

**STRATEGIC SCHOOL PROFILE 2009-10****Weston 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) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Fairfield

Town Population in 2000: 10,037

1990-2000 Population Growth: 16.1%

Number of Public Schools: 4

Per Capita Income in 2000: \$74,817

Percent of Adults without a High School Diploma in 2000\*: 2.8%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.7%

District Enrollment as % of Estimated. Student Population: 90.0%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      2,552  
 5-Year Enrollment Change      0.8%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	34	1.3	1.4	32.6
K-12 Students Who Are Not Fluent in English	16	0.6	0.6	5.4
Students Identified as Gifted and/or Talented*	70	2.7	6.1	4.1
PK-12 Students Receiving Special Education Services in District	231	9.1	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	158	100.0	95.9	80.5
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	14	3.5	7.8	13.6

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	98	3.8
Black	47	1.8
Hispanic	53	2.1
White	2,351	92.1
Total Minority	201	7.9

**Percent of Minority Professional Staff:** 3.4%

**Open Choice:**

12 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

0.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Weston Public Schools are committed to seeking staff, programs, grants and inter-district activities that provide a diversity of experiences for all Weston students. The district continues to recruit staff from diverse background by widely advertising and recruiting, by attending state and out-of-state recruitment fairs and accessing the resources of our Regional Education Service Center (CES) and the CT REAP database. Weston High School continues to provide educational experiences that enhance our students' capacity to live in a global world. A level IV Mandarin Chinese course has been added to the World Language Curriculum and students had an opportunity to practice their Chinese speaking skills during a spring 2010 trip to the Qingdao #17 Senior Middle School in the Shandong Province of China. Students participated in Project Friendship, Take a Stand, Haiti Emergency Relief and World Water Day. Weston participates with Bridgeport in the Open Choice program and students have access to the Center for Global Studies Program at Brien McMahon High School as well. In addition to organizing toy and food drives, student council provides joint programs with a variety of community groups. At the middle school level, orchestra students participated in a "Music for Youth" program with the High Horizons Magnet School from Bridgeport providing an opportunity for 7th grade students to perform together with the Enso String Quartet. Elementary students celebrated Black History Month by participating in a variety of Library Media Center activities which involved reading biographies and writing bio-poems on the biography they read. The Responsive Classroom Model, fully implemented at the Hurlbutt Elementary School and the Weston Intermediate School, promotes pro-social skills in the areas of working with others and cooperation.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	75.6	57.0	78.5
Writing	65.6	58.3	53.4
Mathematics	81.3	62.4	82.2
Grade 4 Reading	81.5	59.9	89.3
Writing	81.0	63.6	80.6
Mathematics	91.9	67.0	97.5
Grade 5 Reading	86.5	61.8	95.2
Writing	83.9	68.2	77.1
Mathematics	92.3	72.4	93.4
Science	84.8	59.4	89.8
Grade 6 Reading	91.5	74.9	85.9
Writing	89.3	65.9	93.3
Mathematics	89.2	70.7	82.2
Grade 7 Reading	94.4	77.4	88.3
Writing	85.0	61.2	90.3
Mathematics	90.3	68.5	88.3
Grade 8 Reading	94.9	73.3	98.1
Writing	88.9	62.6	94.3
Mathematics	90.9	67.3	93.0
Science	89.4	62.8	95.5

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	88.0	45.9	100.0
Writing Across the Disciplines	95.1	59.6	100.0
Mathematics	85.2	48.7	97.7
Science	89.0	45.3	100.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	64.1	50.7	81.2

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.5	68.5	
Average Score	Mathematics	599	508	96.1
	Critical Reading	588	503	98.4
	Writing	592	506	97.7

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	100.0	91.3	100.0
2008-09 Annual Dropout Rate for Grade 9 through 12	0.1	3.0	95.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.0	84.5
% Employed (Civilian Employment and in Armed Services)	0.5	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	170.15
Paraprofessional Instructional Assistants	21.40
Special Education	
Teachers and Instructors	22.00
Paraprofessional Instructional Assistants	32.60
Library/Media Specialists and/or Assistants	7.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	11.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.50
Counselors, Social Workers, and School Psychologists	14.00
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	108.43

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	13.1	13.8
% with Master's Degree or Above	90.4	88.5	77.8

Average Class Size	District	DRG	State
Grade K	19.8	18.5	18.5
Grade 2	22.9	20.8	19.7
Grade 5	23.2	21.6	21.1
Grade 7	19.6	20.8	20.8
High School	20.8	21.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	979	995	992
Middle School	1,005	1,005	1,018
High School	1,000	988	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.6	2.9	3.2
Middle School	3.2	2.6	2.5
High School	1.9	2.1	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG 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	DRG	State
Instructional Staff and Services	\$24,471	\$9,529	\$7,819	\$9,168	\$7,829
Instructional Supplies and Equipment	\$604	\$235	\$274	\$270	\$279
Improvement of Instruction and Educational Media Services	\$3,903	\$1,520	\$474	\$653	\$459
Student Support Services	\$2,548	\$992	\$863	\$958	\$859
Administration and Support Services	\$3,615	\$1,408	\$1,405	\$1,509	\$1,426
Plant Operation and Maintenance	\$6,096	\$2,374	\$1,469	\$1,920	\$1,462
Transportation	\$1,969	\$727	\$701	\$748	\$694
Costs for Students Tuitioned Out	\$1,346	N/A	N/A	N/A	N/A
Other	\$951	\$370	\$163	\$236	\$162
<b>Total</b>	<b>\$45,503</b>	<b>\$17,569</b>	<b>\$13,458</b>	<b>\$16,033</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$8,968	\$3,492	\$1,864	\$1,997	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,458,926	18.6	19.9	20.7

