

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



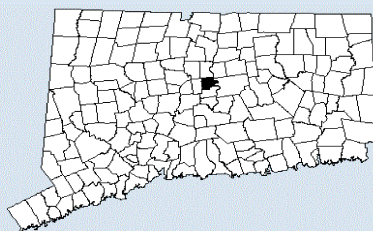
## Wethersfield School District

Mr. Michael Emmett, Superintendent • 860-571-8110 • <http://www.wethersfield.k12.ct.us>

### District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	3,609
Per Pupil Expenditures <sup>1</sup>	\$15,871
Total Expenditures <sup>1</sup>	\$61,913,728

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Contents

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

### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,806	50.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	151	4.2	5.1
Black or African American	129	3.6	12.8
Hispanic or Latino	607	16.8	24.8
Pacific Islander	*	*	0.1
Two or More Races	114	3.2	3.3
White	2,596	71.9	53.6
English Learners	302	8.4	7.2
Eligible for Free or Reduced-Price Meals	679	18.8	36.7
Students with Disabilities <sup>1</sup>	518	14.4	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	74	4.2	24	1.3
Male	69	3.9	103	5.6
Black or African American	*	*	8	6.3
Hispanic or Latino	48	7.8	43	6.8
White	78	3.1	70	2.7
English Learners	33	10.2	20	6.1
Eligible for Free or Reduced-Price Meals	75	8.5	62	6.5
Students with Disabilities	55	11.1	44	7.5
District	143	4.0	127	3.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 181

Number of school-based arrests: 10

<sup>2</sup>A 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.

<sup>3</sup>The 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 2017-18

## Wethersfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	231.2
Paraprofessional Instructional Assistants	24.1
<b>Special Education</b>	
Teachers and Instructors	19.9
Paraprofessional Instructional Assistants	75.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	11.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	12.1
Counselors, Social Workers and School Psychologists	21.4
School Nurses	9.5
Other Staff Providing Non-Instructional Services/Support	199.7

<sup>1</sup>In 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.1
Black or African American	3	1.0	3.7
Hispanic or Latino	2	0.7	3.7
Pacific Islander	2	0.7	0.0
Two or More Races	0	0.0	0.1
White	296	97.4	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	22	51.2	45	81.8
White	109	52.9	196	82.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	52.6	55	75.3
Students with Disabilities	17	56.7	40	78.4
District	149	51.6	259	81.7
State		69.3		80.1

<sup>2</sup>College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	36	60.0
Emotional Disturbance	17	43.6
Intellectual Disability	9	*
Learning Disability	171	92.9
Other Health Impairment	78	81.3
Other Disabilities	16	51.6
Speech/Language Impairment	89	97.8
District	416	80.9
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Wethersfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	64	1.7	1.8
Emotional Disturbance	39	1.0	1.1
Intellectual Disability	13	0.3	0.5
Learning Disability	185	4.9	5.2
Other Health Impairment	96	2.5	3.1
Other Disabilities	46	1.2	1.1
Speech/Language Impairment	101	2.6	1.8
All Disabilities	544	14.3	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	47	8.6	8.3
Private Schools or Other Settings	34	6.3	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	32,508,368	9,119	9,847
Instructional Supplies and Equipment	491,384	138	287
Improvement of Instruction and Educational Media Services	1,355,548	380	589
Student Support Services	4,090,581	1,147	1,120
Administration and Support Services	6,912,035	1,939	1,905
Plant Operation and Maintenance	6,187,965	1,736	1,648
Transportation	3,187,083	830	904
Costs of Students Tuitioned Out	6,234,073	N/A	N/A
Other	946,691	266	208
Total	61,913,728	15,871	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	11,735,968	3,292	1,393
-----------------------------------	------------	-------	-------

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

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,529,891	23.5	33.8
Noncertified Personnel	2,220,719	14.8	14.5
Purchased Services	386,074	2.6	5.5
Tuition to Other Schools	5,567,863	37.1	23.4
Special Ed. Transportation	2,008,474	13.4	8.7
Other Expenditures	1,280,872	8.5	14.1
Total Expenditures	14,993,893	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	71.4	78.4
State	26.4	19.0
Federal	1.6	1.9
Tuition & Other	0.6	0.7

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## Wethersfield 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	9	*	9	*
Asian	80	74.8	80	75.4
Black or African American	63	61.1	63	56.8
Hispanic or Latino	285	64.2	285	59.8
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	61	72.7	61	67.0
White	1365	73.7	1364	70.1
English Learners	194	58.8	193	55.2
Non-English Learners	1670	73.3	1670	69.6
Eligible for Free or Reduced-Price Meals	427	63.3	427	58.8
Not Eligible for Free or Reduced-Price Meals	1437	74.3	1436	70.8
Students with Disabilities	257	53.3	257	47.4
Students without Disabilities	1607	74.7	1606	71.4
High Needs	662	61.3	662	56.7
Non-High Needs	1202	77.5	1201	74.4
District	1864	71.8	1863	68.1

