

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



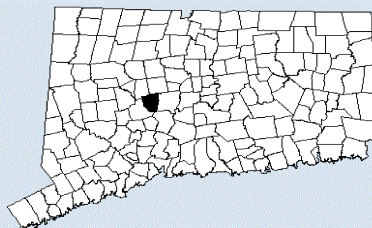
Wolcott School District

Dr. Anthony Gasper, Superintendent • 203-879-8183 • <http://www.wolcottps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,244
Per Pupil Expenditures ¹	\$15,036
Total Expenditures ¹	\$36,418,212

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

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

Notes

Unless otherwise noted, all data are for 2018-19 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 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,086	48.4	48.4
Male	1,158	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	70	3.1	12.8
Hispanic or Latino of any race	181	8.1	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	70	3.1	3.6
White	1,878	83.7	52.4
English Learners	64	2.9	7.6
Eligible for Free or Reduced-Price Meals	629	28.0	42.1
Students with Disabilities ³	286	12.7	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	40	3.7	20	1.8
Male	56	4.9	78	6.5
Black or African American	6	8.5	*	*
Hispanic or Latino of any race	11	6.2	14	7.3
White	74	4.0	71	3.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	6.7	60	8.8
Students with Disabilities	27	9.2	30	9.0
District	96	4.4	98	4.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 64

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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 2018-19

Wolcott School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	164.0
Paraprofessional Instructional Assistants	17.0
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	5.8
Counselors, Social Workers and School Psychologists	14.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	118.5

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	0	0.0	1.1
Black or African American	1	0.4	3.8
Hispanic or Latino of any race	1	0.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	223	98.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	10.0

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	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	116	61.7	157	85.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	22	51.2	45	75.0
Students with Disabilities	9	39.1	21	75.0
District	127	61.1	174	82.1
State		74.5		85.2

²College-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	16	47.1
Emotional Disturbance	10	50.0
Intellectual Disability	0	0
Learning Disability	102	81.6
Other Health Impairment	39	79.6
Other Disabilities	6	*
Speech/Language Impairment	30	96.8
District	203	74.1
State		67.6

³This 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 2018-19

Wolcott School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	34	1.5	1.9
Emotional Disturbance	20	0.9	1.1
Intellectual Disability	*	*	0.5
Learning Disability	125	5.4	5.5
Other Health Impairment	49	2.1	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	38	1.6	1.8
All Disabilities	289	12.5	15.0

¹This 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	15	5.2	8.2
Private Schools or Other Settings	12	4.2	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$23,097,665	\$9,537	\$10,545
Support services - students	\$1,644,694	\$730	\$1,373
Support services - instruction	\$1,168,895	\$519	\$644
Support services - general administration	\$939,374	\$417	\$462
Support services - school based administration	\$2,387,881	\$1,059	\$1,007
Central and other support services	\$677,980	\$301	\$671
Operation and maintenance of plant	\$3,700,565	\$1,642	\$1,629
Student transportation services	\$2,236,792	\$973	\$1,231
Food services	\$793	\$0	\$13
Enterprise operations	\$563,571	\$250	\$157
Minor school construction	.	.	\$65
Total	\$36,418,212	\$15,036	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,321,492	33.6	29.7
Instructional Aide Salaries	\$815,037	11.8	9.6
Other Salaries	\$335,325	4.9	10.4
Employee Benefits	\$450,980	6.5	13.0
Purchased Services Other Than Transportation	\$951,552	13.8	5.5
Special Education Tuition	\$1,333,042	19.3	22.6
Supplies	\$37,652	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$657,546	9.5	8.0
Equipment	\$638	0.0	0.2
All Other Expenditures	\$793	0.0	0.1
Total	\$6,904,056	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	61.9
State	34.7
Federal	3.3
Tuition & Other	0.0

⁴Revenue 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 2018-19

Wolcott 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	*	*	*	*	13	*
Black or African American	41	68.8	41	60.9	21	57.0
Hispanic or Latino of any race	86	71.5	86	68.4	30	64.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	39	77.2	39	71.6	*	*
White	994	72.9	994	70.7	490	64.6
English Learners	76	68.0	76	68.5	31	58.6
Non-English Learners	1,112	73.4	1,112	70.7	535	65.2
Eligible for Free or Reduced-Price Meals	334	70.0	334	66.5	156	61.4
Not Eligible for Free or Reduced-Price Meals	854	74.2	854	72.1	410	66.1
Students with Disabilities	158	53.0	158	47.8	66	43.8
Students without Disabilities	1,030	76.1	1,030	74.0	500	67.6
High Needs	451	67.4	451	64.1	201	58.9
Non-High Needs	737	76.5	737	74.5	365	68.1
District	1,188	73.0	1,188	70.5	566	64.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.6	86.5	85.7	83.8	676	86.2
Curl Up	86.7	89.9	88.3	94.0	676	89.8
Push Up	77.0	80.9	81.1	74.9	676	78.7
Mile Run/PACER	85.2	94.9	83.7	70.1	676	83.6
All Tests - District	65.2	71.3	64.3	54.5	676	63.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2018-19

Wolcott School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51	94.1
Students with Disabilities	16	*
District	182	96.7
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	126	62.7
Male	97.3	83	37.9
Black or African American	*	*	*
Hispanic or Latino of any race	*	6	*
White	98.7	185	49.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.1	42	40.8
Students with Disabilities	90.2	*	*
District	97.9	209	49.8
State	95.9		42.6

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.

