

STRATEGIC SCHOOL PROFILE 2008-09**Wethersfield School District**

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Location: 127 Hartford Avenue
Wethersfield,
Connecticut

Website: www.wethersfield.k12.ct.us

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: 90.1%

*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, 2008 3,812
5-Year Enrollment Change 2.4%

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	455	11.9	11.7	30.3
K-12 Students Who Are Not Fluent in English	144	3.8	2.3	5.2
Students Identified as Gifted and/or Talented*	255	6.7	4.9	4.0
PK-12 Students Receiving Special Education Services in District	367	9.6	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	220	87.3	85.8	79.7
Homeless	2	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	66	17.9	22.8	19.0

*23.9% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	0.3
Asian American	156	4.1
Black	205	5.4
Hispanic	475	12.5
White	2,963	77.7
Total Minority	849	22.3

Percent of Minority Professional Staff: 5.8%

Open Choice: 29 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: 9.3% 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 30.

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 accepted 15 Project Choice students in Kindergarten and 1st grade. 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 programming regularly celebrate our students' ethnic and cultural diversity. We also have a very vibrant English Language Learner Program that not only supports the needs of our second language students but also works at reaching out to parents to assist in acclimating them to school and the community.

All of our schools have their own distinct efforts to reduce racial, ethnic and economic isolation. At Wethersfield High School we have a number of programs including Common Ground, Leadership for Greater Hartford, collaboration with the CREC Magnet Schools, Boy's and Girl's State, to name a few. At the middle school, each team develop specific activities that breakdown the racial, ethnic and economic isolation that can easily become entrenched in a community. At our elementary schools, there are numerous programs, curricular activities, pot luck suppers and annual Black History and Hispanic Heritage celebrations. One school has a partnership with a school in China; another school works with Kinsella Magnet School in Hartford, and another elementary school just started an exchange with Clark Elementary School in Hartford.

The district participates in the Teacher of Color Outreach Program with 11 local colleges and universities, and in 2005-06, Wethersfield redistricted in an effort make the elementary populations more closely reflect the racial, ethnic and socioeconomic diversity of the community.

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	59.9	54.6	45.9
Writing	66.3	62.5	47.8
Mathematics	67.1	62.8	44.7
Grade 4 Reading	67.7	60.7	49.1
Writing	69.9	64.2	44.8
Mathematics	70.8	63.6	51.8
Grade 5 Reading	77.1	66.0	64.0
Writing	76.1	66.5	59.3
Mathematics	82.2	68.8	71.0
Science	72.2	58.1	59.3
Grade 6 Reading	78.9	68.9	52.1
Writing	74.2	62.2	61.3
Mathematics	84.5	68.8	69.9
Grade 7 Reading	79.9	74.9	44.6
Writing	63.4	62.9	35.0
Mathematics	83.4	66.0	77.1
Grade 8 Reading	83.4	68.4	71.0
Writing	79.6	66.5	64.5
Mathematics	79.9	64.5	65.2
Science	73.9	60.6	55.5

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.

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	60.0	47.4	64.4
Writing Across the Disciplines	62.0	55.0	49.6
Mathematics	55.5	47.8	52.7
Science	51.2	42.8	55.7

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
	32.8	36.2	38.9

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.3	74.5	
Average Score	Mathematics	513	507	55.0
	Critical Reading	500	503	40.3
	Writing	508	506	45.0

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 2008	88.0	92.1	14.5
Cumulative Four-Year Dropout Rate for Class of 2008	10.8	6.6	12.4
2007-08 Annual Dropout Rate for Grade 9 through 12	3.2	2.5	14.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.3	84.1
% Employed (Civilian Employment and in Armed Services)	3.8	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	234.00
Paraprofessional Instructional Assistants	14.39
Special Education	
Teachers and Instructors	24.90
Paraprofessional Instructional Assistants	71.94
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	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	14.80
Counselors, Social Workers, and School Psychologists	18.70
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	189.41

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	14.1	14.1	13.6
% with Master's Degree or Above	77.0	75.1	76.1

Average Class Size	District	DRG	State
Grade K	17.3	17.5	18.3
Grade 2	18.1	19.0	19.3
Grade 5	19.4	20.9	21.0
Grade 7	19.5	20.7	20.5
High School	21.4	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	987	986	988
Middle School	995	1,026	1,016
High School	971	1,008	1,007

*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	3.3
Middle School	3.0	3.0	2.6
High School	4.5	3.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$29,538	\$7,751	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$906	\$238	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$965	\$253	\$461	\$372	\$446
Student Support Services	\$1,976	\$519	\$808	\$754	\$806
Administration and Support Services	\$4,131	\$1,084	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$4,920	\$1,291	\$1,382	\$1,261	\$1,377
Transportation	\$2,322	\$516	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$2,140	N/A	N/A	N/A	N/A
Other	\$752	\$197	\$152	\$151	\$151
Total	\$47,653	\$12,209	\$12,869	\$12,042	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,506	\$658	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,339,681	19.6	20.6	20.5

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	80.0	17.9	2.0	0.1
Excluding School Construction	79.3	18.5	2.1	0.1

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.

