44   | 3.5      | 44   | 3.5      |
| Black or African American                | *  | *        | *  | *        |
| Hispanic or Latino                       | *  | *        | *  | *        |
| White                                    | 97   | 4.9      | 45   | 2.2      |
| English Learners                         | 0  | 0.0      | 0  | 0.0      |
| Eligible for Free or Reduced-Price Meals | *  | *        | 7  | 11.3     |
| Students with Disabilities               | 23   | 10.5     | 15   | 5.8      |
| District                                 | 108  | 4.6      | 51   | 2.1      |
| State                                    |  | 9.9      |  | 6.7      |

Number of students in 2015-16 qualified as truant under state statute: 21

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

## Weston School District

### Educators

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

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 168.1 |
| Paraprofessional Instructional Assistants                 | 11.0  |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 22.0  |
| Paraprofessional Instructional Assistants                 | 42.2  |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 6.9   |
| School Level  | 8.6   |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 2.0   |
| Support Staff   | 4.1   |
| Instructional Specialists Who Support Teachers            | 11.1  |
| Counselors, Social Workers and School Psychologists       | 16.0  |
| School Nurses   | 5.0   |
| Other Staff Providing Non-Instructional Services/Support  | 74.1  |

<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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0     | 0.0                                 | 0.1                              |
| Asian                            | 2     | 0.8                                 | 1.0                              |
| Black or African American        | 0     | 0.0                                 | 3.6                              |
| Hispanic or Latino               | 3     | 1.3                                 | 3.6                              |
| Pacific Islander                 | 0     | 0.0                                 | 0.0                              |
| Two or More Races                | 0     | 0.0                                 | 0.1                              |
| White                            | 234   | 97.9                                | 91.4                             |

#### Classroom Teacher Attendance: 2015-16

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.9      | 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                       | 7     | *        | 10    | *        |
| White                                    | 168   | 96.6     | 180   | 98.9     |
| English Learners                         | *     | *        | 0     | 0.0      |
| Eligible for Free or Reduced-Price Meals | 6     | *        | *     | *        |
| Students with Disabilities               | 11    | *        | 13    | *        |
| District                                 | 200   | 96.6     | 207   | 99.0     |
| 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                     | 12    | 33.3     |
| Emotional Disturbance      | *     | *        |
| Intellectual Disability    | 0     | 0        |
| Learning Disability        | 51    | 64.6     |
| Other Health Impairment    | 38    | 71.7     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | 20    | 87.0     |
| District                   | 129   | 61.1     |
| State                      |       | 68.2     |

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

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

## Weston School District

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

|                            | District | State    |
|----------------------------|----------|----------|
|                            | Count    | Rate (%) |
| Autism                     | 38       | 1.6      |
| Emotional Disturbance      | *        | *        |
| Intellectual Disability    | *        | *        |
| Learning Disability        | 79       | 3.4      |
| Other Health Impairment    | 54       | 2.3      |
| Other Disabilities         | 16       | 0.7      |
| Speech/Language Impairment | 27       | 1.2      |
| All Disabilities           | 223      | 9.5      |

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

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

|   | Total (\$) | Per Pupil                |
|---|------------|--------------------------|
|   |            | District (\$) State (\$) |
| Instructional Staff and Services                          | 25,375,898 | 10,578 9,663             |
| Instructional Supplies and Equipment                      | 352,729    | 147 321                  |
| Improvement of Instruction and Educational Media Services | 4,325,742  | 1,803 578                |
| Student Support Services                                  | 4,479,862  | 1,867 1,103              |
| Administration and Support Services                       | 5,141,158  | 2,143 1,861              |
| Plant Operation and Maintenance                           | 6,033,786  | 2,515 1,637              |
| Transportation  | 1,760,385  | 702 877                  |
| Costs of Students Tuitioned Out                           | 2,313,341  | N/A N/A                  |
| Other   | 1,203,568  | 502 201                  |
| Total   | 50,986,469 | 21,253 16,236            |

