

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



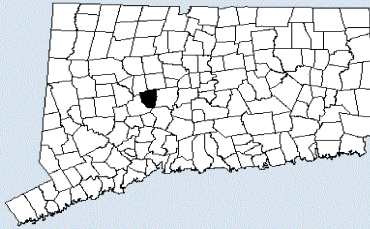
Wolcott School District

Mr. Joseph Macary, Superintendent • 203-879-8183 • www.wolcottps.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,365
Per Pupil Expenditures ¹	\$12,885
Total Expenditures ¹	\$34,416,249

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,143	48.3	48.3
Male	1,222	51.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	49	2.1	12.9
Hispanic or Latino	114	4.8	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	74	3.1	2.5
White	2,083	88.1	57.2
English Language Learners	51	2.2	6.3
Eligible for Free or Reduced-Price Meals	474	20.0	37.6
Students with Disabilities ¹	231	9.8	13.3

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	38	3.4	23	2.0
Male	53	4.4	83	6.7
Black or African American	*	*	*	*
Hispanic or Latino	10	9.2	10	8.7
White	79	3.8	88	4.1
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	47	9.5	48	9.6
Students with Disabilities	26	10.4	31	11.1
District	91	3.9	106	4.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 67

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	174.2
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.2
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	15.8
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	124.4

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	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	235	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	9.2

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	*	*	*	*
Hispanic or Latino	*	*	*	*
White	51	26.0	119	70.8
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	16	29.6	22	61.1
Students with Disabilities	*	*	12	57.1
District	61	27.6	129	70.5
State		58.4		73.8

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	12	54.5
Emotional Disturbance	13	59.1
Intellectual Disability	*	*
Learning Disability	79	90.8
Other Health Impairment	41	82.0
Other Disabilities	*	*
Speech/Language Impairment	22	100.0
District	171	76.7
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	23	0.9	1.5
Emotional Disturbance	22	0.9	1.0
Intellectual Disability	13	0.5	0.5
Learning Disability	87	3.5	4.4
Other Health Impairment	50	2.0	2.6
Other Disabilities	10	0.4	1.0
Speech/Language Impairment	24	1.0	1.9
All Disabilities	229	9.3	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	6.1	8.1
Private Schools or Other Settings	7	3.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,910,713	8,425	9,134
Instructional Supplies and Equipment	568,470	229	334
Improvement of Instruction and Educational Media Services	892,146	359	498
Student Support Services	1,297,473	523	1,001
Administration and Support Services	3,439,906	1,386	1,694
Plant Operation and Maintenance	3,779,958	1,523	1,572
Transportation	1,989,555	720	813
Costs of Students Tuitioned Out	816,410	N/A	N/A
Other	721,618	291	186
Total	34,416,249	12,885	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,326,441	937	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,440,085	39.7	35.1
Noncertified Personnel	729,177	11.9	14.2
Purchased Services	1,208,857	19.6	5.2
Tuition to Other Schools	768,903	12.5	22.0
Special Ed. Transportation	516,600	8.4	8.6
Other Expenditures	489,061	7.9	14.9
Total Expenditures	6,152,683	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.3	53.5
State	42.9	43.5
Federal	2.0	2.2
Tuition & Other	0.8	0.8

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	*	*	*	*	N/A	N/A
Asian	*	*	*	*	11	*
Black or African American	32	62.5	32	54.3	13	*
Hispanic or Latino	64	68.7	65	62.8	22	56.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	41	72.7	41	65.2	18	*
White	1163	70.5	1165	63.8	514	62.0
English Language Learners	18	*	18	*	*	*
Non-English Language Learners	1308	70.5	1311	63.8	*	*
Eligible for Free or Reduced-Price Meals	268	64.6	269	58.8	119	58.3
Not Eligible for Free or Reduced-Price Meals	1058	71.7	1060	65.0	459	62.2
Students with Disabilities	163	49.4	165	43.3	68	44.3
Students without Disabilities	1163	73.2	1164	66.6	510	63.7
High Needs	380	60.3	382	54.6	164	54.9
Non-High Needs	946	74.3	947	67.4	414	64.0
District	1326	70.3	1329	63.7	578	61.4