Copyright © 2019 The College Board. www.collegeboard.org

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

Copyright © 2019 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	77.8	87.7
Male	70.5	91.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	76.4	91.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.7	77.1
Students with Disabilities	*	*
District	74.2	89.5
State	71.0	87.8

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 2018-19

Wolcott 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	73.0	75	48.7	50	97.4	67.7
	High Needs Students	67.4	75	44.9	50	89.8	58.1
Math Performance Index	All Students	70.5	75	47.0	50	94.0	63.1
	High Needs Students	64.1	75	42.7	50	85.5	52.7
Science Performance Index	All Students	64.8	75	43.2	50	86.4	63.8
	High Needs Students	58.9	75	39.3	50	78.6	54.2
ELA Academic Growth	All Students	59.2%	100%	59.2	100	59.2	59.9%
	High Needs Students	56.1%	100%	56.1	100	56.1	55.1%
Math Academic Growth	All Students	66.2%	100%	66.2	100	66.2	62.5%
	High Needs Students	60.7%	100%	60.7	100	60.7	55.2%
Progress Toward English Proficiency	Literacy	68.5%	100%	34.3	50	68.5	60.0%
	Oral	66.8%	100%	33.4	50	66.8	52.1%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.7%	<=5%	46.6	50	93.2	16.1%
Preparation for CCR	% Taking Courses	71.7%	75%	47.8	50	95.6	80.0%
	% Passing Exams	49.8%	75%	33.2	50	66.3	42.6%
On-track to High School Graduation		99.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.7%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.6%	94%	98.5	100	98.5	83.3%
Postsecondary Entrance (Class of 2018)		74.2%	75%	98.9	100	98.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.7% 63.9%	75%	42.6	50	85.2	96.4% 52.9%
Arts Access		25.5%	60%	21.2	50	42.5	51.9%
Accountability Index				1164.4	1450	80.3	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.4	7.6	15.4	
Math Performance Index Gap	74.5	64.1	10.4	17.6	
Science Performance Index Gap	68.1	58.9	9.2	16.1	
Graduation Rate Gap	94.0%	92.6%	1.4%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.1
Math	All Students	99.5
	High Needs Students	99.1
Science	All Students	99.7
	High Needs Students	99.5

³Minimum 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: 61 State: 51.5

District Profile and Performance Report for School Year 2018-19

Wolcott School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Student Services Department continually strives to improve parent communication and engagement. We review, revise, and improve documents that are shared with families at PPT, 504, and other meetings to ensure that family members are well apprised of their rights and our services in a way that is easy for them to understand.

We have improved our student attendance rate over time. For both the general student population and among students designated as "high need" we now have the best student attendance rates among all similar districts.

Schools are continually engaged in helping staff members better understand effective methods of communication and engagement. Newer projects include Art/Math Intervention, Cracking the Code, and Sweets & A Smile Coffee Cart. These projects also include ideas on how to support student learning at home and this is supported curricular through the district's Envision 2.0 mathematics series which has substantial at-home support tools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We participate in Hartford and Waterbury magnet schools, sending approximately 150 students each year. Our participation in the CAPTivating Kids initiative is purposefully designed to connect students with those from other cultures and demographics. We have also been working with People Investing In People, this program is designed to have high school students help students in Africa learn Technology, through video chat. Elementary students are also working with student's in Guana, in which they are also video chatting and teaching students there about technology. Through our own curricular efforts and also through programming with our parent groups, students gain access to a wide variety of cultural programming and events.

Schools hold "'town hall" meetings, community outreach events, Model UN, and presentations by the ACLU and other such groups aim to bring a wide variety of cultural perspectives to students of Wolcott.

District Profile and Performance Report for School Year 2018-19

Wolcott School District

Equitable Allocation of Resources among District Schools

All decisions regarding resources have their roots in the Board of Education's five-year strategic goals. These goals and the CSDE's accountability matrix were analyzed by our District Data Team which drafted our District Growth Plan (DGP) which was then ratified by the Board of Education. The DGP's goals and adult actions then drive resource decisions for each of our schools during the budgeting process.

As an example, in recent data, one of our three elementary schools was clearly performing better on standardized tests. So, when an additional part-time staff member was approved during the budget process for math intervention, this person's time was equitably divided between the schools with lower performance. All schools have access to math interventionist, but those schools whose data shows more need to get more personnel to support this effort. This decision is revisited yearly to send the staff to support the students most in need.