

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



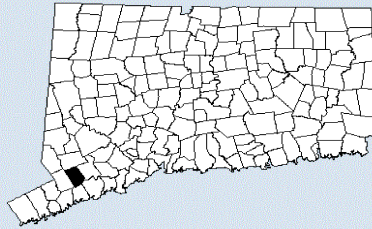
Weston School District

Dr. Colleen Palmer, Superintendent • 203-291-1401 • www.westonk12-ct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,408
Per Pupil Expenditures ¹	\$20,482
Total Expenditures ¹	\$49,280,345

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.
N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,142	47.4	48.3
Male	1,266	52.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	113	4.7	4.9
Black or African American	37	1.5	12.8
Hispanic or Latino	94	3.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	95	3.9	2.7
White	2,066	85.8	55.9
English Learners	18	0.7	6.4
Eligible for Free or Reduced-Price Meals	51	2.1	38.0
Students with Disabilities ¹	220	9.1	13.7

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	51	4.5	*	*
Male	46	3.7	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	88	4.3	46	2.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	16	7.6	16	6.3
District	97	4.1	51	2.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 7

Number of school-based arrests: 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.

District Profile and Performance Report for School Year 2015-16

Weston School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	163.2
Paraprofessional Instructional Assistants	12.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	42.4
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.1
Instructional Specialists Who Support Teachers	12.4
Counselors, Social Workers and School Psychologists	16.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	121.4

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.9	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	232	98.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	10	*	10	*
White	175	98.3	183	98.4
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	13	*	11	*
District	202	98.5	204	98.6
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	13	37.1
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	48	66.7
Other Health Impairment	28	66.7
Other Disabilities	*	*
Speech/Language Impairment	23	79.3
District	119	61.3
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Weston School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.6	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	72	3.0	4.6
Other Health Impairment	42	1.8	2.8
Other Disabilities	22	0.9	1.0
Speech/Language Impairment	32	1.3	1.9
All Disabilities	209	8.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,642,779	11,513	9,387
Instructional Supplies and Equipment	462,753	193	318
Improvement of Instruction and Educational Media Services	3,349,762	1,395	541
Student Support Services	3,179,952	1,324	1,048
Administration and Support Services	3,879,523	1,616	1,790
Plant Operation and Maintenance	5,789,512	2,411	1,608
Transportation	1,765,402	703	845
Costs of Students Tuitioned Out	2,198,357	N/A	N/A
Other	1,012,305	422	194
Total	49,280,345	20,482	15,762

Additional Expenditures

Land, Buildings, and Debt Service	6,043,329	2,517	1,524
-----------------------------------	-----------	-------	-------

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

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,826,445	35.3	35.1
Noncertified Personnel	1,770,720	16.4	14.5
Purchased Services	949,724	8.8	5.5
Tuition to Other Schools	2,198,357	20.3	21.6
Special Ed. Transportation	379,784	3.5	8.3
Other Expenditures	1,703,119	15.7	15.0
Total Expenditures	10,828,149	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.0	94.9
State	4.2	4.2
Federal	0.5	0.6
Tuition & Other	0.3	0.3

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).

District Profile and Performance Report for School Year 2015-16

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	0	N/A	*	*
Asian	57	76.8	57	76.6	26	72.5
Black or African American	*	*	*	*	12	*
Hispanic or Latino	45	70.9	45	67.0	21	59.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	51	79.2	51	75.0	14	*
White	1100	78.7	1097	74.9	490	69.5
English Learners	8	*	8	*	*	*
Non-English Learners	1265	78.3	1262	74.6	*	*
Eligible for Free or Reduced-Price Meals	28	61.8	28	53.5	18	*
Not Eligible for Free or Reduced-Price Meals	1245	78.6	1242	74.9	546	69.5
Students with Disabilities	123	60.1	122	56.1	50	53.9
Students without Disabilities	1150	80.1	1148	76.4	514	70.6
High Needs	146	61.3	145	56.7	65	55.6
Non-High Needs	1127	80.4	1125	76.7	499	70.9
District	1273	78.2	1270	74.4	564	69.2

