

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



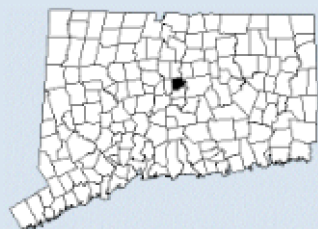
Wethersfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	3,471
Per Pupil Expenditures	\$19,741
Total Expenditures	\$76,338,014

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

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

Notes

Unless otherwise noted, all data are for 2024-25 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://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,760	50.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	7	0.2	0.2
Asian	186	5.4	5.2
Black or African American	163	4.7	12.4
Hispanic or Latino of any race	757	21.8	32.1
Native Hawaiian or Other Pacific Islander	6	0.2	0.1
Two or More Races	157	4.5	4.8
White	2,195	63.2	45.1
English Learners/Multilingual Learners	343	9.9	11.3
Eligible for Free or Reduced-Price Meals	918	26.4	44.8
Students with Disabilities	553	15.9	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	130	7.7	*	*
Male	*	*	113	6.2
Non-Binary	*	*	*	*
Black or African American	15	9.2	16	9.4
Hispanic or Latino of any race	97	13.0	70	8.8
White	109	5.1	73	3.3
English Learners/Multilingual Learners	49	13.8	20	5.4
Eligible for Free or Reduced-Price Meals	116	12.3	89	8.9
Students with Disabilities	77	15.2	54	8.5
All Students - District	251	7.4	172	4.8
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 309
Number of school-based arrests: 7

District Profile and Performance Report for School Year 2024-25

Wethersfield School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	230.0
General Education Paraprofessionals	19.9
Special Education Teachers and Instructors	32.9
Special Education Paraprofessionals	106.6
District Central Office Administrators	7.0
School Level Administrators	11.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	8.0
Instructional Specialists Who Support Teachers	19.6
Counselors, Social Workers and School Psychologists	25.0
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	199.7

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.2	1.4
Black or African American	7	2.1	4.9
Hispanic or Latino of any race	6	1.8	5.3
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	0	0.0	0.3
White	310	94.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	38	11.4	6.8
Teachers	33	12.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	9	*	15	*
Hispanic or Latino of any race	34	48.6	55	88.7
White	115	63.2	187	94.9
English Learners/Multilingual Learners	*	*	11	*
Eligible for Free or Reduced-Price Meals	48	54.5	58	89.2
Students with Disabilities	22	55.0	53	94.6
All Students - District	177	60.2	286	93.8
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	50	47.6
Emotional Disability	17	51.5
Intellectual Disability	*	*
Learning Disability	147	85.0
Other Health Impairment	97	88.2
Other Disabilities	*	*
Speech/Language Impairment	68	100.0
All Disabilities - District	391	73.4
All Disabilities - State		68.0

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 2024-25

Wethersfield School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	115	3.2	2.9
Emotional Disability	33	0.9	1.1
Intellectual Disability	28	0.8	0.6
Learning Disability	173	4.8	6.5
Other Health Impairment	112	3.1	3.6
Other Disabilities	23	0.6	1.1
Speech/Language Impairment	82	2.3	2.0
All Disabilities	566	15.6	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	54	9.5	8.2
Private Schools or Other Settings	28	4.9	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$50,423,161	\$13,039	\$13,471
Support services - students	\$5,332,241	\$1,497	\$1,826
Support services - instruction	\$1,880,686	\$528	\$972
Support services - general administration	\$572,965	\$161	\$568
Support services - school based administration	\$2,743,945	\$771	\$1,274
Central and other support services	\$3,645,789	\$1,024	\$761
Operation and maintenance of plant	\$7,371,922	\$2,070	\$2,125
Student transportation services	\$3,502,853	\$1,522	\$1,695
Food services	.	.	\$10
Enterprise operations	\$864,453	\$243	\$219
Total	\$76,338,014	\$19,741	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,659,043	21.4	26.4
Instructional Aide Salaries	\$3,224,952	18.8	10.1
Other Salaries	\$454,064	2.7	10.5
Employee Benefits	\$2,057,914	12.0	13.3
Purchased Services Other Than Transportation	\$769,193	4.5	6.8
Special Education Tuition	\$5,093,817	29.8	22.8
Supplies	\$39,715	0.2	0.6
Property Services	\$57,000	0.3	0.4
Purchased Services For Transportation	\$1,708,500	10.0	8.7
Equipment	\$49,776	0.3	0.2
All Other Expenditures	\$1,500	0.0	0.1
Total	\$17,115,473	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	22.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	73.2
State	21.5
Federal	4.3
Tuition & Other	1.0

