

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



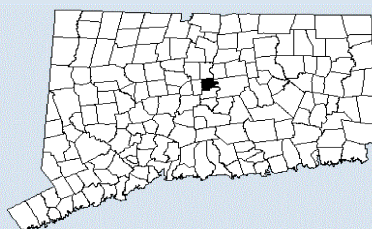
Wethersfield School District

Mr. Michael Emmett, Superintendent • 860-571-8110 • www.wethersfield.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	3,727
Per Pupil Expenditures ¹	\$13,961
Total Expenditures ¹	\$54,641,612

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,853	49.7	48.3
Male	1,874	50.3	51.6
American Indian	*	*	0.2
Asian	171	4.6	4.6
Black or African American	153	4.1	12.9
Hispanic or Latino	554	14.9	21.2
Pacific Islander	*	*	0.0
White	2,767	74.2	58.4
Two or More Races	70	1.9	2.3
English Language Learners	203	5.4	5.7
Eligible for Free or Reduced-Price Meals	725	19.5	37.3
Students with Disabilities ¹	480	12.9	12.8

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	66	3.7	35	1.8
Male	94	5.2	86	4.5
Black or African American	10	6.9	9	6.1
Hispanic or Latino	46	8.5	36	6.5
White	96	3.6	64	2.3
English Language Learners	15	7.7	14	6.8
Eligible for Free or Reduced-Price Meals	67	10.1	61	8.2
Students with Disabilities	49	10.4	38	6.7
District	160	4.4	121	3.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 47

²A 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.

³The 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 2013-14

Wethersfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	226.7
Paraprofessional Instructional Assistants	22.2
Special Education	
Teachers and Instructors	26.6
Paraprofessional Instructional Assistants	88.8
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	11.5
Library/Media	
Specialists (Certified)	2.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	17.5
Counselors, Social Workers and School Psychologists	18.6
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	189.8

¹In 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 (%)
Asian	4	1.3	1.0
Black or African American	4	1.3	3.5
Hispanic	7	2.2	3.6
Native American	0	0	0.1
White	299	95.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	9	20.5
White	29	14.0	70	30.3
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	9	19.6
Students with Disabilities	0	0	*	*
District	34	12.1	88	29.0
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	39	62.9
Emotional Disturbance	9	31.0
Intellectual Disability	10	*
Learning Disability	119	90.2
Other Health Impairment	59	84.3
Other Disabilities	24	54.5
Speech/Language Impairment	92	94.8
District	352	78.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	64	1.6	1.4
Emotional Disturbance	29	0.7	1.0
Intellectual Disability	13	0.3	0.4
Learning Disability	132	3.4	4.2
Other Health Impairment	71	1.8	2.5
Other Disabilities	53	1.4	1.0
Speech/Language Impairment	112	2.9	1.9
All Disabilities	474	12.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	2.7	2.8
Private Schools or Other Settings	37	7.8	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	26,757,024	7,281	8,769
Instructional Supplies and Equipment	1,500,515	408	275
Improvement of Instruction and Educational Media Services	1,086,837	296	487
Student Support Services	8,654,610	2,355	965
Administration and Support Services	4,171,637	1,135	1,600
Plant Operation and Maintenance	4,936,518	1,343	1,472
Transportation	2,580,063	569	786
Costs of Students Tuitioned Out	4,307,048	N/A	N/A
Other	647,360	176	178
Total	54,641,612	13,961	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,795,879	489	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,908,590	24.0	35.6
Noncertified Personnel	2,375,638	19.6	14.5
Purchased Services	236,391	2.0	5.0
Tuition to Other Schools	3,714,184	30.7	21.4
Special Ed. Transportation	1,328,061	11.0	8.5
Other Expenditures	1,542,612	12.7	14.9
Total Expenditures	12,105,476	100.0	100.0
PK-12 Expenditures Used for Special Education		22.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.6	80.2
State	17.5	17.9
Federal	1.7	1.8
Tuition & Other	0.1	0.1

⁴Revenue 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 2013-14

Wethersfield School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	69.5	69.5	74.7	75.5	.	.	.	.
Hispanic or Latino	73.2	72.6	76.2	74.8	.	.	.	.
English Language Learners	55.9	55.1	57.7	49.7	.	.	.	.
Eligible for Free or Reduced-Price Meals	69.2	68.3	71.1	70.1	.	.	.	.
Students with Disabilities	56.3	54.0	55.4	54.4	.	.	.	.
High Needs	64.3	63.3	66.4	64.6	.	.	.	.
District	84.2	83.6	85.0	83.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	56.9	.	.	.	.	.	.	.
Hispanic or Latino	67.5	69.8	65.6	61.4	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	64.5	67.7	71.1	66.8	.	.	.	.
Students with Disabilities	39.7	39.9	39.1	32.8	.	.	.	.
High Needs	57.9	58.5	60.4	59.1	.	.	.	.
District	80.8	83.8	80.1	78.1	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.3	86.6	74.1	73.2	1,179	80.4
Curl Up	84.3	82.7	67.7	87.1	1,179	80.2
Push Up	66.6	62.6	53.5	74.2	1,179	64.2
Mile Run/PACER	73.9	76.4	57.3	63.2	1,179	67.2
All Tests - District	50.2	51.2	29.1	44.8	1,179	43.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	45	68.9	75.4	No	77.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	50	76	79.7	No	81.1
Students with Disabilities	28	46.4	64.2	No	67.2
District	270	90.4	91.6	No	91.8
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	82.5	105	39.2
Male	75.2	119	37.8
Black or African American	69.6	*	*
Hispanic or Latino	61.6	14	16.3
White	82.2	191	43.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	61.2	15	14.6
Students with Disabilities	*	*	*
District	78.6	224	38.4
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

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

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

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.8	95.1
Male	82.5	90.8
Black or African American	*	*
Hispanic or Latino	72.7	80.8
White	89.2	94.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	75.0	88.1
Students with Disabilities	*	*
District	86.6	93.1
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

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.

In efforts to reduce truancy and improve student connectedness to the school, Wethersfield High School and Silas Deane Middle School have implemented an Advisor/Advisee program. Parents/guardians receive a letter from their child's school outlining state attendance expectations. In addition, support staff in all schools work with students and their families to increase attendance.

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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wethersfield is committed to providing diverse learning experiences for all students. Curriculum units expose students to both fiction and non-fiction text which allow them to explore cultural diversity and increase their awareness of our global society. 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 SWAT (Students of Wethersfield Action Team) which is a student led club promoting diversity and anti-bullying. "Camp Anytown" is a program where WHS students spend time away from school analyzing and solving issues of racial and ethnic isolation. The Sociology and Psychology courses at WHS encourage students to participate in exchanges with schools different than WHS.

At the Silas Deane Middle School, each team develops specific community service projects that breakdown the racial, ethnic, and economic isolation that can easily become entrenched in a community. The eighth grade curriculum also requires research on a social issue of their choice and the development of a speech to raise awareness on their topic.

At our elementary schools, there are a variety of programs curricular activities 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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Equitable Allocation of Resources among District Schools

Funding is allocated to schools through the budget development process. School-Based Administrators and staff are included in the process so that they are able to convey needs. The budget is 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. The Open Choice grant provides support 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.