

STRATEGIC SCHOOL PROFILE 2009-10**Wilton School District**

GARY G. RICHARDS, Superintendent

Location: 395 Danbury Road

Telephone: (203) 762-3381

Wilton,
ConnecticutWebsite: www.wilton.k12.ct.us

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: Fairfield

Town Population in 2000: 17,633

1990-2000 Population Growth: 10.3%

Number of Public Schools: 5

Per Capita Income in 2000: \$65,806

Percent of Adults without a High School Diploma in 2000*: 6.2%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.8%

District Enrollment as % of Estimated. Student Population: 93.1%

*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): A 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, 2009 4,341
 5-Year Enrollment Change 0.7%

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	46	1.1	1.4	32.6
K-12 Students Who Are Not Fluent in English	20	0.5	0.6	5.4
Students Identified as Gifted and/or Talented*	278	6.4	6.1	4.1
PK-12 Students Receiving Special Education Services in District	445	10.3	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	275	99.6	95.9	80.5
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	60	9.8	7.8	13.6

*91.0 % 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	252	5.8
Black	53	1.2
Hispanic	84	1.9
White	3,951	91.0
Total Minority	390	9.0

Percent of Minority Professional Staff: 2.7%

Non-English Home Language:

2.5% 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 25.

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.

Because of the limited diversity in our school and community population, Wilton strives to reduce racial, ethnic, and economic isolation through programming in the academic, guidance, and arts areas as well as co-curricular and service options. At the early elementary level, classroom instruction aims to extend the background of students. The all-school character education program focuses on diversity topics. In addition, special art and music presentations featuring different countries are supported by classroom instruction in the culture and history of various regions. The developmental guidance program seeks to enhance student skills in awareness and understanding of differences. Team projects focus on increasing cultural understanding through the arts and world languages. Elementary school service projects reach across communities locally and internationally. Our middle school continues its goal to reduce racial, ethnic, and socio-economic isolation. Continually evolving interdisciplinary team projects now include the World Change Agents, the Immigration Project, United Nations Project, Chinese New Year, Tolerance of Differences, and Biomes of the World and are designed to help raise students' awareness and understanding of diversity issues and differing cultures. Field trips are scheduled that support these goals. In addition, assembly speakers provide cultural and historical presentations to students. Service projects at the local, national, and international levels heighten student awareness and concern about socio-economic differences. 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 of racial, ethnic, and socio-economic isolation. Twelve students from the A Better Chance (ABC) program attend the high school. This program provides inner-city students with the opportunity to live in the Wilton community and attend Wilton High School. Curricular programs include area studies courses in the Middle East, Russia, and Africa, world language courses, and readings and discussion of diversity issues in literature and social studies classes. Club programs have expanded to include Amnesty International, the World Language Club, Model UN, Gay-Straight Alliance, hosting international student groups, world language week and fine arts week. Wilton High School band formed a partnership with the Bridgeport Public Schools by initiating a musical instrument donation program. Wilton has invited other school systems to participate in this program.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	89.4	57.0	98.2	
Writing	85.8	58.3	97.5	
Mathematics	84.9	62.4	90.2	
Grade 4 Reading	87.2	59.9	97.5	
Writing	85.6	63.6	95.0	
Mathematics	90.3	67.0	93.7	
Grade 5 Reading	86.9	61.8	96.4	
Writing	87.0	68.2	89.2	
Mathematics	94.1	72.4	97.0	
Science	90.3	59.4	97.6	
Grade 6 Reading	93.5	74.9	92.0	
Writing	84.8	65.9	82.3	
Mathematics	92.8	70.7	91.4	
Grade 7 Reading	95.9	77.4	94.8	
Writing	86.0	61.2	92.2	
Mathematics	93.3	68.5	94.2	
Grade 8 Reading	95.3	73.3	98.7	
Writing	91.4	62.6	98.1	
Mathematics	94.4	67.3	99.4	
Science	92.6	62.8	99.4	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	82.7	45.9	97.0	
Writing Across the Disciplines	92.3	59.6	99.2	
Mathematics	86.2	48.7	100.0	
Science	78.7	45.3	97.0	

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
	69.7	50.7	89.5

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		87.0	68.5	
Average Score	Mathematics	603	508	98.4
	Critical Reading	585	503	96.9
	Writing	597	506	99.2

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 2009	99.1	91.3	92.3
2008-09 Annual Dropout Rate for Grade 9 through 12	0.2	3.0	94.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.3	84.5
% Employed (Civilian Employment and in Armed Services)	2.8	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	289.31
Paraprofessional Instructional Assistants	32.29
Special Education	
Teachers and Instructors	31.90
Paraprofessional Instructional Assistants	68.40
Library/Media Specialists and/or Assistants	21.10
Staff Devoted to Adult Education	0.25
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	16.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.40
Counselors, Social Workers, and School Psychologists	24.60
School Nurses	7.50
Other Staff Providing Non-Instructional Services and Support	191.35

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	13.0	13.1	13.8
% with Master's Degree or Above	84.5	88.5	77.8

