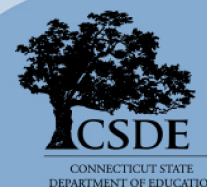


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



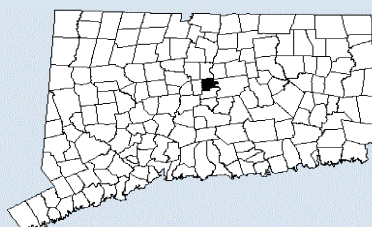
Wethersfield School District

Mr. Michael Emmett, Superintendent • 860-571-8110 • <https://wps.wethersfield.me>

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	3,574
Per Pupil Expenditures ¹	\$16,755
Total Expenditures ¹	\$65,495,875

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,778	49.7	48.4
Male	1,796	50.3	51.5
American Indian or Alaska Native	*	*	0.3
Asian	172	4.8	5.2
Black or African American	139	3.9	12.7
Hispanic or Latino of any race	698	19.5	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	133	3.7	4.0
White	2,424	67.8	49.9
English Learners	330	9.2	8.3
Eligible for Free or Reduced-Price Meals	887	24.8	42.7
Students with Disabilities ³	509	14.2	16.3

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	101	5.8	*	*
Male	139	7.9	*	*
Black or African American	31	21.8	*	*
Hispanic or Latino of any race	95	13.5	10	1.4
White	99	4.2	19	0.8
English Learners	45	13.1	*	*
Eligible for Free or Reduced-Price Meals	133	14.3	17	1.7
Students with Disabilities	87	18.0	17	2.9
District	240	6.8	33	0.9
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 6

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2020-21

Wethersfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	228.8
Paraprofessional Instructional Assistants	20.0
Special Education	
Teachers and Instructors	28.9
Paraprofessional Instructional Assistants	81.8
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	11.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	11.3
Counselors, Social Workers and School Psychologists	23.0
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	169.6

¹ 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	2	0.6	1.3
Black or African American	4	1.3	4.1
Hispanic or Latino of any race	5	1.6	4.3
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	0	0.0	0.1
White	300	96.2	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.5	7.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	16	76.2
Hispanic or Latino of any race	30	63.8	40	80.0
White	131	63.6	197	94.3
English Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	36	59.0	47	83.9
Students with Disabilities	12	54.5	39	88.6
District	176	61.3	266	90.2
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	45	59.2
Emotional Disturbance	16	41.0
Intellectual Disability	11	50.0
Learning Disability	168	94.4
Other Health Impairment	86	86.0
Other Disabilities	8	38.1
Speech/Language Impairment	51	96.2
District	385	78.7
State		67.9

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2020-21

Wethersfield School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	84	2.2	2.1
Emotional Disturbance	39	1.0	1.1
Intellectual Disability	22	0.6	0.5
Learning Disability	179	4.8	5.8
Other Health Impairment	100	2.7	3.3
Other Disabilities	35	0.9	1.2
Speech/Language Impairment	60	1.6	1.9
All Disabilities	519	13.9	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	39	7.5	8.3
Private Schools or Other Settings	32	6.2	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$43,305,682	\$11,078	\$11,205
Support services - students	\$4,529,891	\$1,267	\$1,346
Support services - instruction	\$1,351,506	\$378	\$698
Support services - general administration	\$480,110	\$134	\$464
Support services - school based administration	\$2,437,376	\$682	\$1,037
Central and other support services	\$3,374,229	\$944	\$691
Operation and maintenance of plant	\$6,264,915	\$1,752	\$1,692
Student transportation services	\$3,061,827	\$1,532	\$1,159
Food services	.	.	\$21
Enterprise operations	\$690,339	\$193	\$151
Total	\$65,495,875	\$16,755	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,073,154	18.8	29.6
Instructional Aide Salaries	\$2,610,072	16.0	11.1
Other Salaries	\$475,308	2.9	9.5
Employee Benefits	\$2,003,086	12.2	13.5
Purchased Services Other Than Transportation	\$435,025	2.7	5.4
Special Education Tuition	\$5,640,750	34.5	22.5
Supplies	\$69,674	0.4	0.5
Property Services	\$57,000	0.3	0.3
Purchased Services For Transportation	\$1,992,224	12.2	7.2
Equipment	.	.	0.2
All Other Expenditures	\$475	0.0	0.1
Total	\$16,356,768	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	77.8
State	19.7
Federal	1.7
Tuition & Other	0.8

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Wethersfield School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	11	*
Hispanic or Latino of any race	50	94.0
English Learners	11	*
Eligible for Free or Reduced-Price Meals	73	97.3
Students with Disabilities	41	78.0
District	279	95.3
State		88.8

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

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.5	138	46.8
Male	90.6	105	36.6
Black or African American	84.0	*	*
Hispanic or Latino	90.7	26	26.8
White	91.6	187	45.1
English Learners	86.4	0	0.0
Eligible for Free or Reduced-Price Meals	91.5	30	25.6
Students with Disabilities	60.6	*	*
District	91.6	243	41.8
State	85.0		36.0

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

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 percentage.

