Connecticut State Department of Education

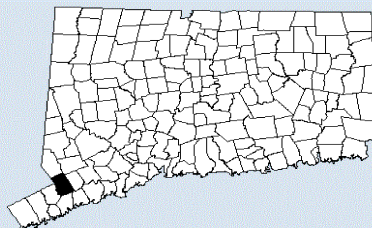# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	4,272
Per Pupil Expenditures[1]	$18,348
Total Expenditures[1]	$78,858,238

[1]Expenditure data reflect the 2013-14 year.

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,111	49.4	48.3
Male	2,161	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	358	8.4	4.7
Black or African American	46	1.1	12.9
Hispanic or Latino	131	3.1	22.1
Pacific Islander	*	*	0.0
Two or More Races	74	1.7	2.5
White	3,650	85.4	57.2
English Language Learners	19	0.4	6.3
Eligible for Free or Reduced-Price Meals	62	1.5	37.6
Students with Disabilities[1]	585	13.7	13.3

[1]Students 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	87	4.1	6	0.2
Male	89	4.2	64	2.9
Black or African American	*	*	0	0.0
Hispanic or Latino	8	6.1	*	*
White	148	4.1	60	1.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	46	8.4	16	2.4
District	176	4.2	70	1.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 16

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	274.7
Paraprofessional Instructional Assistants	17.4
Special Education	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	75.8
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	17.0
Library/Media	
Specialists (Certified)	4.8
Support Staff	10.6
Instructional Specialists Who Support Teachers	14.4
Counselors, Social Workers and School Psychologists	27.8
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	185.7

[1]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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.5	1.0
Black or African American	3	0.8	3.5
Hispanic or Latino	8	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	379	96.7	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	78	26.5	172	57.1
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	8	18.6
District	94	27.5	196	57.3
State		58.4		73.8

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	31	51.7
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	146	62.9
Other Health Impairment	93	76.9
Other Disabilities	*	*
Speech/Language Impairment	46	80.7
District	330	63.3
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	65	1.5	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	232	5.5	4.4
Other Health Impairment	122	2.9	2.6
Other Disabilities	32	0.8	1.0
Speech/Language Impairment	64	1.5	1.9
All Disabilities	545	13.0	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	1.5	8.1
Private Schools or Other Settings	23	4.2	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	45,566,873	10,651	9,134
Instructional Supplies and Equipment	864,008	202	334
Improvement of Instruction and Educational Media Services	2,944,129	688	498
Student Support Services	7,475,190	1,747	1,001
Administration and Support Services	8,072,913	1,887	1,694
Plant Operation and Maintenance	6,797,132	1,589	1,572
Transportation	3,521,011	783	813
Costs of Students Tuitioned Out	3,616,982	N/A	N/A
Other	0	0	186
Total	78,858,238	18,348	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	5,854,806	1,369	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,341,423	32.5	35.1
Noncertified Personnel	3,630,805	18.6	14.2
Purchased Services	2,922,058	15.0	5.2
Tuition to Other Schools	3,616,982	18.5	22.0
Special Ed. Transportation	559,589	2.9	8.6
Other Expenditures	2,442,310	12.5	14.9
Total Expenditures	19,513,167	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.1	95.2
State	3.5	3.3
Federal	1.2	1.3
Tuition & Other	0.2	0.2

[4]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 Correction).

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	221	83.1	222	82.0	74	74.3
Black or African American	29	67.6	29	59.3	15	*
Hispanic or Latino	62	72.3	61	64.2	25	67.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	43	82.2	43	75.0	21	69.2
White	1953	74.9	1945	67.6	849	68.5
English Language Learners	15	*	15	*	*	*
Non-English Language Learners	2299	75.8	2291	69.1	*	*
Eligible for Free or Reduced-Price Meals	32	68.7	32	59.7	13	*
Not Eligible for Free or Reduced-Price Meals	2282	75.8	2274	69.1	979	68.8
Students with Disabilities	349	58.2	347	50.2	143	55.4
Students without Disabilities	1965	78.8	1959	72.3	849	71.1
High Needs	374	59.4	372	51.4	155	56.0
Non-High Needs	1940	78.8	1934	72.4	837	71.2
District	2314	75.7	2306	69.0	992	68.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	93.8	84.9	76.8	61.8	1,387	79.1
Curl Up	89.1	97.8	97.9	94.8	1,387	94.9
Push Up	94.4	96.6	95.4	86.3	1,387	93.1
Mile Run/PACER	82.5	94.1	93.6	82.1	1,387	88.0
All Tests - District	70.7	77.6	70.7	48.9	1,387	66.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	41	85.4	87.3	No	88.1
District	301	97.0	94.0	Yes	94.0
State[4]		87.0			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	91.6	248	77.3
Male	89.0	279	76.9
Black or African American	*	*	*
Hispanic or Latino	80.0	15	75.0
White	90.4	460	77.3
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	10	*
Students with Disabilities	39.3	7	25.0
District	90.2	527	77.0
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]Participation 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.

