

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

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Location: 24 School Road
Weston,
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: Fairfield	Per Capita Income in 2000: \$74,817
Town Population in 2000: 10,037	Percent of Adults without a High School Diploma in 2000*: 2.8%
1990-2000 Population Growth: 16.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 90.2%

*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): 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2007	2,558
5-Year Enrollment Change	6.2%

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	17	0.7	1.0	28.7
K-12 Students Who Are Not Fluent in English	21	0.8	0.8	5.4
Students Identified as Gifted and/or Talented*	49	1.9	6.9	4.0
PK-12 Students Receiving Special Education Services in District	198	7.7	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	143	97.9	96.8	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	27	6.9	7.2	20.2

*91.8% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.0
Asian American	87	3.4
Black	44	1.7
Hispanic	46	1.8
White	2,380	93.0
Total Minority	178	7.0

Percent of Minority Professional Staff: 2.8%

Open Choice: 9 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: 1.7% 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 10.

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.

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 backgrounds 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. Curriculum and learning experiences support reducing isolation. Weston High School continues to provide educational experiences that enhance our students' capacity to live in a global world. Course offerings such as Videography, Humanities, Mandarin Chinese, Asian Culture, I-Mapping History and Facing History and Ourselves focus on issues and concepts related to diversity. A Mandarin Chinese language program is offered through the Yale Outreach Center and is part of the Weston High School course of studies. The social studies curriculum was revised to ensure a global understanding and perspective by all graduates. Off campus experiences at regional competitions, contests, and events such as Music in the Parks, World Language Poetry Competitions, and trips to the Jewish Heritage Museum have involved our students with diverse populations. The Diversity Club and Human Rights Club, initiated as a result of an affiliation with the Anti-Defamation League, now have students in a cross-school alliance devoted to themes and activities that develop unity, tolerance and the celebration of differences. Over the past four years, students have participated in training sessions to prepare them to act as peer coaches and group facilitators for ongoing programs devoted to diversity themes. The Names Really Do Hurt Us Program is an integral part of the school. Weston participates in the Open Choice program with the Bridgeport Public Schools. Border Crossings, a cooperative program, unites high school students with peers from surrounding urban settings in the study of social issues. Weston students have access to the Center for Global Studies Program at Brien McMahon, a magnet school. Five students attended this program in 2007-2008.

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	80.9	52.0	97.5
Writing	81.3	63.4	85.3
Mathematics	80.9	60.0	84.7
Grade 4 Reading	81.0	55.9	94.3
Writing	82.9	62.9	84.9
Mathematics	86.7	60.3	95.6
Grade 5 Reading	86.0	62.2	92.6
Writing	87.7	64.5	94.4
Mathematics	91.8	65.9	97.5
Science	83	54.9	91.4
Grade 6 Reading	89.1	66.3	94.0
Writing	86.4	61.9	94.6
Mathematics	92.9	66.4	98.2
Grade 7 Reading	93.2	71.1	96.1
Writing	89.3	62.0	98.1
Mathematics	91.2	63.0	96.8
Grade 8 Reading	93.8	64.8	99.4
Writing	94.3	63.4	99.4
Mathematics	85.9	60.8	89.3
Science	88	58.6	96.9

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	82.9	45.5	96.9
Writing Across the Disciplines	88.4	57.9	95.4
Mathematics	82.3	50.1	93.8
Science	83.8	46.3	99.2

For more detailed 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."

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
	38.9	36.1	54.5

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		93.5	77.6	
Average Score	Mathematics	595	504	97.7
	Critical Reading	594	502	99.2
	Writing	601	503	100.0

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	100.0	92.6	100.0
Cumulative Four-Year Dropout Rate for Class of 2007	0.0	6.2	100.0
2006-07 Annual Dropout Rate for Grade 9 through 12	0.0	1.7	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.0	83.4
% Employed (Civilian Employment and in Armed Services)	0.6	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	182.20
Paraprofessional Instructional Assistants	22.40
Special Education	
Teachers and Instructors	24.50
Paraprofessional Instructional Assistants	30.50
Library/Media Specialists and Assistants	9.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	13.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	14.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	126.02

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	11.5	12.7	13.6
% with Master's Degree or Above	85.4	85.4	75.6