#### Additional Expenditures

|                                   |           |             |
|-----------------------------------|-----------|-------------|
| Land, Buildings, and Debt Service | 5,708,789 | 2,380 1,749 |
|-----------------------------------|-----------|-------------|

<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        | 3,935,703  | 33.7                 |
| Noncertified Personnel     | 2,130,802  | 18.3                 |
| Purchased Services         | 1,018,074  | 8.7                  |
| Tuition to Other Schools   | 2,306,518  | 19.8                 |
| Special Ed. Transportation | 363,021    | 3.1                  |
| Other Expenditures         | 1,913,686  | 16.4                 |
| Total Expenditures         | 11,667,804 | 100.0                |

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

|                 | Percent of Total (%)          | Percent of Total (%)          |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 94.1                          | 94.7                          |
| State           | 4.4                           | 3.6                           |
| Federal         | 1.2                           | 1.4                           |
| Tuition & Other | 0.3                           | 0.3                           |

<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

## Weston 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  |
| Asian  | 61                         | 81.7 | 61    | 83.4 | 26      | 71.2 |
| Black or African American                    | 22                         | 67.0 | 22    | 61.1 | 9       | *    |
| Hispanic or Latino                           | 43                         | 74.6 | 43    | 71.7 | 23      | 64.7 |
| Native Hawaiian or Other Pacific Islander    | *                          | *    | *     | *    | 0       | N/A  |
| Two or More Races                            | 67                         | 77.3 | 67    | 75.2 | 23      | 65.7 |
| White  | 1092                       | 77.4 | 1090  | 75.6 | 508     | 66.4 |
| English Learners                             | 15                         | *    | 15    | *    | *       | *    |
| Non-English Learners                         | 1272                       | 77.4 | 1270  | 75.7 | 585     | 66.3 |
| Eligible for Free or Reduced-Price Meals     | 27                         | 65.1 | 27    | 62.4 | 12      | *    |
| Not Eligible for Free or Reduced-Price Meals | 1260                       | 77.6 | 1258  | 75.9 | 577     | 66.4 |
| Students with Disabilities                   | 117                        | 53.0 | 117   | 49.8 | 54      | 47.1 |
| Students without Disabilities                | 1170                       | 79.8 | 1168  | 78.2 | 535     | 68.2 |
| High Needs                                   | 147                        | 57.1 | 147   | 54.2 | 64      | 50.3 |
| Non-High Needs                               | 1140                       | 79.9 | 1138  | 78.3 | 525     | 68.2 |
| District                                     | 1287                       | 77.3 | 1285  | 75.6 | 589     | 66.3 |

#### 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          | 87.1  | 82.2 | 83.9 | 84.8 | 734               | 84.5     |
| Curl Up              | 78.8  | 87.4 | 94.3 | 97.5 | 734               | 89.9     |
| Push Up              | 88.2  | 84.5 | 90.6 | 85.9 | 734               | 87.3     |
| Mile Run/PACER       | 84.1  | 88.5 | 93.8 | 85.9 | 734               | 88.1     |
| All Tests - District | 58.2  | 65.5 | 71.9 | 70.7 | 734               | 66.9     |
| 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

## Weston School District

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

|  | 2015-16                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | *                         | *        |
| Hispanic or Latino                       | *                         | *        |
| English Learners                         | 0                         | 0        |
| Eligible for Free or Reduced-Price Meals | *                         | *        |
| Students with Disabilities               | 23                        | 95.7     |
| District                                 | 204                       | 99.5     |
| 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                                   | 97.3                       | 168               | 89.4     |
| Male                                     | 98.7                       | 198               | 86.8     |
| Black or African American                | *                          | *                 | *        |
| Hispanic or Latino                       | *                          | 13                | *        |
| White                                    | 98.3                       | 317               | 89.0     |
| English Learners                         | *                          | *                 | *        |
| Eligible for Free or Reduced-Price Meals | *                          | 7                 | *        |
| Students with Disabilities               | 70.4                       | *                 | *        |
| District                                 | 98.1                       | 366               | 88.0     |
| 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                                   | 92.7                  | 98.5                     |
| Male                                     | 83.7                  | 96.4                     |
| Black or African American                | *                     | *                        |
| Hispanic or Latino                       | *                     | *                        |
| White                                    | 88.2                  | 97.1                     |
| English Learners                         | N/A                   | N/A                      |
| Eligible for Free or Reduced-Price Meals | *                     | *                        |
| Students with Disabilities               | 83.3                  | *                        |
| District                                 | 88.4                  | 97.3                     |
| 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

