

STRATEGIC SCHOOL PROFILE 2011-12**Weston School District**

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Location: 24 School Road

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Weston,
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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: Fairfield

Town Population in 2000: 10,037

1990-2000 Population Growth: 16.1%

Number of Public Schools: 4

Per Capita Income in 2000: \$74,817

Percent of Adults without a High School Diploma in 2000*: 2.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

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): A 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, 2011 2,479
5-Year Enrollment Change -5.0%

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 | 43 | 1.7 | 1.6 | 35.2 |
| K-12 Students Who Are Not Fluent in English | 11 | 0.4 | 0.7 | 5.6 |
| Students Identified as Gifted and/or Talented* | 126 | 5.1 | 6.1 | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 220 | 8.9 | 10.0 | 11.5 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 160 | 98.8 | 97.4 | 79.8 |
| Homeless | 0 | 0.0 | 0.0 | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 10 | 2.7 | 8.6 | 13.0 |

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 0 | 0.0 |
| Asian American | 91 | 3.7 |
| Black | 30 | 1.2 |
| Hispanic | 61 | 2.5 |
| Pacific Islander | 4 | 0.2 |
| White | 2,250 | 90.8 |
| Two or more races | 43 | 1.7 |
| Total Minority | 229 | 9.2 |

Percent of Minority Professional Staff: 2.9%

Open Choice:

10 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:

0.4% 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 5.

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.

The Weston Public Schools are committed to seeking staff, programs, grants, and inter-district activities that provide a diversity of experiences for all Weston students. The district continues to recruit staff from diverse backgrounds by widely advertising and recruiting, by attending state and out of state recruitment fairs, and accessing the resources of our Regional Education Service Center (CES) and the CT REAP database. In addition, Weston participates in Open Choice, which is a cooperative program with the Bridgeport Public Schools. Weston students also have access to the Center for Global Studies Program at Brien McMahon High School in Norwalk. Currently, the district is planning a return visit to our Chinese sister school, Qingdao #17 Senior Middle School in the Shandong Province, China, scheduled to take place in the spring of 2012. Weston High School continues to provide educational experiences that enhance our students' capacity to live in a global world. Course offerings such as Videography, Humanities, Mandarin Chinese, Film Studies, I-Mapping, and Facing History & Ourselves focus on issues and concepts related to diversity. A Mandarin Chinese language program is offered as part of the Weston High School course of studies. The social studies curriculum ensures a global understanding and perspective by all graduates. Off campus experiences at regional competitions, contests, and events such as Music in the Parks, World Language Poetry Competitions, and trips to the Jewish Heritage Museum have involved our students with diverse populations. The Diversity Club and Human Rights Club, initiated as a result of an affiliation with the Anti-Defamation League, now have students in a cross-school alliance devoted to themes and activities that develop unity, tolerance and the celebration of differences. Over the past five years, students have participated in training sessions to prepare them to act as peer coaches and group facilitators for ongoing programs devoted to diversity themes. The Names Really Do Hurt Us Program is an integral part of the high school. At the middle school level, the eighth grade students traveled to the Holocaust Museum in New York City as a part of an interdisciplinary unit in English and Social Studies to learn about the holocaust. In February, a group of students worked in collaboration with each other and an advisor to organize and engage our sixth grade students in a Black History celebration. The Responsive Classroom Model, fully implemented at the Hurlbutt Elementary School and the Weston Intermediate School, promotes pro-social skills in the areas of working with others and cooperation. In addition, the 2nd grade, students go beyond their immediate surroundings to study the lives of famous people from diverse backgrounds. During Black History Month, all of Hurlbutt's students learn about the lives and accomplishments of famous African Americans. Students in grades K-5 participate in World Language classes where they learn to speak Spanish and become familiar with the traditions and celebrations of Spanish-speaking cultures.

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 | 85.1 | 59.2 | 98.1 | |
| Writing | 75.9 | 62.7 | 72.5 | |
| Mathematics | 91.4 | 66.5 | 95.0 | |
| Grade 4 Reading | 87.1 | 64.1 | 93.8 | |
| Writing | 86.5 | 65.3 | 90.0 | |
| Mathematics | 91.2 | 68.0 | 93.8 | |
| Grade 5 Reading | 81.8 | 67.6 | 68.7 | |
| Writing | 80.5 | 68.1 | 66.7 | |
| Mathematics | 93.3 | 71.6 | 96.4 | |
| Science | 89.6 | 63.9 | 92.9 | |
| Grade 6 Reading | 93.3 | 74.1 | 92.8 | |
| Writing | 88.6 | 67.4 | 89.8 | |
| Mathematics | 91.0 | 69.3 | 86.7 | |
| Grade 7 Reading | 96.5 | 79.8 | 97.5 | |
| Writing | 89.7 | 65.6 | 98.1 | |
| Mathematics | 91.6 | 68.1 | 95.0 | |
| Grade 8 Reading | 92.4 | 76.8 | 82.4 | |
| Writing | 91.5 | 68.3 | 91.3 | |
| Mathematics | 86.3 | 67.2 | 74.8 | |
| Science | 84.4 | 61.9 | 83.8 | |

