

STRATEGIC SCHOOL PROFILE 2007-08**Wethersfield School District**

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Location: 51 Willow Street
Wethersfield,
Connecticut

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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.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$28,930
Town Population in 2000: 26,271	Percent of Adults without a High School Diploma in 2000*: 16.6%
1990-2000 Population Growth: 2.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 3.9%
Number of Public Schools: 7	District Enrollment as % of Estimated. Student Population: 90.3%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2007	3,811
5-Year Enrollment Change	6.7%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	441	11.6	10.5	28.7
K-12 Students Who Are Not Fluent in English	178	4.8	2.4	5.4
Students Identified as Gifted and/or Talented*	202	5.3	4.5	4.0
PK-12 Students Receiving Special Education Services in District	365	9.6	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	224	92.9	84.1	79.2
Homeless	5	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	109	18.2	22.2	20.2

*40.6% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	14	0.4
Asian American	129	3.4
Black	200	5.2
Hispanic	458	12.0
White	3,010	79.0
Total Minority	801	21.0

Percent of Minority Professional Staff: 4.9%

Open Choice: 13 students 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: 8.8% 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 28.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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.

Wethersfield is committed to providing diverse learning experiences for all students. The district continues to participate in Project Choice with 15 additional students in kindergarten and 1st grade for the 2008-09 school year. All curriculum development projects infuse the various aspects of cultural diversity across all grade levels in all content areas. The Wethersfield Creative Arts Council school programs regularly celebrate our students' ethnic and cultural diversity.

Students at Wethersfield High School regularly participate in activities to reduce racial, ethnic and economic isolation including Common Ground, Leadership for Greater Hartford, Greater Hartford Academy of the Arts, Greater Hartford Academy for Math and Science and Boy's and Girl's State, to name a few. At the middle school students deliver boxed lunches and care packets to the South Park Shelter, correspond with peers in Quebec and participate in the Circle of Friends Club activities. On the elementary level, in addition to the regular multi-cultural curricular activities, pot luck suppers and annual Black History and Hispanic Heritage celebrations, Highcrest has a Sister School Exchange Project with the Jining Teachers College Affiliated Primary School in China; and Emerson-Williams enjoys a partnership with the Kinsella Magnet School through the Discovery Center in Hartford.

In 2005-06, Wethersfield conducted a redistricting effort to have the populations in the five elementary schools more closely reflect the racial, ethnic and socioeconomic diversity of the community resulting in no over representation of minority students in any school. The district also participates in the Teacher of Color Outreach Program with 11 local colleges and universities which has resulted in attracting and hiring more teachers of color in Wethersfield.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	54.9	52.0	41.1
Writing	66.8	63.4	39.9
Mathematics	61.3	60.0	39.9
Grade 4 Reading	69.5	55.9	66.5
Writing	74.2	62.9	65.4
Mathematics	71.9	60.3	59.7
Grade 5 Reading	68.5	62.2	42.6
Writing	71.4	64.5	48.1
Mathematics	78.2	65.9	63.0
Science	61.3	54.9	38.9
Grade 6 Reading	71.5	66.3	41.7
Writing	70.5	61.9	58.3
Mathematics	83.3	66.4	75.6
Grade 7 Reading	82.2	71.1	55.5
Writing	65.3	62.0	44.5
Mathematics	83.6	63.0	81.9
Grade 8 Reading	69.2	64.8	43.4
Writing	75.5	63.4	57.2
Mathematics	77.1	60.8	69.2
Science	66.9	58.6	40.3

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.

To see the NCLB Report Card for this school, go to 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 scoreable 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	50.5	45.5	50.0
Writing Across the Disciplines	70.5	57.9	59.2
Mathematics	54.7	50.1	46.2
Science	57.4	46.3	53.8

For more detailed CAPT results, go to www.ctreports.com.

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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
	32.1	36.1	31.6

SAT[®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.4	77.6	
Average Score	Mathematics	530	504	73.1
	Critical Reading	511	502	58.5
	Writing	508	503	53.8

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 2007	96.0	92.6	46.9
Cumulative Four-Year Dropout Rate for Class of 2007	3.7	6.2	41.4
2006-07 Annual Dropout Rate for Grade 9 through 12	2.0	1.7	22.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.5	83.4
% Employed (Civilian Employment and in Armed Services)	8.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	232.94
Paraprofessional Instructional Assistants	26.31
Special Education	
Teachers and Instructors	26.00
Paraprofessional Instructional Assistants	72.09
Library/Media Specialists and Assistants	11.16
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	14.06
Counselors, Social Workers, and School Psychologists	17.10
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	193.91

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	13.8	14.1	13.6
% with Master's Degree or Above	75.5	74.9	75.6

Average Class Size	District	DRG	State
Grade K	16.1	17.4	18.1
Grade 2	20.5	19.1	19.3
Grade 5	20.4	20.6	20.9
Grade 7	18.3	21.0	20.5
High School	20.7	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	987	987	987
Middle School	995	1,023	1,017
High School	971	1,001	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*	5.2	3.7	3.4
Middle School	3.0	3.0	2.7
High School	4.1	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$27,134	\$7,086	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$901	\$235	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$1,038	\$271	\$443	\$364	\$429
Student Support Services	\$1,889	\$493	\$764	\$705	\$761
Administration and Support Services	\$3,917	\$1,023	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$5,283	\$1,380	\$1,329	\$1,202	\$1,322
Transportation	\$2,393	\$527	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$2,172	N/A	N/A	N/A	N/A
Other	\$680	\$178	\$147	\$139	\$145
Total	\$45,406	\$11,551	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,326	\$607	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$9,026,801
Percent of Total PK-12 Expenditures Used for Special Education	19.9%

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	82.5	15.0	2.3	0.1
Excluding School Construction	82.7	14.7	2.5	0.2

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.

Wethersfield is committed to providing diverse learning experiences for all students. The district continues to participate in Project Choice with 15 additional students in kindergarten and 1st grade for the 2008-09 school year. All curriculum development projects infuse the various aspects of cultural diversity across all grade levels in all content areas. The Wethersfield Creative Arts Council school programs regularly celebrate our students' ethnic and cultural diversity.

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SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	380
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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	34	0.9	0.8	0.7
Learning Disability	80	2.1	3.3	4.0
Intellectual Disability	20	0.5	0.4	0.5
Emotional Disturbance	28	0.7	0.9	1.0
Speech Impairment	112	2.9	2.5	2.4
Other Health Impairment*	72	1.9	2.2	2.1
Other Disabilities**	34	0.9	0.8	0.9
Total	380	9.8	10.9	11.5

*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 2006-07 with a Standard Diploma	96.3	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.2	2.8

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	17.7	20.4	69.4	62.1
	Writing	19.2	19.3	70.8	63.0
	Mathematics	27.7	22.6	75.9	62.7
	Science	23.8	22.2	64.1	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	50.5	45.5
	Writing Across the Disciplines	N/A	N/A	70.5	57.9
	Mathematics	N/A	N/A	54.7	50.1
	Science	N/A	N/A	57.4	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	34.9
	% With Accommodations	65.1
CAPT	% Without Accommodations	56.2
	% With Accommodations	43.8
% Assessed Using Skills Checklist		15.5

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	4	1.1
Private Schools or Other Settings	44	11.6

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	297	78.2	73.4	71.6
40.1 to 79.0 Percent of Time	44	11.6	16.6	16.6
0.0 to 40.0 Percent of Time	39	10.3	10.0	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student Performance: Wethersfield students continue to perform well on CMTs, CAPT, the SAT and APs. Of particular significance in the 2008 CMT scores, 8th graders at or above goal increased in all areas with reading improving from 75.7% to 83.5% (7.8%), writing improving from 67.9% to 75.5% (7.6%) and mathematics improving from 74.9% to 77.1% (2.2%). In 7th grade, students at or above goal in reading increased from 75.7% to 83.5% (7.8%) and in mathematics from 71.9% to 83.6% (11.7%). These improvements resulted in Silas Deane Middle School achieving Safe Harbor for its special education subgroup for which it was previously designated in need of improvement.

Also notable in the 2008 CMT scores are the improved performance of students across the content areas in 5th grade in reading from 62.1% at or above goal to 68.5% (6.4%), in writing from 65.2% to 71.4% (6.2%) and mathematics from 74.3% to 78.2% (3.9%). Overall in most grades, the percent of students at basic and below basic decreased and the percent of students at or above proficient increased.

For the 2008 CAPT test, Wethersfield High School students held steady overall. The percent of students scoring at or above proficient in reading across the disciplines increased from 34.2% to 40.8% (6.6%); students scoring at or above goal in writing across the disciplines increased from 64.4% to 70.5% (6.1%); in mathematics students held steady with a slight increase of .6% and a decrease in science over last year. The SAT results for 2008 are as follows: Reading mean score 500, Writing mean score 508, and a mean score in Mathematics of 513. In 2008, 99 students took AP tests (16% increase over the year before) with 148 tests taken and 80% achieving a score of 3 or better.

Improvement Initiatives: Wethersfield is focused on the important task of aligning the curriculum from grade to grade. Led by the district/school administrators and teacher leaders, this planning effort involves the entire K-12 faculty. This year, the focus will continue on vertical and horizontal curriculum articulation to ensure that every child is prepared to meet the expectations of each and every grade as he/she moves up the continuum. A particular emphasis is on transitioning from 6th to 7th grade and 8th to 9th grade, and ensuring that students have the foundational skills and competencies that are required to perform successfully at the next level. To help achieve this goal, the district has launched a suite of software products that manage and organize curriculum resources with vital and timely information about student achievement. This will allow teachers to have anywhere, anytime access to information that is needed to make data-driven decisions that enhance instruction and increase student achievement. These software programs will also make it easier for teachers to create, review and analyze curriculum standards and assessments.

A collaborative model for professional learning is being implemented in which teachers investigate research-based instructional practices, examine student work and implement common formative assessment to improve student achievement. Last year every K-8 teacher received training on how to implement a complete balanced literacy program. This year K-6 teachers will participate in refresher Math training in using Everyday Math activities and resources.

Of particular note is the district's 2008 Growing Up Green Jumpstart Summer School that provided enrichment and intervention programs for students in grades K through 12.
