

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



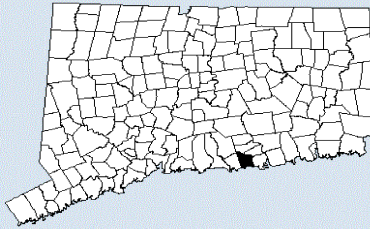
Westbrook School District

Ms. Patricia Ciccone, Superintendent • 860-399-6432 • <http://www.westbrookctschoools.org/>

District Information

Grade Range	PK-12
Number of Schools	3
Enrollment	839
Per Pupil Expenditures ¹	\$18,081
Total Expenditures ¹	\$15,929,357

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	397	47.3	48.3
Male	442	52.7	51.6
American Indian	*	*	0.2
Asian	15	1.8	4.6
Black or African American	*	*	12.9
Hispanic or Latino	78	9.3	21.2
Pacific Islander	0	0.0	0.0
White	728	86.8	58.4
Two or More Races	14	1.7	2.3
English Language Learners	26	3.1	5.7
Eligible for Free or Reduced-Price Meals	112	13.3	37.3
Students with Disabilities ¹	93	11.1	12.8

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	23	5.9	*	*
Male	17	4.0	*	*
Black or African American	*	*	*	*
Hispanic or Latino	6	8.1	0	0.0
White	30	4.3	*	*
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	9	9.0	7	6.0
Students with Disabilities	10	11.9	7	6.4
District	40	5.0	19	2.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	83.4
Paraprofessional Instructional Assistants	11.5
Special Education	
Teachers and Instructors	12.6
Paraprofessional Instructional Assistants	15.9
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	3.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	43.6

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	2	1.7	3.6
Native American	0	0	0.1
White	113	98.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0	0	0
White	0	0	0	0
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	0	0	0	0
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	26	92.9
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	58	73.4
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	15	1.8	1.4
Emotional Disturbance	14	1.7	1.0
Intellectual Disability	*	*	0.4
Learning Disability	28	3.4	4.2
Other Health Impairment	10	1.2	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	1.1	1.9
All Disabilities	83	10.1	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	6	7.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,058,327	11,535	8,769
Instructional Supplies and Equipment	519,883	596	275
Improvement of Instruction and Educational Media Services	270,802	311	487
Student Support Services	285,336	327	965
Administration and Support Services	1,553,987	1,782	1,600
Plant Operation and Maintenance	1,622,847	1,861	1,472
Transportation	642,538	642	786
Costs of Students Tuitioned Out	504,098	N/A	N/A
Other	471,539	541	178
Total	15,929,357	18,081	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,207,670	2,532	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,415,140	40.8	35.6
Noncertified Personnel	385,952	11.1	14.5
Purchased Services	313,121	9.0	5.0
Tuition to Other Schools	498,573	14.4	21.4
Special Ed. Transportation	267,543	7.7	8.5
Other Expenditures	589,645	17.0	14.9
Total Expenditures	3,469,974	100.0	100.0
PK-12 Expenditures Used for Special Education		21.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.6	94.5
State	3.7	3.6
Federal	1.5	1.7
Tuition & Other	0.2	0.2

⁴Revenue 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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	84.0	85.2	82.1	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	69.5	78.6	79.0	82.3	.	.	.	.
Students with Disabilities	49.7	55.6	58.8	60.4	.	.	.	.
High Needs	61.4	67.4	71.1	70.5	.	.	.	.
District	85.3	87.1	88.6	89.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	79.6	82.0	84.6	86.7	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	98.4	59.3	69.8	89.8	257	78.2
Curl Up	93.7	93.2	82.6	93.9	257	89.9
Push Up	87.3	79.7	53.5	89.8	257	74.7
Mile Run/PACER	92.1	91.5	73.3	87.8	257	84.8
All Tests - District	82.5	49.2	40.7	71.4	257	58.8
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	78	96.2	94.0	Yes	94.0
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.0	32	43.8
Male	66.7	29	37.2
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	80.6	58	41.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	77.5	61	40.4
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.4	94.1
Male	65.9	88.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	*	91.2
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	71.8	91.5
State	72.7	88.5

⁷College 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.

