

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



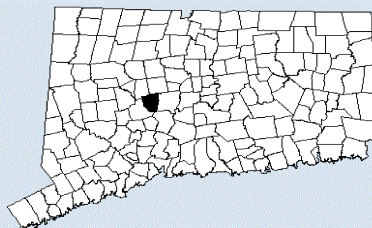
Wolcott School District

Dr. Anthony Gasper, Superintendent • 203-879-8183 • <http://www.wolcottps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,285
Per Pupil Expenditures ¹	\$14,251
Total Expenditures ¹	\$35,613,832

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,077	47.1	48.4
Male	1,208	52.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	51	2.2	12.9
Hispanic or Latino	137	6.0	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	74	3.2	2.9
White	1,978	86.6	54.8
English Learners	55	2.4	6.8
Eligible for Free or Reduced-Price Meals	494	21.6	35.9
Students with Disabilities ¹	268	11.7	14.3

¹Students 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	37	3.5	20	1.8
Male	46	3.9	66	5.4
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	11	7.6
White	73	3.8	70	3.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	44	9.1	45	8.6
Students with Disabilities	20	7.5	32	10.5
District	83	3.7	86	3.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 73

Number of school-based arrests: Fewer than 6

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	171.2
Paraprofessional Instructional Assistants	12.0
Special Education	
Teachers and Instructors	21.4
Paraprofessional Instructional Assistants	31.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	5.8
Counselors, Social Workers and School Psychologists	14.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	126.9

¹In 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

	Count	District Percent of Total (%)	State 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	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	225	98.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	69	43.1	123	71.1
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	17	43.6	21	51.2
Students with Disabilities	*	*	14	70.0
District	75	41.4	133	69.3
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	15	53.6
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	85	77.3
Other Health Impairment	44	86.3
Other Disabilities	*	*
Speech/Language Impairment	24	100.0
District	185	73.7
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.2	1.7
Emotional Disturbance	18	0.8	1.0
Intellectual Disability	9	0.4	0.5
Learning Disability	112	4.8	4.9
Other Health Impairment	51	2.2	2.9
Other Disabilities	19	0.8	1.1
Speech/Language Impairment	30	1.3	1.8
All Disabilities	267	11.3	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,115,657	9,043	9,663
Instructional Supplies and Equipment	818,586	351	321
Improvement of Instruction and Educational Media Services	1,155,509	495	578
Student Support Services	1,484,281	636	1,103
Administration and Support Services	3,698,987	1,584	1,861
Plant Operation and Maintenance	3,595,951	1,540	1,637
Transportation	1,974,238	765	877
Costs of Students Tuitioned Out	1,072,896	N/A	N/A
Other	697,727	299	201
Total	35,613,832	14,251	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,205,424	945	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,406,808	37.7	34.6
Noncertified Personnel	746,026	11.7	14.6
Purchased Services	1,179,245	18.4	5.8
Tuition to Other Schools	1,025,035	16.0	21.8
Special Ed. Transportation	542,688	8.5	8.5
Other Expenditures	492,674	7.7	14.7
Total Expenditures	6,392,476	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.0	54.3
State	41.4	41.9
Federal	3.0	3.2
Tuition & Other	0.5	0.6

⁴Revenue 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).

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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	*	*	*	*	0	N/A
Asian	27	74.8	27	76.2	12	*
Black or African American	28	57.9	28	53.5	15	*
Hispanic or Latino	68	66.0	68	63.4	34	52.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	44	71.3	44	69.7	17	*
White	1014	70.9	1014	68.8	461	57.8
English Learners	59	67.5	59	66.7	9	*
Non-English Learners	1123	70.6	1123	68.4	530	57.7
Eligible for Free or Reduced-Price Meals	266	64.8	266	63.5	122	54.0
Not Eligible for Free or Reduced-Price Meals	916	72.1	916	69.7	417	58.6
Students with Disabilities	139	50.9	139	49.0	84	41.8
Students without Disabilities	1043	73.0	1043	70.9	455	60.5
High Needs	370	63.0	370	61.2	170	50.7
Non-High Needs	812	73.8	812	71.6	369	60.7
District	1182	70.4	1182	68.3	539	57.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.0	79.3	86.4	87.7	700	85.9
Curl Up	89.1	83.0	93.2	97.2	700	90.6
Push Up	78.2	85.6	83.1	87.7	700	83.9
Mile Run/PACER	86.5	92.0	82.5	80.4	700	85.4
All Tests - District	72.4	64.9	66.7	71.5	700	68.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73	86.3
Students with Disabilities	22	72.7
District	219	93.6
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	94	52.2
Male	99.5	100	51.8
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	99.1	178	53.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.8	27	33.8
Students with Disabilities	91.7	*	*
District	99.2	194	52.0
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.4	90.9
Male	71.9	84.2
Black or African American	*	*
Hispanic or Latino	*	*
White	83.2	87.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	67.7	75.0
Students with Disabilities	*	*
District	81.3	88.1
State	72.0	88.5

⁵College 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.

