

STRATEGIC SCHOOL PROFILE 2007-08**Wolcott School District**

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Location: 154 Center Street
Wolcott,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven	Per Capita Income in 2000: \$25,018
Town Population in 2000: 15,215	Percent of Adults without a High School Diploma in 2000*: 13.2%
1990-2000 Population Growth: 11.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.8%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 94.7%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 2,916
5-Year Enrollment Change -0.6%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	401	13.8	20.0	28.7
K-12 Students Who Are Not Fluent in English	42	1.5	1.9	5.4
Students Identified as Gifted and/or Talented*	165	5.7	2.5	4.0
PK-12 Students Receiving Special Education Services in District	296	10.2	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	167	83.9	78.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	100	20.8	22.7	20.2

*96.4% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.0
Asian American	52	1.8
Black	56	1.9
Hispanic	108	3.7
White	2,699	92.6
Total Minority	217	7.4

Percent of Minority Professional Staff: 2.4%

Non-English Home Language: 4.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 21.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Wolcott Public Schools have played an active and supportive role for many years in efforts to reduce racial, ethnic and economic isolation. Wolcott students participate in magnet schools in both Waterbury and New Haven. Several 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, On-line Expository Writing; Lives in Transition Grants; Response to Literature Writing Grants, a Science Education Partnership and Foreign Language Exchange programs. We currently have a Sister School in Shandong China, Wolong #2 MiddleSchool and have an expanding Chinese Program. The district is currently a partner in attending the Rotella Magnet School, the Maloney Magnet School and the Waterbury Performing Arts Magnet Schools; with the city of Waterbury and surrounding towns. District administrators are participating in the minority recruitment consortium through the Area Cooperative Educational Services. Our Superintendent is currently a member of the CAPSS Minority Recruitment Action committee. The Magnet Schools and Project Choice Programs hold the most promise for our Town.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	64.1	52.0	57.7
Writing	79.4	63.4	75.5
Mathematics	75.9	60.0	72.4
Grade 4 Reading	72.1	55.9	74.7
Writing	84.6	62.9	89.9
Mathematics	77.5	60.3	76.1
Grade 5 Reading	78.4	62.2	74.7
Writing	82.6	64.5	81.5
Mathematics	92.6	65.9	98.1
Science	70	54.9	61.1
Grade 6 Reading	75.5	66.3	54.2
Writing	81.4	61.9	85.1
Mathematics	84.4	66.4	78.0
Grade 7 Reading	85.3	71.1	71.6
Writing	78.0	62.0	72.9
Mathematics	80.4	63.0	71.0
Grade 8 Reading	77.1	64.8	60.4
Writing	80.4	63.4	74.8
Mathematics	77.1	60.8	69.2
Science	73.9	58.6	52.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	54.2	45.5	55.4
Writing Across the Disciplines	70.8	57.9	60.8
Mathematics	50.7	50.1	36.9
Science	36.4	46.3	25.4

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	47.8	36.1	83.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.3	77.6	
Average Score	Mathematics	503	504	46.9
	Critical Reading	486	502	29.2
	Writing	486	503	27.7

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	98.4	92.6	77.7
Cumulative Four-Year Dropout Rate for Class of 2007	1.5	6.2	73.7
2006-07 Annual Dropout Rate for Grade 9 through 12	1.1	1.7	48.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.6	83.4
% Employed (Civilian Employment and in Armed Services)	10.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	187.70
Paraprofessional Instructional Assistants	18.60
Special Education	
Teachers and Instructors	27.00
Paraprofessional Instructional Assistants	37.00
Library/Media Specialists and Assistants	7.00
Staff Devoted to Adult Education	0.20
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	9.90
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	12.80
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	140.25

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	13.5	13.6
% with Master's Degree or Above	66.1	71.0	75.6

Average Class Size	District	DRG	State
Grade K	18.0	16.0	18.1
Grade 2	18.0	17.8	19.3
Grade 5	19.2	19.7	20.9
Grade 7	20.5	19.7	20.5
High School	17.7	18.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,019	996	987
Middle School	1,023	1,025	1,017
High School	1,002	1,004	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.7	3.8	3.4
Middle School	2.9	2.9	2.7
High School	3.6	2.7	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$18,712	\$6,413	\$7,153	\$6,567	\$7,159
Instructional Supplies and Equipment	\$685	\$235	\$262	\$282	\$266
Improvement of Instruction and Educational Media Services	\$535	\$183	\$443	\$246	\$429
Student Support Services	\$1,141	\$391	\$764	\$662	\$761
Administration and Support Services	\$3,270	\$1,121	\$1,256	\$1,231	\$1,271
Plant Operation and Maintenance	\$3,492	\$1,197	\$1,329	\$1,282	\$1,322
Transportation	\$1,638	\$501	\$605	\$632	\$601
Costs for Students Tuitioned Out	\$925	N/A	N/A	N/A	N/A
Other	\$600	\$206	\$147	\$166	\$145
Total	\$30,998	\$9,797	\$12,203	\$11,296	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,668	\$914	\$1,875	\$2,587	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,488,971
Percent of Total PK-12 Expenditures Used for Special Education	17.7%

