

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



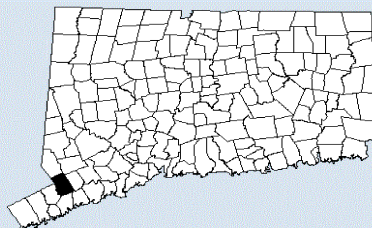
Wilton School District

Dr. Kevin Smith, Superintendent • 203-762-3381 • <http://www.wiltonps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,870
Per Pupil Expenditures ¹	\$21,914
Total Expenditures ¹	\$86,867,185

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,945	50.3	48.4
Male	1,925	49.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	407	10.5	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	271	7.0	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	220	5.7	3.8
White	2,931	75.7	51.1
English Learners	30	0.8	8.3
Eligible for Free or Reduced-Price Meals	187	4.8	43.3
Students with Disabilities ³	604	15.6	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	87	4.5	*	*
Male	83	4.4	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	19	7.1	*	*
White	125	4.3	17	0.6
English Learners	6	17.6	*	*
Eligible for Free or Reduced-Price Meals	17	8.3	*	*
Students with Disabilities	50	8.5	10	1.5
District	170	4.4	23	0.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 48

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays the 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	267.9
Paraprofessional Instructional Assistants	11.3
Special Education	
Teachers and Instructors	42.4
Paraprofessional Instructional Assistants	68.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	15.6
Library/Media	
Specialists (Certified)	10.0
Support Staff	6.1
Instructional Specialists Who Support Teachers	24.0
Counselors, Social Workers and School Psychologists	29.1
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	158.7

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.7	1.2
Black or African American	3	0.7	4.0
Hispanic or Latino of any race	13	3.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	394	95.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	10.4

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	17	85.0	23	92.0
White	225	80.9	229	92.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	73.9	23	85.2
Students with Disabilities	37	55.2	35	72.9
District	278	80.6	299	92.6
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	46	56.8
Emotional Disturbance	25	61.0
Intellectual Disability	*	*
Learning Disability	188	78.7
Other Health Impairment	108	80.6
Other Disabilities	*	*
Speech/Language Impairment	20	71.4
District	391	71.2
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	87	2.3	2.0
Emotional Disturbance	41	1.1	1.1
Intellectual Disability	10	0.3	0.5
Learning Disability	239	6.3	5.7
Other Health Impairment	136	3.6	3.3
Other Disabilities	22	0.6	1.1
Speech/Language Impairment	38	1.0	1.8
All Disabilities	573	15.1	15.6

¹ This 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	N/A	N/A	8.2
Private Schools or Other Settings	27	4.7	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$50,207,957	\$12,666	\$10,923
Support services - students	\$6,386,104	\$1,629	\$1,277
Support services - instruction	\$5,424,294	\$1,383	\$682
Support services - general administration	\$1,154,383	\$294	\$467
Support services - school based administration	\$3,807,692	\$971	\$1,021
Central and other support services	\$8,280,754	\$2,112	\$679
Operation and maintenance of plant	\$7,497,164	\$1,912	\$1,718
Student transportation services	\$4,108,837	\$1,045	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$86,867,185	\$21,914	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,321,573	19.8	28.5
Instructional Aide Salaries	\$2,442,587	11.2	10.1
Other Salaries	\$4,127,302	18.9	11.1
Employee Benefits	\$2,835,392	13.0	13.0
Purchased Services Other Than Transportation	\$1,846,676	8.4	5.7
Special Education Tuition	\$5,061,046	23.1	22.5
Supplies	\$112,772	0.5	0.6
Property Services	\$5,428	0.0	0.3
Purchased Services For Transportation	\$862,579	3.9	8.0
Equipment	\$254,444	1.2	0.2
All Other Expenditures	\$2,000	0.0	0.1
Total	\$21,871,799	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.2	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	95.3
State	2.6
Federal	1.4
Tuition & Other	0.7

⁴ Revenue 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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	28	92.9
Students with Disabilities	46	87.0
District	314	97.8
State		88.5

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.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	89.9	96.2
Male	88.7	97.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	89.1	98.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	85.7	*
Students with Disabilities	76.7	94.8
District	89.4	96.6
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	4.4%	<=5%	12.2%
	High Needs Students	8.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	86.4%	75%	80.4%
On-track to High School Graduation		94.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		89.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		89.3%	75%	71.5%
Arts Access		54.5%	60%	51.8%

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
Graduation Rate Gap	94.0%	89.6%	4.4%	10.9%	N

¹ If 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

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 WPS 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 students and their 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, 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 service projects.

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Equitable Allocation of Resources among District Schools

The Board of Education recognizes its responsibility to develop and implement a budget that provides appropriate resources across schools, promotes continuous improvement, affords sufficient flexibility to respond to changing needs, complies with all Federal and State mandates, and provides for necessary maintenance and improvement of school facilities. The Board ensures equitable allocation of resources 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, 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 resources to provide the infrastructure and training that ensures that all students and staff excel in an increasingly technology-based global community.