

STRATEGIC SCHOOL PROFILE 2010-11**Weston School District**

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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: 90.8%

*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, 2010 2,521
 5-Year Enrollment Change -0.5%

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	45	1.8	1.6	34.1
K-12 Students Who Are Not Fluent in English	12	0.5	0.6	5.6
Students Identified as Gifted and/or Talented*	66	2.6	6.7	4.0
PK-12 Students Receiving Special Education Services in District	208	8.3	9.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	157	98.7	94.9	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	12	3.5	8.6	13.2

*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	100	4.0
Black	43	1.7
Hispanic	62	2.5
Pacific Islander	0	0.0
White	2,289	90.8
Two or more races	27	1.1
Total Minority	232	9.2

Percent of Minority Professional Staff: 2.9%

Open Choice:

11 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:

0.5% 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 6.

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, 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	82.1	58.4	95.0	
Writing	79.8	61.1	82.6	
Mathematics	86.1	63.0	91.3	
Grade 4 Reading	82.9	62.5	85.3	
Writing	78.8	65.5	62.8	
Mathematics	91.3	67.0	95.7	
Grade 5 Reading	84.8	61.4	90.8	
Writing	87.8	66.8	92.6	
Mathematics	93.6	72.5	98.2	
Science	87.7	59.9	95.1	
Grade 6 Reading	92.8	76.0	85.7	
Writing	88.1	65.2	95.8	
Mathematics	93.3	71.3	94.0	
Grade 7 Reading	94.7	77.8	89.8	
Writing	85.3	58.9	93.7	
Mathematics	88.9	68.4	85.9	
Grade 8 Reading	93.2	74.7	91.1	
Writing	89.8	64.8	93.0	
Mathematics	88.6	66.6	84.7	
Science	88.1	63.1	92.4	

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	84.9	44.7	99.2	
Writing Across the Disciplines	90.6	61.2	95.5	
Mathematics	86.1	49.5	97.7	
Science	82.8	47.0	99.2	

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
	65.8	51.0	83.1

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.1	70.6	
Average Score	Mathematics	596	510	96.9
	Critical Reading	587	505	100.0
	Writing	610	510	100.0

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, Adjusted Cohort Rate 2010	95.3	81.8	94.7
2009-10 Annual Dropout Rate for Grade 9 through 12	0.0	2.8	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	99.0	84.8
% Employed (Civilian Employment and in Armed Services)	1.0	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	167.01
Paraprofessional Instructional Assistants	21.40
Special Education	
Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	36.60
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	11.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.40
Counselors, Social Workers, and School Psychologists	17.00
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	125.43

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	13.4	13.9
% with Master's Degree or Above	92.9	89.7	79.0

Average Class Size	District	DRG	State
Grade K	19.9	18.9	18.4
Grade 2	22.5	20.6	19.9
Grade 5	20.7	21.4	21.2
Grade 7	21.1	20.6	20.6
High School	20.2	21.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	978	998	992
Middle School	1,026	1,008	1,017
High School	1,002	988	1,010

*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*	2.5	2.8	3.1
Middle School	2.8	2.4	2.4
High School	1.7	2.0	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$25,282	\$9,907	\$8,232	\$9,688	\$8,237
Instructional Supplies and Equipment	\$552	\$216	\$299	\$261	\$300
Improvement of Instruction and Educational Media Services	\$3,606	\$1,413	\$477	\$682	\$463
Student Support Services	\$2,583	\$1,012	\$875	\$997	\$872
Administration and Support Services	\$3,563	\$1,396	\$1,433	\$1,574	\$1,459
Plant Operation and Maintenance	\$5,788	\$2,268	\$1,421	\$1,763	\$1,410
Transportation	\$1,656	\$617	\$701	\$732	\$692
Costs for Students Tuitioned Out	\$1,637	N/A	N/A	N/A	N/A
Other	\$1,084	\$425	\$161	\$225	\$159
Total	\$45,752	\$17,837	\$13,878	\$16,448	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,578	\$2,577	\$1,622	\$1,708	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,654,325	21.1	21.2	21.5