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	56.0	41.4	2.3	0.4
Excluding School Construction	56.3	40.9	2.4	0.4

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Each school Principal and Program Leader presents a proposed budget to the Finance Committee of the Board of Education in January for the ensuing fiscal year. This budget contains the personnel and material resources required to meet the educational needs of the students who will be in attendance at each school. The Board of Education considers all of these requests and decides on a budget that it will propose to the town fiscal authority, known as the Town Council. Various curriculum leadership teams provide recommendations to the school principals, and staff, about resources that would be appropriate for curriculum projects, and implementation of new materials. Recently we have completed a three year process of implementing a new K-5 Math Series (Growing with Math). We have completed and implemented a K-5 Reading and Writing series (Holt and Mifflin Anthology Series). We are now implementing a new K-5 Social Studies Textbook Series. We have implemented a new 5 year Technology Plan, and completed an audit, to upgrade our equipment and redistribute it equitably. We have also completed through an outside vendor a complete documentation of our entire technology system. Our schools have all been modernized and wired for voice, data, and cable. Almost all our classrooms are equipped with three computers and each school has at least two stationary computer labs and two labs on a cart. Our school renovation projects, as well as our capital improvement projects, have brought our facilities up to an outstanding level.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	298
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	12	0.4	0.6	0.7
Learning Disability	114	3.8	3.8	4.0
Intellectual Disability	13	0.4	0.5	0.5
Emotional Disturbance	30	1.0	1.2	1.0
Speech Impairment	45	1.5	2.3	2.4
Other Health Impairment*	61	2.0	2.0	2.1
Other Disabilities**	23	0.8	0.8	0.9
Total	298	9.8	11.2	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	81.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.7	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	22.7	20.4	75.8	62.1
	Writing	27.6	19.3	81.0	63.0
	Mathematics	32.6	22.6	81.2	62.7
	Science	34.1	22.2	72.2	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	54.2	45.5
	Writing Across the Disciplines	N/A	N/A	70.8	57.9
	Mathematics	N/A	N/A	50.7	50.1
	Science	N/A	N/A	36.4	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	17.6
	% With Accommodations	82.4
CAPT	% Without Accommodations	44.4
	% With Accommodations	55.6
% Assessed Using Skills Checklist		12.0

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	11	3.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	201	67.4	70.9	71.6
40.1 to 79.0 Percent of Time	70	23.5	18.2	16.6
0.0 to 40.0 Percent of Time	27	9.1	10.9	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

There were substantial highlights during the year that prompt optimism for the future.

We have had continuous increases in our Connecticut Mastery Test (C.M.T.) scores in grades 3, 4, 5, 6, 7 and 8, over the last three year period at the proficiency level. We have received statewide recognition for our Connecticut Academic Performance Tests (C.A.P.T.) improvement over the last eight years. In four of the last 8 years we have received statewide recognition for our Physical Education/Health Program and the performance of our students on the statewide fitness tests. We have continued to increase emphasis on our district-wide year round reading programs.

Elementary teachers continued training in a number of reading enhancement strategies (Running Records, Developmental Reading Assessments, Guided Reading and the First Steps Program); as well as implementing our new up to date textbooks in our core areas.

Frisbie has been recognized statewide recently (2003) as "Connecticut's Elementary School of the Year", and Wakelee Elementary was recognized by the International Reading Association for having "Connecticut's Outstanding Elementary Reading Program" (2005). Advanced Placement Test scores as well as Statewide Vocational Career Tests have shown steady improvements in both average scores and the total number of students involved.

We have continued our Character Education Program K-12, with the focus on community involvement and support at all levels. We continue to expand our School-to-Career focus to include K-12 career awareness across the curriculum. We have increased the variety, scope and enrollment of our Adult Education offerings. The Alcott School continues to operate under the principles of a Connecticut Hot School Grant. (Higher Order Thinking). This extensive grant will assist in the infusion of the Arts into mainstream education. Finally, our High School Robotics Team received State, Regional and National recognition for their efforts. Our Wolcott High School Weight Lifting Team was crowned State Champs for the 2007-08 school year. We continue to try to improve our academic infrastructure by increased professional development activities. Over 75% of our teachers have received advanced training in some aspect of their jobs. We continue to refine our curriculum development based on "Best Practice Research", which asks the question, "What are the most outstanding districts in Connecticut doing in this area"? Wolcott has five outstanding PTO groups operating in each of our schools. Our volunteerism is second to none. Last year we had over 300 volunteers.

The caring reputation of the Wolcott Public Schools and their employees is well deserved. Wolcott receives an extraordinary return on its educational investment.
