

STRATEGIC SCHOOL PROFILE 2005-06**Weston School District****LYNNE B PIERSON, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 25.2%
2000 Population: 10,037	Public School Enrollment as % of Total Student Population: 90.5%
1990-2000 Population Growth: 16.1%	Percent of Adults without a High School Diploma in 2000: 2.8%
2000 Per Capita Income: \$74,817	Adult Education Enrollment in 2004-05 School Year: 22
Number of Public Schools: 4	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 4
Number of Nonpublic Schools: 0	

 District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	0.6	1.1	26.9
	2002-03	1.0	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	0.9	2.5	12.6
	2000-01	1.2	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	96.0	94.0	88.0
	2000-01	92.3	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	98.9	95.3	79.2
	2000-01	100.0	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	3.6	6.5	21.7
	2000-01	7.4	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range	PK-12
Total Enrollment	2,569
5-Year Enrollment Change	8.7%
Projected 2010 Enrollment	
Elementary	1,033
Middle School	816
High School	760
Prekindergarten, Other	31

Race/Ethnicity	Number	Percent
American Indian	1	0.0
Asian American	71	2.8
Black	43	1.7
Hispanic	37	1.4
White	2,417	94.1
Total Minority 2005-06	152	5.9
Total Minority 2000-01	102	4.3

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The Weston Public School district is committed to aggressively seeking staff, programs, grants, and interdistrict activities that provide a diversity of experiences for all Weston students. The district continued to recruit new staff members to create a diversified teaching and paraprofessional staff to educate Weston students. Weston pursued candidates from diverse backgrounds by widely advertising all positions, by requiring all staff involved in the hiring process to utilize the CT R.E.A.P. database, by using the resources of the Regional Education Service Center (CES) and by expanding its attendance at state and out-of-state recruitment fairs.


Weston continued to offer alternative programs for its students, which resulted in having the district support and send 1 student to J.M. Wright Technical School in Stamford, CT. and 4 students to the Center for Global Studies Magnet School at Brien McMahon High School in Norwalk, CT. Inter-district planning also resulted in 30 Weston High School students being involved with the Four-Town Youth Leadership Program and 7 students with the Border Crossings programs. 191 Weston grade four students and 9 teachers collaborated with students from Norwalk in the Links program at the New Canaan Nature Center.

Weston expanded curriculum activities and resources to support reducing isolation. A Mandarin Chinese Language Program is being piloted with the Yale Outreach Center. Planning has begun to have a distance learning experience with a sister school in Mexico to support the Grade 2 Social Studies unit on global communities. The new Technology Plan includes goals for implementing online and distance learning experiences. Weston curriculum activities and materials reflected a commitment to diversity and reducing isolation through historical celebrations, Black History Month celebrations, student writing activities, poetry celebrations and the purchasing of diversity sensitive curriculum resources. Field experiences to regional competitions like Music in the Parks , World Language State Competitions, Physics Competitions, state poetry contests and field trips to the Jewish Heritage Museum have been added and expanded and involve a diversity of populations.

Weston High School teachers participated in the Shangdong China project. This project is now being expanded to the Middle Level. The district continues to value student activities that involve students in world beyond Weston. The 8th grade Community Mentor Program has quadrupled in the number of students involved to almost 90 students. Students and staff continue to be involved in programs with the Connecticut Food Bank, Gillespie Shelter, Bread and Roses, United Way, Save the Children, Toys for Tots, Project Friendship and several other programs. Finally, Weston continued its involvement with the Open Choice Program, and welcomed seven students to the district from the Bridgeport School system.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers	202.5	
Administrators	13.0	
Department Chairs	5.5	
Library/Media Staff	4.0	
Other Professionals	20.8	
% Minority 2005-06	3.2	
% Minority 2000-01	2.3	
# Non-Certified Instructional	55.4	

Average Class Size		District	DRG	State
Grade K	2005-06	20.2	18.8	18.3
	2000-01	20.8	N/A	18.1
Grade 2	2005-06	23.7	21.6	19.7
	2000-01	20.6	N/A	19.5
Grade 5	2005-06	22.9	21.7	21.2
	2000-01	22.7	N/A	21.7
Grade 7	2005-06	20.1	21.6	21.1
	2000-01	20.8	N/A	21.9
High School	2005-06	20.5	19.5	20.3
	2000-01	17.3	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	10.8	11.1	13.1
% with Master's Degree or Above	85.9	85.5	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	24.9	30.5	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	989	1,005	986
Middle School	993	1,002	1,015
High School	998	987	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	2.2	2.9	3.4
Students Per Teacher	12.7	13.2	13.6
Teachers Per Administrator	15.6	13.3	13.8

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	42.0	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	81.3	54.4	10.3	91.3
	Writing	85.3	61.0	13.6	100.0
	Mathematics	75.4	56.3	13.6	90.0
Grade 4	Reading	87.7	57.8	17.5	89.7
	Writing	88.8	62.8	29.9	91.1
	Mathematics	86.6	58.8	22.4	92.3
Grade 5	Reading	87.7	60.9	19.5	92.0
	Writing	86.1	65.0	25.0	90.8
	Mathematics	86.6	60.7	18.2	89.9
Grade 6	Reading	87.8	63.6	26.6	92.8
	Writing	85.7	62.2	25.9	94.4
	Mathematics	80.7	58.6	12.5	95.1
Grade 7	Reading	95.0	66.7	26.9	95.0
	Writing	88.1	60.0	25.5	89.8
	Mathematics	93.0	57.0	19.2	93.0
Grade 8	Reading	90.8	66.7	13.3	93.6
	Writing	88.7	62.4	2.7	96.4
	Mathematics	83.0	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	82.1	46.5	0.0	83.1
Writing Across the Disciplines	85.1	52.4	0.0	86.3
Mathematics	80.7	46.3	0.0	82.3
Science	85.3	44.6	0.0	85.3



