

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



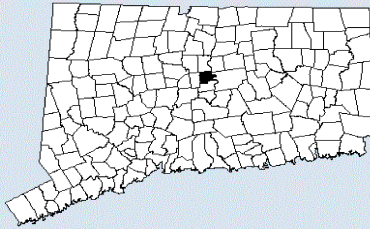
## Wethersfield School District

Mr. Michael Emmett, Superintendent • 860-571-8110 • [www.wethersfield.k12.ct.us](http://www.wethersfield.k12.ct.us)

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,651
Per Pupil Expenditures <sup>1</sup>	\$14,977
Total Expenditures <sup>1</sup>	\$59,113,599

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,815	49.7	48.3
Male	1,836	50.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	170	4.7	4.9
Black or African American	130	3.6	12.8
Hispanic or Latino	576	15.8	23.0
Pacific Islander	*	*	0.0
Two or More Races	81	2.2	2.7
White	2,684	73.5	55.9
English Learners	257	7.0	6.4
Eligible for Free or Reduced-Price Meals	734	20.1	38.0
Students with Disabilities <sup>1</sup>	512	14.0	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	80	4.5	42	2.3
Male	57	3.2	120	6.5
Black or African American	9	7.1	14	10.7
Hispanic or Latino	45	8.0	47	8.1
White	77	2.9	91	3.4
English Learners	17	6.5	14	5.3
Eligible for Free or Reduced-Price Meals	64	9.9	79	10.7
Students with Disabilities	41	8.5	56	9.7
District	137	3.8	162	4.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 188

Number of school-based arrests: 10

<sup>2</sup>A 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.

<sup>3</sup>The 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 2015-16

## Wethersfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	232.2
Paraprofessional Instructional Assistants	31.0
<b>Special Education</b>	
Teachers and Instructors	25.9
Paraprofessional Instructional Assistants	79.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	11.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	11.3
Counselors, Social Workers and School Psychologists	21.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	194.4

<sup>1</sup>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	1	0.3	1.0
Black or African American	2	0.6	3.5
Hispanic or Latino	2	0.6	3.5
Pacific Islander	2	0.6	0.0
Two or More Races	0	0.0	0.1
White	307	97.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	20	95.2
Hispanic or Latino	20	44.4	34	70.8
White	116	58.3	181	80.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	18	46.2	39	70.9
Students with Disabilities	16	51.6	33	76.7
District	148	56.1	253	80.3
State		61.2		73.9

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	37	62.7
Emotional Disturbance	9	31.0
Intellectual Disability	9	*
Learning Disability	143	95.3
Other Health Impairment	78	79.6
Other Disabilities	21	55.3
Speech/Language Impairment	94	97.9
District	391	80.8
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Wethersfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	62	1.6	1.6
Emotional Disturbance	29	0.7	1.0
Intellectual Disability	14	0.4	0.5
Learning Disability	150	3.9	4.6
Other Health Impairment	98	2.5	2.8
Other Disabilities	58	1.5	1.0
Speech/Language Impairment	106	2.7	1.9
All Disabilities	517	13.3	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	32,889,332	9,090	9,387
Instructional Supplies and Equipment	2,024,104	559	318
Improvement of Instruction and Educational Media Services	1,027,751	284	541
Student Support Services	3,679,280	1,017	1,048
Administration and Support Services	4,890,584	1,352	1,790
Plant Operation and Maintenance	5,847,433	1,616	1,608
Transportation	2,892,412	729	845
Costs of Students Tuitioned Out	5,319,822	N/A	N/A
Other	542,881	150	194
Total	59,113,599	14,977	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	21,756,766	6,013	1,524
-----------------------------------	------------	-------	-------

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

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,791,478	21.3	35.1
Noncertified Personnel	2,147,329	16.3	14.5
Purchased Services	360,467	2.7	5.5
Tuition to Other Schools	4,731,405	36.0	21.6
Special Ed. Transportation	1,816,018	13.8	8.3
Other Expenditures	1,287,686	9.8	15.0
Total Expenditures	13,134,383	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.6	79.6
State	37.8	18.2
Federal	1.3	1.7
Tuition & Other	0.4	0.5