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	90.9	86.7	64.4	72.2	1,077	78.1
Curl Up	71.5	73.7	75.8	82.6	1,077	76.0
Push Up	60.1	62.0	58.1	73.0	1,077	63.2
Mile Run/PACER	66.9	74.1	55.4	70.4	1,077	66.4
All Tests - District	43.3	47.5	37.7	45.2	1,077	43.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Wethersfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	54	87.0
English Learners	14	*
Eligible for Free or Reduced-Price Meals	73	84.9
Students with Disabilities	44	72.7
District	279	91.8
State		87.9

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	154	49.2
Male	95.9	123	42.0
Black or African American	100.0	7	28.0
Hispanic or Latino	92.9	26	26.5
White	97.8	224	50.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.2	27	20.8
Students with Disabilities	81.5	6	7.4
District	97.2	277	45.7
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</sup>Participation 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 © 2018 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2018 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2018

### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	87.4	93.7
Male	72.8	88.9
Black or African American	*	*
Hispanic or Latino	74.5	83.9
White	82.9	93.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.6	81.0
Students with Disabilities	59.5	*
District	79.8	91.3
State	70.9	88.3

<sup>5</sup>College 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.

<sup>6</sup>College 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 2017-18

## Wethersfield School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.8	75	47.8	50	95.7	67.6
	High Needs Students	61.3	75	40.9	50	81.7	57.5
Math Performance Index	All Students	68.1	75	45.4	50	90.8	62.7
	High Needs Students	56.7	75	37.8	50	75.6	52.0
ELA Academic Growth	All Students	58.7%	100%	58.7	100	58.7	60.7%
	High Needs Students	53.9%	100%	53.9	100	53.9	55.6%
Math Academic Growth	All Students	67.0%	100%	67.0	100	67.0	61.9%
	High Needs Students	58.3%	100%	58.3	100	58.3	55.4%
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.3%	<=5%	43.5	50	86.9	16.6%
Preparation for CCR	% Taking Courses	67.3%	75%	44.9	50	89.8	74.8%
	% Passing Exams	45.7%	75%	30.5	50	60.9	44.8%
On-track to High School Graduation		94.7%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		91.8%	94%	97.6	100	97.6	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		87.6%	94%	93.2	100	93.2	81.8%
Postsecondary Entrance (Class of 2017)		79.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.8%   43.3%	75%	28.8	50	57.7	96.6%   50.1%
Arts Access		57.4%	60%	47.8	50	95.6	51.2%
<b>Accountability Index</b>				<b>996.0</b>	<b>1250</b>	<b>79.7</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	61.3	13.7	15.9	
Math Performance Index Gap	74.4	56.7	17.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	87.6%	6.4%	12.7%	N

<sup>1</sup>If 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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.7
	High Needs Students	97.6
Math	All Students	98.6
	High Needs Students	97.6
Science	All Students	98.0
	High Needs Students	96.5

<sup>3</sup>Minimum 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: 59.2**

**State: 51.5**

#### 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 2017-18

## Wethersfield School District

### Narratives

---

#### **School District Improvement Plans and Parental Outreach Activities**

-The BOE is working collaboratively with different stakeholders to draft a new vision, mission, and district improvement plan for Wethersfield Public Schools. Each school has a school improvement plan (SIP) that is aligned with district priorities, school needs, and parent feedback. Staff has an integral part in the annual revision of the SIP and implementation of the strategies. -Special education staff continues to look at data to improve programming for students with special needs. District and school based committees met to discuss and design new specialized programs to meet student needs in district. -Each school has an attendance team that reviews data, meets with families, and focuses on truancy prevention strategies. All schools have a multi-tiered system of positive supports to ensure students are positively engaged in school and have identified supports as needed. -Schools engage parents in many ways, including but not limited to: Parent Teacher Organizations, informal parent information sessions, use of Facebook, Twitter or other social media sites, PowerSchool parent portal, student broadcast news segments, student run newspapers, Breakfast with the Principal, and frequent on-going communication from teachers and staff.

-WPS is also partnering with other organizations to support parents and families and to provide parent education on topics such as; bullying, the use of social media, college selection process, various health topics, how parents can support their students at home, etc.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Wethersfield Public Schools participates in the Open Choice program and Wethersfield High School hosts student exchange students on an annual basis. Many schools participate in inter-district grants with neighboring urban schools. Wethersfield celebrates over 30 different languages spoken in its schools. This rich cultural, racial, and linguistic diversity allows staff to celebrate differences and allows students to learn from each other. Wethersfield continues to network and partner with different community groups such as the Wethersfield Early Childhood Collaborative, Hunger Action Team, Social Services, Health District, etc. to engage parents and families and ultimately reduce the racial, ethnic, and economic isolation.

# District Profile and Performance Report for School Year 2017-18

## Wethersfield School District

### **Equitable Allocation of Resources among District Schools**

The budget design allows the analysis of staffing and funds by school location. The analysis of student demographics and student achievement coupled with enrollment, allows the Board of Education, district administration and staff to ensure an equitable allocation of resources among schools.