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	93.4	99.4	74.9
Mathematics: Average Score	593	598	512
Mathematics: % Scoring 600 or More	49.5	53.8	24.6
Verbal: Average Score	574	589	510
Verbal: % Scoring 600 or More	41.4	50.9	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	0.6	7.4
2004-2005 Annual Rate for Grades 9 through 12	0.1	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.0	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	159	93.5	82.3
	2000	105	99.1	78.5
Employed or in Military	2005	3	1.8	13.9
	2000	1	0.9	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$20,286	\$8,009	\$6,555	\$7,645	\$6,555
Instructional Supplies and Equipment	\$809	\$319	\$259	\$256	\$260
Improvement of Instruction and Educational Media Services	\$1,287	\$508	\$402	\$469	\$391
Student Support Services	\$3,461	\$1,366	\$656	\$753	\$656
Administration and Support Services	\$3,071	\$1,212	\$1,144	\$1,349	\$1,153
Plant Operation and Maintenance	\$4,594	\$1,814	\$1,120	\$1,406	\$1,113
Transportation	\$1,411	\$528	\$523	\$615	\$522
Costs for Students Tuitioned Out	\$1,483	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$124	\$120	\$122
Total	\$36,401	\$14,230	\$11,031	\$12,981	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$9,184	\$3,626	\$1,473	\$2,079	\$1,467
Adult Education	\$26	N/A	N/A	N/A	N/A

Revenue Sources, % 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
With School Construction	82.2	16.3	1.3	0.1
Without School Construction	95.1	3.1	1.6	0.2

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$10,932	-3.4	\$10,587	\$9,062	5.1
Salaries and Benefits	\$8,362	-4.8	\$8,533	\$7,454	4.7
Supplies	\$496	-22.5	\$594	\$513	12.7
Equipment	\$508	82.7	\$169	\$133	16.7
High School					
Total	\$14,356	35.9	\$11,751	\$9,640	3.5
Salaries and Benefits	\$11,459	45.4	\$9,291	\$7,759	3.1
Supplies	\$637	-8.7	\$739	\$585	11.6
Equipment	\$124	-63.1	\$150	\$152	14.3

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.

The Weston Public Schools include a four-school campus with a Pre-K-2 school, a 3-5 intermediate school, a 6-8 middle school and a 9-12 high school. As a result, there are no funding equity issues across schools at the same age level. While the per pupil cost varies at each level, equity of resources is ensured to see that the educational needs of each school's student population are met through a rigorous process of budget review, which includes:

- Superintendent develops budget with input from staff and administration and presents to the Board of Education.
- Review and revision of the Superintendent's budget by the Board of Education.
- Review of the Board of Education budget by the Board of Selectmen and Board of Finance.
- Public hearings on the Board of Education budget.
- Vote by the Board of Finance on the appropriate level of funding for the Board of Education budget.
- A public Town Meeting to approve the Town and Board of Education budget. The budget adjusts the distribution of resources annually based on the needs at each school level in a given year as approved by the Board of Education and with the consent of the Town and voters.
- Community input into the budget is welcomed through public budget work sessions held by the Board of Education and through community school meetings held by the Superintendent in each building.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Weston's 2005-2206 SAT results showed that 98.7 percent of the class of 2006 took the SAT. The scores ranked Weston 1st in the state of Connecticut with Critical Reading 595, Mathematics 604 and Writing 595. Our combined average was 18 points higher than last year. The district's CAPT scores ranked Weston first in its DRG A group and the state in Science, second in Writing and third and third in Reading and Math. Weston was distinguished when one of its students achieved a score of 800 on all 3 of the SAT test components. Weston had one National Merit Scholar Finalist, and three National Merit Semi-Finalists and eleven commended students.

An analysis of the Grades 4-8 grade Connecticut Mastery Test (CMT) results showed the following growth trends: Grade 4 scores for students at goal were the highest they have been over the last 5 years with math increasing by 13.9%. In comparing the Grade 5 scores to their Grade 4 results, grade 5 students at goal in Math increased by 14% while Reading increased by 1% and Writing decreased by 1%. Grade 6 scores were lower in Writing and Math and higher in Reading than the previous year's Grade 6, however, Math showed an increase of 5% over this group's Grade 4 scores.

Grade 7 scores for the percent of students at goal showed a decrease in Writing of 2.9% from their Grade 6 scores and increases of 9.7 % in Reading and 3.9 % in Math. All scores showed significant growth from their Grade 4 Mastery Test results. Grade 8 scores for students at mastery showed an increase in all areas, Math, Reading and Writing. Comparing Grade 8 scores to their scores on the grade 6 tests in 2003, Grade 8 students showed a 6.9% increase in the number of students at mastery in Reading, a 6.1% increase in Writing and a .2% increase in Math. Since Grade 4, the 8th grade has shown an overall 19.7% increase in the percent of students at goal in Writing, a 12.8% overall increase in Reading and 1% overall increase in Writing.

The strength of the above scores also reflects the strength of the Weston's elementary literacy and numeracy programs. Grade 3 students were 2nd and 3rd in the DRGA group in writing and reading respectively. The pre and post DRP scores for school year 2005-2006 show a 15.36% increase in the number of students in the 5th-9th stanine groups with significant increases in stanines 6-9.

Weston students continue to grow in their skills related to content area reading, writing responses to literature and in responding to open-ended questions. The district and schools have identified these areas as goal focus areas and teachers have developed goals describing increased student learning in these areas. The district is providing teachers with professional development and additional materials to assist them in enhancing these skill areas.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.westonk12-ct.org

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