## Weston 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        | 77.3          | 75     | 50.0          | 50          | 100.0           | 67.1                     |
|  | High Needs Students | 57.1          | 75     | 38.0          | 50          | 76.1            | 55.9                     |
| Math Performance Index                               | All Students        | 75.6          | 75     | 50.0          | 50          | 100.0           | 62.2                     |
|  | High Needs Students | 54.2          | 75     | 36.1          | 50          | 72.3            | 50.5                     |
| Science Performance                                  | All Students        | 66.3          | 75     | 44.2          | 50          | 88.4            | 55.3                     |
|  | High Needs Students | 50.3          | 75     | 33.5          | 50          | 67.0            | 45.2                     |
| ELA Academic Growth                                  | All Students        | 56.4%         | 100%   | 56.4          | 100         | 56.4            | 55.4%                    |
|  | High Needs Students | 45.9%         | 100%   | 45.9          | 100         | 45.9            | 49.8%                    |
| Math Academic Growth                                 | All Students        | 70.8%         | 100%   | 70.8          | 100         | 70.8            | 61.7%                    |
|  | High Needs Students | 52.5%         | 100%   | 52.5          | 100         | 52.5            | 53.7%                    |
| Chronic Absenteeism                                  | All Students        | 4.6%          | <=5%   | 50.0          | 50          | 100.0           | 9.9%                     |
|  | High Needs Students | 9.1%          | <=5%   | 41.8          | 50          | 83.5            | 15.8%                    |
| Preparation for CCR                                  | % Taking Courses    | 97.8%         | 75%    | 50.0          | 50          | 100.0           | 70.7%                    |
|  | % Passing Exams     | 88.0%         | 75%    | 50.0          | 50          | 100.0           | 43.5%                    |
| On-track to High School Graduation                   |                     | 98.9%         | 94%    | 50.0          | 50          | 100.0           | 87.8%                    |
| 4-year Graduation All Students (2016 Cohort)         |                     | 99.5%         | 94%    | 100.0         | 100         | 100.0           | 87.4%                    |
| 6-year Graduation - High Needs Students (2014)       |                     | 88.9%         | 94%    | 94.6          | 100         | 94.6            | 82.0%                    |
| Postsecondary Entrance (Class of 2016)               |                     | 88.4%         | 75%    | 100.0         | 100         | 100.0           | 72.0%                    |
| Physical Fitness (estimated part rate) and (fitness) |                     | 93.9%   66.9% | 75%    | 44.6          | 50          | 89.2            | 92.0%   51.6%            |
| Arts Access  |                     | 70.0%         | 60%    | 50.0          | 50          | 100.0           | 50.5%                    |
| <b>Accountability Index</b>                          |                     |               |        | <b>1108.3</b> | <b>1350</b> | <b>82.1</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? |                                  |                 |             |                                      | Y                               |
| ELA Performance Index Gap     | 75.0                             | 57.1            | 17.9        | 16.7                                 |                                 |
| Math Performance Index Gap    | 75.0                             | 54.2            | 20.8        | 18.7                                 |                                 |
| Science Performance Index Gap | 68.2                             | 50.3            | 18.0        | 16.6                                 |                                 |
| Graduation Rate Gap           | 94.0%                            | 88.9%           | 5.1%        | 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        | 98.4                                |
|                  | High Needs Students | 92.1                                |
| Math             | All Students        | 98.1                                |
|                  | High Needs Students | 91.5                                |
| Science          | All Students        | 97.4                                |
|                  | High Needs Students | 87.8                                |

<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

## Weston School District

### Narratives

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

.Each year, our district sets goals to continuously improve our programs and services for regular and special education students. Corresponding action plans are developed for each goal area and teachers align their goals with district/building initiatives in an effort to enhance student achievement. The district's primary outcome has been the development of global citizens through an emphasis on academic excellence, healthy learning environments, and digital learning.

