

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



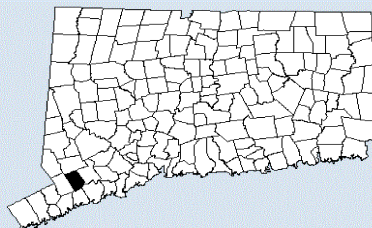
Weston School District

Dr. William Mckersie, Superintendent • 203-221-1510 • <http://www.westonk12-ct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,290
Per Pupil Expenditures ¹	\$23,170
Total Expenditures ¹	\$53,915,634

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,084	47.3	48.4
Male	1,206	52.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	117	5.1	5.2
Black or African American	42	1.8	12.7
Hispanic or Latino of any race	159	6.9	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	130	5.7	3.8
White	1,842	80.4	51.1
English Learners	18	0.8	8.3
Eligible for Free or Reduced-Price Meals	57	2.5	43.3
Students with Disabilities ³	266	11.6	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	67	6.2	*	*
Male	55	4.6	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	5.2	*	*
White	96	5.3	21	1.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	28	11.0	10	3.5
District	122	5.4	27	1.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 45

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	168.3
Paraprofessional Instructional Assistants	9.7
Special Education	
Teachers and Instructors	24.2
Paraprofessional Instructional Assistants	42.2
Administrators, Coordinators and Department Chairs	
District Central Office	7.5
School Level	9.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	4.1
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	18.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	62.0

¹ 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	2	0.8	1.2
Black or African American	1	0.4	4.0
Hispanic or Latino of any race	3	1.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	239	97.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.4

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	*	*	*	*
Hispanic or Latino of any race	*	*	7	*
White	177	98.3	163	100.0
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	19	95.0	20	100.0
District	201	97.1	190	100.0
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	27	52.9
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	57	67.1
Other Health Impairment	41	71.9
Other Disabilities	*	*
Speech/Language Impairment	21	95.5
District	155	64.3
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	52	2.3	2.0
Emotional Disturbance	16	0.7	1.1
Intellectual Disability	*	*	0.5
Learning Disability	85	3.8	5.7
Other Health Impairment	57	2.5	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	24	1.1	1.8
All Disabilities	252	11.2	15.6

¹ This 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	*	*	8.2
Private Schools or Other Settings	*	*	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$30,034,701	\$12,907	\$10,923
Support services - students	\$5,012,758	\$2,171	\$1,277
Support services - instruction	\$5,164,384	\$2,237	\$682
Support services - general administration	\$1,109,085	\$480	\$467
Support services - school based administration	\$2,528,950	\$1,095	\$1,021
Central and other support services	\$691,681	\$300	\$679
Operation and maintenance of plant	\$5,731,270	\$2,482	\$1,718
Student transportation services	\$2,064,466	\$913	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,308,829	\$567	\$163
Minor school construction	\$269,510	\$117	\$59
Total	\$53,915,634	\$23,170	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,315,895	25.0	28.5
Instructional Aide Salaries	\$1,535,661	11.6	10.1
Other Salaries	\$2,430,008	18.4	11.1
Employee Benefits	\$1,936,496	14.6	13.0
Purchased Services Other Than Transportation	\$1,060,241	8.0	5.7
Special Education Tuition	\$2,778,956	21.0	22.5
Supplies	\$29,099	0.2	0.6
Property Services	\$57	0.0	0.3
Purchased Services For Transportation	\$122,439	0.9	8.0
Equipment	\$30,295	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$13,239,147	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	96.7
State	1.8
Federal	1.1
Tuition & Other	0.3

⁴ Revenue 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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	8	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	14	*
Students with Disabilities	22	81.8
District	210	97.6
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	91.9	95.7
Male	90.7	96.8
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	92.3	97.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	91.3	96.3
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	5.4%	<=5%	12.2%
	High Needs Students	10.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	98.5%	75%	80.4%
On-track to High School Graduation		96.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		96.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		91.3%	75%	71.5%
Arts Access		70.1%	60%	51.8%

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
Graduation Rate Gap	94.0%	96.3%	-2.3%	10.9%	N

¹ 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

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 or building initiatives in an effort to enhance student achievement. The district's primary outcome goal has been the development of global citizens through an emphasis on academic excellence, healthy learning environments, and digital learning. 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 are offered throughout the year to increase effective communication. We continue to use a web-based parent portal to provide parents with access to their child's classroom performance record. This resource provides parents and students with a window into student 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-5 parent-teacher conference days in the late fall and spring, school counselors are in regular contact with parents 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 will 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 after school 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 in 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 schoolwide 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.

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Equitable Allocation of Resources among District Schools

Weston Public Schools is a suburban K-12 district of 2,300 students located approximately 45 miles from New York City. The campus is the heart and hub of the community with all four schools situated along an idyllic one-mile stretch of road. The district employs a participatory budget-building process to determine the needs of our schools. School leaders join district level administrators to closely examine current practices and determine budgetary priorities. Administrators prepare and submit their budget estimates to the Director of Finance and Operations, who summarizes the data for review by the Leadership Team. This group meets to review the budget requests by individual cost centers. 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.