

STRATEGIC SCHOOL PROFILE 2012-13**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: 4

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: 92.8%

*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, 2012 4,289
 5-Year Enrollment Change -1.7%

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	77	1.8	2.0	36.7
K-12 Students Who Are Not Fluent in English	26	0.6	0.7	5.8
Students Identified as Gifted and/or Talented*	183	4.3	5.2	3.8
PK-12 Students Receiving Special Education Services in District	508	11.8	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	264	98.5	95.4	79.3
Homeless	2	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	82	13.2	7.4	12.7

*59.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.0
Asian American	303	7.1
Black	65	1.5
Hispanic	123	2.9
Pacific Islander	2	0.0
White	3,742	87.2
Two or more races	52	1.2
Total Minority	547	12.8

Percent of Minority Professional Staff: 3.3%

Non-English Home Language:

3.6% 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 35.

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, fine arts, and co-curricular areas as well through student participation in service projects. At the elementary school level, programs are designed to reduce racial, ethnic, and economic isolation. School-wide behavioral programs, including developmental guidance programs, seek to enhance student skills in the awareness and understanding of differences. The social studies curriculum provides opportunities to help students develop understanding of cultural diversity and the history of various regions. In Grades 3-5, team projects focus on increasing cultural understanding through the study of the fine arts and world languages. Elementary school service projects support local, national, and international communities. Our middle school continues its goal to reduce racial, ethnic, and socio-economic isolation. Continually evolving interdisciplinary team projects include Change Agents, Heritage 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. Programs in the fine and performing arts promote understanding of cultural diversity. In addition, visiting presenters provide cultural and historical presentations to students. Service projects heighten student awareness and concern about racial, ethnic, and economic conditions. 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 racial, ethnic, and economic isolation. Fourteen students participated in the "A Better Chance" program. This program provides inner-city students with the opportunity to live in Wilton and attend high school. Several curricular programs include the study of diversity-related themes. A wide range of activities designed to increase student awareness of the diversity of individuals and cultures included guest speaker presentations, diversity related co-curricular club participation, the hosting of international exchange students, fine and performing arts presentations, celebration of the annual world language and arts festivals, and student-generated service projects.

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	84.5	56.9	98.1	
Writing	81.6	60.0	91.9	
Mathematics	83.4	61.4	87.0	
Grade 4 Reading	86.9	62.6	97.5	
Writing	81.9	63.0	82.9	
Mathematics	88.2	65.1	93.0	
Grade 5 Reading	86.9	66.9	88.2	
Writing	76.6	65.6	63.4	
Mathematics	90.6	69.2	90.1	
Science	85.3	62.3	85.7	
Grade 6 Reading	90.2	73.3	85.6	
Writing	81.8	65.1	75.9	
Mathematics	92.1	67	92.3	
Grade 7 Reading	95.8	78.9	97.5	
Writing	83.6	64.9	83.5	
Mathematics	91.4	65.4	95.6	
Grade 8 Reading	96.1	76.2	98.7	
Writing	92.0	67.2	98.1	
Mathematics	92.2	65.0	95.6	
Science	87.9	60.4	97.5	

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	79.3	48.5	93.2	
Writing Across the Disciplines	89.9	62.1	93.2	
Mathematics	85.1	52.4	95.5	
Science	80.7	48.8	95.5	

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
	73.2	51.1	94.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		95.8	78.5	
Average Score	Mathematics	602	503	97.7
	Critical Reading	589	499	98.5
	Writing	608	504	100.0

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 2012	98.1	84.8	97.8
2011-12 Annual Dropout Rate for Grade 9 through 12	0.1	2.1	83.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.4	82.6
% Employed (Civilian Employment and in Armed Services)	1.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	277.30
Paraprofessional Instructional Assistants	30.75
Special Education	
Teachers and Instructors	32.80
Paraprofessional Instructional Assistants	74.23
Library/Media Specialists and/or Assistants	16.20
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	16.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.25
Counselors, Social Workers, and School Psychologists	26.00
School Nurses	7.50
Other Staff Providing Non-Instructional Services and Support	197.05

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	15.0	13.9	13.9
% with Master's Degree or Above	86.2	90.7	79.8

Average Class Size	District	DRG	State
Grade K	19.2	18.5	18.9
Grade 2	21.5	20.4	19.8
Grade 5	22.3	20.5	21.3
Grade 7	22.5	21.5	20.2
High School	20.5	20.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	978	1,009	999
Middle School	968	1,009	1,029
High School	946	987	1,027

