Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Wallingford School District

Dr. Salvatore Menzo, Superintendent • 203-949-6500 • http://wallingford.ccsct.com/

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	5,908
Per Pupil Expenditures[1]	$17,520
Total Expenditures[1]	$108,206,235

[1]Expenditure data reflect the 2015-16 year.
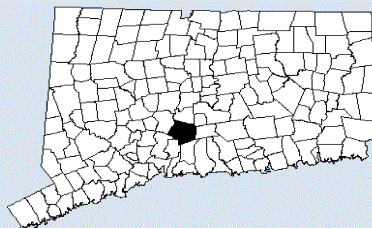
Community Information

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)

Contents

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	2,959	50.1	48.4
Male	2,949	49.9	51.6
American Indian or Alaska Native	12	0.2	0.3
Asian	301	5.1	5.1
Black or African American	125	2.1	12.9
Hispanic or Latino	1,007	17.0	24.0
Pacific Islander	6	0.1	0.1
Two or More Races	70	1.2	2.9
White	4,387	74.3	54.8
English Learners	309	5.2	6.8
Eligible for Free or Reduced-Price Meals	1,314	22.2	35.9
Students with Disabilities[1]	730	12.4	14.3

[1]Students 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	170	5.9	44	1.5
Male	160	5.6	196	6.5
Black or African American	11	9.1	12	9.5
Hispanic or Latino	84	8.4	52	5.0
White	217	5.1	167	3.8
English Learners	20	6.2	11	3.4
Eligible for Free or Reduced-Price Meals	150	12.1	100	7.1
Students with Disabilities	113	14.6	61	7.0
District	330	5.7	240	4.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 242

Number of school-based arrests: 9

[2]A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	440.3
Paraprofessional Instructional Assistants	54.5
Special Education	
Teachers and Instructors	61.0
Paraprofessional Instructional Assistants	92.5
Administrators, Coordinators and Department Chairs	
District Central Office	11.0
School Level	21.6
Library/Media	
Specialists (Certified)	12.0
Support Staff	9.4
Instructional Specialists Who Support Teachers	25.8
Counselors, Social Workers and School Psychologists	44.4
School Nurses	13.9
Other Staff Providing Non-Instructional Services/Support	320.3

[1]In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	1	0.2	1.0
Black or African American	7	1.1	3.6
Hispanic or Latino	13	2.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	593	96.4	91.4

Classroom Teacher Attendance: 2015-16

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

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	11	*
Hispanic or Latino	20	36.4	59	72.0
White	190	52.1	286	77.5
English Learners	6	*	6	*
Eligible for Free or Reduced-Price Meals	29	47.5	62	73.8
Students with Disabilities	19	38.0	33	52.4
District	232	50.8	381	77.6
State		63.6		77.5

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	55	58.5
Emotional Disturbance	18	51.4
Intellectual Disability	6	24.0
Learning Disability	210	95.9
Other Health Impairment	153	87.9
Other Disabilities	12	37.5
Speech/Language Impairment	83	95.4
District	537	80.6
State		68.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	102	1.8	1.7
Emotional Disturbance	35	0.6	1.0
Intellectual Disability	25	0.4	0.5
Learning Disability	219	3.8	4.9
Other Health Impairment	175	3.1	2.9
Other Disabilities	50	0.9	1.1
Speech/Language Impairment	108	1.9	1.8
All Disabilities	714	12.5	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	57,368,706	9,581	9,663
Instructional Supplies and Equipment	962,042	161	321
Improvement of Instruction and Educational Media Services	3,816,011	637	578
Student Support Services	6,396,448	1,068	1,103
Administration and Support Services	14,057,967	2,348	1,861
Plant Operation and Maintenance	11,530,400	1,926	1,637
Transportation	6,912,948	1,131	877
Costs of Students Tuitioned Out	5,383,286	N/A	N/A
Other	1,778,427	297	201
Total	108,206,235	17,520	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	5,884,602	983	1,749

[3]Expenditures 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	9,497,774	38.5	34.6
Noncertified Personnel	3,299,388	13.4	14.6
Purchased Services	1,320,549	5.4	5.8
Tuition to Other Schools	5,045,427	20.5	21.8
Special Ed. Transportation	3,219,448	13.1	8.5
Other Expenditures	2,272,914	9.2	14.7
Total Expenditures	24,655,500	100.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.2	73.5
State	24.5	23.1
Federal	1.9	2.0
Tuition & Other	1.4	1.5

[4]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 Correction).

