

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

THOMAS Y. MCDOWELL, Superintendent

Location: 127 Hartford Avenue  
Wethersfield,  
Connecticut

Telephone: (860) 571-8110

Website: [www.wethersfield.k12.ct.us](http://www.wethersfield.k12.ct.us)

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](http://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: 90.9%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2010	3,792
5-Year Enrollment Change	1.9%

**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	628	16.6	13.8	34.1
K-12 Students Who Are Not Fluent in English	184	4.9	2.3	5.6
Students Identified as Gifted and/or Talented*	259	6.8	4.8	4.0
PK-12 Students Receiving Special Education Services in District	369	9.7	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	204	83.6	85.1	80.2
Homeless	6	0.2	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	40	6.6	17.2	13.2

\*42.5 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.2
Asian American	168	4.4
Black	173	4.6
Hispanic	547	14.4
Pacific Islander	2	0.1
White	2,861	75.4
Two or more races	35	0.9
Total Minority	931	24.6

**Percent of Minority Professional Staff:** 5.3%

**Open Choice:**

33 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:**

10.7% 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 31.

---

### 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 has allotted an additional 16 seats for students wishing to participate in School Choice. 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 25 different languages. All of our schools strive to reduce racial, ethnic and economic isolation. At Wethersfield High School we have a number of programs including SAID (Students Against Isms and Discrimination), collaboration with the CREC Magnet Schools, Camp Anytown, and the Names Can Really Hurt Us assembly. At the Silas Deane 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 a variety of programs, curricular activities, and annual Black History and Hispanic Heritage celebrations that serve to promote cultural awareness and celebrate diversity. One school has a partnership with a school in China, which has included exchange visits. Several elementary schools have developed partnerships with school in Hartford. These partnerships include curricular activities, visits between schools, and field trips.

---

### 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
Grade 3 Reading	59.5	58.4	34.4
Writing	58.7	61.1	29.8
Mathematics	67.3	63.0	47.2
Grade 4 Reading	66.1	62.5	41.7
Writing	70.2	65.5	44.5
Mathematics	71.5	67.0	41.5
Grade 5 Reading	62.6	61.4	35.0
Writing	72.2	66.8	44.2
Mathematics	81.4	72.5	57.7
Grade 6 Reading	77.5	76.0	33.3
Writing	66.8	65.2	41.7
Mathematics	84.7	71.3	66.7
Grade 7 Reading	83.6	77.8	43.3
Writing	64.9	58.9	50.6
Mathematics	82.2	68.4	66.0
Grade 8 Reading	85.7	74.7	61.1
Writing	68.4	64.8	39.5
Mathematics	79.2	66.6	58.6
Science	68.8	63.1	38.2

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.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**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
Reading Across the Disciplines	55.6	44.7	59.8
Writing Across the Disciplines	82.0	61.2	82.0
Mathematics	62.7	49.5	65.4
Science	59.8	47.0	59.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**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
	46.8	51.0	36.5

<b>SAT® I: Reasoning Test Class of 2010</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		73.9	70.6	
Average Score	Mathematics	523	510	61.1
	Critical Reading	509	505	51.1
	Writing	512	510	48.9

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Adjusted Cohort Rate 2010	85.5	81.8	35.1
2009-10 Annual Dropout Rate for Grade 9 through 12	1.9	2.8	25.2

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.9	84.8
% Employed (Civilian Employment and in Armed Services)	1.1	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	230.50
Paraprofessional Instructional Assistants	26.01
Special Education	
Teachers and Instructors	24.80
Paraprofessional Instructional Assistants	71.90
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	11.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	14.20
Counselors, Social Workers, and School Psychologists	19.30
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	201.41

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	14.0	14.6	13.9
% with Master's Degree or Above	81.3	79.0	79.0

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	16.6	17.5	18.4
Grade 2	19.4	19.2	19.9
Grade 5	20.7	21.7	21.2
Grade 7	21.5	20.7	20.6
High School	20.3	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	984	992
Middle School	1,007	1,025	1,017
High School	971	1,004	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*	4.1	3.2	3.1
Middle School	2.6	2.5	2.4
High School	3.9	2.6	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	\$30,851	\$8,097	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$1,022	\$268	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$1,250	\$328	\$477	\$387	\$463
Student Support Services	\$2,999	\$787	\$875	\$828	\$872
Administration and Support Services	\$4,514	\$1,185	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$6,026	\$1,582	\$1,421	\$1,322	\$1,410
Transportation	\$2,301	\$557	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$3,091	N/A	N/A	N/A	N/A
Other	\$673	\$177	\$161	\$159	\$159
<b>Total</b>	<b>\$52,725</b>	<b>\$13,368</b>	<b>\$13,878</b>	<b>\$13,136</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,094	\$550	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,764,227	22.3	21.7	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	79.4	15.8	4.8	0.1
Excluding School Construction	79.6	15.4	5.0	0.1

---

**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.

Funding is allocated to schools through the budget development process. School-based administrators are included in the budget development process so that they are able to convey needs. 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. The Open Choice grant provides supports to those schools in Wethersfield that host students from Hartford. Through the work of the Curriculum Department, curriculum revision has occurred. The changes in curriculum have prompted the need to purchase and replace textbooks and curricular materials. Materials and programming were provided to each school across the district. Materials included Reader's Workshop for elementary schools and the middle school. The Board of Education approved changes to the science curriculum at Wethersfield High School. This action resulted in the purchase of new texts for student use. The district continues to be committed to the integration of technology across each school. The district will be implementing a new student information system across all schools. This system will allow teachers to closely monitor student progress and will contain a parent portal designed to enhance communication between home and school.

---

**SPECIAL EDUCATION**


---

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	396
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

---

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	60	1.5	1.2	1.1
Learning Disability	82	2.1	3.4	3.9
Intellectual Disability	20	0.5	0.4	0.4
Emotional Disturbance	24	0.6	0.9	1.0
Speech Impairment	109	2.8	2.3	2.2
Other Health Impairment*	56	1.4	2.2	2.1
Other Disabilities**	45	1.2	0.9	0.9
<b>Total</b>	<b>396</b>	<b>10.1</b>	<b>11.3</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2009-10 with a Standard Diploma	50.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	12.0	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	32.5	33.0	72.7	68.6
Writing	16.3	19.3	66.9	63.7
Mathematics	40.3	33.4	77.8	68.2
Science	14.9	21.2	66.8	61.5
CAPT Reading Across the Disciplines	8.3	14.1	55.6	44.7
Writing Across the Disciplines	11.8	17.3	82.0	61.2
Mathematics	8.3	15.8	62.7	49.5
Science	17.6	13.1	59.8	47.0

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	22.5
	% With Accommodations	77.5
CAPT	% Without Accommodations	8.3
	% With Accommodations	91.7
% Assessed Using Skills Checklist		12.9

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	11	2.8
Private Schools or Other Settings	37	9.3

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	318	80.3	77.0	74.1
40.1 to 79.0 Percent of Time	39	9.8	13.9	14.9
0.0 to 40.0 Percent of Time	39	9.8	9.1	11.0

---

**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 Improvement Plan (DIP) continues to focus on aligning curriculum from grade to grade to ensure that each and every student is prepared to meet expectations 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. 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. Each elementary school has received training in the Responsive Classroom. The implementation of Responsive Classroom has resulted in a decrease in student office visits and has played a role in enhancing a positive school climate. 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. Finally the Superintendent's Administrative Team works to support building administrators and school staff to ensure that each Wethersfield student has the necessary resources to achieve their potential.

---