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

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

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	90.3	97.8
Male	85.2	95.6
Black or African American	*	*
Hispanic or Latino	*	*
White	87.6	96.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	80.4	93.3
District	87.7	96.7
State	72.6	88.8

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	75.7	75	100.0	100	100.0	67.9
	High Needs Students	59.4	75	79.2	100	79.2	56.7
Math Performance Index	All Students	69.0	75	92.0	100	92.0	59.3
	High Needs Students	51.4	75	68.6	100	68.6	47.8
Science Performance Index	All Students	68.8	75	91.8	100	91.8	56.5
	High Needs Students	56.0	75	74.6	100	74.6	45.9
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.2%	<=5%	43.6	50	87.1	17.3%
Preparation for CCR	% Taking Courses	42.4%	75%	28.3	50	56.5	66.1%
	% Passing Exams	77.0%	75%	50.0	50	100.0	37.3%
On-track to High School Graduation		99.1%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		97.0%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		94.4%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		88.4%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		99.1% | 66.8%	75%	44.5	50	89.0	87.6% | 51.0%
Arts Access		64.9%	60%	50.0	50	100.0	45.7%
Accountability Index				**1122.5**	**1250**	**89.8**	

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	59.4	15.6	17.3	
Math Performance Index Gap	72.4	51.4	20.9	19.6	
Science Performance Index Gap	71.2	56.0	15.2	17.2	
Graduation Rate Gap	94.0%	94.4%	-0.4%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.0
	High Needs Students	97.7
Math	All Students	97.7
	High Needs Students	97.2
Science	All Students	98.3
	High Needs Students	94.6

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: 56.4 **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

For the past two years, a wide-ranging group of stakeholders has contributed to the development of a vision and theory of action that is guiding the continuous improvement of our school district. The Wilton Public Schools Strategic Improvement Plan represents our commitment to our students and school community through a focus on personalized teaching and learning – building the capacity of teachers to design and implement high quality performance assessments, use the principles of Universal Design for Learning to develop curricula and instructional frameworks, and create trusting, respectful, and supportive relationships with students and families. The goal of the plan is to ensure that all Wilton graduates will demonstrate high levels of academic achievement, and will be innovators, collaborators and creative and critical thinkers who are socially responsible, civic-minded and have internalized the virtues of compassion and empathy.

Building and district leadership teams develop and implement action plans that align with the Strategic Plan. School-based teams meet throughout the year to evaluate progress. A results-driven approach is used to identify both quantitative and qualitative results that are reported annually to the Board of Education.

School administrators, counselors, and social workers continuously monitor student attendance and intervene immediately to prevent and address truancy issues.

Active parent involvement in learning is supported in a variety of ways including: partnership events with the PTAs; learning celebrations that showcase activities, class displays, and samples of student work; and parent participation on special committees (e.g., Technology Advisory Committee, Curriculum Review Committees, Nutrition Committee, etc.).

In the area of special education, we continue to provide services to students eligible under IDEIA through a continuum of district supports and services. The goal is to ensure the provision of all mandated services in a manner that is compliant with state and federal regulations, best practices, and current research. Students are educated with their non-disabled peers in the general education classroom to the maximum extent as considered appropriate for each individual student. Students' instructional environments may include general education (with or without paraprofessional support), services delivered in the general education setting, special education classes, in-district special programs, or other appropriate placements. At the preschool level, young children are served in integrated preschool classrooms and through itinerant support services.

In addition to special education services, the district also provides related services to students with disabilities. These services may include speech therapy, occupational and physical therapies, applied behavioral analysis
behavioral consultation, counseling, transportation, the use of specialized equipment, mental health team supports, and life planning sessions.

Assistive technology services are provided by appropriately credentialed district staff. The goal is to support increased student interaction within social, instructional and community environments. At the high school, transition services are provided to assist families in planning for post-secondary options including additional education and/or employment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Because of the limited diversity in our school and community population, Wilton strives to reduce racial, ethnic, and economic isolation through programming in the academic, guidance, fine arts, and co-curricular areas as well through student participation in service projects.

At the elementary school level, programs are designed to reduce racial, ethnic, and economic isolation. School-wide behavioral programs, including developmental guidance programs, seek to enhance student skills in the awareness and understanding of differences. The social studies curriculum provides opportunities to help students develop understanding of cultural diversity and the history of various regions. In Grades 3-5, team projects focus on increasing cultural understanding through the study of the fine arts and world languages. Elementary school service projects support local, national, and international communities.

Our middle school continues its goal to reduce racial, ethnic, and socio-economic isolation. Continually evolving interdisciplinary team projects are designed to help raise students' awareness and understanding of diversity issues and differing cultures. Programs in the fine and performing arts promote understanding of cultural diversity. In addition, visiting presenters provide cultural and historical presentations to students. Service projects heighten student awareness and concern about racial, ethnic, and economic conditions. The school also designs a world language week and participates in an annual International Art Exchange.

Programs at the high school provide students with a range of opportunities to reduce racial, ethnic, and economic isolation. Students have participated in the "A Better Chance" program, which provides inner-city students with the opportunity to live in Wilton and attend high school. Several curricular programs include the study of diversity-related themes. A wide range of activities designed to increase student awareness of the diversity of individuals and cultures included guest speaker presentations, diversity related co-curricular club participation, the hosting of international exchange students, fine and performing arts presentations, celebration of the annual world language and arts festivals, and student-generated serv

Equitable Allocation of Resources among District Schools

The Board of Education recognizes its responsibility to develop and implement a budget that provides sufficient and appropriate resources across schools, promotes continuous improvement, affords sufficient flexibility to respond to changing needs and contingencies, complies with all Federal and State Mandates, including IDEIA, and provides for necessary maintenance and improvement of school facilities. The Board ensures equitable allocation of resources in each of our schools through a commitment to support appropriate organizational structures that are responsive to the unique academic, social, and emotional needs of students. The budget seeks to maintain Board approved practices concerning class sizes, while adjusting staffing patterns to reflect enrollment changes and to achieve cost savings. The number of certified and classified staff is allocated based on school enrollment, Board policy regarding class size, and school and district program priorities. Special education staffing is allocated based on specific student needs defined through the IEP process, the number of students served, and compliance with IDEIA. The budget also provides equitable allocation of technology