

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



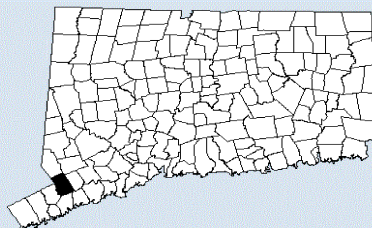
Wilton School District

Dr. Kevin Smith, Superintendent • 203-762-3381 • www.wilton.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	4,078
Per Pupil Expenditures ¹	\$20,040
Total Expenditures ¹	\$83,565,758

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)

Contents

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

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	2,037	50.0	48.4
Male	2,041	50.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	394	9.7	5.1
Black or African American	40	1.0	12.9
Hispanic or Latino	158	3.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	110	2.7	2.9
White	3,362	82.4	54.8
English Learners	14	0.3	6.8
Eligible for Free or Reduced-Price Meals	68	1.7	35.9
Students with Disabilities ¹	559	13.7	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	221	11.0	10	0.5
Male	163	8.1	32	1.6
Black or African American	*	*	0	0.0
Hispanic or Latino	13	8.4	*	*
White	339	10.2	35	1.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	14	16.9	*	*
Students with Disabilities	85	15.4	15	2.4
District	384	9.5	42	1.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 17

Number of school-based arrests: 0

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.

District Profile and Performance Report for School Year 2016-17

Wilton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	276.5
Paraprofessional Instructional Assistants	13.4
Special Education	
Teachers and Instructors	34.8
Paraprofessional Instructional Assistants	71.6
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	16.6
Library/Media	
Specialists (Certified)	5.0
Support Staff	8.1
Instructional Specialists Who Support Teachers	28.1
Counselors, Social Workers and School Psychologists	27.9
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	175.2

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.

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	0.5	1.0
Black or African American	2	0.5	3.6
Hispanic or Latino	11	2.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	390	96.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	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	*	*	9	*
White	86	29.0	212	71.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	6	10.7	16	33.3
District	105	31.9	250	72.3
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	52.6
Emotional Disturbance	12	41.4
Intellectual Disability	0	0
Learning Disability	157	75.1
Other Health Impairment	104	81.3
Other Disabilities	7	26.9
Speech/Language Impairment	39	88.6
District	360	69.1
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Wilton School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	82	2.0	1.7
Emotional Disturbance	29	0.7	1.0
Intellectual Disability	7	0.2	0.5
Learning Disability	209	5.2	4.9
Other Health Impairment	132	3.3	2.9
Other Disabilities	30	0.7	1.1
Speech/Language Impairment	55	1.4	1.8
All Disabilities	544	13.5	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	47,962,516	11,591	9,663
Instructional Supplies and Equipment	1,075,403	260	321
Improvement of Instruction and Educational Media Services	3,938,270	952	578
Student Support Services	8,182,324	1,977	1,103
Administration and Support Services	8,521,043	2,059	1,861
Plant Operation and Maintenance	6,668,949	1,612	1,637
Transportation	4,002,814	929	877
Costs of Students Tuitioned Out	3,214,439	N/A	N/A
Other	0	0	201
Total	83,565,758	20,040	16,236

Additional Expenditures

Land, Buildings, and Debt Service	6,175,402	1,492	1,749
-----------------------------------	-----------	-------	-------

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	7,096,660	34.6	34.6
Noncertified Personnel	3,753,271	18.3	14.6
Purchased Services	2,270,282	11.1	5.8
Tuition to Other Schools	3,214,439	15.7	21.8
Special Ed. Transportation	924,051	4.5	8.5
Other Expenditures	3,266,131	15.9	14.7
Total Expenditures	20,524,834	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.4	95.2
State	3.3	3.4
Federal	1.1	1.2
Tuition & Other	0.2	0.2

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).

