

STRATEGIC SCHOOL PROFILE 2008-09
High School Edition

Weston High School
Weston School District

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Weston,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 814
5-Year Enrollment Change: 25.0%

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. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	4	0.5	1.5	26.0
Students Who Are Not Fluent in English	0	0.0	0.3	3.3
Students Identified as Gifted and/or Talented	0	0.0	7.1	4.7
Students with Disabilities	55	6.8	9.4	10.6
Juniors and Seniors Working 16 or More Hours Per Week	10	2.5	9.2	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	20.8	19.0	18.7
Biology I	21.1	19.6	19.3
English, Grade 10	17.7	20.1	19.1
American History	23.7	19.9	19.9

Language Instruction: Instruction was offered in the following language(s): French, Latin, Mandarin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	1,000	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	50.1	30.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	24.0	23.2	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	94.1
Chemistry	95.2	73.6
4 or More Credits in Mathematics	81.3	65.5
3 or More Credits in Science	94.1	91.1
4 or More Credits in Social Studies	70.1	55.4
Credit for Level 3 or Higher in a World Language	79.1	60.6
2 or More Credits in Vocational Education	19.8	59.2
2 or More Credits in the Arts	65.8	41.6

Class of 2008

This school required more than the state minimum number of credits for graduation in health, physical education, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.3	3.3
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	70.9	81.4	72.6

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.3	2.2	2.4
% of Computers with Internet Access	100.0	99.0	99.2
% of Computers that are High or Moderate Power	100.0	100.0	98.8
# of Print Volumes Per Student*	25.0	19.9	16.0
# of Print Periodical Subscriptions	36	60	48

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	57.10
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	5.50
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	3.30
Administrators, Coordinators, and Department Chairs	6.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	19.39

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.5	14.4	13.8
% with Master's Degree or Above	88.1	86.6	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.6	7.8	8.4
% Assigned to Same School the Previous Year	86.6	88.9	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Weston High School is committed to maintaining a positive partnership with parents who support the success of all our students. We have an active PTO which meets monthly and supports the school and teacher-classroom initiatives through philanthropic assistance. Parents volunteer in our Career Center and organize college recruiting sessions. The PTO maintains a link on the school website. All WHS teachers have voice mail and teacher web pages through the district high school website. Teachers post class notes, homework assignments and messages on our school website. All parent calls are returned within twenty-four hours. The PTO and Guidance Department co-sponsor evening speakers at least once or twice a year on such topics as college recruiting and cyberspace awareness. Progress reports are issued on four week intervals as well as regular communication between guidance counselors and parents. Bi-weekly reports are issued upon parent request. Report cards with teacher comments are issued quarterly. Transition programs for eighth grade students and parents are held between January and June each year. Through our Big Brother and Big Sister programs, we bring upperclassmen to the Middle School to speak with incoming students. Guidance provides awareness programs for parents in the spring at the high school. Guidance provides evening programs for parents regarding financial aide, the college application process and the services of our Guidance Department and Career Center. Packets of information are mailed home in preparation for graduation, homecoming, special events and pertinent information deemed important to post on the school website and mailed home to all our families.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	23	2.8
Black	13	1.6
Hispanic	22	2.7
White	755	92.8
Total Minority	59	7.2

Percent of Minority Professional Staff: 2.5

Open Choice: 2 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 0.5% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 3.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Weston High School continues to provide educational experiences that enhance our students' capacity to live in a global world. Course offerings such as Videography, Humanities, Mandarin Chinese, Film Studies, I-Mapping, and History and Facing History and Ourselves focus on issues and concepts related to diversity. Weston participates in Open Choice, which is a cooperative program with the Bridgeport schools. Two students were enrolled 2008-09 through the Open Choice program. Weston students also have access to the Center for Global Studies Program at Brien McMahon High School in Norwalk. 3 students were enrolled for the 2008-2009 school year.