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	6	*	6	*	*	*
Asian	146	72.7	145	70.2	61	56.4
Black or African American	59	59.7	58	53.7	26	53.3
Hispanic or Latino	509	60.6	510	56.5	199	50.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	35	68.7	35	65.6	10	*
White	2254	68.4	2248	63.3	997	59.7
English Learners	260	58.4	259	55.0	87	47.0
Non-English Learners	2752	68.0	2746	63.0	1211	58.9
Eligible for Free or Reduced-Price Meals	657	59.5	656	54.4	264	51.9
Not Eligible for Free or Reduced-Price Meals	2355	69.3	2349	64.6	1034	59.6
Students with Disabilities	367	47.2	365	43.1	162	44.7
Students without Disabilities	2645	69.9	2640	65.0	1136	60.0
High Needs	995	56.9	992	52.4	407	49.7
Non-High Needs	2017	72.2	2013	67.2	891	61.9
District	3012	67.1	3005	62.3	1298	58.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

[1]NAEP 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.6	76.9	74.8	88.5	1,680	81.3
Curl Up	91.2	85.0	92.6	86.6	1,680	88.9
Push Up	73.5	63.6	68.8	84.1	1,680	72.3
Mile Run/PACER	77.4	73.8	65.0	67.0	1,680	70.8
All Tests - District	60.8	46.5	47.5	54.8	1,680	52.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	67	82.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	137	80.3
Students with Disabilities	84	67.9
District	557	91.2
State		87.4

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

[2]Cohort 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 Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.0	210	42.6
Male	94.9	180	39.6
Black or African American	100.0	*	*
Hispanic or Latino	94.9	30	21.9
White	96.9	322	43.9
English Learners	88.9	*	*
Eligible for Free or Reduced-Price Meals	93.1	31	21.4
Students with Disabilities	75.2	*	*
District	96.5	390	41.1
State	96.1		43.5

[3]College 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

[4]Participation 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.
Copyright © 2017 ACT, Inc. www.act.org
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	79.1	94.2
Male	68.3	86.2
Black or African American	*	*
Hispanic or Latino	59.3	90.0
White	75.8	91.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.7	76.3
Students with Disabilities	41.5	70.8
District	74.4	90.9
State	72.0	88.5

[5]College 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.

[6]College 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

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	67.1	75	44.8	50	89.5	67.1
	High Needs Students	56.9	75	37.9	50	75.9	55.9
Math Performance Index	All Students	62.3	75	41.6	50	83.1	62.2
	High Needs Students	52.4	75	35.0	50	69.9	50.5
Science Performance	All Students	58.1	75	38.7	50	77.4	55.3
	High Needs Students	49.7	75	33.2	50	66.3	45.2
ELA Academic Growth	All Students	54.0%	100%	54.0	100	54.0	55.4%
	High Needs Students	48.9%	100%	48.9	100	48.9	49.8%
Math Academic Growth	All Students	55.9%	100%	55.9	100	55.9	61.7%
	High Needs Students	51.1%	100%	51.1	100	51.1	53.7%
Chronic Absenteeism	All Students	5.7%	<=5%	48.5	50	97.1	9.9%
	High Needs Students	11.1%	<=5%	37.7	50	75.5	15.8%
Preparation for CCR	% Taking Courses	64.7%	75%	43.1	50	86.2	70.7%
	% Passing Exams	41.1%	75%	27.4	50	54.9	43.5%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		91.2%	94%	97.0	100	97.0	87.4%
6-year Graduation - High Needs Students (2014		83.0%	94%	88.3	100	88.3	82.0%
Postsecondary Entrance (Class of 2016)		74.4%	75%	99.2	100	99.2	72.0%
Physical Fitness (estimated part rate) and (fitness		93.5% | 52.3%	75%	34.8	50	69.7	92.0% | 51.6%
Arts Access		48.0%	60%	40.0	50	80.0	50.5%
Accountability Index				**1007.0**	**1350**	**74.6**	

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	72.2	56.9	15.3	16.7	
Math Performance Index Gap	67.2	52.4	14.8	18.7	
Science Performance Index Gap	61.9	49.7	12.1	16.6	
Graduation Rate Gap	94.0%	83.0%	11.0%	12.0%	N

[1]If 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.