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Wethersfield School District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	92	77.4	92	76.2	35	66.5
Black or African American	63	62.1	63	55.5	27	54.0
Hispanic or Latino	281	64.7	281	60.1	121	54.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	46	77.7	46	71.9	16	*
White	1362	73.1	1362	68.9	632	61.6
English Learners	133	54.1	133	50.4	33	43.6
Non-English Learners	1718	73.2	1718	68.8	801	61.3
Eligible for Free or Reduced-Price Meals	330	62.1	330	57.1	140	52.8
Not Eligible for Free or Reduced-Price Meals	1521	73.9	1521	69.8	694	62.1
Students with Disabilities	325	53.3	325	46.7	128	41.3
Students without Disabilities	1526	75.7	1526	71.9	706	64.1
High Needs	603	58.9	603	54.2	243	48.5
Non-High Needs	1248	78.0	1248	74.0	591	65.5
District	1851	71.8	1851	67.5	834	60.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.7	84.1	73.4	79.2	1,127	81.8
Curl Up	75.9	87.5	63.7	85.3	1,127	78.4
Push Up	63.6	68.2	67.3	81.4	1,127	70.5
Mile Run/PACER	70.8	81.7	63.3	64.2	1,127	69.9
All Tests - District	45.8	57.4	33.8	48.9	1,127	46.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Wethersfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	44	84.1	79.1	Yes	81.0
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	80	83.8	82.6	Yes	84.0
Students with Disabilities	32	53.1	70.2	No	73.1
District	284	90.8	92.0	No	92.3
State <sup>4</sup>		87.2			

<sup>1</sup>The 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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.4	135	48.0
Male	93.6	126	42.3
Black or African American	*	6	24.0
Hispanic or Latino	91.4	19	20.4
White	95.3	218	51.4
English Learners	95.0	*	*
Eligible for Free or Reduced-Price Meals	92.6	18	19.1
Students with Disabilities	71.4	*	*
District	94.5	261	45.1
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation 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.

Copyright © 2016 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2016 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2016

### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	90.0	94.5
Male	75.4	93.5
Black or African American	*	*
Hispanic or Latino	71.8	83.9
White	83.6	95.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.3	83.8
Students with Disabilities	62.5	*
District	82.5	94.0
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Wethersfield School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	71.8	75	47.9	50	95.7	67.7
	High Needs Students	58.9	75	39.3	50	78.5	56.7
Math Performance Index	All Students	67.5	75	45.0	50	90.0	61.4
	High Needs Students	54.2	75	36.1	50	72.2	49.9
Science Performance Index	All Students	60.6	75	40.4	50	80.8	57.5
	High Needs Students	48.5	75	32.3	50	64.6	47.0
ELA Academic Growth	All Students	74.0%	100%	74.0	100	74.0	63.8%
	High Needs Students	69.5%	100%	69.5	100	69.5	58.3%
Math Academic Growth	All Students	79.9%	100%	79.9	100	79.9	65.0%
	High Needs Students	70.2%	100%	70.2	100	70.2	57.4%
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.1%	<=5%	43.8	50	87.7	15.6%
Preparation for CCR	% Taking Courses	69.3%	75%	46.2	50	92.3	67.6%
	% Passing Exams	45.1%	75%	30.1	50	60.1	40.7%
On-track to High School Graduation		92.5%	94%	49.2	50	98.4	85.1%
4-year Graduation All Students (2015 Cohort)		90.8%	94%	96.6	100	96.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		75.0%	94%	79.8	100	79.8	78.6%
Postsecondary Entrance (Class of 2015)		82.5%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.1%   46.7%	75%	31.1	50	62.2	89.2%   50.5%
Arts Access		50.5%	60%	42.1	50	84.2	47.5%
<b>Accountability Index</b>				<b>1103.5</b>	<b>1350</b>	<b>81.7</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	58.9	16.1	16.5	
Math Performance Index Gap	74.0	54.2	19.8	18.9	
Science Performance Index Gap	65.5	48.5	17.1	17.2	
Graduation Rate Gap	94.0%	75.0%	19.0%	15.3%	Y

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.5
	High Needs Students	98.2
Math	All Students	98.5
	High Needs Students	98.2
Science	All Students	98.3
	High Needs Students	95.1

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 56.1**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Wethersfield School District

### **Narratives**

---

#### **School District Improvement Plans and Parental Outreach Activities**

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2015-16

## Wethersfield School District

### Equitable Allocation of Resources among District Schools