

STRATEGIC SCHOOL PROFILE 2004-05**Westbrook School District
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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Middlesex	Public School Enrollment as a Percent of Town Population: 16.1%
2000 Population: 6,292	Public School Enrollment as % of Total Student Population: 94.9%
1990-2000 Population Growth: 16.2%	Percent of Adults without a High School Diploma in 2000: 9.9%
2000 Per Capita Income: \$28,680	Adult Education Enrollment in 2003-04 School Year: 32
Number of Public Schools: 3	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 4
Number of Nonpublic Schools: 1	

 Education Reference Group (ERG): C ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	10.2	4.7	26.6
	2002-2003	9.1	4.2	25.4
% of K-12 Students with Non-English Home Language	2004-2005	1.6	1.7	12.5
	1999-2000	4.2	1.9	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	94.5	92.9	89.0
	1999-2000	97.0	91.0	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	92.1	84.4	77.0
	1999-2000	76.6	82.9	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	24.8	22.4	22.1
	1999-2000	31.2	29.8	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	1,025
5-Year Enrollment Change	6.1%
Projected 2009 Enrollment	
Elementary	358
Middle School	284
High School	317
Prekindergarten, Other	13

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	17	1.7
Black	16	1.6
Hispanic	40	3.9
White	951	92.8
Total Minority 2004-2005	74	7.2
Total Minority 1999-2000	58	6.0

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

All the Westbrook Public Schools participate in programs designed to reduce students' racial, ethnic and economic isolation. At the elementary school, third grade classes participated in an urban/suburban program with two Middletown schools. Spanish is taught at the elementary school and the curriculum is enhanced with many cultural lessons. Both programs are enhanced by the use of technology. Westbrook Middle School participated in a collaborative program with Fox Middle School in Hartford surrounding Project Oceanology. All middle school students participate in a number of programs designed to reduce their racial, ethnic and economic isolation and that of their peers. About twenty students participated for the fourth year in the Mosaic Society, part of an interdistrict initiative through LEARN. Tolerance and diversity issues are frequently an underlying theme in special assemblies and in many classes at all grade levels.

Students from our school system are informed of educational opportunities outside of our district annually. This year, several attended the Sound School in New Haven and others the Vinal Regional Technical School in Middletown. In addition, the district was host to Choice students from New London, as it has been since the inception of that program.

Each school's Strategic School Profile provides more detailed information on on-going efforts to reduce racial, ethnic and economic isolation.

The Westbrook Board of Education has endorsed a plan to recruit minority teachers into the system. As part of that plan, the superintendent of schools actively recruits minority teachers and staff. Vacancy postings encourages minority candidates to apply.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	87.6
Administrators	4.0
Department Chairs	0.0
Library/Media Staff	2.0
Other Professionals	6.4
% Minority 2004-2005	0.0
% Minority 1999-2000	2.2
# Non-Certified Instructional	25.3

Average Class Size		District	ERG	State
Grade K	2004-2005	15.2	16.7	18.5
	1999-2000	19.3	16.9	18.5
Grade 2	2004-2005	15.1	18.2	19.5
	1999-2000	16.4	18.6	19.8
Grade 5	2004-2005	21.0	20.6	21.3
	1999-2000	18.5	20.8	21.8
Grade 7	2004-2005	16.6	19.8	20.9
	1999-2000	15.0	20.3	21.9
High School	2004-2005	18.5	18.8	20.2
	1999-2000	16.5	18.3	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	11.5	13.6	13.2
% with Master's Degree or Above	68.3	79.1	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	23.8	31.7	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	982	993	987
Middle School	992	1,020	1,014
High School	1,007	1,017	1,003

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.0	3.4	3.6
Students Per Teacher	11.7	13.4	13.8
Teachers Per Administrator	21.9	14.3	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	30.3	41.0	35.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3 rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	58.6	65.1	52.8
Writing	60.5	71.6	63.3
Mathematics	58.1	65.8	56.8
All Three Tests	43.7	51.4	41.2
Grade 6 Reading	69.3	76.2	60.5
Writing	62.2	73.5	61.3
Mathematics	65.3	75.4	60.9
All Three Tests	49.3	59.2	45.3
Grade 8 Reading	75.6	78.4	64.9
Writing	66.3	72.7	60.7
Mathematics	72.9	70.5	55.7
All Three Tests	57.0	59.2	45.2
Participation Rate	99.6	99.4	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	73.0	66.7	48.9
Writing Across the Disciplines	75.3	70.4	55.2
Mathematics	64.9	65.7	47.8
Science	64.4	68.6	47.3
All Four Tests	47.3	45.3	29.2
Participation Rate	100.0	98.1	96.8



