Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Wilton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	4,050
Per Pupil Expenditures[1]	$20,667
Total Expenditures[1]	$84,155,429

[1]Expenditure data reflect the 2016-17 year.
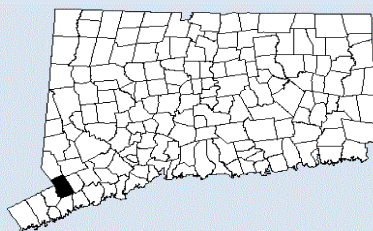
Community Information

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

Contents

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	2,014	49.7	48.4
Male	2,036	50.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	423	10.4	5.1
Black or African American	41	1.0	12.8
Hispanic or Latino	151	3.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	114	2.8	3.3
White	3,314	81.8	53.6
English Learners	25	0.6	7.2
Eligible for Free or Reduced-Price Meals	92	2.3	36.7
Students with Disabilities[1]	568	14.0	14.8

[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	67	3.4	14	0.7
Male	80	4.0	38	1.9
Black or African American	0	0.0	*	*
Hispanic or Latino	14	6.3	*	*
White	119	3.8	43	1.3
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	15	6.5	9	3.7
Students with Disabilities	61	10.6	16	2.4
District	147	3.7	52	1.3
State		10.7		6.8

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

Number of school-based arrests: 0

[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	269.0
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	40.8
Paraprofessional Instructional Assistants	77.8
Administrators, Coordinators and Department Chairs	
District Central Office	7.5
School Level	15.6
Library/Media	
Specialists (Certified)	8.0
Support Staff	5.5
Instructional Specialists Who Support Teachers	23.1
Counselors, Social Workers and School Psychologists	28.1
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	162.7

[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	1.1
Black or African American	2	0.5	3.7
Hispanic or Latino	11	2.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	389	96.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	9	*	*	*
White	115	43.2	182	59.5
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	10	35.7	7	*
Students with Disabilities	7	15.9	21	37.5
District	139	42.8	206	60.8
State		69.3		80.1

[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 Peers[3]

	Count	Rate (%)
Autism	51	60.0
Emotional Disturbance	15	50.0
Intellectual Disability	*	*
Learning Disability	153	76.5
Other Health Impairment	107	82.3
Other Disabilities	*	*
Speech/Language Impairment	46	92.0
District	381	72.0
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	86	2.2	1.8
Emotional Disturbance	30	0.8	1.1
Intellectual Disability	9	0.2	0.5
Learning Disability	200	5.0	5.2
Other Health Impairment	133	3.3	3.1
Other Disabilities	29	0.7	1.1
Speech/Language Impairment	55	1.4	1.8
All Disabilities	542	13.6	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	46,714,809	11,552	9,847
Instructional Supplies and Equipment	841,429	208	287
Improvement of Instruction and Educational Media Services	3,972,578	982	589
Student Support Services	7,133,113	1,764	1,120
Administration and Support Services	10,298,193	2,547	1,905
Plant Operation and Maintenance	6,283,080	1,554	1,648
Transportation	4,185,808	975	904
Costs of Students Tuitioned Out	4,726,419	N/A	N/A
Other	0	0	208
Total	84,155,429	20,667	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	13,818,761	3,417	1,393

[3]Expenditures 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	7,036,343	30.8	33.8
Noncertified Personnel	3,711,838	16.2	14.5
Purchased Services	2,178,872	9.5	5.5
Tuition to Other Schools	4,726,419	20.7	23.4
Special Ed. Transportation	1,072,349	4.7	8.7
Other Expenditures	4,130,295	18.1	14.1
Total Expenditures	22,856,116	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.9	96.4
State	8.9	2.1
Federal	1.1	1.2
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.

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	246	86.3	246	89.2
Black or African American	21	69.6	21	58.1
Hispanic or Latino	85	74.1	84	68.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	55	87.4	55	87.2
White	1749	78.8	1748	73.9
English Learners	36	65.5	37	65.7
Non-English Learners	2125	79.9	2122	75.8
Eligible for Free or Reduced-Price Meals	131	73.4	133	68.7
Not Eligible for Free or Reduced-Price Meals	2030	80.0	2026	76.1
Students with Disabilities	295	60.1	293	53.1
Students without Disabilities	1866	82.7	1866	79.2
High Needs	421	65.3	420	59.8
Non-High Needs	1740	83.1	1739	79.4
District	2161	79.6	2159	75.6

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

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	91.7	82.8	79.7	81.5	1,200	83.8
Curl Up	90.3	98.5	98.6	98.0	1,200	96.5
Push Up	85.2	98.2	97.9	87.4	1,200	92.4
Mile Run/PACER	75.1	93.7	90.7	81.5	1,200	85.6
All Tests - District	66.4	78.2	70.3	65.2	1,200	70.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

[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]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	13	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	58	86.2
District	336	97.3
State		87.9

[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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	280	80.2
Male	97.8	259	82.2
Black or African American	*	*	*
Hispanic or Latino	96.4	21	75.0
White	98.4	461	80.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.3	36	83.7
Students with Disabilities	92.0	37	37.0
District	98.5	539	81.2
State	96.3		44.8

[3]College 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

[4]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.
Copyright © 2018 ACT, Inc. www.act.org
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	89.8	97.9
Male	87.8	98.6
Black or African American	*	*
Hispanic or Latino	*	*
White	88.3	98.8
English Learners	88.3	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	75.0	100.0
District	88.9	98.3
State	70.9	88.3

[5]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.

[6]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

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	79.6	75	50.0	50	100.0	67.6
	High Needs Students	65.3	75	43.5	50	87.0	57.5
Math Performance Index	All Students	75.6	75	50.0	50	100.0	62.7
	High Needs Students	59.8	75	39.9	50	79.8	52.0
ELA Academic Growth	All Students	69.3%	100%	69.3	100	69.3	60.7%
	High Needs Students	58.7%	100%	58.7	100	58.7	55.6%
Math Academic Growth	All Students	74.4%	100%	74.4	100	74.4	61.9%
	High Needs Students	62.1%	100%	62.1	100	62.1	55.4%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.7%	<=5%	42.5	50	85.0	16.6%
Preparation for CCR	% Taking Courses	52.0%	75%	34.6	50	69.3	74.8%
	% Passing Exams	81.2%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.3%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		95.1%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		88.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.1% | 70.3%	75%	46.9	50	93.8	96.6% | 50.1%
Arts Access		51.8%	60%	43.2	50	86.4	51.2%
Accountability Index				**1065.2**	**1250**	**85.2**	

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	65.3	9.7	15.9	
Math Performance Index Gap	75.0	59.8	15.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	95.1%	-1.1%	12.7%	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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	96.9
	High Needs Students	94.1
Math	All Students	96.8
	High Needs Students	93.8
Science	All Students	97.1
	High Needs Students	93.8

[3]Minimum 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: 62.5   **State: 51.5**

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

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 a€" 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 Chancea€ 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.

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.