District Profile and Performance Report for School Year 2016-17

Wilton 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	213	88.3	213	89.1	94	71.9
Black or African American	25	70.4	25	66.4	15	*
Hispanic or Latino	82	72.3	82	65.6	25	64.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	46	86.7	46	84.6	19	*
White	1800	77.3	1798	73.2	829	66.4
English Learners	25	59.2	25	53.3	*	*
Non-English Learners	2147	78.5	2145	74.9	982	66.9
Eligible for Free or Reduced-Price Meals	34	59.2	34	54.7	17	*
Not Eligible for Free or Reduced-Price Meals	2138	78.6	2136	75.0	968	66.9
Students with Disabilities	309	59.0	307	53.5	129	50.3
Students without Disabilities	1863	81.5	1863	78.2	856	69.3
High Needs	343	60.0	341	55.0	141	51.4
Non-High Needs	1829	81.8	1829	78.3	844	69.4
District	2172	78.3	2170	74.7	985	66.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
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	87.9	80.8	76.0	81.4	1,286	81.3
Curl Up	89.5	97.0	93.3	97.1	1,286	94.2
Push Up	90.5	97.0	95.3	93.2	1,286	94.1
Mile Run/PACER	85.0	95.7	84.8	82.0	1,286	86.9
All Tests - District	72.5	78.4	68.9	66.9	1,286	71.7
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.

District Profile and Performance Report for School Year 2016-17

Wilton School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	43	83.7
District	342	97.1
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	99.7	299	82.6
Male	96.8	262	83.7
Black or African American	*	7	*
Hispanic or Latino	100.0	15	68.2
White	98.3	492	83.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	10	*
Students with Disabilities	89.4	48	46.2
District	98.4	561	83.1
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.

Copyright © 2017 The College Board. www.collegeboard.org

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

Copyright © 2017 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2017

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.5	98.6
Male	86.2	98.0
Black or African American	*	*
Hispanic or Latino	*	*
White	86.6	98.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	75.7	93.9
District	87.3	98.3
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

District Profile and Performance Report for School Year 2016-17

Wilton 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.3	75	50.0	50	100.0	67.1
	High Needs Students	60.0	75	40.0	50	80.0	55.9
Math Performance Index	All Students	74.7	75	49.8	50	99.6	62.2
	High Needs Students	55.0	75	36.6	50	73.3	50.5
Science Performance	All Students	66.8	75	44.5	50	89.1	55.3
	High Needs Students	51.4	75	34.3	50	68.6	45.2
ELA Academic Growth	All Students	58.2%	100%	58.2	100	58.2	55.4%
	High Needs Students	48.1%	100%	48.1	100	48.1	49.8%
Math Academic Growth	All Students	73.1%	100%	73.1	100	73.1	61.7%
	High Needs Students	54.6%	100%	54.6	100	54.6	53.7%
Chronic Absenteeism	All Students	9.5%	<=5%	40.9	50	81.8	9.9%
	High Needs Students	14.5%	<=5%	31.0	50	61.9	15.8%
Preparation for CCR	% Taking Courses	52.6%	75%	35.1	50	70.1	70.7%
	% Passing Exams	83.1%	75%	50.0	50	100.0	43.5%
On-track to High School Graduation		97.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		97.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.5%	94%	97.3	100	97.3	82.0%
Postsecondary Entrance (Class of 2016)		87.3%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.5% 71.7%	75%	47.8	50	95.6	92.0% 51.6%
Arts Access		54.8%	60%	45.6	50	91.3	50.5%
Accountability Index				1086.9	1350	80.5	

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	60.0	15.0	16.7	
Math Performance Index Gap	75.0	55.0	20.0	18.7	
Science Performance Index Gap	69.4	51.4	17.9	16.6	
Graduation Rate Gap	94.0%	91.5%	2.5%	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	97.8
	High Needs Students	95.9
Math	All Students	97.7
	High Needs Students	95.3
Science	All Students	98.1
	High Needs Students	95.4

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: 56.1

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

Wilton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2016-17

Wilton School District

Equitable Allocation of Resources among District Schools