

STRATEGIC SCHOOL PROFILE 2005-06**Wilton School District****GARY G RICHARDS, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 24.3%
2000 Population: 17,633	Public School Enrollment as % of Total Student Population: 92.2%
1990-2000 Population Growth: 10.3%	Percent of Adults without a High School Diploma in 2000: 6.2%
2000 Per Capita Income: \$65,806	Adult Education Enrollment in 2004-05 School Year: 18
Number of Public Schools: 5	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 2
Number of Nonpublic Schools: 3	

 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.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	0.6	1.1	26.9
	2002-03	0.2	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	2.8	2.5	12.6
	2000-01	2.2	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	97.4	94.0	88.0
	2000-01	83.1	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	99.1	95.3	79.2
	2000-01	99.7	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	N/A	N/A	N/A
	2000-01	15.8	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	4,353
5-Year Enrollment Change	11.0%
Projected 2010 Enrollment	
Elementary	1,948
Middle School	1,043
High School	1,271
Prekindergarten, Other	73

Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	184	4.2
Black	34	0.8
Hispanic	70	1.6
White	4,062	93.3
Total Minority 2005-06	291	6.7
Total Minority 2000-01	197	5.0


EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

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. Fourth grade students participate in the Links Program, an interdistrict program that brings together students from several towns to study science topics. 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, 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. Wilton middle school students recently hosted Norwalk students for the "My Soul Is a Witness" program, a theatrical presentation of the history of segregation and racism in America. Service projects at the local, national, and international level heighten student awareness and concern about socio-economic differences. The school also designs a world language week and participates in an International Art Exchange.

Programs at the high school provide students with a range of opportunities to reduce of racial, ethnic, and socio-economic isolation. Students participate in the interdistrict program Border Crossings. Seven students from the A Better Chance (ABC) program attend the 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. Student participation remains high in service projects such as Junior Project Friendship that involve expanding borders and increasing understanding. In addition, students and staff attend presentations and workshops on diversity issues.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size				
				District	DRG	State
# of Certified Staff		Grade K	2005-06	18.6	18.8	18.3
Teachers	310.5		2000-01	19.9	N/A	18.1
Administrators	19.5	Grade 2	2005-06	21.5	21.6	19.7
Department Chairs	0.0		2000-01	19.9	N/A	19.5
Library/Media Staff	9.0	Grade 5	2005-06	21.0	21.7	21.2
Other Professionals	40.5		2000-01	21.4	N/A	21.7
% Minority 2005-06	2.0	Grade 7	2005-06	21.7	21.6	21.1
% Minority 2000-01	2.9		2000-01	20.6	N/A	21.9
# Non-Certified Instructional	120.8	High School	2005-06	20.1	19.5	20.3
			2000-01	18.3	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	10.6	11.1	13.1
% with Master's Degree or Above	84.6	85.5	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	34.8	30.5	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	964	1,005	986
Middle School	972	1,002	1,015
High School	1,007	987	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	3.3	2.9	3.4
Students Per Teacher	14.0	13.2	13.6
Teachers Per Administrator	15.9	13.3	13.8

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	51.5	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	77.7	54.4	10.3	91.3
	Writing	81.9	61.0	13.6	100.0
	Mathematics	77.5	56.3	13.6	90.0
Grade 4	Reading	83.5	57.8	17.5	89.7
	Writing	86.2	62.8	29.9	91.1
	Mathematics	88.3	58.8	22.4	92.3
Grade 5	Reading	83.1	60.9	19.5	92.0
	Writing	83.7	65.0	25.0	90.8
	Mathematics	88.3	60.7	18.2	89.9
Grade 6	Reading	85.5	63.6	26.6	92.8
	Writing	85.1	62.2	25.9	94.4
	Mathematics	87.2	58.6	12.5	95.1
Grade 7	Reading	91.5	66.7	26.9	95.0
	Writing	87.4	60.0	25.5	89.8
	Mathematics	93.0	57.0	19.2	93.0
Grade 8	Reading	91.7	66.7	13.3	93.6
	Writing	86.8	62.4	2.7	96.4
	Mathematics	91.1	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	75.8	46.5	0.0	83.1
Writing Across the Disciplines	86.3	52.4	0.0	86.3
Mathematics	81.9	46.3	0.0	82.3
Science	78.9	44.6	0.0	85.3



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	98.1	99.3	74.9
Mathematics: Average Score	582	603	512
Mathematics: % Scoring 600 or More	46.3	56.4	24.6
Verbal: Average Score	573	600	510
Verbal: % Scoring 600 or More	42.4	54.8	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	1.2	7.4
2004-2005 Annual Rate for Grades 9 through 12	0.3	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.4	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	294	96.4	82.3
	2000	197	94.3	78.5
Employed or in Military	2005	9	3.0	13.9
	2000	1	0.5	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$30,496	\$7,072	\$6,555	\$7,645	\$6,555
Instructional Supplies and Equipment	\$939	\$218	\$259	\$256	\$260
Improvement of Instruction and Educational Media Services	\$2,195	\$509	\$402	\$469	\$391
Student Support Services	\$4,959	\$1,150	\$656	\$753	\$656
Administration and Support Services	\$5,378	\$1,247	\$1,144	\$1,349	\$1,153
Plant Operation and Maintenance	\$5,549	\$1,287	\$1,120	\$1,406	\$1,113
Transportation	\$2,379	\$525	\$523	\$615	\$522
Costs for Students Tuitioned Out	\$1,170	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$124	\$120	\$122
Total	\$53,064	\$12,349	\$11,031	\$12,981	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,899	\$1,368	\$1,473	\$2,079	\$1,467
Adult Education	\$26	N/A	N/A	N/A	N/A

Revenue Sources, % 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
With School Construction	94.3	4.0	1.3	0.4
Without School Construction	94.5	3.7	1.4	0.4

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$9,686	7.0	\$10,587	\$9,062	5.1
Salaries and Benefits	\$8,089	6.8	\$8,533	\$7,454	4.7
Supplies	\$400	3.4	\$594	\$513	12.7
Equipment	\$96	-17.2	\$169	\$133	16.7
High School					
Total	\$12,262	2.7	\$11,751	\$9,640	3.5
Salaries and Benefits	\$9,850	4.0	\$9,291	\$7,759	3.1
Supplies	\$550	-0.2	\$739	\$585	11.6
Equipment	\$144	11.6	\$150	\$152	14.3

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.

Increases in student enrollment at certain grade levels, Board of Education priorities, 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 coupled with the need to maintain reasonable class sizes are the main influences on resource allocation. Over the past 30 years our per-pupil costs have dropped from 6th in the State to 32nd.

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 to the schools and the Central Office.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

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 2006 Grades 4 – 8 mastery results in reading, math, and writing ranged from 84 – 92%. At the high school level, CAPT 2006 scores were strong with math, science, and writing scores in the top of our DRG. 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 areas of emphasis. At the high school, 2006 SAT score averages were 591 Reading, 602 Math, and 590 Writing. In the 2006 National Merit Scholarship competition, eight students were finalists, one was a semifinalist, and 18 were recognized as commended students. Post-secondary plans include 94% 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 30% of students participate in the music program and 30% 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, 75 clubs and intramurals are offered. At the high school, sixty percent 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 was recently implemented as well as a mentor program for freshmen and sophomores at the high school.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.wilton.k12.ct.us

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