

STRATEGIC SCHOOL PROFILE 2007-08**Wallingford School District**

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Location: 142 Hope Hill Road
Wallingford,
Connecticut

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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: New Haven	Per Capita Income in 2000: \$25,947
Town Population in 2000: 43,026	Percent of Adults without a High School Diploma in 2000*: 14.3%
1990-2000 Population Growth: 5.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%
Number of Public Schools: 12	District Enrollment as % of Estimated. Student Population: 90.3%

*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): D 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, 2007 6,797
5-Year Enrollment Change -4.7%

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	513	7.5	10.5	28.7
K-12 Students Who Are Not Fluent in English	269	4.0	2.4	5.4
Students Identified as Gifted and/or Talented*	818	12.0	4.5	4.0
PK-12 Students Receiving Special Education Services in District	720	10.6	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	331	83.0	84.1	79.2
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	239	25.5	22.2	20.2

*76.8% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.2
Asian American	271	4.0
Black	182	2.7
Hispanic	658	9.7
White	5,671	83.4
Total Minority	1,126	16.6

Percent of Minority Professional Staff: 1.9%

Open Choice: 109 students attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 6.2% 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 31.

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.

- A Diversity in Action Committee has been established to address issues of importance to various racial and ethnic groups in our district. This committee has broad representation from both school district and community.
 - We are paying for and administering the PSAT test to every Grade 10 and 11 student and will administer the test during the school day. This is designed to expose this “practice” SAT test to traditionally underrepresented groups, especially minority students.
 - Active participation in the community-based Wallingford Coalition for Unity, a community organization that is actively promoting diversity in town government and the schools.
 - Development of a Community Outreach Booklet by the Superintendent, Mayor, Police Chief, and Coalition for Unity for distribution to town members. The booklet calls for a commitment to diversity and resources available to promote diversity.
 - Participation by 109 students from New Haven in the Project Open Choice Program.
 - Enrollment of 66 Wallingford students in the Wintergreen Interdistrict Magnet School.
 - Active participation by over 60 students in the annual Quinnipiac University Prejudice Reduction Conference. There have been follow up contacts and/or activities with participating schools.
 - Comprehensive diversity weeks/months with many activities at both Wallingford High Schools.
 - Enrollment of 14 students in the Edison Interdistrict Magnet School for school year 2007-2008.
 - Active recruitment of minority teachers. The superintendent and a minority principal visit several colleges and RESC's to proactively recruit minority teachers and administrators.
 - Eight (8) minority staff members were hired last year.
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STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.0	52.0	61.3
Writing	70.4	63.4	46.0
Mathematics	71.5	60.0	63.2
Grade 4 Reading	58.2	55.9	41.1
Writing	68.1	62.9	45.9
Mathematics	61.1	60.3	39.0
Grade 5 Reading	67.8	62.2	40.7
Writing	68.0	64.5	38.3
Mathematics	72.1	65.9	50.0
Science	70	54.9	61.1
Grade 6 Reading	66.0	66.3	28.0
Writing	54.7	61.9	24.4
Mathematics	66.5	66.4	33.3
Grade 7 Reading	76.0	71.1	40.6
Writing	64.3	62.0	41.3
Mathematics	70.9	63.0	47.7
Grade 8 Reading	71.2	64.8	47.2
Writing	69.2	63.4	48.4
Mathematics	70.5	60.8	49.7
Science	76.1	58.6	64.2

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	54.4	45.5	56.2
Writing Across the Disciplines	57.0	57.9	33.8
Mathematics	61.2	50.1	57.7
Science	48.3	46.3	43.1

For more detailed 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."

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
	33.8	36.1	37.4

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.3	77.6	
Average Score	Mathematics	509	504	51.5
	Critical Reading	503	502	49.2
	Writing	502	503	41.5

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, Class of 2007	96.6	92.6	55.4
Cumulative Four-Year Dropout Rate for Class of 2007	3.2	6.2	49.6
2006-07 Annual Dropout Rate for Grade 9 through 12	0.8	1.7	68.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.0	83.4
% Employed (Civilian Employment and in Armed Services)	13.2	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	459.88
Paraprofessional Instructional Assistants	67.10
Special Education	
Teachers and Instructors	56.00
Paraprofessional Instructional Assistants	141.00
Library/Media Specialists and Assistants	23.90
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	26.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	44.90
School Nurses	14.75
Other Staff Providing Non-Instructional Services and Support	291.21

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	14.0	14.1	13.6
% with Master's Degree or Above	80.5	74.9	75.6

Average Class Size	District	DRG	State
Grade K	16.0	17.4	18.1
Grade 2	17.9	19.1	19.3
Grade 5	20.0	20.6	20.9
Grade 7	23.8	21.0	20.5
High School	20.9	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,012	987	987
Middle School	1,029	1,023	1,017
High School	1,025	1,001	1,006

*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*	4.0	3.7	3.4
Middle School	3.1	3.0	2.7
High School	3.4	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$44,491	\$6,416	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$1,042	\$150	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$2,583	\$373	\$443	\$364	\$429
Student Support Services	\$5,297	\$764	\$764	\$705	\$761
Administration and Support Services	\$10,839	\$1,563	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$7,229	\$1,042	\$1,329	\$1,202	\$1,322
Transportation	\$4,861	\$685	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$3,974	N/A	N/A	N/A	N/A
Other	\$1,222	\$176	\$147	\$139	\$145
Total	\$81,540	\$11,488	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,935	\$1,000	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$18,302,433
Percent of Total PK-12 Expenditures Used for Special Education	22.4%

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	71.3	25.5	1.9	1.3
Excluding School Construction	70.4	26.1	2.1	1.4

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.

• In school year 2007-2008, resources were distributed equitably throughout the Wallingford Public Schools. Staffing levels, instructional materials, repairs, and maintenance budgets were consistent by level. Despite a per pupil expenditure that is lower than the state average, the Wallingford Public Schools achieved adequate yearly progress in each of its schools and in the district as a whole.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	707
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.6%

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	67	1.0	0.8	0.7
Learning Disability	196	2.9	3.3	4.0
Intellectual Disability	21	0.3	0.4	0.5
Emotional Disturbance	52	0.8	0.9	1.0
Speech Impairment	166	2.5	2.5	2.4
Other Health Impairment*	162	2.4	2.2	2.1
Other Disabilities**	43	0.6	0.8	0.9
Total	707	10.6	10.9	11.5

*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 2006-07 with a Standard Diploma	75.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.0	2.8

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	27.3	20.4	67.5	62.1
	Writing	22.3	19.3	65.8	63.0
	Mathematics	30.7	22.6	68.8	62.7
	Science	33.6	22.2	73.2	56.8
CAPT	Reading Across the Disciplines	7.8	11.4	54.4	45.5
	Writing Across the Disciplines	9.4	16.3	57.0	57.9
	Mathematics	11.8	14.7	61.2	50.1
	Science	11.3	14.4	48.3	46.3

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	20.6
	% With Accommodations	79.4
CAPT	% Without Accommodations	37.3
	% With Accommodations	62.7
% Assessed Using Skills Checklist		8.2

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	6	0.8
Private Schools or Other Settings	62	8.8

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	533	75.4	73.4	71.6
40.1 to 79.0 Percent of Time	86	12.2	16.6	16.6
0.0 to 40.0 Percent of Time	88	12.4	10.0	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

- Advanced Placement (AP) courses have continued to grow in number. AP test scores were the best set of results attained to date. There has also been a significant increase in the number of AP test takers.
 - The number of students attending college has continued to increase.
 - The Wallingford Public Schools have an over 99% graduation rate.
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