

STRATEGIC SCHOOL PROFILE 2009-10**Wethersfield School District**

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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: 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: 90.6%

*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, 2009 3,810
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	609	17.2	13.4	32.6
K-12 Students Who Are Not Fluent in English	163	4.2	2.3	5.4
Students Identified as Gifted and/or Talented*	278	7.1	4.8	4.1
PK-12 Students Receiving Special Education Services in District	377	9.6	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	226	84.6	85.6	80.5
Homeless	4	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	94	15.2	15.5	13.6

*39.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	11	0.3
Asian American	164	4.3
Black	199	5.9
Hispanic	494	13.7
White	2,942	75.9
Total Minority	868	22.8

Percent of Minority Professional Staff: 5.1%

Open Choice:

43 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:

10.2% 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 28.

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. The district has a diverse population of English Language Learners that encompass 19 different languages. 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 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 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 which has included exchange visits. Another school works with Kinsella Magnet School in Hartford, and another elementary school participates in a sister school program with Clark Elementary School in Hartford through a RESC grant.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	63.1	57.0	44.8	
Writing	65.3	58.3	51.5	
Mathematics	65.1	62.4	44.2	
Grade 4 Reading	65.1	59.9	44.0	
Writing	67.1	63.6	40.0	
Mathematics	73.7	67.0	49.1	
Grade 5 Reading	66.7	61.8	43.6	
Writing	68.8	68.2	33.7	
Mathematics	79.0	72.4	50.0	
Science	65.6	59.4	40.4	
Grade 6 Reading	85.8	74.9	63.2	
Writing	72.3	65.9	51.8	
Mathematics	83.6	70.7	63.8	
Grade 7 Reading	85.0	77.4	44.8	
Writing	72.0	61.2	55.8	
Mathematics	83.6	68.5	67.5	
Grade 8 Reading	75.2	73.3	36.9	
Writing	64.5	62.6	38.2	
Mathematics	78.6	67.3	60.5	
Science	64.0	62.8	31.8	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	54.9	45.9	59.1	
Writing Across the Disciplines	71.3	59.6	60.9	
Mathematics	52.8	48.7	47.7	
Science	55.4	45.3	58.3	

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
	49.1	50.7	43.5

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.2	68.5	
Average Score	Mathematics	532	508	65.1
	Critical Reading	515	503	52.7
	Writing	518	506	51.9

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 2009	89.5	91.3	19.2
2008-09 Annual Dropout Rate for Grade 9 through 12	2.6	3.0	21.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.2	84.5
% Employed (Civilian Employment and in Armed Services)	3.3	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	229.55
Paraprofessional Instructional Assistants	22.75
Special Education	
Teachers and Instructors	24.35
Paraprofessional Instructional Assistants	69.66
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	12.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	12.40
Counselors, Social Workers, and School Psychologists	17.10
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	196.36

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	14.4	13.8
% with Master's Degree or Above	81.2	77.1	77.8

Average Class Size	District	DRG	State
Grade K	19.3	17.2	18.5
Grade 2	19.4	18.9	19.7
Grade 5	23.1	20.9	21.1
Grade 7	18.9	20.3	20.8
High School	19.9	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	983	985	992
Middle School	1,007	1,025	1,018
High School	986	1,000	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*	4.6	3.5	3.2
Middle School	2.8	2.8	2.5
High School	4.4	2.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$30,114	\$7,900	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$795	\$209	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$886	\$232	\$474	\$389	\$459
Student Support Services	\$2,673	\$701	\$863	\$800	\$859
Administration and Support Services	\$4,038	\$1,059	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$5,269	\$1,382	\$1,469	\$1,377	\$1,462
Transportation	\$3,104	\$631	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$2,612	N/A	N/A	N/A	N/A
Other	\$1,703	\$447	\$163	\$169	\$162
Total	\$51,193	\$13,026	\$13,458	\$12,685	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,150	\$564	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$10,340,012	20.2	20.9	20.7

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	80.5	17.7	1.6	0.2
Excluding School Construction	80.0	18.1	1.7	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.

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. 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. In keeping with the district's commitment to the integration of technology within the classroom environment, Smartboards have been installed in every grade 3, 4, 5, and 6 classroom as well as an additional portable unit for each school. Ongoing professional development will occur to support teachers and students in the integration of this technology.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	394
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

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	51	1.3	1.1	1.0
Learning Disability	74	1.9	3.4	3.9
Intellectual Disability	22	0.6	0.4	0.5
Emotional Disturbance	26	0.7	0.9	1.0
Speech Impairment	114	2.9	2.4	2.2
Other Health Impairment*	66	1.7	2.2	2.1
Other Disabilities**	41	1.1	0.9	0.9
Total	394	10.1	11.4	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 2008-09 with a Standard Diploma	50.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	8.7	4.1

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	27.0	31.6	73.9	67.5
	Writing	19.0	19.6	68.4	63.3
	Mathematics	35.5	32.9	77.4	68.1
	Science	21.0	23.7	64.8	61.1
CAPT	Reading Across the Disciplines	17.6	13.8	54.9	45.9
	Writing Across the Disciplines	23.5	16.8	71.3	59.6
	Mathematics	12.5	16.7	52.8	48.7
	Science	22.2	13.0	55.4	45.3

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	24.5
	% With Accommodations	75.5
CAPT	% Without Accommodations	36.0
	% With Accommodations	64.0
% Assessed Using Skills Checklist		14.7

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	7	1.8
Private Schools or Other Settings	41	10.4

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	327	83.0	76.7	73.4
40.1 to 79.0 Percent of Time	30	7.6	13.8	15.3
0.0 to 40.0 Percent of Time	37	9.4	9.5	11.3

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. The district also analyzes data in an effort to identify its areas of weakness. The district recognizes that English Language Learner, Special Needs, and Economically Disadvantaged subgroup data is an area of focus and will utilize appropriate materials and resources to meet the needs of the student. 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. As part of the district improvement plan, the district has implemented SRBI throughout its schools in an effort to support individual students. Each elementary school has received training in the Responsive Classroom. The district created a Dean of Students position at Wethersfield High School. Data showed a significant decrease student discipline issues. 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 continues to implement its Instructional Technology Plan. This plan includes the use of software that allows for the tracking of student assessments and mapping district curriculum. The district also utilizes a software system to track professional development and staff CEUs. The district also continues to expand opportunities for the integration of assistive technology for students with special needs in order to assist them with accessing instruction in the least restrictive environment.