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			
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	94.3	74.2	83.3	91.7	752	85.6
Curl Up	87.9	80.2	90.3	97.2	752	89.0
Push Up	70.7	83.0	86.1	93.3	752	83.5
Mile Run/PACER	89.1	84.1	86.1	89.4	752	87.1
All Tests - District	65.5	55.5	67.1	81.7	752	67.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	80	90.0	84.6	Yes	85.7
Students with Disabilities	20	70.0	.		.
District	245	95.1	92.8	Yes	92.9
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	79.7	97	45.8
Male	64.6	64	33.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	73.6	147	40.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	53.3	16	17.8
Students with Disabilities	*	*	*
District	72.5	161	39.9
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.8	88.8
Male	70.7	93.4
Black or African American	*	*
Hispanic or Latino	*	*
White	76.0	91.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	84.4
Students with Disabilities	61.5	*
District	76.9	90.9
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	70.3	75	93.7	100	93.7	67.9
	High Needs Students	60.3	75	80.4	100	80.4	56.7
Math Performance Index	All Students	63.7	75	84.9	100	84.9	59.3
	High Needs Students	54.6	75	72.8	100	72.8	47.8
Science Performance Index	All Students	61.4	75	81.9	100	81.9	56.5
	High Needs Students	54.9	75	73.1	100	73.1	45.9
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.3%	<=5%	43.4	50	86.8	17.3%
Preparation for CCR	% Taking Courses	47.0%	75%	31.4	50	62.7	66.1%
	% Passing Exams	39.9%	75%	26.6	50	53.1	37.3%
On-track to High School Graduation		93.6%	94%	49.8	50	99.5	85.6%
4-year Graduation All Students (2014 Cohort)		95.1%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		93.7%	94%	99.6	100	99.6	77.6%
Postsecondary Entrance (Class of 2014)		77.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% 67.4%	75%	44.9	50	89.9	87.6% 51.0%
Arts Access		12.5%	60%	10.4	50	20.8	45.7%
Accountability Index				1043.0	1250	83.4	

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	74.3	60.3	14.0	17.3	
Math Performance Index Gap	67.4	54.6	12.8	19.6	
Science Performance Index Gap	64.0	54.9	9.2	17.2	
Graduation Rate Gap	94.0%	93.7%	0.3%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.5
	High Needs Students	99.0
Math	All Students	99.6
	High Needs Students	99.2
Science	All Students	100.0
	High Needs Students	100.0

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: 53.6 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2014-15

Wolcott School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Wolcott Public Schools constantly strives to maximize our ability to positively impact programs and services for students with special needs. We maintain a consistent focus on ensuring that students are served in the least restrictive environment that is appropriate for each student's needs. We maintain a variety of specialized programs across the PK-12 spectrum to address developmental delays, behavioral needs, and autism spectrum services.

Student truancy issues are monitored closely through the Student Assistance Team process in which teams of professionals regularly review and address data about student discipline, attendance, and performance. These teams actively reach out to engage families whose children are exhibiting attendance issues. School administrators, school counselors, and school social workers make home visits whenever appropriate in order to engage families and make them aware of school-based and community-based resources and services.

School counselors have opportunities to attend conferences and trainings that support their ability to collaborate with families. School administrators collaborate with teachers via the professional evaluation process to ensure constant development and focus on efficacious partnership with families. Families are encouraged to have input into school programming through our active PTO groups, the district data team, and ad-hoc meetings with the superintendent. We maintain an active website on which we frequently share resources and tools with which parents can support classroom learning at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wolcott students have the opportunity to apply for participation in a variety of magnet schools; primarily in Waterbury. The Waterbury Arts Magnet School (WAMS) and Rotella Magnet Schools are the two primary magnet choices that Wolcott families opt for. Wolcott is the second largest sender of students to WAMS (33 students).

Wolcott has been an active partner with Ansonia Public Schools in the Cosmic Cultures Grant and programs. These programs are designed specifically to introduce students from communities of different demographics to each other through extracurricular activities that are academic and cultural in nature.

Revised curriculum documents across the grade span emphasize cultural connections and extensions through reading selections and deep-thinking activities.

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Equitable Allocation of Resources among District Schools

The Board of Education, Superintendent, school administrators and teachers all collaborate in the formation of each year's budget. The Superintendent emphasizes evidence-driven practices in the budget process; ensuring that monies allocated to each school are done so through an analysis of need - rather than a focus on an arbitrary formula or base funding rate. The Superintendent ensures that each school and department budget demonstrates overt ties to the Board of Education's strategic five-year goals. The Board meets with all budget owners to ensure their own understanding of the need of each program or school.