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 2024-25

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	110	71.5	110	69.8	41	68.5
Black or African American	85	60.4	84	52.7	44	59.5
Hispanic or Latino of any race	387	60.6	387	54.8	174	59.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	92	70.9	92	64.7	33	63.8
White	1,122	72.2	1,122	68.1	502	69.7
English Learners/Multilingual Learners	294	59.1	294	56.5	97	55.7
Non-English Learners/Non-Multilingual Learners	1,509	70.9	1,508	66.0	701	67.9
Eligible for Free or Reduced-Price Meals	519	59.6	519	53.7	233	57.0
Not Eligible for Free or Reduced-Price Meals	1,284	72.8	1,283	68.8	565	70.4
Students with Disabilities	248	47.5	247	42.6	102	45.4
Students without Disabilities	1,555	72.4	1,555	67.9	696	69.5
High Needs	765	58.8	764	53.9	329	55.2
Non-High Needs	1,038	76.5	1,038	72.2	469	74.3
All Students - District	1,803	69.0	1,802	64.4	798	66.5

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	91.5	84.7	70.4	84.9	1,018	82.5
Curl Up	81.7	86.6	80.7	86.1	1,017	83.8
Push Up	65.1	64.4	83.3	80.6	1,017	73.5
Mile Run/PACER	74.0	77.1	71.1	47.2	1,010	67.4
All Tests - District	46.8	49.4	46.4	38.0	1,007	45.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Wethersfield School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	18	*
Hispanic or Latino of any race	65	89.2
White	172	97.7
English Learners/Multilingual Learners	13	*
Eligible for Free or Reduced-Price Meals	82	91.5
Students with Disabilities	51	80.4
All Students - District	273	94.9
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	157	54.0
Male	126	41.2
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	43	32.6
White	209	55.1
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	41	26.8
Students with Disabilities	7	7.3
All Students - District	283	47.2
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	84.4	96.0
Male	74.8	90.3
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	74.1	89.5
White	84.0	94.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68.4	85.9
Students with Disabilities	53.2	*
All Students - District	79.4	93.4
All Students - State	67.0	88.2

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.

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 2024-25

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.0	75	46.0	50	92.0	64.7
ELA Performance Index	High Needs Students	58.8	75	39.2	50	78.5	54.9
Math Performance Index	All Students	64.4	75	42.9	50	85.9	61.1
Math Performance Index	High Needs Students	53.9	75	35.9	50	71.9	50.6
Science Performance Index	All Students	66.5	75	44.3	50	88.6	62.6
Science Performance Index	High Needs Students	55.2	75	36.8	50	73.6	52.1
ELA Academic Growth	All Students	61.9%	100%	61.9	100	61.9	60.6%
ELA Academic Growth	High Needs Students	59.9%	100%	59.9	100	59.9	55.7%
Math Academic Growth	All Students	65.5%	100%	65.5	100	65.5	62.3%
Math Academic Growth	High Needs Students	61.9%	100%	61.9	100	61.9	55.9%
Progress Toward English Proficiency	Literacy	66.4%	100%	33.2	50	66.4	58.7%
Progress Toward English Proficiency	Oral	57.9%	100%	28.9	50	57.9	55.7%
Chronic Absenteeism	All Students	7.4%	<=5%	45.3	50	90.5	17.2%
Chronic Absenteeism	High Needs Students	12.4%	<=5%	35.1	50	70.2	24.8%
% Taking CCR Courses	All Students	77.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	47.2%	75%	31.5	50	63.0	47.2%
On-track to High School Graduation	All Students	95.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.9%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.6%	94%	99.6	100	99.6	87.3%
Postsecondary Entrance (Class of 2024)	All Students	79.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	45.2%	75%	30.1	50	60.2	49.0%
Arts Access	All Students	69.9%	60%	50.0	50	100.0	55.1%
Accountability Index				1148.1	1450	79.2	