**Revenue Sources, % of Expenditures 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
Including School Construction	95.2	3.6	0.7	0.6
Excluding School Construction	94.8	3.7	0.8	0.7

## 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 Weston Public Schools include a four-school campus with a PreK-2 school, a 3-5 intermediate school, a 6-8 middle school, and a 9-12 high school. As a result, there are no funding equity issues across schools at the same age level. While the per pupil cost varies at each level, equity of resources is ensured to see that the educational needs of each school's student population are met through a rigorous budget review process, which includes: Superintendent develops budget with input from staff and administration and presents to the Board of Education, review and revision of the Superintendent's budget by the Board of Education, review of the Board of Education budget by the Board of Selectmen and Board of Finance, public hearings on the Board of Education budget, vote by the Board of Finance on the appropriate level of funding for the Board of Education budget, and a public Town Meeting to approve the Town and Board of Education budget. The budget adjusts the distribution of resources annually based on the needs at each school level in a given school year as approved by the Board of Education and with the consent of the Town and voters. Community input into the budget is welcomed through public budget work sessions held by the Board of Education and through community school meetings held by the Superintendent in each building.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	232
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	32	1.3	0.9	1.0
Learning Disability	88	3.5	3.9	3.9
Intellectual Disability	4	0.2	0.2	0.5
Emotional Disturbance	10	0.4	0.4	1.0
Speech Impairment	36	1.4	2.2	2.2
Other Health Impairment*	51	2.0	2.1	2.1
Other Disabilities**	11	0.4	0.6	0.9
<b>Total</b>	<b>232</b>	<b>9.1</b>	<b>10.2</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	54.2	31.6	87.2	67.5
	Writing	36.7	19.6	82.2	63.3
	Mathematics	43.7	32.9	89.3	68.1
	Science	34.6	23.7	87.0	61.1
CAPT	Reading Across the Disciplines	57.1	13.8	88.0	45.9
	Writing Across the Disciplines	64.3	16.8	95.1	59.6
	Mathematics	40.0	16.7	85.2	48.7
	Science	64.3	13.0	89.0	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	15.6
	% With Accommodations	84.4
CAPT	% Without Accommodations	5.9
	% With Accommodations	94.1
% Assessed Using Skills Checklist		9.7

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	20	8.6

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	142	61.2	78.0	73.4
40.1 to 79.0 Percent of Time	65	28.0	15.7	15.3
0.0 to 40.0 Percent of Time	25	10.8	6.3	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Weston's 2010 Scholastic Aptitude Test (SAT) results rank near the top in the State of Connecticut with Critical Reading 587, Mathematics 596, and Writing 610. The district's Connecticut Academic Performance Test (CAPT) scores ranked Weston first in its DRG A group and the state in Science, Reading and Writing, and fourth in Math. These scores continue to place Weston High School as one of the top districts in the state of Connecticut with 76% achieving at or above goal on each subtest of CAPT 3. Weston had seven National Merit Semi-Finalists and 13 commended students. The Advanced Placement and Honors Program continued to grow at Weston High School. Two hundred and thirteen students participated and sat for 481 exams in 17 subjects. Ninety percent of the students scored a 3, 4, or 5 on their exam. Ninety seven percent of the class of 2010 went on to higher education (95 % went on to a four-year college and university programs). An analysis of the grades 3-8 Connecticut Mastery Tests (CMT) results showed the following growth trends in cohort data, same group of students over time (e.g. 2010 fourth graders compared to 2009 third graders), as evidenced by student performance growth on twelve of the fifteen subtests. Cohort data over a four-year period, 2006-2010, (same students tested over time) indicates student performance growth on 14 of the 15 subtests for grades tested, 4-8. The percentage of students achieving goal or above on the 20 subtests exceeds 80% with the exception of two subtests (grade 3 Reading & Writing). As a result, Weston narrowly missed becoming the only district in the state to have 80% or more of its students achieve goal or above on all CMT and 85% or more at goal or above on CAPT subtests, grades 3-10. Three of five cohorts (grades 4-8) increased the percentage of students scoring goal or above on all of the subtests. More students achieved at Advanced (level 5) than at any other level on every Math subtest grades 4-8. Many factors led to strong 2010 CMT results. They include: curriculum aligned to state performance standards; quality instruction aligned to standards; new instructional resources; benchmark formative assessments providing teachers with student performance data to inform daily instruction; and classroom teacher support and coaching provided by Curriculum Instructional Leaders (CIL). All of the above noted factors, coupled with commitment and dedication of our teachers, paraprofessionals, Curriculum Instructional Leaders (CIL), and building principals have helped us in our instructional improvement efforts to ensure the success of all students in the Weston Public Schools. These positive results are truly a team effort. An Instructional Improvement Plan is developed at each grade level with principals, curriculum instructional leaders, classroom teachers, and support staff involved. CMT results are analyzed in greater depth student by student in order to inform instructional decisions and increase student achievement.

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