⁶College 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

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.4	75	47.0	50	93.9	67.1
	High Needs Students	63.0	75	42.0	50	84.0	55.9
Math Performance Index	All Students	68.3	75	45.6	50	91.1	62.2
	High Needs Students	61.2	75	40.8	50	81.6	50.5
Science Performance	All Students	57.5	75	38.4	50	76.7	55.3
	High Needs Students	50.7	75	33.8	50	67.6	45.2
ELA Academic Growth	All Students	48.9%	100%	48.9	100	48.9	55.4%
	High Needs Students	47.6%	100%	47.6	100	47.6	49.8%
Math Academic Growth	All Students	59.7%	100%	59.7	100	59.7	61.7%
	High Needs Students	58.9%	100%	58.9	100	58.9	53.7%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.5%	<=5%	42.9	50	85.9	15.8%
Preparation for CCR	% Taking Courses	55.8%	75%	37.2	50	74.4	70.7%
	% Passing Exams	52.0%	75%	34.7	50	69.3	43.5%
On-track to High School Graduation		95.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.6%	94%	99.6	100	99.6	87.4%
6-year Graduation - High Needs Students (2014)		93.3%	94%	99.3	100	99.3	82.0%
Postsecondary Entrance (Class of 2016)		81.3%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.3% 68.7%	75%	45.8	50	91.6	92.0% 51.6%
Arts Access		31.0%	60%	25.9	50	51.7	50.5%
Accountability Index				1048.0	1350	77.6	

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	73.8	63.0	10.9	16.7	
Math Performance Index Gap	71.6	61.2	10.4	18.7	
Science Performance Index Gap	60.7	50.7	10.0	16.6	
Graduation Rate Gap	94.0%	93.3%	0.7%	12.0%	N

¹If 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.

²If 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	99.0
	High Needs Students	98.2
Math	All Students	99.0
	High Needs Students	98.2
Science	All Students	99.6
	High Needs Students	99.4

³Minimum 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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Student Services Department continually strives to improve parent communication and engagement. We review, revise, and improve documents that are shared with families at PPT, 504, and other meetings to ensure that family members are well apprised of their rights and our services in a way that is easy for them to understand.

This year, all schools will address the reduction of chronic absenteeism through their school growth plans. Schools will investigate and implement research-driven methods for keeping families informed about the importance of regular school attendance. School administrators and teams will monitor each student's attendance and applied tiered interventions as necessary and indicated.

Schools are continually engaged in helping staff members better understand effective methods of communication and engagement. Newer projects include School Attendance Teams and events such as STEM Family Nights, Invention Convention, and Family Festivals which connect parents with their schools. These events also include ideas on how to support student learning at home and this is supported curricularly through the implementation of the district's new Envision 2.0 mathematics series which has substantial at-home support tools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We participate in Waterbury magnet schools, sending approximately 160 students each year. Our participation in the CAPTivating Kids initiative is purposefully designed to connect students with those from other cultures and demographics. Through our own curricular efforts and also through programming with our parent groups, students gain access to a wide variety of cultural programming and events.

Schools hold "town hall" meetings, community outreach events, Model UN, and presentations by the ACLU and other such groups aim to bring a wide variety of cultural perspectives to the students of Wolcott.

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Equitable Allocation of Resources among District Schools

All decisions regarding resources have their roots in the Board of Education's five-year strategic goals. These goals and the CSDE's accountability matrix were analyzed by our District Data Team which drafted our District Growth Plan (DGP) which was then ratified by the Board of Education. The DGP's goals and adult actions then drive resource decisions for each of our schools during the budgeting process.

As an example, in recent data, one of our three elementary schools was clearly performing better on standardized tests. So, when an additional part-time staff member was approved during the budget process for math intervention, this person's time was equitably divided between the schools with lower performance. All schools have access to math interventionists, but those schools whose data shows more need get more personnel to support this effort. This decision is revisited yearly to send the staff to support the students most in need.