

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



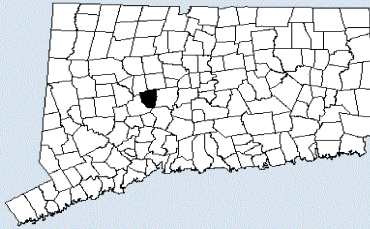
Wolcott School District

Mr. Joseph Macary, Superintendent • 203-879-8183 • www.wolcottps.org/

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	2,491
Per Pupil Expenditures ¹	\$12,381
Total Expenditures ¹	\$34,195,883

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,214	48.7	48.3
Male	1,277	51.3	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	58	2.3	12.9
Hispanic or Latino	112	4.5	21.2
Pacific Islander	0	0.0	0.0
White	2,184	87.7	58.4
Two or More Races	85	3.4	2.3
English Language Learners	40	1.6	5.7
Eligible for Free or Reduced-Price Meals	503	20.2	37.3
Students with Disabilities ¹	235	9.4	12.8

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	29	2.4	30	2.4
Male	56	4.5	97	7.5
Black or African American	0	0.0	*	*
Hispanic or Latino	12	10.8	19	16.1
White	68	3.2	96	4.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	8.3	64	12.4
Students with Disabilities	29	12.6	35	13.0
District	85	3.5	127	5.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 67

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 2013-14

Wolcott School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	166.6
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	23.1
Paraprofessional Instructional Assistants	31.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	9.7
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	120.7

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 (%)
Asian	1	0.4	1.0
Black or African American	1	0.4	3.5
Hispanic	1	0.4	3.6
Native American	0	0	0.1
White	225	98.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	0	0	16	7.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	0	0	19	7.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	11	52.4
Emotional Disturbance	10	41.7
Intellectual Disability	*	*
Learning Disability	61	85.9
Other Health Impairment	43	89.6
Other Disabilities	*	*
Speech/Language Impairment	31	100.0
District	160	73.7
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Wolcott School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	21	0.8	1.4
Emotional Disturbance	24	0.9	1.0
Intellectual Disability	14	0.5	0.4
Learning Disability	71	2.7	4.2
Other Health Impairment	51	2.0	2.5
Other Disabilities	10	0.4	1.0
Speech/Language Impairment	36	1.4	1.9
All Disabilities	227	8.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	10	4.4	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,375,015	7,925	8,769
Instructional Supplies and Equipment	625,239	243	275
Improvement of Instruction and Educational Media Services	643,299	250	487
Student Support Services	1,257,144	489	965
Administration and Support Services	3,472,867	1,351	1,600
Plant Operation and Maintenance	4,105,300	1,597	1,472
Transportation	2,129,754	749	786
Costs of Students Tuitioned Out	891,871	N/A	N/A
Other	695,394	270	178
Total	34,195,883	12,381	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,376,765	924	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,434,679	40.1	35.6
Noncertified Personnel	695,792	11.5	14.5
Purchased Services	1,073,630	17.7	5.0
Tuition to Other Schools	826,697	13.6	21.4
Special Ed. Transportation	551,156	9.1	8.5
Other Expenditures	490,359	8.1	14.9
Total Expenditures	6,072,313	100.0	100.0
PK-12 Expenditures Used for Special Education		17.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.0	54.2
State	42.7	43.3
Federal	2.2	2.4
Tuition & Other	0.1	0.1

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 2013-14

Wolcott School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	84.7	.	73.6	73.0	.	.	.	.
Hispanic or Latino	87.1	83.8	78.9	82.6	.	.	.	.
English Language Learners	76.5	80.8	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	80.3	83.1	82.6	83.5	.	.	.	.
Students with Disabilities	64.6	61.3	60.3	59.3	.	.	.	.
High Needs	78.0	79.3	78.1	78.9	.	.	.	.
District	90.0	90.3	90.9	90.7	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	76.0	77.9	77.5	71.9	.	.	.	.
Students with Disabilities	58.0	41.1	.	49.8	.	.	.	.
High Needs	71.9	64.3	74.3	68.5	.	.	.	.
District	83.9	81.7	84.8	85.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	95.7	77.9	84.9	97.1	784	88.4
Curl Up	88.4	78.4	84.9	95.6	784	86.6
Push Up	71.3	83.3	78.1	93.7	784	82.3
Mile Run/PACER	87.2	87.8	77.6	86.9	784	84.9
All Tests - District	65.9	59.0	57.8	85.4	784	67.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

District Profile and Performance Report for School Year 2013-14

Wolcott School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	42	81	83.6	No	84.6
Students with Disabilities	24	83.3	.		.
District	221	94.1	92.7	Yes	92.8
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	80.4	90	41.1
Male	73.0	77	36.5
Black or African American	*	*	*
Hispanic or Latino	58.3	*	*
White	77.2	152	39.9
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	53.3	19	21.1
Students with Disabilities	*	*	*
District	76.7	167	38.8
State	72.9		37.6

⁵College 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.6	87.4
Male	71.0	86.8
Black or African American	*	*
Hispanic or Latino	*	*
White	78.7	88.5
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	74.4	83.7
Students with Disabilities	48.0	*
District	78.2	87.1
State	72.7	88.5

⁷College 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.

