

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



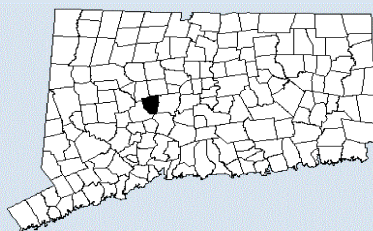
Wolcott School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,263
Per Pupil Expenditures ¹	\$14,786
Total Expenditures ¹	\$36,077,194

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,081	47.8	48.4
Male	1,182	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	56	2.5	12.8
Hispanic or Latino	161	7.1	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	73	3.2	3.3
White	1,927	85.2	53.6
English Learners	52	2.3	7.2
Eligible for Free or Reduced-Price Meals	526	23.2	36.7
Students with Disabilities ¹	270	11.9	14.8

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	37	3.4	26	2.4
Male	50	4.3	103	8.7
Black or African American	*	*	*	*
Hispanic or Latino	10	6.4	9	5.6
White	73	3.8	112	5.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	6.8	52	7.9
Students with Disabilities	25	9.1	31	9.9
District	87	3.9	129	5.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 81

Number of school-based arrests: 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	164.8
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	6.3
Counselors, Social Workers and School Psychologists	14.0
School Nurses	5.1
Other Staff Providing Non-Instructional Services/Support	119.6

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	1	0.4	1.1
Black or African American	1	0.4	3.7
Hispanic or Latino	1	0.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	222	97.8	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	10.5

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	*	*	*	*
White	104	58.4	133	82.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	25	50.0	38	76.0
Students with Disabilities	8	33.3	14	*
District	113	55.7	146	80.2
State		69.3		80.1

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	14	42.4
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	96	81.4
Other Health Impairment	35	76.1
Other Disabilities	*	*
Speech/Language Impairment	23	95.8
District	183	71.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	34	1.5	1.8
Emotional Disturbance	19	0.8	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	118	5.0	5.2
Other Health Impairment	46	2.0	3.1
Other Disabilities	16	0.7	1.1
Speech/Language Impairment	28	1.2	1.8
All Disabilities	267	11.4	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	4.9	8.3
Private Schools or Other Settings	9	3.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,323,680	9,361	9,847
Instructional Supplies and Equipment	684,065	300	287
Improvement of Instruction and Educational Media Services	1,144,764	503	589
Student Support Services	1,533,483	673	1,120
Administration and Support Services	3,738,333	1,641	1,905
Plant Operation and Maintenance	3,718,676	1,632	1,648
Transportation	2,079,019	820	904
Costs of Students Tuitioned Out	1,147,868	N/A	N/A
Other	707,306	310	208
Total	36,077,194	14,786	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,045,113	898	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,379,255	36.6	33.8
Noncertified Personnel	879,427	13.5	14.5
Purchased Services	1,092,870	16.8	5.5
Tuition to Other Schools	1,068,895	16.4	23.4
Special Ed. Transportation	581,580	8.9	8.7
Other Expenditures	500,909	7.7	14.1
Total Expenditures	6,502,936	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	56.5	56.0
State	39.5	39.8
Federal	3.4	3.6
Tuition & Other	0.5	0.5

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	26	79.9	26	77.8
Black or African American	38	65.3	38	59.1
Hispanic or Latino	82	68.9	82	65.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	41	71.0	41	68.9
White	999	73.4	999	70.0
English Learners	63	72.5	63	70.9
Non-English Learners	1125	72.9	1125	69.4
Eligible for Free or Reduced-Price Meals	308	68.3	308	65.4
Not Eligible for Free or Reduced-Price Meals	880	74.5	880	70.9
Students with Disabilities	145	52.5	145	48.8
Students without Disabilities	1043	75.7	1043	72.4
High Needs	428	66.2	428	63.1
Non-High Needs	760	76.7	760	73.1
District	1188	72.9	1188	69.5

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	91.1	79.3	86.4	89.9	710	86.5
Curl Up	89.2	83.0	93.2	91.5	710	89.2
Push Up	74.5	85.6	83.1	86.7	710	82.8
Mile Run/PACER	83.4	92.0	82.5	87.8	710	86.6
All Tests - District	66.2	64.9	66.7	70.2	710	67.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	8	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57	87.7
Students with Disabilities	21	76.2
District	194	94.8
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	112	60.5
Male	99.5	93	46.5
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	99.4	189	55.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	99.0	37	37.0
Students with Disabilities	97.7	*	*
District	99.2	205	53.2
State	96.3		44.8

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.

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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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.9	97.0
Male	71.0	84.1
Black or African American	*	*
Hispanic or Latino	*	*
White	77.4	92.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.6	93.2
Students with Disabilities	*	*
District	77.0	91.8
State	70.9	88.3

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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.9	75	48.6	50	97.2	67.6
	High Needs Students	66.2	75	44.1	50	88.2	57.5
Math Performance Index	All Students	69.5	75	46.3	50	92.7	62.7
	High Needs Students	63.1	75	42.0	50	84.1	52.0
ELA Academic Growth	All Students	70.8%	100%	70.8	100	70.8	60.7%
	High Needs Students	63.1%	100%	63.1	100	63.1	55.6%
Math Academic Growth	All Students	69.6%	100%	69.6	100	69.6	61.9%
	High Needs Students	59.3%	100%	59.3	100	59.3	55.4%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	6.2%	<=5%	47.5	50	95.0	16.6%
Preparation for CCR	% Taking Courses	67.3%	75%	44.8	50	89.7	74.8%
	% Passing Exams	53.2%	75%	35.5	50	71.0	44.8%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		94.8%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		94.6%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		77.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.1% 67.0%	75%	44.7	50	89.4	96.6% 50.1%
Arts Access		29.3%	60%	24.4	50	48.9	51.2%
Accountability Index				1040.9	1250	83.3	

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	66.2	8.8	15.9	
Math Performance Index Gap	73.1	63.1	10.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	94.6%	-0.6%	12.7%	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	99.3
	High Needs Students	99.1
Math	All Students	99.3
	High Needs Students	99.1
Science	All Students	97.9
	High Needs Students	96.2

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: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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.

This year, all schools address the reduction of chronic absenteeism through their school growth plans. Schools will investigate and implement research-driven methods for keeping families informed about the importance of regular school attendance. School administrators and teams will monitor each student's attendance and applied tiered interventions as necessary and indicated.

Schools are continually engaged in helping staff members better understand effective methods of communication and engagement. Newer projects include School Attendance Teams and events such as STEM Family Nights, Invention Convention, and Family Festivals which connect parents with their schools. These events also include ideas on how to support student learning at home and this is supported curricularly through the implementation of 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 Waterbury magnet schools, sending approximately 160 students each year. Our participation in the CAPTivating Kids initiative is purposefully designed to connect students with those from other cultures and demographics. 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 wide variety of cultural perspectives to students of Wolcott.

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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 get more personnel to support this effort. This decision is revisited yearly to send the staff to support the students most in need.