Each year, the district allocates a per pupil dollar amount of \$50 for each elementary student to be used for textbooks and \$50 for consumable instructional supplies. Additional allocations are provided through the general budget as well as the Title I budget to schools to support students who performed at the intervention or proficient levels on local and state testing programs. In addition, a Summer School Program offers both enrichment and intervention programming for all students in grades K to 12.

With the updating of the English Language Arts curriculum, the required materials for implementation were purchased for all K-8 classrooms. In addition, an updated edition of the existing math program was purchased for all K-6 classrooms so that all teachers and students are consistently using the same materials throughout the grades. This is crucial to supporting teachers with professional development and support as well as ensuring that all teachers are articulating horizontally across each grade level.

In addition, this year technology resources have been equitably distributed across the schools with a concerted emphasis on web-based software and online resources that all students can access in school and from home.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	383
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

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	41	1.1	1.0	0.8
Learning Disability	76	2.0	3.3	3.9
Intellectual Disability	20	0.5	0.4	0.5
Emotional Disturbance	30	0.8	0.9	1.0
Speech Impairment	108	2.8	2.5	2.3
Other Health Impairment*	68	1.8	2.2	2.1
Other Disabilities**	40	1.0	0.9	0.9
Total	383	9.9	11.2	11.6

*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 2007-08 with a Standard Diploma	88.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	32.7	30.2	74.6	65.7
	Writing	22.6	19.5	71.7	64.1
	Mathematics	37.0	30.7	78.2	65.7
	Science	31.4	23.8	73.0	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	60.0	47.4
	Writing Across the Disciplines	14.3	13.6	62.0	55.0
	Mathematics	N/A	N/A	55.5	47.8
	Science	N/A	N/A	51.2	42.8

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	26.3
	% With Accommodations	73.7
CAPT	% Without Accommodations	24.1
	% With Accommodations	75.9
% Assessed Using Skills Checklist		14.4

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	1	0.3
Private Schools or Other Settings	35	9.1

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	295	77.0	75.5	72.7
40.1 to 79.0 Percent of Time	47	12.3	15.2	16.1
0.0 to 40.0 Percent of Time	41	10.7	9.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Wethersfield students continue to perform well on CMT, CAPT, SAT and AP assessments. Of particular significance is an increase in reading and math in 3rd grade. This can be attributed to the district professional development on 3rd grade reading and math with a focus on test-taking skills. The district is also participating in the UCONN National Study on Gifted and Talented that is working with teachers on integrating enrichment in 3rd grade math classrooms. The district also experienced overall increases in reading, math, writing and science in grades 5, 6 and 8. The significant increases in 5th and 8th grade science can be attributed to the district's focus on non-fiction reading and vocabulary building in the content areas, particularly science.

All teachers at Wethersfield High School focused their professional growth objectives on reading in their content areas. As a result Reading Across the Disciplines increased significantly by 9 percentage points. Also at the high school level, SAT scores increased across the board with a 15 point increase in Critical Reading, a 19 point increase in Mathematics and a 10 point increase in Writing. With respect to AP scores, 86% of the 102 test takers scored a 3 or better.

The District Strategic Instructional Improvement Plan (DSIIP) continues to focus on aligning curriculum from grade to grade to ensure that each and every student is prepared to meet the rigor and expectations of each and every grade as he/she moves up the continuum. The district is specifically emphasizing the transition from 6th grades in our five elementary schools to the one 7th grade at Silas Deane Middle School as well as the transition from 8th grade to the high expectations of 9th through 12th grade college preparation and career planning.

The Board of Education together with the Superintendent's Leadership Team have collaboratively developed five goals for achieving its vision and mission. Of particular note this year is the focus on codifying the district's SRBI Model for Instruction and Intervention. There is also a very specific goal around creating a K-12 Developmental Guidance Program that is aimed at improving the college search and application process. The elementary schools are committed to systematically implementing the *Responsive Classroom* across the K-6 continuum.

Knowing full well, that the district cannot accomplish its goals along, a very strong parent and community engagement goal is focused on ensuring that all families are committed to working collaboratively with the school system for their children's success. And of course, the district will continue to focus in on those reading, math, writing and science areas so that all grades reach the benchmark of 90% of students at or above goal in CMT and CAPT outcomes.

Additionally this year the district completed its 3 year Instructional Technology Plan in which all goals are focused on using technology in the classroom to improve outcomes for students at all levels. Specific emphasis is on using technology for enrichment and intervention as well as creating systems that help teachers work more effectively and efficiently. This year the district launched its curriculum mapping and assessment builder/tracker system that provides teachers with the student achievement data they need to modify and adjust instruction to meet the individual needs of each and every child in their classes. This system will also be used as a repository for every child's SRBI Instructional and Intervention Plan.

Finally the Superintendent's Leadership Team works as Professional Learning Community to monitor the success of the district goals as they are implemented more specifically in the various School Instructional Improvement Plans.