[2]If 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	98.6
	High Needs Students	97.8
Math	All Students	98.4
	High Needs Students	97.7
Science	All Students	98.8
	High Needs Students	98.4

[3]Minimum 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: 47.2   **State: 50.2**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Wallingford Public Schools offers a wide range of parent and community outreach activities each year. Families with students in special education programming we host bi-monthly Special Education Parent Teacher Advisory Council Meetings. These meetings are opportunities for parents to share ideas or concerns as related to district programs. These meetings also serve as a forum in which presentations may be made on specific topics or district initiatives. In addition to the Special Education Parent Teacher Advisory Council Meetings, the district hosts a Special Services Fair annually for families and students to learn about services and programming in our community. This event was co-created with the support of parents. Each year it continues to grow. The district also offers a Special Education Welcome Packet for all families new to our district or new to receiving services for their children. Throughout the year, coffee conversations are also held by central office staff to offer parents informal opportunities to ask questions or share concerns.

Counseling staff at all schools work collaboratively with parents and colleagues to provide information for parents regarding the impact of truancy on students. In addition to the District Attendance Committee, each school has its own committee that works closely with a wide range of community resources including but not limited to Youth and Social Services and the local police department. Information to families is communicated through newsletters, conferences, Open House events, and in personal meetings.

Each district-school hosts Parent Teacher Advisory Council Meeting on a bi-monthly basis. In addition, the Superintendent hosts System-Wide Parent Teacher Advisory Council Meetings monthly. There is no membership requirement to any of these groups. Meetings serve as a place where parents can bring ideas and hear about the initiatives in the district. From these meetings, the district has implemented initiatives such as the District Post-High School Fair and exterior bus cameras. .Academic support to families is provided from the district-and school-level. From literacy and numeracy nights to post-high school financial planning starting at the elementary schools, we are committed to engaging parents in our learning community. Most recently, we have conducted several events regarding social media and the use of technology. These events included documentary presentations and book discussions by renowned authors. We also have provided parents with workshops on social and emotional learning at all levels. Our overarching goal is to embrace families and help them become authentic partners in the success of their children and our district.

Wallingford Public Schools works hard to include parents as authentic members in the decision-making process. Over the last eight years, annual budget forums at which parents can share their ideas about school improvement, prior to the budget being presented, have been held. SWOT analyses for PREK-5 and middle school through high school levels have been conducted with the help of over 100 community members (students, parents, teachers, administrators, community partners, alumni) to review present practice and plan for future initiatives. This information is shared with the Board of Education and then integrated within the Strategic Plan.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wallingford Public Schools continues its commitment to increase opportunities for students to appreciate the diversity in the town, state, nation, and world. In addition to the traditional events such as international nights at all levels, the district makes an on-going commitment to increasing global competence of all students and staff. World language is key to the program of studies starting in grade 3 with Spanish for all students. Due to the robust world language programming, most students leave middle school entering into Spanish or French 2 or 3 at the high school level with one graduation credit.

Working closely with the Spanish Community of Wallingford (SCOW), Wallingford Public Schools facilitates leadership and outreach programs for students of Latino descent. With a growing English Language population, the district continues to expand programing and increase resources for families. In turn, we work to provide a welcoming environment for these students and families that lead to mutual understanding and appreciation.

Wallingford Public Schools curriculum is written with an eye to cultural competence. English Language Arts and Social Studies curricula provide many authentic opportunities for students to explore diversity and expand their understandings. Student awareness of the diversity of individuals and cultures is also woven into health classes and the arts.

Over the last 7 years, Wallingford Public Schools has committed to international exploration and global competence development. The district partners with schools in Argentina, Germany, and Shanghai. Students travel to and from these countries to our district on a regular basis. Wallingford Public Schools is also leading the way in the implementation of the Connecticut Global Competence Certificate (CGCC). CGCC is a program program in which high school students can receive special distinction from the State Department of Education upon graduation for coursework and activities related to their depth of knowledge and appreciation for global awareness. We are proud to be initiating at the state level for all students in Connecticut.

In addition to the Prek-12 system, Wallingford Adult Education offers tremendous programming for English Language learners and those seeking citizenship.

Equitable Allocation of Resources among District Schools

Wallingford Public Schools use a variety of methods for ensuring that resources are appropriately distributed to schools based on student needs. First, there is a per pupil allocation for instructional materials. Next, based on such indicators as special education, intervention, bilingual and English Language services needed, staffing is allocated for each school individually.

Student plans and needs are reviewed individually and then planned and budgeted for annually. To ensure these processes are effective, administrators and special services providers meet regularly to review needs and resource allocation. The budget incorporates contingency funding in the event that additional resources are needed after the year has started.

Wallingford Public Schools' Strategic Plan incorporates the individual school needs with the district mission and vision. This document is updated 3 times annually to ensure that it continues to evolve with the changing needs of schools in the district.

In light of recent financial challenges at the state and local level, Wallingford Public Schools has developed and implemented several LEAN strategies to ensure equity and increase effectiveness.