Physical Fitness Estimated Participation Rate - District: 96.6% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	58.8	16.2	16.9	N
Math Performance Index Gap	72.2	53.9	18.2	18.4	N
Science Performance Index Gap	74.3	55.2	19.1	18.2	Y
Graduation Rate Gap	94.0%	93.6%	0.4%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.5
ELA	High Needs Students	99.1
Math	All Students	99.5
Math	High Needs Students	99.0
Science	All Students	99.6
Science	High Needs Students	99.1

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 53.3

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

Wethersfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Wethersfield's Board of Education approved a new District Strategic Plan for 2023-2029. It guides 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 year the District Improvement Plan is revised based on feedback from data, surveys and administrators to more clearly define actions for the current year. Wethersfield Public Schools continues to use Parent Square, a communication tool that allows parents to receive all communications in their native language. This has improved communication with our multilingual parents. In addition, the district has increased the use of interpreters as a way to ensure multilingual parents have access to important information to support student success.

Each school has a leadership team that provides ongoing feedback to school administration and critical teacher leadership towards the school and district goals. The leadership team provides support in the development of the individual School Improvement Plan that outlines important strategies related to the three district priorities of: Empathy - PRIORITY #1: Build a positive, empathetic, and safe community and increase effective communication.

Achievement - PRIORITY #2: Increase student achievement through implementation of innovative, inclusive instruction and evidence-based practices

Equity - PRIORITY #3: Deliberately identify inequities in our policies and practices that impact our community, and change structures to ensure equitable outcomes for all, inclusive of race.

The superintendent meets monthly with a district parent council, Wethersfield School, Parent Council (WSPC) to provide regular updates, collect feedback and collaborate on topics of interest. Parents also collaborate across schools to maximize opportunities for students.

In partnership with the Wethersfield Early Childhood Collaborative (WECC) and the Family and Early Childhood Coordinator parent leadership training through the UConn People Empowering People (PEP) program. Positive District wide messages around attendance, social emotional learning, and restorative practices helps to inform all stakeholders on district wide improvement areas.

Parents and community members engaged in a community wide book club on the impacts of social media on the adolescent brain and the importance of unstructured play and decreasing screen time.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wethersfield Public Schools (WPS) participates in the Open Choice program. The Open Choice Family Liaison has been effective in engaging families from Hartford and supporting their transition through schools.

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 Public Library, Wethersfield Early Childhood Collaborative, Social and Youth Services, Health District, etc. to engage parents and families and ultimately reduce the racial, ethnic, and economic isolation.

The staff BIPOC Affinity group also hosted the third BIPOC Community Fair for students and families of color. Student artwork was displayed, town leaders spoke at the event and many BIPOC vendors were present to share their resources. Over 500 people attended to celebrate our students and families of color.

Schools and families celebrate the different cultural celebrations throughout the year as students learn from each other about their similarities and differences.

District Profile and Performance Report for School Year 2024-25

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.

District Profile and Performance Report for School Year 2024-25

Wethersfield School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	2	8.0	6.7
Position Eliminated or Expired	3	12.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	9	36.0	32.0
Retired	7	28.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	4.0	1.2
Took Job Related To Education	3	12.0	2.3
TOTAL	25		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.