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 | 86.0 | 47.5 | 98.5 | |
| Writing Across the Disciplines | 93.0 | 63.0 | 97.0 | |
| Mathematics | 84.5 | 49.2 | 99.2 | |
| Science | 83.4 | 47.1 | 100.0 | |

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 |
|--|----------|-------|---|
| | 66.0 | 50.6 | 86.4 |

| SAT® I: Reasoning Test Class of 2011 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | 86.9 | 77.3 | |
| Average Score | Mathematics | 598 | 505 | 97.7 |
| | Critical Reading | 575 | 502 | 96.9 |
| | Writing | 594 | 506 | 96.9 |

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, Adjusted Cohort Rate 2011 | 98.5 | 82.7 | 100.0 |
| 2010-11 Annual Dropout Rate for Grade 9 through 12 | 0.0 | 2.6 | 100.0 |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 99.5 | 84.5 |
| % Employed (Civilian Employment and in Armed Services) | 0.5 | 9.7 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|--------|
| General Education | |
| Teachers and Instructors | 168.21 |
| Paraprofessional Instructional Assistants | 14.00 |
| Special Education | |
| Teachers and Instructors | 25.00 |
| Paraprofessional Instructional Assistants | 44.82 |
| Library/Media Specialists and/or Assistants | 8.13 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 4.00 |
| School Level | 11.10 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 3.60 |
| Counselors, Social Workers, and School Psychologists | 17.00 |
| School Nurses | 5.00 |
| Other Staff Providing Non-Instructional Services and Support | 123.32 |

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 | 12.0 | 13.7 | 13.9 |
| % with Master's Degree or Above | 92.0 | 90.0 | 79.6 |

| Average Class Size | District | DRG | State |
|--------------------|----------|------|-------|
| Grade K | 17.9 | 18.4 | 18.5 |
| Grade 2 | 22.1 | 21.1 | 19.7 |
| Grade 5 | 21.7 | 21.3 | 21.6 |
| Grade 7 | 20.4 | 21.2 | 20.3 |
| High School | 19.8 | 20.6 | 19.6 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 967 | 997 | 993 |
| Middle School | 1,005 | 1,006 | 1,024 |
| High School | 1,000 | 991 | 1,024 |

*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* | 2.4 | 2.6 | 2.8 |
| Middle School | 2.2 | 2.3 | 2.2 |
| High School | 1.6 | 1.9 | 2.1 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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 | \$25,698 | \$10,185 | \$8,464 | \$9,950 | \$8,469 |
| Instructional Supplies and Equipment | \$360 | \$143 | \$267 | \$259 | \$271 |
| Improvement of Instruction and Educational Media Services | \$3,635 | \$1,441 | \$487 | \$677 | \$482 |
| Student Support Services | \$2,793 | \$1,107 | \$901 | \$1,019 | \$901 |
| Administration and Support Services | \$3,696 | \$1,465 | \$1,468 | \$1,563 | \$1,490 |
| Plant Operation and Maintenance | \$5,861 | \$2,323 | \$1,471 | \$1,824 | \$1,463 |
| Transportation | \$1,787 | \$678 | \$735 | \$744 | \$724 |
| Costs for Students Tuitioned Out | \$1,568 | N/A | N/A | N/A | N/A |
| Other | \$991 | \$393 | \$165 | \$197 | \$165 |
| Total | \$46,387 | \$18,306 | \$14,238 | \$16,835 | \$14,140 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$8,612 | \$3,413 | \$1,290 | \$1,916 | \$1,331 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$10,059,010 | 21.7 | 21.6 | 21.7 |

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 | 95.5 | 2.5 | 1.7 | 0.3 |
| Excluding School Construction | 94.7 | 2.9 | 2.0 | 0.4 |

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.

The Weston Public Schools include a four-school campus with a PreK-2 school, a 3-5 intermediate school, a 6-8 middle school, and a 9-12 high school. As a result, there are no funding equity issues across schools at the same age level. While the per pupil cost varies at each level, equity of resources is ensured to see that the educational needs of each school's student population are met through a rigorous budget review process, which includes: Superintendent develops budget with input from staff and administration and presents to the Board of Education, review and revision of the Superintendent's budget by the Board of Education, review of the Board of Education budget by the Board of Selectmen and Board of Finance, public hearings on the Board of Education budget, vote by the Board of Finance on the appropriate level of funding for the Board of Education budget, and a public Town Meeting to approve the Town and Board of Education budget. The budget adjusts the distribution of resources annually based on the needs at each school level in a given school year as approved by the Board of Education and with the consent of the Town and voters. Community input into the budget is welcomed through public budget work sessions held by the Board of Education and through community school meetings held by the Superintendent in each building.