*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*	3.4	2.5	2.7
Middle School	2.7	2.1	2.1
High School	2.4	1.9	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$44,029	\$10,199	\$8,570	\$10,302	\$8,570
Instructional Supplies and Equipment	\$1,178	\$273	\$252	\$286	\$257
Improvement of Instruction and Educational Media Services	\$3,155	\$731	\$475	\$688	\$471
Student Support Services	\$6,892	\$1,597	\$949	\$1,086	\$950
Administration and Support Services	\$7,271	\$1,684	\$1,526	\$1,644	\$1,547
Plant Operation and Maintenance	\$6,285	\$1,456	\$1,466	\$1,705	\$1,459
Transportation	\$3,711	\$819	\$775	\$779	\$765
Costs for Students Tuitioned Out	\$2,202	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$170	\$185	\$170
Total	\$74,723	\$17,297	\$14,444	\$17,274	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,641	\$1,307	\$1,405	\$1,184	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16,294,782	21.8	21.3	21.8

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	94.9	3.6	1.5	0.0
Excluding School Construction	94.9	3.5	1.6	0.0

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 Board of Education recognizes its responsibility to develop and implement a budget that provides sufficient and appropriate resources across schools, promotes continuous improvement, affords sufficient flexibility to respond to changing needs and contingencies, complies with all Federal and State Mandates, including IDEIA, and provides for necessary maintenance and improvement of school facilities. The Board ensures equitable allocation of resources in each of our schools through a commitment to support appropriate school organizational structures that are responsive to the unique academic, social, and emotional needs of students. The budget seeks to maintain Board approved practices concerning class sizes at each school, while adjusting staffing patterns to reflect enrollment changes and to achieve cost savings. The number of certified and classified staff is allocated based on school enrollment, Board policy regarding class size, and school and district program priorities. Special education staffing is allocated based on specific student needs defined through the IEP process, the number of students served, and compliance with IDEIA. The budget also provides equitable allocation of technology resources to provide the technology infrastructure and training that ensures that all students and staff excel in an increasingly technology-based global community.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	499
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.7%

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	53	1.2	1.2	1.3
Learning Disability	219	5.1	3.7	4.0
Intellectual Disability	5	0.1	0.2	0.4
Emotional Disturbance	28	0.7	0.5	1.0
Speech Impairment	74	1.7	1.9	2.0
Other Health Impairment*	99	2.3	2.1	2.4
Other Disabilities**	21	0.5	0.6	1.0
Total	499	11.7	10.1	12.1

*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 2011-12 with a Standard Diploma	90.6	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	57.8	34.5	90.2	69.2
	Writing	43.2	19.9	83.0	64.4
	Mathematics	55.6	29.0	89.8	65.5
	Science	50.0	21.3	86.6	61.3
CAPT	Reading Across the Disciplines	41.4	15.7	79.3	48.5
	Writing Across the Disciplines	52.9	16.7	89.9	62.1
	Mathematics	44.8	16.8	85.1	52.4
	Science	51.5	14.6	80.7	48.8

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	18.6
	% With Accommodations	81.4
CAPT	% Without Accommodations	7.7
	% With Accommodations	92.3
% Assessed Using Skills Checklist		4.4

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	24	4.8

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	324	64.9	75.7	72.0
40.1 to 79.0 Percent of Time	146	29.3	16.9	16.4
0.0 to 40.0 Percent of Time	29	5.8	7.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Three years ago, a wide-ranging group of stakeholders contributed to the development of a concise statement of action that is guiding the continuous improvement of our school district. The Wilton Public Schools Strategic Plan expresses our commitment to the evolution of the education of our students through a focus on community involvement, the deployment of a high quality faculty and staff, implementation of best practices in curriculum and instruction, the promotion of a safe and nurturing learning environment, and the development of student competencies in the use of digital tools to support learning. The goal of the plan is to ensure that our students will possess the knowledge, skills, values and passion necessary for life-long learning, and that they will be responsible, successful and productive members of the workplace, family, and society in a rapidly changing world. Building and district leadership teams develop and implement action plans that align with the Strategic Plan. School-based Progress Review Teams, comprised of administrators, teachers, parents, and middle and high school students, meet throughout the year to evaluate progress. A results-driven approach is used to identify both quantitative and qualitative results that are reported annually to the Board of Education. In the area of special education, we continue to provide services to students eligible under IDEIA through a continuum of district supports and services. The goal is to ensure the provision of all mandated services in a manner that is compliant with state and federal regulations, best practices, and current research. Students are educated with their non-disabled peers in the general education classroom to the maximum extent as considered appropriate for each individual student. Students' instructional environments may include general education (with or without paraprofessional support), services delivered in the general education setting, special education classes, in-district special programs, or other appropriate placements. At the preschool level, young children are served in integrated preschool classrooms and through itinerant support services. In addition to special education services, the district also provides related services to students with disabilities. These services may include speech therapy, occupational and physical therapies, applied behavioral analysis/ behavioral consultation, counseling, transportation, the use of specialized equipment, mental health team supports, and life planning sessions. Assistive technology services are provided by appropriately credentialed district staff whose goal is to provide increased student interaction with their social, instructional and community environments. At the high school, transition services are provided to assist students and their families in planning for post-secondary options including additional education and/or employment.