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	94.6	3.3	1.7	0.5
Excluding School Construction	94.3	3.2	1.9	0.6

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	211
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.4%

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	33	1.3	1.1	1.1
Learning Disability	74	2.9	3.7	3.9
Intellectual Disability	4	0.2	0.2	0.4
Emotional Disturbance	8	0.3	0.4	1.0
Speech Impairment	31	1.2	2.0	2.2
Other Health Impairment*	50	2.0	2.0	2.1
Other Disabilities**	11	0.4	0.6	0.9
Total	211	8.4	9.9	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 2009-10 with a Standard Diploma	87.5	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	50.0	33.0	88.5	68.6
	Writing	45.0	19.3	84.9	63.7
	Mathematics	50.0	33.4	90.5	68.2
	Science	43.9	21.2	87.9	61.5
CAPT	Reading Across the Disciplines	46.2	14.1	84.9	44.7
	Writing Across the Disciplines	50.0	17.3	90.6	61.2
	Mathematics	46.2	15.8	86.1	49.5
	Science	50.0	13.1	82.8	47.0

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	32.5
	% With Accommodations	67.5
CAPT	% Without Accommodations	35.3
	% With Accommodations	64.7
% Assessed Using Skills Checklist		9.5

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	20	9.5

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	125	59.2	76.5	74.1
40.1 to 79.0 Percent of Time	56	26.5	16.8	14.9
0.0 to 40.0 Percent of Time	30	14.2	6.7	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Weston's 2010 Scholastic Aptitude Test (SAT) results rank near the top in the State of Connecticut with Critical Reading 575, Mathematics 598, and Writing 594. The district's Connecticut Academic Performance Test (CAPT) scores for 2010-11 include the following: 86.1% of Weston students achieved at or above the state goal in Math; 82.8% of Weston students achieved at or above the State goal in Science; 84.9% of Weston students achieved at or above the State goal in reading and 90.6% 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 with 80% achieving at or above goal on each subtest of CAPT 3. Weston had three National Merit Scholar winners, three National Merit Scholar Finalists, and eight commended students. The Advanced Placement and Honors Program continues to grow at Weston High School. Two hundred and fifteen students participated and sat for 468 exams in 16 subjects. Ninety one percent of the students scored a 3, 4, or 5 on their exam. Ninety nine percent of the class of 2011 went on to higher education (96 % attended four-year college and university programs; 3% attended two year college and university programs). 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 two subtests (grade 3 and 4 writing). As a result, Weston narrowly missed becoming the only district in the state to have 80% or more of its students achieve goal or above on all CMT and CAPT subtests, grades 3-10. Cohort data (same students tested over time) indicates student performance growth on all but three of the 15 subtests for grades tested, 4-8. Two cohorts maintained the same percentage of students scoring at or above goal. The percentage of students scoring goal or higher on all three subtests was no lower than 70% (grade 3) and as high as 82% (grades 6 and 7). There was a significant increase in the number of students scoring at the Goal level (4) on the grade 4 writing subtest. There was an increase of over 13% from the performance of this cohort in grade 3. Nearly 30 more students performed at the Goal level (4) in grade 4 (2011) than in grade 3 (2010). This was identified in the 2010 report as an area in need of immediate improvement and the results show that this concerted effort has increased student performance on this subtest. Every single cohort increased the number of students performing at the Goal level (4) in reading with the exception of grade 8, which scored at 94.4% the prior year in grade 7 (2010) and 93.2% in grade 8 (2011). Every single cohort increased the number of students performing at the Goal level (4) in writing with the exception of grade 7, which scored at 89.3% the prior year in grade 6 (2010) and 85.3% in grade 7 (2011). More students achieved at Advanced (level 5) than at any other level on every math subtest grades 3-8. Additionally, more students scored at the Advanced level than the other levels combined. Many factors led to strong 2010 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.
