

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



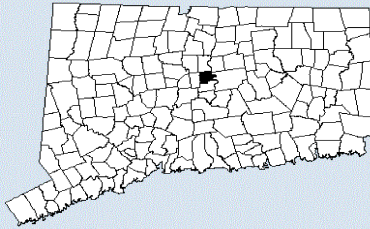
Wethersfield School District

Mr. Michael Emmett, Superintendent • 860-571-8110 • <http://www.wethersfield.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,596
Per Pupil Expenditures ¹	\$15,442
Total Expenditures ¹	\$61,520,015

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#) (2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.
 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,793	49.9	48.4
Male	1,803	50.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	155	4.3	5.1
Black or African American	120	3.3	12.9
Hispanic or Latino	603	16.8	24.0
Pacific Islander	*	*	0.1
Two or More Races	93	2.6	2.9
White	2,615	72.7	54.8
English Learners	281	7.8	6.8
Eligible for Free or Reduced-Price Meals	713	19.8	35.9
Students with Disabilities ¹	514	14.3	14.3

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	65	3.7	35	2.0
Male	60	3.4	95	5.2
Black or African American	7	5.6	10	7.9
Hispanic or Latino	33	5.7	40	6.7
White	73	2.8	70	2.7
English Learners	21	7.3	13	4.5
Eligible for Free or Reduced-Price Meals	63	10.1	53	7.4
Students with Disabilities	49	9.7	42	7.3
District	125	3.5	130	3.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 182

Number of school-based arrests: 9

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	235.6
Paraprofessional Instructional Assistants	27.9
Special Education	
Teachers and Instructors	26.9
Paraprofessional Instructional Assistants	83.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	10.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	11.5
Counselors, Social Workers and School Psychologists	22.9
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	199.1

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	3.6
Hispanic or Latino	2	0.6	3.6
Pacific Islander	2	0.6	0.0
Two or More Races	0	0.0	0.1
White	310	97.2	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	9.6

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	*	*	*	*
Hispanic or Latino	24	46.2	37	72.5
White	113	48.5	181	87.0
English Learners	*	*	8	*
Eligible for Free or Reduced-Price Meals	22	42.3	32	72.7
Students with Disabilities	17	47.2	36	72.0
District	149	48.9	235	83.3
State		63.6		77.5

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	41	68.3
Emotional Disturbance	9	33.3
Intellectual Disability	10	*
Learning Disability	166	95.4
Other Health Impairment	68	81.0
Other Disabilities	17	48.6
Speech/Language Impairment	99	97.1
District	410	82.7
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	64	1.7	1.7
Emotional Disturbance	27	0.7	1.0
Intellectual Disability	14	0.4	0.5
Learning Disability	174	4.6	4.9
Other Health Impairment	86	2.3	2.9
Other Disabilities	52	1.4	1.1
Speech/Language Impairment	114	3.0	1.8
All Disabilities	531	13.9	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	33,654,815	9,294	9,663
Instructional Supplies and Equipment	1,490,828	412	321
Improvement of Instruction and Educational Media Services	1,057,370	292	578
Student Support Services	4,534,486	1,252	1,103
Administration and Support Services	4,961,406	1,370	1,861
Plant Operation and Maintenance	6,043,012	1,669	1,637
Transportation	3,197,442	798	877
Costs of Students Tuitioned Out	5,942,890	N/A	N/A
Other	637,766	176	201
Total	61,520,015	15,442	16,236

Additional Expenditures

Land, Buildings, and Debt Service	9,707,570	2,681	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,019,809	21.3	34.6
Noncertified Personnel	2,125,403	15.0	14.6
Purchased Services	361,849	2.6	5.8
Tuition to Other Schools	5,263,555	37.2	21.8
Special Ed. Transportation	2,031,957	14.4	8.5
Other Expenditures	1,348,088	9.5	14.7
Total Expenditures	14,150,661	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.2	78.6
State	25.3	18.7
Federal	1.6	1.9
Tuition & Other	0.8	0.9

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	73	78.3	73	76.7	37	63.3
Black or African American	66	61.5	66	56.7	43	50.0
Hispanic or Latino	294	66.1	295	60.9	134	52.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	52	75.7	52	71.8	21	62.3
White	1382	74.0	1381	70.5	571	60.2
English Learners	195	58.6	195	54.1	71	46.2
Non-English Learners	1678	74.1	1678	70.5	740	59.7
Eligible for Free or Reduced-Price Meals	330	60.2	330	55.8	131	49.0
Not Eligible for Free or Reduced-Price Meals	1543	75.1	1543	71.5	680	60.4
Students with Disabilities	258	52.4	258	47.4	118	42.6
Students without Disabilities	1615	75.7	1615	72.2	693	61.2
High Needs	590	59.4	590	54.9	244	47.7
Non-High Needs	1283	78.5	1283	75.2	567	63.2
District	1873	72.5	1873	68.8	811	58.5