Average Class Size	District	DRG	State
Grade K	18.4	18.9	18.1
Grade 2	22.0	20.5	19.3
Grade 5	21.3	21.7	20.9
Grade 7	20.2	21.4	20.5
High School	21.4	20.1	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	984	1,000	987
Middle School	995	999	1,017
High School	1,003	987	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*	2.2	3.1	3.4
Middle School	2.3	2.7	2.7
High School	2.1	2.2	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	\$23,225	\$8,899	\$7,153	\$8,205	\$7,159
Instructional Supplies and Equipment	\$803	\$308	\$262	\$272	\$266
Improvement of Instruction and Educational Media Services	\$1,684	\$645	\$443	\$559	\$429
Student Support Services	\$2,331	\$893	\$764	\$821	\$761
Administration and Support Services	\$3,742	\$1,434	\$1,256	\$1,450	\$1,271
Plant Operation and Maintenance	\$5,653	\$2,166	\$1,329	\$1,740	\$1,322
Transportation	\$1,795	\$655	\$605	\$681	\$601
Costs for Students Tuitioned Out	\$1,148	N/A	N/A	N/A	N/A
Other	\$1,049	\$402	\$147	\$178	\$145
Total	\$41,431	\$15,694	\$12,203	\$14,330	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,852	\$2,242	\$1,875	\$1,844	\$1,882

Special Education Expenditures	
Total Expenditures	\$7,381,830
Percent of Total PK-12 Expenditures Used for Special Education	17.8%

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	95.4	3.6	0.8	0.2
Excluding School Construction	95.4	3.5	0.9	0.3

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	209
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.2%

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	25	1.0	0.8	0.7
Learning Disability	85	3.3	4.0	4.0
Intellectual Disability	7	0.3	0.2	0.5
Emotional Disturbance	4	0.2	0.4	1.0
Speech Impairment	33	1.3	2.3	2.4
Other Health Impairment*	52	2.0	1.8	2.1
Other Disabilities**	3	0.1	0.6	0.9
Total	209	8.2	10.1	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	60.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	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	46.5	20.4	87.3	62.1
	Writing	41.4	19.3	86.9	63.0
	Mathematics	39.4	22.6	88.1	62.7
	Science	60.6	22.2	85.7	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	82.9	45.5
	Writing Across the Disciplines	N/A	N/A	88.4	57.9
	Mathematics	N/A	N/A	82.3	50.1
	Science	N/A	N/A	83.8	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	11.2
	% With Accommodations	88.8
CAPT	% Without Accommodations	87.0
	% With Accommodations	13.0
% Assessed Using Skills Checklist		6.9

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	27	12.9

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	130	62.2	76.6	71.6
40.1 to 79.0 Percent of Time	54	25.8	16.7	16.6
0.0 to 40.0 Percent of Time	25	12.0	6.7	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Weston's 2008 Scholastic Aptitude Test (SAT) results rank near the top in the State of Connecticut with Critical Reading 590, Mathematics 598, and Writing 599. The district's Connecticut Academic Performance Test (CAPT) scores ranked Weston second in its DRG A group and the state in Science, seventh in Writing, and fifth in Reading and ninth in Math. These scores continue to place Weston High School as one of the top districts in the state of Connecticut with 80% achieving at or above goal on each subtest of CAPT 3. Weston had five National Merit Scholar Finalists, and five National Merit Semi-Finalists and eleven commended students. The Advanced Placement and Honors Program continues to grow at Weston High School. One hundred and ninety three students participated and sat for 419 exams in 17 subjects. Eighty-eight percent of the students scored a 3, 4, or 5 on their exam. Ninety-eight percent of the class of 2008 went on to higher education (97 % went on to a four-year college and university programs; 1.4% went on to two year). An analysis of the grades 3-8 Connecticut Mastery Tests (CMT) results showed the following growth trends: cohort data, same group of students over time (e.g. 2008 fourth graders compared to 2007 third graders), indicates student performance growth on eleven of the fifteen subtests. Cohort data over a three-year period, 2006-2008, (same students tested over time) indicates student performance growth on 11 of the 12 subtests for grades tested, 5-8. The percentage of students achieving goal or above on all three subtests exceeds 80% in all grades tested, 3-8. This is significant since Weston is one of only three districts in the state to achieve this benchmark. Additionally, Weston is one of only two districts in the state to have 80% or more of its students achieve goal or above on all CMT and CAPT subtests, grades 3-10. Beginning with the grade 4 CMT4 results, more students achieved at Advanced (level 5) than at any other level on at least 2 of the 3 subtests at each grade. There is evidence of significant growth on Strand 3 of the Reading Comprehension subtest, "Making Reader/Text Connections". This strand was identified in 2007 for an improvement plan. Four of the five cohorts (except grade 6) saw substantial growth on Strand 3 with the smallest increase being 24.5% in grade 4 and the largest 40.3% increase in grade 8. Many factors led to strong 2008 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 literacy and math specialists. All of the above noted factors, coupled with commitment and dedication of our teachers, paraprofessionals, department chairs, 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.
