

STRATEGIC SCHOOL PROFILE 2008-09**Wolcott School District**

THOMAS M. SMYTH, JR, Superintendent
Telephone: (203) 879-8183

Location: 154 Center Street
Wolcott,
Connecticut

Website: www.wolcottps.org/

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: 94.5%

*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, 2008 2,855
5-Year Enrollment Change -3.3%

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	456	16.0	22.6	30.3
K-12 Students Who Are Not Fluent in English	42	1.5	2.0	5.2
Students Identified as Gifted and/or Talented*	183	6.4	2.7	4.0
PK-12 Students Receiving Special Education Services in District	268	9.4	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	137	85.6	79.7	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	88	18.4	20.0	19.0

*97.8% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	53	1.9
Black	54	1.9
Hispanic	103	3.6
White	2,643	92.6
Total Minority	212	7.4

Percent of Minority Professional Staff: 2.8%

Non-English Home Language: 4.6% 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 29.

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 Middle School 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 School; 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 Program hold the most promise for our Town. Wolcott feels a strong boost to the Choice Program would be full tuition for entering students. We also feel the state should economically support minority candidates to enter the field of education, and require them to teach for a period of five years in Connecticut Public Schools. This would definitely increase the Minority Staff available.

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	69.8	54.6	68.6
Writing	85.2	62.5	91.8
Mathematics	79.0	62.8	74.8
Grade 4 Reading	76.8	60.7	78.5
Writing	84.7	64.2	93.9
Mathematics	80.9	63.6	78.0
Grade 5 Reading	85.1	66.0	85.7
Writing	86.9	66.5	92.6
Mathematics	91.3	68.8	95.7
Science	79	58.1	77.2
Grade 6 Reading	83.2	68.9	66.9
Writing	81.0	62.2	80.4
Mathematics	88.2	68.8	77.9
Grade 7 Reading	84.8	74.9	63.7
Writing	75.7	62.9	66.9
Mathematics	83.4	66.0	77.1
Grade 8 Reading	85.7	68.4	81.3
Writing	84.6	66.5	80.0
Mathematics	87.9	64.5	85.8
Science	72.5	60.6	51.0

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	46.5	47.4	42.4
Writing Across the Disciplines	61.7	55.0	48.1
Mathematics	52.7	47.8	47.3
Science	40.1	42.8	38.2

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
	53.4	36.2	90.5

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		61.4	74.5	
Average Score	Mathematics	516	507	57.4
	Critical Reading	498	503	38.8
	Writing	492	506	31.8

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 2008	91.7	92.1	29.8
Cumulative Four-Year Dropout Rate for Class of 2008	8.6	6.6	17.5
2007-08 Annual Dropout Rate for Grade 9 through 12	1.0	2.5	55.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.2	84.1
% Employed (Civilian Employment and in Armed Services)	8.1	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	187.70
Paraprofessional Instructional Assistants	15.55
Special Education	
Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	37.50
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	9.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	13.00
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	138.80

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	12.3	13.7	13.6
% with Master's Degree or Above	68.5	74.0	76.1

Average Class Size	District	DRG	State
Grade K	17.8	16.3	18.3
Grade 2	18.0	18.4	19.3
Grade 5	21.7	20.6	21.0
Grade 7	16.9	19.6	20.5
High School	20.7	19.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,038	999	988
Middle School	1,005	1,032	1,016
High School	935	999	1,007

*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*	3.0	3.5	3.3
Middle School	2.4	2.5	2.6
High School	2.5	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$19,295	\$6,615	\$7,521	\$6,983	\$7,522
Instructional Supplies and Equipment	\$821	\$281	\$267	\$294	\$271
Improvement of Instruction and Educational Media Services	\$599	\$205	\$461	\$273	\$446
Student Support Services	\$1,242	\$426	\$808	\$695	\$806
Administration and Support Services	\$3,250	\$1,114	\$1,351	\$1,317	\$1,369
Plant Operation and Maintenance	\$3,681	\$1,262	\$1,382	\$1,310	\$1,377
Transportation	\$1,628	\$499	\$649	\$670	\$644
Costs for Students Tuitioned Out	\$774	N/A	N/A	N/A	N/A
Other	\$737	\$253	\$152	\$184	\$151
Total	\$32,026	\$10,216	\$12,869	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,799	\$960	\$1,791	\$2,326	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,844,360	18.2	19.8	20.5

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	50.3	47.4	1.9	0.4
Excluding School Construction	52.8	44.7	2.0	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 Board of Education Finance Committee in January for the ensuing fiscal year. This budget contains the personnel and resources required to meet the educational needs of the students who will be in attending 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, the Town Council. Various curriculum leadership teams provide recommendations to the school principals, and staff, about resources that would be appropriate for initiatives, and implementation of new materials. We have completed and implemented a K-5 Reading and Writing series (Holt and Mifflin Anthology Series). We have recently implemented a K-5 Social Studies Textbook Series. We have implemented a new 3 year Technology Plan, and completed a technology audit to upgrade our equipment. 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 one stationary computer lab and one lab on a cart. We have renovated all our Middle School and High School science labs and are upgrading our vocational wing at Wolcott High School over the last two years. 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	275
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.2%

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	14	0.5	0.8	0.8
Learning Disability	96	3.2	3.7	3.9
Intellectual Disability	13	0.4	0.5	0.5
Emotional Disturbance	29	1.0	1.1	1.0
Speech Impairment	52	1.7	2.3	2.3
Other Health Impairment*	52	1.7	1.9	2.1
Other Disabilities**	19	0.6	0.9	0.9
Total	275	9.2	11.1	11.6

*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 2007-08 with a Standard Diploma	81.3	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	42.7	30.2	81.4	65.7
	Writing	34.4	19.5	82.7	64.1
	Mathematics	45.9	30.7	85.2	65.7
	Science	26.5	23.8	75.5	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	46.5	47.4
	Writing Across the Disciplines	N/A	N/A	61.7	55.0
	Mathematics	N/A	N/A	52.7	47.8
	Science	N/A	N/A	40.1	42.8

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	17.7
	% With Accommodations	82.3
CAPT	% Without Accommodations	29.4
	% With Accommodations	70.6
% Assessed Using Skills Checklist		9.5

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	9	3.3

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	193	70.2	74.5	72.7
40.1 to 79.0 Percent of Time	60	21.8	15.3	16.1
0.0 to 40.0 Percent of Time	22	8.0	10.3	11.2

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. 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 curriculum areas.

Frisbie School has been recognized statewide recently (2003) as, "Connecticut's Elementary School of the Year", and Wakelee School 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. The Weight Lifting Team was crowned State Champs for the 2007-08 school year, and has been NVL League Champs for the last two years. We continue to try to improve our academic infrastructure by increased professional development activities. Over 80% 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 in our schools.

The caring reputation of the Wolcott Public Schools and their employees is well deserved. Wolcott receives an extraordinary return on its educational investment. We continue to lead our DRG, (District Reference Group) with outstanding performances on our State-wide Testing, while spending the least amount of dollars in the State on per pupil expenditures for 2008-2009.
