

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



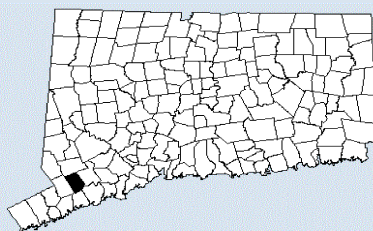
## Weston School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,343
Per Pupil Expenditures <sup>1</sup>	\$21,379
Total Expenditures <sup>1</sup>	\$50,476,590

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,124	48.0	48.4
Male	1,219	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	115	4.9	5.1
Black or African American	*	*	12.8
Hispanic or Latino	120	5.1	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	113	4.8	3.3
White	1,951	83.3	53.6
English Learners	20	0.9	7.2
Eligible for Free or Reduced-Price Meals	58	2.5	36.7
Students with Disabilities <sup>1</sup>	226	9.6	14.8

<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	54	4.8	10	0.9
Male	44	3.6	54	4.4
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	87	4.5	51	2.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	11	9.2	12	9.7
Students with Disabilities	26	11.4	20	7.5
District	98	4.2	64	2.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 37

Number of school-based arrests: Fewer than 6

<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 2017-18

## 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	10.0
<b>Special Education</b>	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	41.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.5
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	4.1
Instructional Specialists Who Support Teachers	11.9
Counselors, Social Workers and School Psychologists	16.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	72.8

<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	2	0.8	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	0.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	233	98.3	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	8	*
White	179	96.8	173	98.9
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	8	*	11	*
Students with Disabilities	15	*	9	*
District	202	95.3	206	99.0
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	11	30.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	50	65.8
Other Health Impairment	42	77.8
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	124	61.1
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Weston School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.6	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	77	3.3	5.2
Other Health Impairment	55	2.4	3.1
Other Disabilities	12	0.5	1.1
Speech/Language Impairment	24	1.0	1.8
All Disabilities	216	9.3	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,396,617	10,757	9,847
Instructional Supplies and Equipment	335,805	142	287
Improvement of Instruction and Educational Media Services	4,288,242	1,816	589
Student Support Services	4,641,727	1,966	1,120
Administration and Support Services	4,805,481	2,035	1,905
Plant Operation and Maintenance	5,458,388	2,312	1,648
Transportation	1,777,639	722	904
Costs of Students Tuitioned Out	2,559,477	N/A	N/A
Other	1,213,214	514	208
Total	50,476,590	21,379	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	5,608,616	2,376	1,393
-----------------------------------	-----------	-------	-------

<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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,075,206	33.3	33.8
Noncertified Personnel	2,242,327	18.3	14.5
Purchased Services	1,190,560	9.7	5.5
Tuition to Other Schools	2,557,771	20.9	23.4
Special Ed. Transportation	366,484	3.0	8.7
Other Expenditures	1,800,801	14.7	14.1
Total Expenditures	12,233,149	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	96.6	96.2
State	2.0	2.2
Federal	1.0	1.2
Tuition & Other	0.4	0.4

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	62	81.7	62	85.9
Black or African American	21	59.8	21	54.4
Hispanic or Latino	52	78.8	52	72.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	66	81.8	66	80.1
White	1066	79.2	1065	76.2
English Learners	16	*	16	*
Non-English Learners	1251	79.2	1250	76.5
Eligible for Free or Reduced-Price Meals	57	68.7	57	62.9
Not Eligible for Free or Reduced-Price Meals	1210	79.6	1209	77.0
Students with Disabilities	125	58.7	125	52.7
Students without Disabilities	1142	81.4	1141	79.0
High Needs	178	63.6	178	58.0
Non-High Needs	1089	81.7	1088	79.4
District	1267	79.1	1266	76.4

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	90.8	85.9	83.0	79.3	756	84.7
Curl Up	90.2	89.9	89.0	85.3	756	88.6
Push Up	92.0	86.9	87.5	83.7	756	87.4
Mile Run/PACER	78.2	90.4	87.0	78.8	756	83.9
All Tests - District	69.5	76.8	76.5	71.7	756	73.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Weston School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	8	*
Students with Disabilities	19	*
District	206	99.5
State		87.9

<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 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	183	91.0
Male	97.7	188	85.8
Black or African American	*	*	*
Hispanic or Latino	*	12	*
White	98.3	321	89.2
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.0	16	80.0
Students with Disabilities	76.7	10	33.3
District	98.1	371	88.3
State	96.3		44.8

<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.

Copyright © 2018 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2018

### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	84.9	99.0
Male	87.5	91.4
Black or African American	*	*
Hispanic or Latino	*	*
White	86.1	95.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	80.0	90.0
District	86.4	95.6
State	70.9	88.3

<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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.1	75	50.0	50	100.0	67.6
	High Needs Students	63.6	75	42.4	50	84.8	57.5
Math Performance Index	All Students	76.4	75	50.0	50	100.0	62.7
	High Needs Students	58.0	75	38.6	50	77.3	52.0
ELA Academic Growth	All Students	68.2%	100%	68.2	100	68.2	60.7%
	High Needs Students	57.0%	100%	57.0	100	57.0	55.6%
Math Academic Growth	All Students	77.5%	100%	77.5	100	77.5	61.9%
	High Needs Students	63.0%	100%	63.0	100	63.0	55.4%
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	9.8%	<=5%	40.4	50	80.7	16.6%
Preparation for CCR	% Taking Courses	97.1%	75%	50.0	50	100.0	74.8%
	% Passing Exams	88.3%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		99.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.7%	94%	95.4	100	95.4	81.8%
Postsecondary Entrance (Class of 2017)		86.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.9%   73.8%	75%	49.2	50	98.4	96.6%   50.1%
Arts Access		65.9%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>1081.7</b>	<b>1250</b>	<b>86.5</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	63.6	11.4	15.9	
Math Performance Index Gap	75.0	58.0	17.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	89.7%	4.3%	12.7%	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	98.5
	High Needs Students	95.4
Math	All Students	98.4
	High Needs Students	95.4
Science	All Students	99.3
	High Needs Students	98.8

<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: 51.5**

#### 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 2017-18

## Weston School District

### Narratives

---

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

Each year, our district sets goals to continuously improve our programs and services. 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 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 were 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. This initiative provides parents and students with a window into student progress and to serve as the basis for conversations with teachers. 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 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. 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" whereby students from a surrounding urban area attend our schools. These students are an integral 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. 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 2017-18

## Weston School District

### **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 future needs of our schools. School leaders 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 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 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.

.

.

.

.