A Sister School Partnership, established in 2005, was maintained with Qingdao #17 Senior Middle School in the Shandong Province, China. Mandarin Chinese course offerings are being expanded to include a level III course. Students participate in Project Friendship as mentors to children in the district and in urban areas. The Diversity Club and Human Rights Club, initiated as a result of affiliation with the Anti-Defamation League, now have students in a cross-school alliance devoted to themes and activities that develop unity, tolerance and the celebration of differences. This year saw the formation of the Unicef Fundraising and Awareness Club that sponsored such initiatives as Malaria No More and Tap Project Initiative. The student council provides joint programs with community groups such as the Weston Community Senior Center, the Domestic Violence Crisis Center (DVCC) and Alcohol and Drug Awareness Program. (ADAP) This spring students hosted a senior citizen dance, co-sponsored a talent show with DVCC, and an assembly You Don't Know Me Until You Know Me with ADAP that focused on respect of differences. In addition, student-initiated programs such as Toys for Tots and the Thanksgiving Food Drive were very successful. The WHS Captain's Leadership Circle Program, CIAC Student Leadership Conference, and SWC Leadership Exchange bring students together from diverse backgrounds for high school leadership training. The athletic department also promotes out of conference exhibition games including urban magnet schools.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	17	10.0
% of Grade 12 Students Tested	55.6	21.2
% of Exams Scored 3 or More*	90.3	72.8

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	81.5	47.4	97.3
Writing Across the Disciplines	92.3	55.0	100.0
Mathematics	87.6	47.8	99.5
Science	83.9	42.8	100.0

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	598	507	99.4
Critical Reading	590	503	100.0
Writing	599	506	98.9
% of Graduates Tested	96.3	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	100.0	92.1	100.0
Cumulative Four-Year Dropout Rate for Class of 2008	0.0	6.6	100.0
2007-08 Annual Dropout Rate for Grade 9 through 12	0.0	2.5	100.0

Activities of Graduates	School	State
% Pursuing Higher Education	98.4	82.0
% Employed, Civilian and Military	0.0	1.4

Student Attendance	School	State High Schools
% Present on October 1	94.6	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 36 students were responsible for these incidents. These students represent 4.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	2	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	5	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	12	0
School Policy Violations	53	0
Total	76	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Evidence of Sustained Improvement in Student Accomplishments - Below is a summary, submitted by this school, 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 High School has demonstrated an outstanding record as a school that prepares students to meet rigorous academics and standards for service and leadership. The 2008-2009 school year had the following highlights: 77% of the class of 2009 took the SAT: Critical Reading 588, Mathematics 599 and Writing 592. We had one National Merit Scholar Finalist, two National Merit Semi-Finalists and 18 commended students. The Advanced Placement and Honors Program continued to grow at Weston High School with 178 students participating in 403 exams in 16 subjects of which 92% scored a 3, 4, or 5 on their exam. Ninety four percent of the class of 2008 went on to higher education (91.1 % went on to a four-year college and university programs; 2.5% went on to two-year). CAPT index scores for 2008-2009: 86.8% of Weston students achieved at or above the state goal in Math; 83.6% of Weston students achieved at or above the State goal in Science; 81.7% of Weston students achieved at or above the State goal in reading and 92.3% of Weston students achieved at or above the state goal in writing. Of special note is our CAPT writing with 62.4% of students scoring at the advanced level. These scores continue to place Weston High School as one of the top districts in the State of Connecticut.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

This year saw the completion of the renovation of our school auditorium. Additionally, SMART Boards were installed in 98% of the classrooms, as well as a state of the art World Language lab. Mandarin Chinese II was offered this year. Professional development focused on school climate initiatives. Work on concept based learning and differentiation strategies continued, including inventory of techniques and Best practices utilized by our individual academic departments. Classroom Walkthrough training was expanded to include 5 teachers and 2 new administrators this year. Previously, all curricular instructional leaders were trained in the protocol. Over 1200 classroom walkthroughs were conducted throughout the year focusing on such areas as level of student work, teacher questioning, grouping and levels of engagement. Five high school Science teachers participated in a Science inquiry workshop given by The Connecticut Science Center this past summer. Teachers across the disciplines were trained in the CAPT, its application to their different content areas and how to assess the CAPT practice exams given to freshmen. This year Trojan Television, a student run club, debuted and was very well received. Plans are underway to incorporate this program as a component of our Advisory program.
