

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



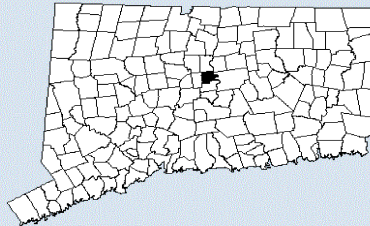
Wethersfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,647
Per Pupil Expenditures ¹	\$14,297
Total Expenditures ¹	\$56,703,594

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#). 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,823	50.0	48.3
Male	1,824	50.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	176	4.8	4.7
Black or African American	135	3.7	12.9
Hispanic or Latino	545	14.9	22.1
Pacific Islander	*	*	0.0
Two or More Races	73	2.0	2.5
White	2,708	74.3	57.2
English Language Learners	235	6.4	6.3
Eligible for Free or Reduced-Price Meals	731	20.0	37.6
Students with Disabilities ¹	518	14.2	13.3

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	71	4.0	29	1.5
Male	73	4.1	94	5.0
Black or African American	10	7.5	9	6.5
Hispanic or Latino	42	7.7	47	8.2
White	81	3.1	59	2.1
English Language Learners	22	9.3	16	6.7
Eligible for Free or Reduced-Price Meals	72	9.8	60	8.0
Students with Disabilities	42	8.9	43	7.4
District	144	4.0	123	3.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 18

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	236.0
Paraprofessional Instructional Assistants	14.5
Special Education	
Teachers and Instructors	27.0
Paraprofessional Instructional Assistants	47.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	11.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	21.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	120.8

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

	District		State
	Count	Percent of Total (%)	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	0.0
White	309	97.8	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	12	52.2	*	*
Hispanic or Latino	26	59.1	26	63.4
White	118	53.4	169	82.4
English Language Learners	7	*	0	0.0
Eligible for Free or Reduced-Price Meals	32	54.2	43	78.2
Students with Disabilities	22	66.7	28	73.7
District	168	54.7	221	79.8
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	39	65.0
Emotional Disturbance	11	31.4
Intellectual Disability	11	*
Learning Disability	137	93.8
Other Health Impairment	83	82.2
Other Disabilities	18	46.2
Speech/Language Impairment	88	97.8
District	387	79.8
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	63	1.6	1.5
Emotional Disturbance	35	0.9	1.0
Intellectual Disability	15	0.4	0.5
Learning Disability	146	3.8	4.4
Other Health Impairment	101	2.6	2.6
Other Disabilities	52	1.3	1.0
Speech/Language Impairment	100	2.6	1.9
All Disabilities	512	13.3	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	37	7.2	8.1
Private Schools or Other Settings	28	5.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	28,396,328	7,673	9,134
Instructional Supplies and Equipment	1,525,494	412	334
Improvement of Instruction and Educational Media Services	1,350,610	365	498
Student Support Services	7,927,515	2,142	1,001
Administration and Support Services	4,354,067	1,176	1,694
Plant Operation and Maintenance	4,859,583	1,313	1,572
Transportation	2,929,095	646	813
Costs of Students Tuitioned Out	4,667,930	N/A	N/A
Other	692,972	187	186
Total	56,703,594	14,297	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,604,044	433	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,841,481	23.3	35.1
Noncertified Personnel	2,302,602	18.9	14.2
Purchased Services	222,638	1.8	5.2
Tuition to Other Schools	4,131,558	33.8	22.0
Special Ed. Transportation	1,679,478	13.7	8.6
Other Expenditures	1,036,982	8.5	14.9
Total Expenditures	12,214,739	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.6	79.2
State	22.2	18.6
Federal	1.8	1.9
Tuition & Other	0.3	0.3

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).

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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	94	73.0	93	69.0	51	63.1
Black or African American	83	58.8	83	50.9	20	48.7
Hispanic or Latino	262	60.4	264	52.4	125	53.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	41	72.7	41	64.5	*	*
White	1293	70.2	1301	63.7	630	61.3
English Language Learners	133	50.6	133	45.0	51	41.4
Non-English Language Learners	1649	69.9	1658	63.0	792	61.0
Eligible for Free or Reduced-Price Meals	368	58.1	371	51.8	163	50.2
Not Eligible for Free or Reduced-Price Meals	1414	71.1	1420	64.3	680	62.1
Students with Disabilities	304	50.8	300	44.6	137	45.9
Students without Disabilities	1478	72.1	1491	65.1	706	62.5
High Needs	618	56.3	619	50.0	276	49.1
Non-High Needs	1164	74.9	1172	67.8	567	65.1
District	1782	68.4	1791	61.7	843	59.8

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
Connecticut	41%	36%	32%	
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.2	85.6	77.7	76.2	1,049	82.6
Curl Up	81.3	76.1	80.2	86.3	1,049	80.9
Push Up	64.5	68.2	70.9	82.4	1,049	71.5
Mile Run/PACER	74.1	78.0	60.8	64.5	1,049	69.2
All Tests - District	46.6	51.9	43.2	47.3	1,049	47.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	45	86.7	77.3	Yes	79.1
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	66	81.8	81.1	Yes	82.6
Students with Disabilities	29	58.6	67.2	No	70.2
District	307	91.9	91.8	Yes	92.0
State ⁴		87.0			

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 2013-14 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	76.1	113	39.6
Male	69.2	114	38.1
Black or African American	*	*	*
Hispanic or Latino	48.2	12	14.1
White	77.9	191	44.8
English Language Learners	40.9	*	*
Eligible for Free or Reduced-Price Meals	48.2	16	14.0
Students with Disabilities	*	*	*
District	72.6	227	38.9
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.9	93.6
Male	77.8	87.5
Black or African American	*	*
Hispanic or Latino	79.5	70.8
White	82.6	93.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	67.6	84.2
Students with Disabilities	67.6	*
District	81.4	90.6
State	72.6	88.8

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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Next Generation Accountability Results

These statistics are the first 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	68.4	75	91.2	100	91.2	67.9
	High Needs Students	56.3	75	75.1	100	75.1	56.7
Math Performance Index	All Students	61.7	75	82.3	100	82.3	59.3
	High Needs Students	50.0	75	66.7	100	66.7	47.8
Science Performance Index	All Students	59.8	75	79.8	100	79.8	56.5
	High Needs Students	49.1	75	65.5	100	65.5	45.9
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.9%	<=5%	42.2	50	84.4	17.3%
Preparation for CCR	% Taking Courses	66.6%	75%	44.4	50	88.8	66.1%
	% Passing Exams	38.9%	75%	25.9	50	51.8	37.3%
On-track to High School Graduation		93.2%	94%	49.6	50	99.2	85.6%
4-year Graduation All Students (2014 Cohort)		91.9%	94%	97.7	100	97.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		85.2%	94%	90.6	100	90.6	77.6%
Postsecondary Entrance (Class of 2014)		81.4%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		97.0% 47.2%	75%	31.5	50	62.9	87.6% 51.0%
Arts Access		52.1%	60%	43.4	50	86.9	45.7%
Accountability Index				1035.9	1250	82.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	74.9	56.3	18.6	17.3	
Math Performance Index Gap	67.8	50.0	17.8	19.6	
Science Performance Index Gap	65.1	49.1	15.9	17.2	
Graduation Rate Gap	94.0%	85.2%	8.8%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	93.0
	High Needs Students	96.3
Math	All Students	93.4
	High Needs Students	96.5
Science	All Students	98.3
	High Needs Students	96.6

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: 51.1

State: 50.1

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 2014-15 Wethersfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools