Connecticut State Department of Education

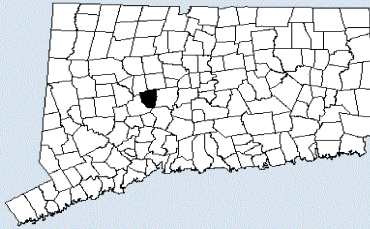# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

Wolcott School District

Dr. Thomas Smyth Jr., Superintendent • 203-879-8183 • www.wolcottps.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,346
Per Pupil Expenditures[1]	$13,821
Total Expenditures[1]	$35,104,352

[1]*Expenditure data reflect the 2014-15 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 2016)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,117	47.6	48.3
Male	1,229	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	46	2.0	12.8
Hispanic or Latino	136	5.8	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	76	3.2	2.7
White	2,044	87.1	55.9
English Learners	54	2.3	6.4
Eligible for Free or Reduced-Price Meals	510	21.7	38.0
Students with Disabilities[1]	260	11.1	13.7

[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	27	2.5	25	2.2
Male	46	3.8	84	6.8
Black or African American	*	*	*	*
Hispanic or Latino	12	9.7	11	8.5
White	57	2.8	91	4.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	47	9.2	54	9.8
Students with Disabilities	23	8.5	27	9.3
District	73	3.2	109	4.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 67

Number of school-based arrests: Fewer than 6

[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	167.3
Paraprofessional Instructional Assistants	11.0
Special Education	
Teachers and Instructors	21.4
Paraprofessional Instructional Assistants	29.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	5.8
Counselors, Social Workers and School Psychologists	14.8
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	123.4

[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	0	0.0	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	226	99.6	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	*
White	47	27.2	120	61.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	6	13.3	27	56.3
Students with Disabilities	*	*	16	61.5
District	50	25.8	138	62.7
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	14	56.0
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	86	82.7
Other Health Impairment	43	82.7
Other Disabilities	*	*
Speech/Language Impairment	21	100.0
District	182	75.2
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	1.1	1.6
Emotional Disturbance	19	0.8	1.0
Intellectual Disability	12	0.5	0.5
Learning Disability	104	4.3	4.6
Other Health Impairment	53	2.2	2.8
Other Disabilities	17	0.7	1.0
Speech/Language Impairment	26	1.1	1.9
All Disabilities	257	10.6	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	21,096,780	8,951	9,387
Instructional Supplies and Equipment	646,167	274	318
Improvement of Instruction and Educational Media Services	718,869	305	541
Student Support Services	1,383,667	587	1,048
Administration and Support Services	3,781,598	1,604	1,790
Plant Operation and Maintenance	3,649,192	1,548	1,608
Transportation	2,060,096	787	845
Costs of Students Tuitioned Out	1,011,331	N/A	N/A
Other	756,652	321	194
Total	35,104,352	13,821	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	2,254,461	956	1,524

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

Special Education Expenditures: 2014-15

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,557,862	38.6	35.1
Noncertified Personnel	757,516	11.4	14.5
Purchased Services	1,289,299	19.4	5.5
Tuition to Other Schools	953,510	14.4	21.6
Special Ed. Transportation	564,207	8.5	8.3
Other Expenditures	508,668	7.7	15.0
Total Expenditures	6,631,062	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.0	54.3
State	42.4	42.9
Federal	2.1	2.3
Tuition & Other	0.5	0.5

[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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	29	61.4	29	56.4	13	*
Hispanic or Latino	63	67.1	63	62.5	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	43	73.7	43	68.3	18	*
White	1103	72.6	1102	68.5	537	63.0
English Learners	28	64.0	28	62.7	14	*
Non-English Learners	1234	72.4	1233	68.1	581	63.2
Eligible for Free or Reduced-Price Meals	258	66.5	258	63.0	131	56.6
Not Eligible for Free or Reduced-Price Meals	1004	73.7	1003	69.3	464	64.6
Students with Disabilities	167	52.3	166	47.7	74	45.3
Students without Disabilities	1095	75.3	1095	71.1	521	65.3
High Needs	370	63.3	369	59.4	177	54.5
Non-High Needs	892	75.9	892	71.5	418	66.4
District	1262	72.2	1261	68.0	595	62.8