In 2017, US News and World Report ranked Weston High School as #2 in Connecticut and #231 in the country. Combined SAT scores for this class were 1252, with an average of 628 in evidence based reading and writing (ERBW) and 624 in math. Weston High School also had 16 national advanced placement (AP) scholars, 54 AP scholars with distinction, 14 AP scholars with honors, and 27 AP scholars.

Weston Public Schools is committed to developing a partnership with parents to ensure the success of our students. Grade level back-to-school nights, transition meetings, and parent/student informational gatherings were offered throughout the year to increase effective communication. All teachers have voice mail, email, and teacher web pages. We continue to use a web-based parent portal to provide parents with access to their child's classroom performance record. This initiative provides parents and students with a window into student classroom performance and to serve as the basis for conversations with teachers. All teachers maintain an active web page reflecting classroom assignments and updates for students and parents. In addition to the scheduled K-8 parent-teacher conference days in the late fall and spring, school counselors are in regular contact with parents to help them with any scheduling questions or to address any issues that their child may be dealing with at home or in school.

We continue to use our district and school websites to communicate important guidelines and information pertaining to school-wide events and reference materials such as handbooks, school forms, policies, curriculum, after school programs, and calendar updates. We have increased our parent information blasts through "School Messenger." In the spring, transition programs for parents are held to provide opportunities for those interested in learning about the unique programs and curricula that would be offered in their child's new school as they progress through our four schools. Regular and consistent communication is vital for our efforts to sustain a collaborative partnership with members of our greater school community.

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

Weston Public Schools continue to make great strides to reduce racial, ethnic, and economic isolation through our participation in Project Choice and our steadfast commitment to community service and fundraising projects. Weston participates in the State of Connecticut's "Open Choice Program" through which students from a surrounding urban area, Bridgeport, attend our schools. These students are an important part of our community and participate in all aspects of the school day and afterschool activities.

Our core academic curriculum provides opportunities for students to learn about different cultures through history, music, and literature, helping them gain greater appreciation for the importance of cultural diversity. At Weston High School, we have an ongoing exchange program with our Chinese sister school, Qingdao #17 Senior High School in the Shandong Province, China. Weston High School continues to provide educational experiences that enhance our students' capacity to live in a global world. Course offerings such as humanities, Spanish, French, Chinese, and film studies, focus on issues and concepts related to diversity.

In our schools, students receive numerous opportunities to have a positive impact on others who may not have the same opportunities that we may take for granted. Our student government organizations help to create awareness among the student body for humanitarian efforts that have resulted in a number of school-wide drives. Through first hand exposure with those from different cultures and backgrounds, our students receive the critical life experience of understanding and appreciating the many commonalities that they share in the process.

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

## Weston School District

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

Weston Public Schools employs a participatory budget-building process to determine the future needs of the school district. School principals and assistants from the four buildings join district level administrators to closely examine current practices and determine future needs. Administrators prepare and submit their budget estimates to the Director of Finance and Operations who summarizes the data for review by the Administrative Team. This team meets in November and December to collaboratively review the budget requests by individual cost centers. This process helps to clarify requests, and provides useful information about how the requests connect to the district and school mission statements, goals and objectives, assumptions, policies, and enrollment projections.

The administrators present their budgets in public to the Board of Education during the month of January. During its review of the administration's requested budget, the Board may or may not alter the request. After the Board votes on potential modifications to the requested budget, the budget is adopted and sent to the Town Boards for further review prior to being voted upon at a Town referendum in April.