⁸College 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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Westbrook School District

Narratives

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 instructional strategies that are mindful of student learning styles. There are short & long-term learning plans to help all students reach their intellectual potential, while emphasizing their physical, emotional and social developmental needs. Teaching & learning is built on 21st century and CT Common Core-aligned expectations. Staff apply instructional best-practices that acknowledge learners' individual needs and create coherence Pre-K - Grade 12. Students with special needs experience a wide variety of supports, delivered general education classroom settings. Their needs are also met via alternative programming and supportive interventions that include planning for successful 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), monitoring student progress to provide increased levels of academic and developmental support. Middle and High School (MS & HS) parents are included with 24 hour access to their student's grades through the WPS student information system. Teacher webpages increase communication between home & school.

A district improvement goal to sustain and measure positive school climates, engages WPS stakeholders. The Board of Education (BOE) has applied standards (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 each school's climate. On a yearly basis, a valid & 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. All staff are required to attend Basic Climate training. Advanced & Team Climate trainings are offered to help staff to promote social justice and work with restorative practices. BOE members and parents are included. Hybrid trainings are offered to high school students. Students visit & present to urban schools, Skype & Video to share their work intra & interscholastically.

Parent presence on committees and at trainings promotes parent understanding of district initiatives. They join staff, students, BOE & community members in this work. The district Climate Council works to establish a seamless, cohesive school district. A district Wellness Committee promotes healthy lifestyle choices for all stakeholders. Active Parent Teacher Organizations support student success, events include a community-wide Empty Bowls Project to benefit those of little or no means and a 5K qualifying run to connect schools & the community. Parent volunteers serve as readers & listeners for elementary students working to improve fluency and comprehension. Parents are involved in student-led forums to hear from their children and teachers about the learning goals in the MS. Parents have been instrumental in the NEASC-accreditation studies focus groups at the HS.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Westbrook Public Schools (WPS) seek opportunities to interact with peers and teachers from diverse backgrounds and learn about different cultures. WPS are growing in their own diversity, with an increasing number of English Language Learners enrolling. Staff and students regularly integrate in learning tasks and activities with other cultures in their classes. The school district continues to maintain a sister-school relationship with a primary and an intermediate school in Zibo, China. The Board of Education endorses travel to China, open to all K-12 students and community members. Chinese students and administrators regularly visit WPS to exchange instructional practices. Our high school is SEVIS-approved and considers/accepts exchange students. Students travel to and host others in exchange with France. The Elementary School has made a connection with a Caribbean island-school to experience cross-cultural connections for our students with a special emphasis on English Language Learners.

A foundational goal of the district is focused on creating and sustaining positive school and district climates of respect for one another. These collaborative relationships offer opportunities for both staff and students to expand thinking beyond WPS. The district sponsors inter-district programming for our Middle & High School students. Project Oceanology programs involving students from more urban settings (Middletown and New London) provide hands-on marine experiments for our Middle School students with their urban peers. They and their high school counterparts are also benefit from shared music programs in Westbrook and with other school districts. WHS participates in the Model UN. Students learn about a particular country, visit the ambassador at the United Nations in New York to learn about the issues & needs about that country. They participate in a mock United Nations general assembly at the University of Hartford, with other students from around the state to meet and discuss global issues. Students improve their skills in problem solving, conflict resolution, research and communication. The program brings together students of diverse backgrounds, cultures and opinions to develop their global understanding while creating an avenue for new friendships.

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Equitable Allocation of Resources among District Schools

Westbrook Public Schools insures the equity of resources and addresses the needs of all students in a variety of ways. The Board of Education (BOE) is committed to maintaining favorable class sizes and staffing numbers, particularly at the elementary level. Grades K-1 are maintained at levels conducive to a connected and nurturing environment. That practice is brought forward by our work to sustain positive climates of connectedness for students at all levels. All students including those with special needs benefit from full access to staff and instructional resources.

Budget preparation is a fair and equitable process. Teachers, principals and the business manager work with the superintendent to develop a budget that meets the needs of our pre-K through grade 12 students, while being sensitive to the ability of the town to fund education. The budget is scrutinized by the BOE and the Board of Finance. The school district works actively to pursue state and federal grants to supplement the budget. The public is encouraged to provide input at Town and BOE meetings during the collaborative development process.