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SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	90.4	77.4	82.1	74.8
Mathematics: Average Score	508	506	532	508
Mathematics: % Scoring 600 or More	12.8	16.7	26.1	23.3
Verbal: Average Score	507	524	538	508
Verbal: % Scoring 600 or More	17.0	29.2	27.5	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	1.3	4.3	8.8
2003-04 Annual Rate for Grades 9 through 12	0.7	1.1	1.8
1998-99 Annual Rate for Grades 9 through 12	2.5	1.7	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	54	87.1	86.1	81.5
	1999	47	90.4	81.8	78.3
Employed or in Military	2004	8	12.9	10.5	14.1
	1999	5	9.6	14.4	17.1
Unemployed	2004	0	0.0	0.3	0.8
	1999	0	0.0	0.7	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	ERG	State
Instructional Staff and Services	\$6,040	\$5,791	\$6,287	\$5,928	\$6,282
Instructional Supplies and Equipment	\$249	\$239	\$242	\$223	\$242
Improvement of Instruction and Educational Media Services	\$215	\$206	\$398	\$354	\$387
Student Support Services	\$821	\$787	\$616	\$633	\$615
Administration and Support Services	\$1,108	\$1,062	\$1,092	\$1,069	\$1,101
Plant Operation and Maintenance	\$979	\$938	\$1,031	\$990	\$1,025
Transportation	\$343	\$279	\$485	\$512	\$487
Costs for Students Tuitioned Out	\$246	N/A	N/A	N/A	N/A
Other	\$371	\$356	\$122	\$123	\$120
Total	\$10,371	\$9,812	\$10,518	\$10,082	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,192	\$2,102	\$1,149	\$1,580	\$1,171
Adult Education	\$8	\$243	N/A	\$872	\$1,057

Revenue Sources, % from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	90.4	7.9	1.7	0.0
Without School Construction	94.0	4.0	2.0	0.0

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,306	7.8	\$7,939	2.7	\$8,620	3.8
Salaries and Benefits	\$6,377	12.3	\$6,537	4.3	\$7,120	4.0
Supplies	\$447	-3.7	\$415	-2.4	\$455	5.6
Equipment	\$21	-78.4	\$99	-23.8	\$114	-8.8
High School						
Total	\$11,255	6.6	\$9,456	3.7	\$9,316	1.3
Salaries and Benefits	\$8,665	8.5	\$7,466	4.9	\$7,529	1.7
Supplies	\$944	8.5	\$552	2.0	\$524	4.0
Equipment	\$194	-32.4	\$114	-29.2	\$133	-13.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education policy regarding business operations recognizes the importance of money management, calling it, ". . . the foundational support of the whole school program."

Board policy also charges the superintendent with the responsibility of designing an appropriate administrative review of all requisitions and purchases.

The budget process, including the allocation of resources, in the Westbrook Public Schools is a fair and equitable process. Teachers, principals, the maintenance supervisor and the business manager work together with the superintendent to construct a budget that meets the needs of the students while being sensitive to the willingness and the ability of the town to fund education. The budget is then scrutinized and approved by the Board of Education and the Board of Finance. The process is collaborative from the onset and concludes with budget approval at a town-wide referendum in the spring.

While the debate on the proper level of funding for the schools has become tenuous, the Westbrook Public Schools continue to be funded at equitable levels.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The scores for Westbrook students on statewide tests have shown some volatility, historically. Due to the smallness of our testing cohorts and despite our consistently strong efforts to test all eligible students, our test results exhibit a "saw tooth" pattern that one might expect statistically.

The high school scored at or near the highest levels in the history of the school in the CAPT, taking a quantum leap from the previous year. The school continues to achieve "Adequate Yearly Progress" as determined by No Child Left Behind standards. SAT scores continue to be at or above state and national averages, with a relatively constant percentage of test-takers. Scores for the class of 2005 were particularly impressive as they performed well above state and regional averages, rebounding from less acceptable levels the previous year.

Middle School students continue to demonstrate consistency on state mastery tests. At each grade level, faculty members have developed performance standards for students. Enrollment numbers in high school level courses have continued to increase annually. The staff is paying close attention to projected enrollment increases and changes in curriculum. The middle school achieved AYP as defined by NCLB.

The elementary school has shown improvement in the areas of reading, writing and math in recent years, with a disturbing drop during the most recent round of CMT. The staff has worked extremely hard on writing across all grades with a large number of teachers, as well as the principal, having attended Columbia University's summer writing project in recent years. "The 100 Book Challenge" has been implemented in an attempt to raise interest and competency in reading. Early intervention initiatives and inclusion practices continue to serve all students well. Areas of focus that will be addressed in the near future are reading comprehension and science. Despite the disappointment of our most recent scores, the elementary school achieved AYP again this year.

The district, as a whole, continued to achieve AYP, a conclusive demonstration of sustained improvement.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.westbrookctschools.org/

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