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	95.1	78.1	82.9	88.0	726	85.4
Curl Up	87.3	83.7	86.5	95.1	726	88.2
Push Up	71.8	82.6	87.4	87.5	726	83.2
Mile Run/PACER	91.5	83.1	82.9	78.8	726	83.6
All Tests - District	70.4	50.6	59.9	69.0	726	62.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

[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]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	49	93.9	85.7	Yes	86.7
Students with Disabilities	24	83.3	.		.
District	180	96.7	92.9	Yes	93.1
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	94	45.0
Male	97.6	92	44.9
Black or African American	*	*	*
Hispanic or Latino	95.0	*	*
White	97.8	170	46.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.8	24	25.8
Students with Disabilities	*	0	*
District	97.8	186	44.9
State	95.6		40.7

[5]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

[6]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.
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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 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	86.5	92.0
Male	66.3	86.6
Black or African American	*	*
Hispanic or Latino	*	*
White	77.2	91.7
English Learners	77.2	*
Eligible for Free or Reduced-Price Meals	59.6	76.0
Students with Disabilities	45.0	*
District	76.6	89.6
State	71.9	88.3

[7]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.

[8]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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.2	75	48.1	50	96.3	67.7
	High Needs Students	63.3	75	42.2	50	84.4	56.7
Math Performance Index	All Students	68.0	75	45.3	50	90.6	61.4
	High Needs Students	59.4	75	39.6	50	79.2	49.9
Science Performance Index	All Students	62.8	75	41.9	50	83.8	57.5
	High Needs Students	54.5	75	36.4	50	72.7	47.0
ELA Academic Growth	All Students	64.2%	100%	64.2	100	64.2	63.8%
	High Needs Students	58.7%	100%	58.7	100	58.7	58.3%
Math Academic Growth	All Students	72.2%	100%	72.2	100	72.2	65.0%
	High Needs Students	65.0%	100%	65.0	100	65.0	57.4%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.8%	<=5%	44.3	50	88.7	15.6%
Preparation for CCR	% Taking Courses	45.4%	75%	30.3	50	60.5	67.6%
	% Passing Exams	44.9%	75%	30.0	50	59.9	40.7%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.7%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.9%	94%	92.4	100	92.4	78.6%
Postsecondary Entrance (Class of 2015)		76.6%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.3%	62.0%	75%	41.3	50	82.6	89.2%	50.5%
Arts Access		24.7%	60%	20.6	50	41.2	47.5%
Accountability Index				**1072.5**	**1350**	**79.4**	

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	63.3	11.7	16.5	
Math Performance Index Gap	71.5	59.4	12.1	18.9	
Science Performance Index Gap	66.4	54.5	11.8	17.2	
Graduation Rate Gap	94.0%	86.9%	7.1%	15.3%	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	99.2
	High Needs Students	97.9
Math	All Students	99.1
	High Needs Students	97.7
Science	All Students	99.8
	High Needs Students	99.4

[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: 58.2   State: 51.4

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

Special education programs are constantly evaluated to ensure that students receive appropriate services in the least-restrictive environment. The department's goals are directly aligned with the District Growth Plan and relevant, measurable targets are set for multiple facets of the program. These goals are directly linked to improved outcomes for these students and have accompanying adult actions.

The District Growth Plan sets our ambitious goals for improving chronic student attendance. A key adult action in this work is to work more closely with the families of these students and to help align them with in-school and community-based resources and counseling to support them. The process of constructing the District Growth Plan involved members of our Board of Education, teachers, and administrators.

This year we have implemented a new mathematics series in grades K-8. This series leverages substantial online learning supports for both parents and students. Students receive individualized practice activities and can benefit from online tutorials when the work becomes difficult. The series also provides resources for supporting parents in understanding the Common Core mathematics and how to support their children in this work. This feature was a key reason the Board supported this important purchase.

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. Our 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. In addition, we recently had a Sister School relationship with Shandong Province, China at Wolong #2 Middle School. Students at our middle school and their school have become "pen-pals" through e-mail, by contacting each other via the internet to spark collaboration and communication. Administrators have shared teaching practices and instructional strategies between both China and the USA to the point that each school has adopted practices set by the other. 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. The Wolcott Board of Education has specific policies on the recruitment of minority teachers. Wolcott continues to strive for minority recruitment for administrators, teacher and staff.

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. Technology permeates the district with over 800 Chromebooks being purchased in the last 12 months. Primary grades in each elementary school have access to iPads. We have begun a long-range project of facilities assessment and planning that will address all of our facilities.