

**STRATEGIC SCHOOL PROFILE 2012-13****Wethersfield School District**

Michael T. Emmett, Superintendent

Location: 127 Hartford Avenue  
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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford

Town Population in 2000: 26,271

1990-2000 Population Growth: 2.4%

Number of Public Schools: 7

Per Capita Income in 2000: \$28,930

Percent of Adults without a High School Diploma in 2000\*: 16.6%

Percent of Adults Who Were Not Fluent in English in 2000\*: 3.9%

District Enrollment as % of Estimated. Student Population: 90.5%

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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): 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      3,668  
5-Year Enrollment Change      -3.8%

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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	716	19.5	17.8	36.7
K-12 Students Who Are Not Fluent in English	164	4.6	2.5	5.8
Students Identified as Gifted and/or Talented*	234	6.4	4.3	3.8
PK-12 Students Receiving Special Education Services in District	425	11.6	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	214	83.6	84.7	79.3
Homeless	12	0.3	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	60	11.8	14.8	12.7

\*1.3 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.2
Asian American	170	4.6
Black	166	4.5
Hispanic	531	14.5
Pacific Islander	7	0.2
White	2,732	74.5
Two or more races	54	1.5
Total Minority	936	25.5

**Percent of Minority Professional Staff:** 4.5%

**Open Choice:**

54 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:**

10.5% 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 32.

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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.

Wethersfield is committed to providing diverse learning experiences for all students. The district continues to allocate seats for students wishing to participate in School Choice. The Wethersfield Creative Arts Council school programming regularly celebrates our students' ethnic and cultural diversity. The district has a diverse population of English Language Learners that encompass more than 25 different languages. At Wethersfield High School, we have a number of programs including SAID (Students Against Isms and Discrimination), collaboration with the CREC Magnet Schools, Camp Anytown, and the Names Can Really Hurt Us assembly. At the Silas Deane Middle School, each team develops specific activities that breakdown the racial, ethnic and economic isolation that can easily become entrenched in a community. At our elementary schools, there are a variety of programs, curricular activities, and annual Black History and Hispanic Heritage celebrations that serve to promote cultural awareness and celebrate diversity. One school has a partnership with a school in China, which has included exchange visits and another school is initializing a similar partnership. Several elementary schools have developed partnerships with schools in Hartford or other cities. These partnerships include curricular activities, visits between schools, and field trips. All schools also have service learning projects or community service projects that focus on supporting community needs.

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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	60.9	56.9	39.4
Writing	55.0	60.0	27.3
Mathematics	66.1	61.4	43.5
Grade 4 Reading	69.6	62.6	49.4
Writing	60.4	63.0	30.4
Mathematics	77.9	65.1	64.6
Grade 5 Reading	67.9	66.9	36.6
Writing	58.6	65.6	26.1
Mathematics	70.0	69.2	34.8
Science	61.9	62.3	32.3
Grade 6 Reading	83.9	73.3	56.9
Writing	68.6	65.1	45.3
Mathematics	81.0	67	61.9
Grade 7 Reading	84.0	78.9	46.8
Writing	64.7	64.9	34.8
Mathematics	80.9	65.4	72.8
Grade 8 Reading	82.5	76.2	47.5
Writing	65.3	67.2	29.6
Mathematics	78.0	65.0	61.0
Science	63.5	60.4	33.3

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](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	51.2	48.5	40.9
Writing Across the Disciplines	69.6	62.1	43.2
Mathematics	55.3	52.4	40.9
Science	49.1	48.8	39.1

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
	46.0	51.1	34.6

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.5	78.5	
Average Score	Mathematics	525	503	66.9
	Critical Reading	519	499	63.9
	Writing	530	504	70.7

**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, Adjusted Cohort Rate 2012	90.4	84.8	45.6
2011-12 Annual Dropout Rate for Grade 9 through 12	1.0	2.1	32.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.0	82.6
% Employed (Civilian Employment and in Armed Services)	4.0	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	227.90
Paraprofessional Instructional Assistants	17.19
Special Education	
Teachers and Instructors	25.10
Paraprofessional Instructional Assistants	76.45
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.00
School Level	11.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	8.00
Counselors, Social Workers, and School Psychologists	18.01
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	190.19

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	14.0	14.6	13.9
% with Master's Degree or Above	82.7	81.6	79.8

Average Class Size	District	DRG	State
Grade K	18.5	17.5	18.9
Grade 2	18.1	19.4	19.8
Grade 5	20.8	21.2	21.3
Grade 7	18.0	20.1	20.2
High School	21.1	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,002	995	999
Middle School	1,007	1,028	1,029
High School	970	1,000	1,027

