Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

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	3,955
Per Pupil Expenditures[1]	$20,957
Total Expenditures[1]	$85,066,379

[1]*Expenditure data reflect the 2017-18 school year.*
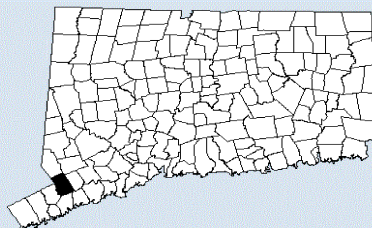
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,985	50.2	48.4
Male	1,970	49.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	393	9.9	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	245	6.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	223	5.6	3.6
White	3,052	77.2	52.4
English Learners	21	0.5	7.6
Eligible for Free or Reduced-Price Meals	234	5.9	42.1
Students with Disabilities[3]	566	14.3	15.4

[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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	91	4.6	*	*
Male	95	4.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	22	9.3	*	*
White	144	4.8	38	1.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	24	11.2	*	*
Students with Disabilities	82	13.8	21	3.0
District	186	4.8	49	1.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 42
Number of school-based arrests: 0

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	269.9
Paraprofessional Instructional Assistants	19.8
Special Education	
Teachers and Instructors	41.8
Paraprofessional Instructional Assistants	68.4
Administrators, Coordinators and Department Chairs	
District Central Office	7.7
School Level	15.6
Library/Media	
Specialists (Certified)	8.0
Support Staff	5.5
Instructional Specialists Who Support Teachers	23.9
Counselors, Social Workers and School Psychologists	27.4
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	156.7

[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	3	0.7	3.8
Hispanic or Latino of any race	15	3.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	383	94.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.0

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 of any race	*	*	18	*
White	209	86.4	243	92.0
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	21	87.5	24	96.0
Students with Disabilities	32	82.1	34	81.0
District	269	86.2	301	93.2
State		74.5		85.2

[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	47	58.8
Emotional Disturbance	24	55.8
Intellectual Disability	0	0
Learning Disability	159	78.3
Other Health Impairment	98	81.0
Other Disabilities	9	37.5
Speech/Language Impairment	35	85.4
District	372	71.3
State		67.6

[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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	84	2.2	1.9
Emotional Disturbance	43	1.1	1.1
Intellectual Disability	10	0.3	0.5
Learning Disability	204	5.2	5.5
Other Health Impairment	124	3.2	3.2
Other Disabilities	28	0.7	1.1
Speech/Language Impairment	42	1.1	1.8
All Disabilities	535	13.8	15.0

[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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	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 Expenditures:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$49,637,905	$12,229	$10,545
Support services - students	$5,525,075	$1,375	$1,373
Support services - instruction	$5,116,995	$1,273	$644
Support services - general administration	$1,077,228	$268	$462
Support services - school based administration	$3,924,536	$976	$1,007
Central and other support services	$9,135,655	$2,273	$671
Operation and maintenance of plant	$6,599,197	$1,642	$1,629
Student transportation services	$4,049,788	$1,015	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$85,066,379	$20,957	$17,153

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

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$4,217,149	19.1	29.7
Instructional Aide Salaries	$2,558,746	11.6	9.6
Other Salaries	$4,163,200	18.9	10.4
Employee Benefits	$2,497,950	11.3	13.0
Purchased Services Other Than Transportation	$1,990,975	9.0	5.5
Special Education Tuition	$5,560,767	25.2	22.6
Supplies	$62,375	0.3	0.6
Property Services	$4,977	0.0	0.4
Purchased Services For Transportation	$956,501	4.3	8.0
Equipment	$14,329	0.1	0.2
All Other Expenditures	$2,000	0.0	0.1
Total	$22,028,970	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.9	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	95.6
State	2.6
Federal	1.2
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).

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	*	*	*	*	0	N/A
Asian	224	88.9	224	90.9	94	85.4
Black or African American	*	*	*	*	6	*
Hispanic or Latino of any race	133	74.3	133	70.1	59	68.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	123	87.1	123	85.4	56	82.2
White	1,591	79.6	1,591	74.4	668	71.7
English Learners	43	66.8	43	66.7	18	*
Non-English Learners	2,042	80.9	2,042	76.7	865	73.8
Eligible for Free or Reduced-Price Meals	114	72.5	114	67.6	50	64.4
Not Eligible for Free or Reduced-Price Meals	1,971	81.1	1,971	77.0	833	74.1
Students with Disabilities	315	61.3	314	54.6	144	55.2
Students without Disabilities	1,770	84.0	1,771	80.3	739	77.1
High Needs	422	65.6	421	60.2	189	58.6
Non-High Needs	1,663	84.4	1,664	80.6	694	77.6
District	2,085	80.6	2,085	76.5	883	73.6

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

	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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.5	85.4	76.0	87.8	1,238	84.7
Curl Up	90.5	95.0	95.2	96.6	1,238	94.3
Push Up	90.5	97.4	94.6	92.5	1,238	93.7
Mile Run/PACER	74.4	94.7	90.1	82.8	1,238	85.5
All Tests - District	63.9	75.2	70.2	71.5	1,238	70.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	9	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	46	87.0
District	329	97.6
State		88.3

[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 2017-18 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	249	78.3
Male	98.7	259	81.7
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	28	68.3
White	98.8	401	79.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.9	38	77.6
Students with Disabilities	92.6	30	37.0
District	98.9	508	80.0
State	95.9		42.6

[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

[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 percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	92.9	99.4
Male	90.6	96.9
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	92.0	98.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	89.2	95.0
District	91.8	98.3
State	71.0	87.8

[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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.6	75	50.0	50	100.0	67.7
	High Needs Students	65.6	75	43.7	50	87.5	58.1
Math Performance Index	All Students	76.5	75	50.0	50	100.0	63.1
	High Needs Students	60.2	75	40.1	50	80.3	52.7
Science Performance Index	All Students	73.6	75	49.0	50	98.1	63.8
	High Needs Students	58.6	75	39.1	50	78.1	54.2
ELA Academic Growth	All Students	66.3%	100%	66.3	100	66.3	59.9%
	High Needs Students	54.2%	100%	54.2	100	54.2	55.1%
Math Academic Growth	All Students	73.3%	100%	73.3	100	73.3	62.5%
	High Needs Students	54.9%	100%	54.9	100	54.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	12.1%	<=5%	35.8	50	71.7	16.1%
Preparation for CCR	% Taking Courses	89.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	80.0%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		93.3%	94%	49.6	50	99.2	88.0%
4-year Graduation All Students (2018 Cohort)		97.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		94.7%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		91.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.4% | 70.2%	75%	46.8	50	93.6	96.4% | 52.9%
Arts Access		53.3%	60%	44.4	50	88.8	51.9%
Accountability Index				**1147.2**	**1350**	**85.0**	

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]
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	65.6	9.4	15.4	
Math Performance Index Gap	75.0	60.2	14.8	17.6	
Science Performance Index Gap	75.0	58.6	16.4	16.1	
Graduation Rate Gap	94.0%	94.7%	-0.7%	11.1%	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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	96.4
	High Needs Students	92.6
Math	All Students	96.4
	High Needs Students	92.6
Science	All Students	93.4
	High Needs Students	85.7

[3]Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 65.8   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

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.

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.