

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



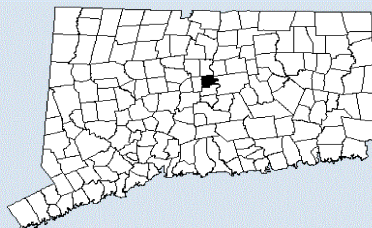
Wethersfield School District

Mr. Michael Emmett, Superintendent • 860-571-8110 • <https://wps.wethersfield.me>

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	3,610
Per Pupil Expenditures ¹	\$16,441
Total Expenditures ¹	\$64,365,249

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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.

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,806	50.0	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	168	4.7	5.2
Black or African American	132	3.7	12.7
Hispanic or Latino of any race	687	19.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	124	3.4	3.8
White	2,491	69.0	51.1
English Learners	349	9.7	8.3
Eligible for Free or Reduced-Price Meals	889	24.6	43.3
Students with Disabilities ³	519	14.4	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	110	6.2	18	1.0
Male	103	5.8	84	4.6
Black or African American	13	9.6	12	8.6
Hispanic or Latino of any race	66	9.9	34	4.8
White	118	4.8	49	1.9
English Learners	34	9.4	11	3.0
Eligible for Free or Reduced-Price Meals	118	12.2	51	5.1
Students with Disabilities	62	12.6	35	6.1
District	213	6.0	102	2.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 230

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	237.2
Paraprofessional Instructional Assistants	22.0
Special Education	
Teachers and Instructors	29.8
Paraprofessional Instructional Assistants	78.4
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.5
Library/Media	
Specialists (Certified)	2.0
Support Staff	10.9
Instructional Specialists Who Support Teachers	9.1
Counselors, Social Workers and School Psychologists	23.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	192.1

¹ 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	2	0.6	1.2
Black or African American	4	1.3	4.0
Hispanic or Latino of any race	5	1.6	4.1
Native Hawaiian or Other Pacific Islander	2	0.6	0.1
Two or More Races	0	0.0	0.1
White	308	96.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	12	*	9	*
Hispanic or Latino of any race	28	57.1	44	88.0
White	136	69.0	195	95.1
English Learners	*	*	7	*
Eligible for Free or Reduced-Price Meals	30	53.6	58	92.1
Students with Disabilities	21	70.0	40	87.0
District	188	66.7	268	93.4
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	40	58.0
Emotional Disturbance	16	38.1
Intellectual Disability	15	75.0
Learning Disability	169	91.4
Other Health Impairment	87	83.7
Other Disabilities	10	43.5
Speech/Language Impairment	64	97.0
District	401	78.8
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	74	2.0	2.0
Emotional Disturbance	42	1.1	1.1
Intellectual Disability	20	0.5	0.5
Learning Disability	185	4.9	5.7
Other Health Impairment	104	2.8	3.3
Other Disabilities	34	0.9	1.1
Speech/Language Impairment	77	2.0	1.8
All Disabilities	536	14.2	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	43	8.0	8.2
Private Schools or Other Settings	34	6.3	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$42,248,955	\$10,792	\$10,923
Support services - students	\$4,202,334	\$1,171	\$1,277
Support services - instruction	\$1,423,063	\$397	\$682
Support services - general administration	\$541,889	\$151	\$467
Support services - school based administration	\$2,364,214	\$659	\$1,021
Central and other support services	\$3,305,101	\$921	\$679
Operation and maintenance of plant	\$5,992,414	\$1,670	\$1,718
Student transportation services	\$3,549,097	\$1,813	\$1,288
Food services	.	.	\$12
Enterprise operations	\$735,314	\$205	\$163
Minor school construction	\$2,868	\$1	\$59
Total	\$64,365,249	\$16,441	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,876,811	17.6	28.5
Instructional Aide Salaries	\$2,621,903	16.1	10.1
Other Salaries	\$469,433	2.9	11.1
Employee Benefits	\$1,798,650	11.0	13.0
Purchased Services Other Than Transportation	\$512,602	3.1	5.7
Special Education Tuition	\$5,826,448	35.7	22.5
Supplies	\$21,098	0.1	0.6
Property Services	\$57,000	0.3	0.3
Purchased Services For Transportation	\$2,113,953	13.0	8.0
Equipment	\$7,302	0.0	0.2
All Other Expenditures	\$990	0.0	0.1
Total	\$16,306,192	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	77.9
State	19.3
Federal	1.8
Tuition & Other	1.0

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	17	*
Hispanic or Latino of any race	45	95.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	87	83.9
Students with Disabilities	48	83.3
District	300	93.7
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	86.8	94.7
Male	77.8	81.3
Black or African American	*	*
Hispanic or Latino of any race	93.0	80.0
White	82.2	90.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	74.0	79.2
Students with Disabilities	58.7	*
District	82.5	88.8
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	65.8%	100%	60.4%
	Oral	61.4%	100%	57.6%
Chronic Absenteeism	All Students	6.0%	<=5%	12.2%
	High Needs Students	10.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	80.1%	75%	80.4%
On-track to High School Graduation		96.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		93.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		88.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		82.5%	75%	71.5%
Arts Access		55.8%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	88.6%	5.4%	10.9%	N

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Wethersfield Board District Mission Statement and Strategic Plan for 2018-2024 continues to guide the innovative and focused work of district and school improvement efforts. Goals and actions are related to: student achievement; civic and family engagement; and management, operation and finance. Each school has a leadership team that provides input and leadership in the development of the School Improvement Plan (SIP). Health and safety, along with social emotional learning, quickly became priorities for the district as a result of the COVID19 pandemic. During the school closure and the asynchronous learning model in the spring, staff quickly found innovative ways to ensure students and families were connected to learning activities.

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. During the school closure, engagement teams at each school provided important strategies to engage students and families during the Distance Learning Plan. Engagement teams also supported families to ensure they received free meals, digital devices, and mental health supports.

During the school closure, educators and administrators found new and innovative ways to personalize parent engagement and communication.

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. Wethersfield Public Schools also provides staff training on cultural proficiency. Wethersfield High School also formed an Equity Team to work with staff, students and the community in supporting achievement for all students across different races, ethnicity, gender roles and socioeconomic status.

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Equitable Allocation of Resources among District Schools

The budget design allows the analysis of staffing and funds by school location and program. 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.