\*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*	4.0	2.7	2.7
Middle School	2.4	2.2	2.1
High School	3.9	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$30,559	\$8,295	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$2,183	\$593	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$1,046	\$284	\$475	\$397	\$471
Student Support Services	\$3,194	\$867	\$949	\$919	\$950
Administration and Support Services	\$4,545	\$1,234	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$4,681	\$1,271	\$1,466	\$1,499	\$1,459
Transportation	\$2,706	\$630	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$3,694	N/A	N/A	N/A	N/A
Other	\$651	\$177	\$170	\$176	\$170
<b>Total</b>	<b>\$53,259</b>	<b>\$13,759</b>	<b>\$14,444</b>	<b>\$14,027</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,918	\$521	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,143,126	20.9	22.0	21.8

**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	80.9	16.3	2.7	0.2
Excluding School Construction	79.2	17.8	2.8	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.

Funding is allocated to schools through the budget development process. School-based administrators are included in the budget development process so that they are able to convey needs. Input from staff members is also valued during the budget process. The budget can be broken down by location, program and object to ensure equitable resources across all schools and to assist with identifying cost saving measures. Funds are also utilized from entitlement grants to support the district's Title I schools, our English Language Learners, our students with special needs, and for professional development opportunities for staff. The Open Choice grant provides supports to those schools in Wethersfield that host students from Hartford. The District Improvement Plan (DIP) drives budget focus areas. The allocation of resources is aligned with the focus areas found in the DIP and individual School Improvement Plans (SIP). The Central Office Team works with all building administrators to ensure an equitable allocation of resources across the District. Examples include: the integration of technology, leveled books for Reader's and Writer's Workshop for elementary and the middle school, the purchasing of textbooks and other instructional supplies core to the curriculum.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	456
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.9%

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	63	1.6	1.4	1.3
Learning Disability	120	3.1	3.6	4.0
Intellectual Disability	15	0.4	0.3	0.4
Emotional Disturbance	29	0.8	0.9	1.0
Speech Impairment	116	3.0	2.1	2.0
Other Health Impairment*	64	1.7	2.4	2.4
Other Disabilities**	49	1.3	1.0	1.0
<b>Total</b>	<b>456</b>	<b>11.9</b>	<b>11.8</b>	<b>12.1</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 2011-12 with a Standard Diploma	65.4	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## 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	36.4	34.5	74.8	69.2
	Writing	16.5	19.9	62.1	64.4
	Mathematics	37.1	29.0	75.6	65.5
	Science	14.7	21.3	62.7	61.3
CAPT	Reading Across the Disciplines	7.7	15.7	51.2	48.5
	Writing Across the Disciplines	9.1	16.7	69.6	62.1
	Mathematics	11.8	16.8	55.3	52.4
	Science	17.4	14.6	49.1	48.8

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	24.0
	% With Accommodations	76.0
CAPT	% Without Accommodations	32.3
	% With Accommodations	67.7
% Assessed Using Skills Checklist		12.7

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	11	2.4
Private Schools or Other Settings	41	9.0

### 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	361	79.2	74.7	72.0
40.1 to 79.0 Percent of Time	50	11.0	16.4	16.4
0.0 to 40.0 Percent of Time	45	9.9	8.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The District Improvement Plan (DIP) continues to focus on aligning curriculum to the Common Core State Standards (CCSS) with an emphasis on vertical and horizontal alignment. In addition, each school prepares an annual School Improvement Plan (SIP) that outlines specific building based goals to improve student learning. Each SIP is presented to the BOE and shared on the school website. As part of the District Improvement Plan, the district has implemented SRBI throughout its schools in an effort to support individual students. The SRBI committee has identified assessments that are used across the district. The assessment data is then utilized to determine the level of support students may require. The district is also committed to the workshop model to improve literacy. The workshop model is a focus during on-going professional development activities, budget development and can be found highlighted in each SIP. The district continues to implement its Instructional Technology Plan. This plan includes the use of software that allows for the tracking of student assessment data. In efforts to reduce truancy, Wethersfield High School and Silas Deane Middle School are preparing to implement an Advisor/Advisee program. Parent communication is enhanced by School Messenger calls that go out to the family of any student who is absent. In addition, parents/guardians receive, in writing, a letter from the high school staff outlining state attendance mandates. Support staff working with students and courses, such as SHAPE (Self Each school has a Safe School Committee with staff and parent representation and a building based Safe School Coordinator. The district continues to recognize that parents and the community are an integral part of student success. Parents are encouraged to be active participants in their children's education. The district also works with local community agencies to support its students and families. The District website now houses a wealth of information for staff, parents and the community.

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