Average Class Size	District	DRG	State
Grade K	18.4	18.5	18.5
Grade 2	21.5	20.8	19.7
Grade 5	20.8	21.6	21.1
Grade 7	21.5	20.8	20.8
High School	21.2	21.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	963	995	992
Middle School	974	1,005	1,018
High School	1,007	988	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*	4.1	2.9	3.2
Middle School	2.9	2.6	2.5
High School	2.5	2.1	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$39,923	\$9,119	\$7,819	\$9,168	\$7,829
Instructional Supplies and Equipment	\$797	\$182	\$274	\$270	\$279
Improvement of Instruction and Educational Media Services	\$3,207	\$733	\$474	\$653	\$459
Student Support Services	\$6,335	\$1,447	\$863	\$958	\$859
Administration and Support Services	\$7,109	\$1,624	\$1,405	\$1,509	\$1,426
Plant Operation and Maintenance	\$7,176	\$1,639	\$1,469	\$1,920	\$1,462
Transportation	\$3,161	\$679	\$701	\$748	\$694
Costs for Students Tuitioned Out	\$2,310	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$163	\$236	\$162
Total	\$70,017	\$15,978	\$13,458	\$16,033	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,317	\$1,215	\$1,864	\$1,997	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,239,741	20.3	19.9	20.7

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	93.7	4.9	1.1	0.3
Excluding School Construction	93.7	4.8	1.1	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.

The main determinants of resource allocation are: Board of Education priorities, compliance with unfunded or under-funded federal and state mandates such as IDEA and NCLB, more severe special education needs, higher employee medical insurance costs, transportation and energy costs, and the need to maintain reasonable class sizes. Over the past 33 years our per-pupil costs have dropped from 6th in the State to 17th. The number of certified staff including classroom teachers, library/media specialists, and counselors is based on school enrollment, Board policy regarding class size, and school and district program priorities. Allocations for supplies and equipment are based on student enrollment as well as revisions and additions to program texts and materials. Special education staffing is allocated based on specific student needs defined through the IEP process, the number of students served, and compliance with IDEA. Non-certified staffing levels are determined in order to support the programs. A small percentage of the budget also is allocated to staff development. The district has a long-range technology plan including infrastructure, support, hardware, and software which is assessed annually. The district also has long-range plans for facilities maintenance, improvements, and renovations. The district's administrators are deployed in the schools and the Central Office.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	439
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

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	45	1.0	0.9	1.0
Learning Disability	192	4.4	3.9	3.9
Intellectual Disability	8	0.2	0.2	0.5
Emotional Disturbance	6	0.1	0.4	1.0
Speech Impairment	72	1.7	2.2	2.2
Other Health Impairment*	84	1.9	2.1	2.1
Other Disabilities**	32	0.7	0.6	0.9
Total	439	10.2	10.2	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 2008-09 with a Standard Diploma	95.5	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.9	4.1

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	65.2	31.6	91.4	67.5
	Writing	45.6	19.6	86.7	63.3
	Mathematics	58.3	32.9	91.6	68.1
	Science	59.4	23.7	91.4	61.1
CAPT	Reading Across the Disciplines	53.6	13.8	82.7	45.9
	Writing Across the Disciplines	53.6	16.8	92.3	59.6
	Mathematics	46.2	16.7	86.2	48.7
	Science	44.0	13.0	78.7	45.3

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	33.6
	% With Accommodations	66.4
CAPT	% Without Accommodations	3.3
	% With Accommodations	96.7
% Assessed Using Skills Checklist		4.5

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	22	5.0

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	271	61.7	78.0	73.4
40.1 to 79.0 Percent of Time	137	31.2	15.7	15.3
0.0 to 40.0 Percent of Time	31	7.1	6.3	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In keeping with our purpose to set high standards for educational excellence, Wilton students have demonstrated achievement in many areas. Standardized test score results continue to be strong. CMT 2010 Grades 3 – 8 mastery results in reading, math, writing and science ranged from 84.8 – 95.9%. At the high school level, CAPT 2010 scores were strong with math and writing scores in the top half of our ERG. Reading is a target area for growth K-12. Early literacy initiatives include uninterrupted instructional blocks for literacy instruction, early intervention strategies, and increased instruction in word study skills. At the secondary level, literacy skills across the content areas and non-fiction reading have been areas of emphasis. At the high school, 2010 SAT score averages were 575 Reading, 600 Math, and 595 Writing. In the 2010 National Merit Scholarship competition, seven students were finalists, eight were semifinalists, and seventeen were recognized as commended students. Post-secondary plans include 95% of students attending two- or four-year colleges and 5% join the military or seek employment. Wilton boasts an excellent fine and performing arts program. All students participate in K-8 art and music instruction. Band, choir, and orchestra programs begin in grades 3 – 5. At the high school, approximately 38% of students participate in the music program and 31% enroll in an art course. The high school theater program includes courses and numerous productions. Wilton also is proud of its extensive sports and extracurricular programs. In grades 3 – 12, more than 75 clubs and intramurals are offered. At the high school, approximately 60% of students participate in one or more sports. Finally, a personalized, nurturing environment for all students is a district priority. In addition to favorable student/counselor ratios at the secondary level, an early elementary guidance program has been implemented as well as a mentor program for freshmen and sophomores at the high school.