⁸College 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 2013-14

Wolcott School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Wolcott Public Schools has committed to a District Improvement Plan based on the Public Education Leadership Project (PELP) Coherence Framework at Harvard University. The district utilizes three key strategies that enhance the instructional core of learning – teacher, student, content. The three strategies are 1) classroom walk-throughs and instructional rounds, 2) assessments for student learning and skill competencies, and 3) data teams and teacher collaboration. These three strategies integrate the culture, along with the environment to support teaching and learning in the classroom. The improvement plan is based on a vision of student learning in the classroom by providing a quality, core instruction for all students. Every administrator has created a Theory of Action document to drive school change in their schools. The Theory of Action is comprised of a set of strategic actions that purposely and intentionally used with the district planning process for continuous improvements of teaching and learning. The effects of these if...then statements are documented by using specific supporting evidence.

The Department of Student Services which handles the education and programs for students with special needs has been focusing on two major goals in a three year improvement plan. The first goal is to align all Individualized Educational Plans (IEP) to a needs-goals-services philosophy. Students programs are identifying needs, setting goals, and delivering services that allows for student growth and development. Services are provided when the appropriate goals are identified after assessing the need of every child. This goal is the foundation for the second district goal of IEP Integrity. Ensuring that IEPs are properly developed and implemented will improve special education programs and services for all students with disabilities. This is accomplished through weekly school meetings with the special education staff, support staff, along with district and building administrators to review student cases and programs to ensure integrity and fidelity for those appropriate services. Reviews of the district alternative programs are being conducted to ensure proper alignment to the district focus by meeting the needs of each student enrolled in those programs.

The school district is committed to a philosophy that incorporates the teacher, student and parent as the triangle of education. Parents are the first teacher of every student. Their input and feedback is critical to the success of every child. The district has five active parent teacher organizations (PTOs) at each school that is a part of the educational system. The district provides a series of parent workshops on issues, such as drug awareness, college financial aid, etc. These workshops allow the school system to provide parents with all the needed information about today's students. In addition, there is a combined Parents Educator Council that meets regularly with all the PTO Presidents and administrators to discuss district initiatives and parents concerns. This forum is open to the public and provides an opportunity for both parents and educators to discuss improvements. Lastly, the district conducts an annual survey on the state of the school. Last year, over 560 parents responded and 88% felt that the district was headed in the right direction.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Wolcott Public Schools have played an active role for many years in efforts to reduce racial, ethnic and economic isolation. Wolcott students participate in inter-district magnet schools in the City of Waterbury. Several elementary schools have developed close working relationships with classes in urban school districts on a variety of projects. Examples of these relationships over the years have been inter-district grants for ACES Sister Schools; a Science Education Partnership and Foreign Language Exchange Programs. For the past three to five three years, our high school has participated in "Names have no Boundaries" through the Anti-Defamation League (ADL). Each year, presenters are brought in and trainers work with our students and faculty to provide sustainability for the program. Recently, the high school embraced the "Friends of Rachel" club to promote tolerance and diversity within the student body and teaching staff. In fact, Rachel Scott's Uncle came to the school for a student and parent presentation on the five ideals of the program. Each of the five schools has diversity initiative to create a school climate of tolerance between students of different ethnicities, race, religion, and socio-economic backgrounds.

The district is currently a partner in attending the Rotella Magnet School (Grade PK to 5), the Maloney Magnet School (Grade PK to 5), and the Waterbury Arts Magnet School (Grades 6 to 12); with the City of Waterbury and surrounding towns. With Approximately 170 Wolcott students annual attend one of the three magnet schools. The Magnet Schools initiative holds the most promise for our Town. Title I students who are identified as needing free and reduced lunch and in basic level of reading are provided additional interventions in all three elementary schools. District administrators are participating in the minority recruitment consortium through the Area Cooperative Educational Services. Wolcott continues to strive for minority recruitment for administrators, teacher and staff. We have seen improvement in this hiring philosophy over the past three years.

District Profile and Performance Report for School Year 2013-14

Wolcott School District

Equitable Allocation of Resources among District Schools

Each school Principal and Department Leader presents a proposed budget to the Superintendent of Schools in December for the ensuing fiscal year. This budget contains the personnel staffing and required resources to meet the educational needs of all students enrolled at each school. The Board of Education Finance Committee considers all of these requests and decides on a budget that it will propose to the town fiscal authority, the Town Council. The Administrative Council, along with various leadership teams provides recommendations to the Superintendent about initiatives of new programs that support the instructional core of learning. All of our elementary classrooms are equipped with four computers and each school has at least one stationary computer lab. Mounted LCD Projectors with interactive white boards are now in place in every PK-12 grade classroom in district. Our school renovation projects, as well as our capital improvement projects, (such as the upgrade to the fire alarm systems at Wolcott HS and Wakelee ES) have brought our facilities up to an optimal learning environment for students.