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	88.9	85.8	77.2	72.8	1,085	80.9
Curl Up	77.8	76.7	67.3	82.8	1,085	76.2
Push Up	68.9	67.2	66.2	77.2	1,085	70.0
Mile Run/PACER	78.5	79.4	73.5	59.7	1,085	72.4
All Tests - District	51.1	54.2	40.1	44.5	1,085	47.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	45	82.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71	81.7
Students with Disabilities	36	63.9
District	311	93.6
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.2	140	47.9
Male	95.6	125	42.4
Black or African American	*	*	*
Hispanic or Latino	93.2	25	24.3
White	96.6	219	49.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.8	18	18.8
Students with Disabilities	72.1	6	7.0
District	95.9	265	45.1
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	83.0	94.9
Male	84.6	93.3
Black or African American	*	*
Hispanic or Latino	75.0	85.2
White	84.8	95.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.6	89.4
Students with Disabilities	48.3	*
District	83.8	94.1
State	72.0	88.5

⁵College 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.

⁶College 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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate	
ELA Performance Index	All Students	72.5	75	48.3	50	96.7	67.1
	High Needs Students	59.4	75	39.6	50	79.2	55.9
Math Performance Index	All Students	68.8	75	45.9	50	91.7	62.2
	High Needs Students	54.9	75	36.6	50	73.2	50.5
Science Performance	All Students	58.5	75	39.0	50	78.1	55.3
	High Needs Students	47.7	75	31.8	50	63.6	45.2
ELA Academic Growth	All Students	60.2%	100%	60.2	100	60.2	55.4%
	High Needs Students	53.8%	100%	53.8	100	53.8	49.8%
Math Academic Growth	All Students	69.2%	100%	69.2	100	69.2	61.7%
	High Needs Students	56.8%	100%	56.8	100	56.8	53.7%
Chronic Absenteeism	All Students	3.5%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.0%	<=5%	44.0	50	87.9	15.8%
Preparation for CCR	% Taking Courses	65.4%	75%	43.6	50	87.2	70.7%
	% Passing Exams	45.1%	75%	30.1	50	60.2	43.5%
On-track to High School Graduation	92.7%	94%	49.3	50	98.6	87.8%	
4-year Graduation All Students (2016 Cohort)	93.6%	94%	99.5	100	99.5	87.4%	
6-year Graduation - High Needs Students (2014)	88.2%	94%	93.8	100	93.8	82.0%	
Postsecondary Entrance (Class of 2016)	83.8%	75%	100.0	100	100.0	72.0%	
Physical Fitness (estimated part rate) and (fitness)	98.8% 47.3%	75%	31.5	50	63.0	92.0% 51.6%	
Arts Access	57.2%	60%	47.6	50	95.3	50.5%	
Accountability Index			1070.6	1350	79.3		

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	75.0	59.4	15.6	16.7	
Math Performance Index Gap	75.0	54.9	20.1	18.7	
Science Performance Index Gap	63.2	47.7	15.5	16.6	
Graduation Rate Gap	94.0%	88.2%	5.8%	12.0%	N

¹If 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.

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	98.8
	High Needs Students	98.6
Math	All Students	98.8
	High Needs Students	98.6
Science	All Students	98.6
	High Needs Students	96.2

³Minimum 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: 52.4

State: 50.2

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 2016-17

Wethersfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

'-The BOE is working collaboratively with different stakeholders to draft a new vision, mission, and district improvement plan for Wethersfield Public Schools. Each school has a school improvement plan (SIP) that is aligned with district priorities, school needs, and parent feedback. Staff has an integral part in the annual revision of the SIP and implementation of the strategies. . -Special education staff continues to look at data to improve programing for students with special needs.

-Each school has an attendance team that reviews data, meets with families, and focuses on truancy prevention strategies.

-Schools engage parents in many ways, including but not limited to: Parent Teacher Organizations, informal parent information sessions, use of Facebook, Twitter or other social media sites, PowerSchool parent portal, student broadcast news segments, student run newspapers, Breakfast with the Principal, and frequent on-going communication from teachers and staff.

-WPS is also partnering with other organizations to support parents and families and to provide parent education on topics such as; bullying, the use of social media, college selection process, various health topics, how parents can support their students at home, etc.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wethersfield Public Schools participates in the Open Choice program and Wethersfield High School hosts student exchange students on an annual basis. Many schools participate in inter-district grants with neighboring urban schools. Wethersfield celebrates over 30 different languages spoken in its schools. This rich cultural, racial, and linguistic diversity allows staff to celebrate differences and allows students to learn from each other. Wethersfield continues to network and partner with different community groups such as the Wethersfield Early Childhood Collaborative, Hunger Action Team, Social Services, Health District, etc. to engage parents and families and ultimately reduce the racial, ethnic, and economic isolation.

District Profile and Performance Report for School Year 2016-17 Wethersfield School District

Equitable Allocation of Resources among District Schools

The budget design allows the analysis of staffing and funds by school location. The analysis of student demographics and student achievement coupled with enrollment, allows the Board of Education, district administration and staff to ensure an equitable allocation of resources among schools.