SPECIAL EDUCATION

| | |
|--|------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | 219 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 8.9% |

| 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 | 36 | 1.5 | 1.2 | 1.2 |
| Learning Disability | 70 | 2.8 | 3.6 | 3.9 |
| Intellectual Disability | 3 | 0.1 | 0.2 | 0.4 |
| Emotional Disturbance | 7 | 0.3 | 0.4 | 1.0 |
| Speech Impairment | 36 | 1.5 | 1.9 | 2.1 |
| Other Health Impairment* | 55 | 2.2 | 2.1 | 2.2 |
| Other Disabilities** | 12 | 0.5 | 0.6 | 1.0 |
| Total | 219 | 8.9 | 10.0 | 11.7 |

*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 2010-11 with a Standard Diploma | 84.6 | 62.4 |
| 2010-11 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 5.1 |

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 | 50.6 | 36.0 | 89.5 | 70.4 |
| | Writing | 44.2 | 21.5 | 85.7 | 66.3 |
| | Mathematics | 53.7 | 31.8 | 90.7 | 68.4 |
| | Science | 39.5 | 23.0 | 87.0 | 62.9 |
| CAPT | Reading Across the Disciplines | 75.0 | 14.5 | 86.0 | 47.5 |
| | Writing Across the Disciplines | 91.7 | 18.2 | 93.0 | 63.0 |
| | Mathematics | 33.3 | 15.4 | 84.5 | 49.2 |
| | Science | 16.7 | 13.6 | 83.4 | 47.1 |

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 | 46.0 |
| | % With Accommodations | 54.0 |
| CAPT | % Without Accommodations | 37.5 |
| | % With Accommodations | 62.5 |
| % Assessed Using Skills Checklist | | 10.7 |

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 | 0 | 0.0 |
| Private Schools or Other Settings | 13 | 5.9 |

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 | 140 | 63.9 | 75.8 | 72.1 |
| 40.1 to 79.0 Percent of Time | 58 | 26.5 | 17.4 | 16.3 |
| 0.0 to 40.0 Percent of Time | 21 | 9.6 | 6.8 | 11.7 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Weston's 2011 Scholastic Aptitude Test (SAT) results rank near the top in the State of Connecticut with Critical Reading 589, Mathematics 597, and Writing 608. Weston had five National Merit Scholar Semi-Finalists, one National Achievement Scholar and eleven Commended Scholars. The Advanced Placement and Honors Program continue to grow at Weston High School. Two hundred and ten students participated and sat for 474 exams in 17 subjects. Ninety-four percent of the students scored a 3, 4, or 5 on their exam. Ninety-seven percent of the class of 2012 went on to higher education (92 % attended four-year college and university programs; 5% attended two year college or other post-graduate plans). Student achievement on the CAPT continues to be strong as Weston is ranked #1 in Science, #2 in Math, #3 in Reading and #5 in Writing in the state. The district's Connecticut Academic Performance Test (CAPT) scores for 2011-12 include the following: 84.5% of Weston students achieved at or above the state goal in Math; 83.4% of Weston students achieved at or above the state goal in Science; 86% of Weston students achieved at or above the state goal in Reading and 93% of Weston students achieved at or above the state goal in Writing. These scores continue to place Weston High School as one of the top districts in the State of Connecticut. A total of 67.9% of all students (187) achieved at/above goal on all four tests. More students achieved the Advanced Level (Level 5) on all four subtests than at any other level (Goal, Proficiency, Basic, Below Basic). Significantly, 59.1% of all students scored at the Advanced Level on the writing subtest. CMT performance demonstrates strong levels of achievement. The percentage of students achieving goal or above on each of the twenty subtests exceeds 80% with the exception of grade 3 Writing. As a result, Weston narrowly missed having 80% or more of its students achieve goal or above on all CMT and CAPT subtests, grades 3-10. Most cohorts increased the number of students performing at the Goal level (4) in Reading. Every single cohort increased the number of students performing at the Goal level (4) in Writing. The most significant gains were in grades 4 and 8 with over a 6% increase in the number of students achieving goal. More students achieved at Advanced level (5) than at any other level on every Math subtest, grades 3-8. Additionally, over 50% of our students scored at the Advanced level on every Math test, grades 3-8, ranging from 51% in grade 8 to a high of 59.9% in grade 7. Many factors led to strong 2011 student achievement results. They include: curriculum aligned to state performance standards; quality instruction aligned to standards; new instructional resources; benchmark formative assessments providing teachers with student performance data to inform daily instruction; and classroom teacher support and coaching provided by Curriculum Instructional Leaders (CIL). All of the above noted factors, coupled with commitment and dedication of our teachers, paraprofessionals, Curriculum Instructional Leaders (CIL), and building principals have helped us in our instructional improvement efforts to ensure the success of all students in the Weston Public Schools. These positive results are truly a team effort.