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
Connecticut	41%	36%	32%	
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.8	75.8	77.7	66.0	728	77.9
Curl Up	92.8	84.1	88.6	91.1	728	89.1
Push Up	97.2	83.5	77.7	82.2	728	85.2
Mile Run/PACER	89.4	95.6	83.4	85.3	728	88.5
All Tests - District	78.9	58.2	54.9	52.4	728	61.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

Weston School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	24	79.2	.		.
District	167	96.4	94.0	Yes	94.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	97.9	167	86.1
Male	97.7	186	85.3
Black or African American	*	*	*
Hispanic or Latino	95.0	15	75.0
White	97.8	317	87.1
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	6	*
Students with Disabilities	*	*	*
District	97.8	353	85.7
State	95.6		40.7

⁵College 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

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.

Copyright © 2016 The College Board. www.collegeboard.org

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

Copyright © 2016 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	92.9	98.8
Male	90.3	93.6
Black or African American	*	*
Hispanic or Latino	*	*
White	92.2	96.6
English Learners	92.2	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	91.4	96.3
State	71.9	88.3

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

District Profile and Performance Report for School Year 2015-16

Weston School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	78.2	75	50.0	50	100.0	67.7
	High Needs Students	61.3	75	40.9	50	81.7	56.7
Math Performance Index	All Students	74.4	75	49.6	50	99.2	61.4
	High Needs Students	56.7	75	37.8	50	75.6	49.9
Science Performance Index	All Students	69.2	75	46.1	50	92.2	57.5
	High Needs Students	55.6	75	37.1	50	74.2	47.0
ELA Academic Growth	All Students	69.0%	100%	69.0	100	69.0	63.8%
	High Needs Students	64.2%	100%	64.2	100	64.2	58.3%
Math Academic Growth	All Students	66.0%	100%	66.0	100	66.0	65.0%
	High Needs Students	58.5%	100%	58.5	100	58.5	57.4%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.5%	<=5%	45.0	50	90.0	15.6%
Preparation for CCR	% Taking Courses	98.5%	75%	50.0	50	100.0	67.6%
	% Passing Exams	85.7%	75%	50.0	50	100.0	40.7%
On-track to High School Graduation		98.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		92.6%	94%	98.5	100	98.5	78.6%
Postsecondary Entrance (Class of 2015)		91.4%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.2% 61.0%	75%	40.7	50	81.3	89.2% 50.5%
Arts Access		74.0%	60%	50.0	50	100.0	47.5%
Accountability Index				1153.4	1350	85.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	61.3	13.7	16.5	
Math Performance Index Gap	75.0	56.7	18.3	18.9	
Science Performance Index Gap	70.9	55.6	15.3	17.2	
Graduation Rate Gap	94.0%	92.6%	1.4%	15.3%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	97.4
	High Needs Students	89.0
Math	All Students	97.2
	High Needs Students	88.4
Science	All Students	98.4
	High Needs Students	93.0

³Minimum 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: 62.2

State: 51.4

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 2015-16

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 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 five goals for the 2015-16 school year included a K-12 math, writing, and STEM (Science, Technology, Engineering, and Math) initiative, as well as goals in the areas of fostering a healthy learning environment and developing varied pathways for learning. In addition, the district continues to build on the Academic Innovation and Measurement (AIM) Initiative with learning experiences that foster the development of high-priority skills.

In 2016, US News and World Report ranked Weston High School as #1 comprehensive public high school in Fairfield County, #4 in Connecticut and #184 in the country. Combined SAT scores for this class were 1738, with an average of 579 in writing, 582 in math, and 577 in critical reading. Weston High School also had 9 national advanced placement (AP) scholars, 47 AP scholars with distinction, 14 AP scholars with honors, and 16 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 teacher 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 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 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 2015-16

Weston School District

Equitable Allocation of Resources among District Schools

Weston Public Schools employs 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