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.

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	82.7	87.8
Male	*	90.5
Black or African American	*	*
Hispanic or Latino of any race	80.9	82.5
White	78.0	91.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.4	77.2
Students with Disabilities	45.7	77.8
District	77.0	89.0
State	67.4	84.9

³ 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.

⁴ 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 2020-21

Wethersfield School District

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	6.8%	<=5%	19.0%
	High Needs Students	13.5%	<=5%	30.2%
Preparation for CCR	% Taking Courses	75.9%	75%	80.6%
	% Passing Exams	41.8%	75%	36.0%
On-track to High School Graduation		89.6%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		95.3%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		91.1%	94%	85.2%
Postsecondary Entrance (Class of 2020)		76.9%	75%	67.4%
Arts Access		54.3%	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	91.1%	2.9%	9.8%	N

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Wethersfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Wethersfield Board District Mission Statement and Strategic Plan for 2018-2024 continues to guide the innovative and focused work of district and school improvement efforts. Goals and actions are related to: student achievement; civic and family engagement; and management, operation, and finance. Each school has a leadership team that provides input and leadership in the development of the School Improvement Plan (SIP).

Health and safety, along with social emotional learning, continued to be a priority as a result of the COVID-19 pandemic. Throughout the summer, a District Committee met weekly to develop a Reopening During COVID-19 Framework. In the fall, all schools opened in a hybrid model with remote Wednesday. In the spring, all schools transitioned back full-time. Our incredibly innovative staff continued to plan for and implement engaging learning throughout the year to ensure students and families were connected to high quality learning activities.

Each school has an attendance team that reviews data, meets with families, and focuses on engagement strategies. All schools have a multi-tiered system of positive supports to ensure students are positively engaged in school and have identified supports as needed. During the hybrid model, engagement teams at each school provided important strategies to engage students and families and to recommend students for additional supports. During the pandemic, educators and administrators found new and inventive ways to personalize parent engagement and communication. Smores, a newsletter format, that translates into hundreds of different languages was used to improve parent communication. Talking Points app, was also used to engage our families who have a native language other than English.

District Priorities for 2020-21 included: 1. Supporting the health and safety of students, staff, and the community.a. Provide physical and mental health supports for students, staff & community .b. Continue to focus on partnership with and ongoing guidance from the Central CT Health District and CT Department of Education.

2. Continuing to build strong relationships with students & families.a. Continue to focus on collaborating with parents to support student learning .b. Personalize each student's learning based on their unique profile.c. Lead with compassion and understand that COVID-19 related trauma, other sources of trauma, anxiety, and distance from relationships formed at school have intensified the need for quality SEL supports for students and staff .

3. Getting to know each learner & focus on formative assessment

a. Lead with and increase the focus on Social Emotional Learning support and strategies .b. Build community and learning routines (in school buildings as well as distance classroom environments).c. Focus on identifying growth areas & tracking student growth.d. Help students set and accomplish personal goals.e. Continue with a focus on supporting the whole child

4. Providing equitable learning opportunities for all students.a. Remove barriers to learning as possible (access to technology, food insecurity, engagement barriers, students with disabilities, etc.).b. Provide additional support to students who require additional strategies/time/resources .g. Encourage collaboration amongst grade-level/conte

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wethersfield Public Schools participates in the Open Choice program. This year a new position, a part-time Family Liaison, was added to support our students from Hartford.

Wethersfield also celebrates over 40 different languages spoken in its schools and continues to see its population become more ethnically, racially, and religiously diverse. 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.

The Wethersfield Board of Education and Town Staff created a town-wide Social Justice Coalition (SJC) to engage community members and staff in courageous conversations about race, diversity, and equitable outcomes.

For 2020-21, a district priority was identified as, "Providing equitable learning opportunities for all students"². The district focused on removing barriers to learning such as access to technology and internet, food insecurity, and engagement barriers. Several schools formed equity teams and are furthering the school-based work to reduce racial, ethnic, and economic isolation.

District Profile and Performance Report for School Year 2020-21

Wethersfield School District

Equitable Allocation of Resources among District Schools

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