

STRATEGIC SCHOOL PROFILE 2010-11**Wolcott School District**

JOSEPH P. MACARY, Superintendent

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Wolcott,
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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

Town Population in 2000: 15,215

1990-2000 Population Growth: 11.1%

Number of Public Schools: 5

Per Capita Income in 2000: \$25,018

Percent of Adults without a High School Diploma in 2000*: 13.2%

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

District Enrollment as % of Estimated. Student Population: 94.9%

*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, 2010 2,738
 5-Year Enrollment Change -7.9%

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	531	19.4	27.3	34.1
K-12 Students Who Are Not Fluent in English	35	1.3	1.9	5.6
Students Identified as Gifted and/or Talented*	173	6.3	2.9	4.0
PK-12 Students Receiving Special Education Services in District	253	9.2	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	132	79.0	73.3	80.2
Homeless	0	0.0	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	74	15.4	13.4	13.2

*94.2 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	37	1.4
Black	48	1.8
Hispanic	148	5.4
Pacific Islander	5	0.2
White	2,428	88.7
Two or more races	69	2.5
Total Minority	310	11.3

Percent of Minority Professional Staff: 2.5%

Non-English Home Language:

4.5% 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 23.

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 inter-district magnet schools in both Waterbury and New Haven. 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; On-line Expository Writing; Lives in Transition Grants; Response to Literature Writing Grants; a Science Education Partnership and Foreign Language Exchange Programs. For the past three years, our high school has participated in "Names have no Boundaries" through the Anti-Defamation League (ADL). Each year, presenters are brought in and trainers work with our students and faculty to provide sustainability for the program. We currently have 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. The district is currently a partner in attending the Rotella Magnet School, the Maloney Magnet School, and the Waterbury Arts Magnet School; with the City of Waterbury and surrounding towns. With approximately 200 students attending annually from Wolcott, we are the largest suburban town to participate in this Magnet School. 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 CMT Reading are provided with after school tutoring in all three elementary schools. Reading consultants work with these students in grades 3 and 4 to improve their literacy skills and comprehension abilities. District administrators are participating in the minority recruitment consortium through the Area Cooperative Educational Services. Wolcott continues to strive for minority recruitment for administrators, teacher and staff. We have seen improvement in this hiring philosophy over the past three years.

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
Grade 3 Reading	77.6	58.4	85.6
Writing	83.1	61.1	91.3
Mathematics	73.9	63.0	63.4
Grade 4 Reading	74.0	62.5	62.0
Writing	83.0	65.5	81.1
Mathematics	81.8	67.0	72.0
Grade 5 Reading	83.3	61.4	88.3
Writing	89.7	66.8	96.9
Mathematics	90.8	72.5	85.3
Science	85.3	59.9	90.2
Grade 6 Reading	86.6	76.0	64.3
Writing	80.5	65.2	76.2
Mathematics	86.2	71.3	72.6
Grade 7 Reading	89.1	77.8	68.2
Writing	73.3	58.9	63.9
Mathematics	81.8	68.4	64.7
Grade 8 Reading	87.8	74.7	70.7
Writing	82.2	64.8	69.4
Mathematics	88.8	66.6	86.0
Science	85.1	63.1	80.9

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 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
Reading Across the Disciplines	50.5	44.7	47.7
Writing Across the Disciplines	73.1	61.2	59.4
Mathematics	64.2	49.5	68.4
Science	47.1	47.0	39.1

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
	70.5	51.0	89.9

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.7	70.6	
Average Score	Mathematics	485	510	27.5
	Critical Reading	479	505	22.9
	Writing	488	510	28.2

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, Adjusted Cohort Rate 2010	91.0	81.8	65.6
2009-10 Annual Dropout Rate for Grade 9 through 12	0.0	2.8	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.4	84.8
% Employed (Civilian Employment and in Armed Services)	9.3	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	175.35
Paraprofessional Instructional Assistants	11.70
Special Education	
Teachers and Instructors	28.00
Paraprofessional Instructional Assistants	35.50
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.20
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	9.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.90
Counselors, Social Workers, and School Psychologists	12.90
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	133.30

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	14.3	13.9
% with Master's Degree or Above	68.4	76.3	79.0

Average Class Size	District	DRG	State
Grade K	20.9	16.3	18.4
Grade 2	18.4	18.8	19.9
Grade 5	18.7	19.5	21.2
Grade 7	16.7	19.8	20.6
High School	17.0	17.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,035	1,002	992
Middle School	999	1,019	1,017
High School	989	1,010	1,010

*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*	2.3	3.0	3.1
Middle School	2.5	2.4	2.4
High School	2.3	2.1	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$21,085	\$7,676	\$8,232	\$7,870	\$8,237
Instructional Supplies and Equipment	\$567	\$206	\$299	\$275	\$300
Improvement of Instruction and Educational Media Services	\$402	\$146	\$477	\$265	\$463
Student Support Services	\$1,256	\$457	\$875	\$744	\$872
Administration and Support Services	\$3,317	\$1,208	\$1,433	\$1,396	\$1,459
Plant Operation and Maintenance	\$3,649	\$1,328	\$1,421	\$1,434	\$1,410
Transportation	\$1,777	\$579	\$701	\$710	\$692
Costs for Students Tuitioned Out	\$834	N/A	N/A	N/A	N/A
Other	\$732	\$266	\$161	\$168	\$159
Total	\$33,618	\$11,300	\$13,878	\$13,047	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,649	\$964	\$1,622	\$1,470	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,875,205	17.5	20.0	21.5

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	53.1	37.8	8.7	0.4
Excluding School Construction	52.4	37.8	9.4	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 Superintendent of School in December for the ensuing fiscal year. This budget contains the personnel and resources required 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 program that support the instructional core of learning. The district has recently completed a 5 year computer technology plan to upgrade our equipment. Technology has been a focus in the district to be used as a tool for teachers to enhance student learning; the district partners with ACES for technology staff and initiatives. All of our elementary classrooms are equipped with four computers and each school has at least one stationary computer lab and one mobile 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. Mounted LCD Projectors are having been placed in all High School core subject areas; and Middle School Grades 6th, 7th & 8th classrooms as a teaching tool. Our school renovation projects, as well as our capital improvement projects, have brought our facilities up to an optimal learning environment for students.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	256
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.0%

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	24	0.8	1.1	1.1
Learning Disability	86	3.0	3.6	3.9
Intellectual Disability	15	0.5	0.5	0.4
Emotional Disturbance	19	0.7	1.1	1.0
Speech Impairment	43	1.5	2.2	2.2
Other Health Impairment*	55	1.9	2.0	2.1
Other Disabilities**	14	0.5	0.9	0.9
Total	256	9.0	11.4	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 2009-10 with a Standard Diploma	64.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	33.8	33.0	83.3	68.6
	Writing	26.7	19.3	81.5	63.7
	Mathematics	35.4	33.4	83.7	68.2
	Science	32.4	21.2	85.2	61.5
CAPT	Reading Across the Disciplines	14.3	14.1	50.5	44.7
	Writing Across the Disciplines	5.6	17.3	73.1	61.2
	Mathematics	7.1	15.8	64.2	49.5
	Science	N/A	N/A	47.1	47.0

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	15.5
	% With Accommodations	84.5
CAPT	% Without Accommodations	23.8
	% With Accommodations	76.2
% Assessed Using Skills Checklist		9.2

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	10	3.9

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	198	77.3	76.5	74.1
40.1 to 79.0 Percent of Time	38	14.8	13.9	14.9
0.0 to 40.0 Percent of Time	20	7.8	9.6	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Wolcott Public Schools has committed to a District Improvement Plan based on the Public Education Leadership Project (PELP) at Harvard University. The district utilizes three key strategies that enhance the instructional core of learning – teacher, student, content. The three strategies are Classroom Walk-throughs, Assessment for Learning, and Data Driven Decision Making. These three strategies integrate the culture, structure, systems, resources and stakeholders together along with the environment to support teaching and learning in the classroom. Classroom Walk-throughs, using the state protocol, assists in gathering data on curriculum, instruction, assessment, technology, and innovative practices. Data Driven decision making is being integrated through the use of data teams, which analyze student work and assessment; and through grade and/or department level collaboration meeting to discuss instructional practices and curriculum pacing. Assessments of learning are the use of both summative and common formative assessment to measure student learning in the classroom. All district stakeholders utilize all three strategies to enhance the district, as measured by the standardized state assessments. The improvement plan is based on a vision of student learning in the classroom by providing a quality, core instruction for all students. The Department of Student Services which handles the education and programs for students with special needs has been focusing on two major goals in a three year improvement plan. The first goal is to align all Individualized Educational Plans (IEP) to a needs-goals-services philosophy. Students programs are identifying needs, setting goals, and delivering services that allows for student growth and development. Services are provided when the appropriate goals are identified after assessing the need of every child. This goal is the foundation for the second district goal of IEP Integrity. Ensuring that IEPs are properly developed and implemented will improve special education programs and services for all students with disabilities. This is accomplished through weekly school meetings with the special education staff, support staff, along with district and building administrators to review student cases and programs to ensure integrity and fidelity for those appropriate services. In addition, the district has contracted with an inclusion specialist to work with teacher and staff to assist in developing appropriate IEPs and effectively delivering services to all students with special needs. The school district is committed to a philosophy that incorporates the teacher, student and parent as the triangle of education. Parents are the first teacher of every student. Their input and feedback is critical to the success of every child. In that vain, the district has five active parent teacher organizations (PTOs) at each school that is a part of the educational system. The district provides a series of parent workshops on issues, such as drug awareness, college financial aid, etc. These workshops allow the school system to provide parents with all the needed information about today's students. In addition, there is a combined Parents Educator Council that meets regularly with all the PTO Presidents and administrators to discuss district initiatives and parents concerns. This forum is open to the public and provides an opportunity for both parents and educators to discuss improvements and how it will affect students. Lastly, the district conducts an annual survey on the state of the school. Last year, 600 parents responded and 90% felt that the district was headed in the right direction.
