

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



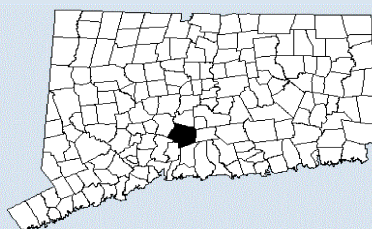
Wallingford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	6,105
Per Pupil Expenditures ¹	\$17,245
Total Expenditures ¹	\$108,836,114

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 \(EdSight.ct.gov\)](#).

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	3,070	50.3	48.3
Male	3,035	49.7	51.6
American Indian or Alaska Native	14	0.2	0.2
Asian	323	5.3	4.7
Black or African American	141	2.3	12.9
Hispanic or Latino	931	15.2	22.1
Pacific Islander	6	0.1	0.0
Two or More Races	34	0.6	2.5
White	4,656	76.3	57.2
English Language Learners	323	5.3	6.3
Eligible for Free or Reduced-Price Meals	1,257	20.6	37.6
Students with Disabilities ¹	707	11.6	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	148	4.9	87	2.8
Male	159	5.4	219	7.2
Black or African American	6	4.3	18	12.5
Hispanic or Latino	56	6.3	69	7.3
White	235	5.2	211	4.5
English Language Learners	16	5.3	15	4.6
Eligible for Free or Reduced-Price Meals	118	10.4	137	10.7
Students with Disabilities	91	13.4	82	10.3
District	307	5.2	306	5.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 127

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	425.5
Paraprofessional Instructional Assistants	46.0
Special Education	
Teachers and Instructors	52.3
Paraprofessional Instructional Assistants	118.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	23.2
Library/Media	
Specialists (Certified)	12.0
Support Staff	8.4
Instructional Specialists Who Support Teachers	23.7
Counselors, Social Workers and School Psychologists	44.2
School Nurses	15.1
Other Staff Providing Non-Instructional Services/Support	297.0

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	1	0.2	0.1
Asian	2	0.3	1.0
Black or African American	8	1.3	3.5
Hispanic or Latino	10	1.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	576	96.5	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
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	10.6	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	22	35.5	22	47.8
White	193	44.8	284	68.3
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	31	38.3	54	59.3
Students with Disabilities	23	35.4	34	46.6
District	238	44.2	333	66.2
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	46	59.0
Emotional Disturbance	17	40.5
Intellectual Disability	7	31.8
Learning Disability	190	90.5
Other Health Impairment	144	84.2
Other Disabilities	8	22.9
Speech/Language Impairment	100	96.2
District	512	77.3
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	83	1.4	1.5
Emotional Disturbance	42	0.7	1.0
Intellectual Disability	22	0.4	0.5
Learning Disability	210	3.5	4.4
Other Health Impairment	172	2.9	2.6
Other Disabilities	49	0.8	1.0
Speech/Language Impairment	110	1.8	1.9
All Disabilities	688	11.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	45	6.5	8.1
Private Schools or Other Settings	35	5.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	53,918,190	8,877	9,134
Instructional Supplies and Equipment	1,063,340	175	334
Improvement of Instruction and Educational Media Services	3,438,494	566	498
Student Support Services	6,013,874	990	1,001
Administration and Support Services	12,567,160	2,069	1,694
Plant Operation and Maintenance	18,442,862	3,036	1,572
Transportation	6,512,715	1,052	813
Costs of Students Tuitioned Out	5,336,578	N/A	N/A
Other	1,542,901	254	186
Total	108,836,114	17,245	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,622,913	432	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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	9,147,058	38.6	35.1
Noncertified Personnel	3,219,909	13.6	14.2
Purchased Services	1,256,273	5.3	5.2
Tuition to Other Schools	4,974,629	21.0	22.0
Special Ed. Transportation	2,972,749	12.5	8.6
Other Expenditures	2,125,645	9.0	14.9
Total Expenditures	23,696,263	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.1	73.6
State	28.6	23.0
Federal	2.0	2.0
Tuition & Other	1.3	1.3

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	*	*	*	*	*	*
Asian	172	73.5	172	69.7	82	59.7
Black or African American	65	60.6	65	52.2	32	52.5
Hispanic or Latino	495	62.4	494	54.7	239	53.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	13	*	13	*	*	*
White	2430	70.2	2433	63.3	1077	61.7
English Language Learners	188	56.4	189	53.1	75	44.2
Non-English Language Learners	2993	69.8	2994	62.7	1363	60.9
Eligible for Free or Reduced-Price Meals	612	60.9	614	53.9	256	52.1
Not Eligible for Free or Reduced-Price Meals	2569	71.0	2569	64.1	1182	61.8
Students with Disabilities	440	51.1	438	45.7	216	47.0
Students without Disabilities	2741	71.9	2745	64.8	1222	62.4
High Needs	1003	58.5	1002	52.4	451	50.7
Non-High Needs	2178	73.9	2181	66.6	987	64.3
District	3181	69.0	3183	62.1	1438	60.1

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	90.8	73.8	71.0	84.2	1,714	79.8
Curl Up	89.0	66.9	85.2	84.2	1,714	81.2
Push Up	72.3	51.9	52.7	78.5	1,714	63.1
Mile Run/PACER	77.4	68.0	64.2	59.0	1,714	67.5
All Tests - District	59.5	33.8	33.0	48.6	1,714	43.5
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	59	84.7	79.3	Yes	81.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	87	78.2	75.2	Yes	77.3
Students with Disabilities	72	73.6	75.7	No	77.7
District	490	91.4	88.7	Yes	89.3
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	74.4	223	39.9
Male	60.4	183	38.0
Black or African American	*	*	*
Hispanic or Latino	40.7	16	14.8
White	70.6	346	40.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	41.3	31	18.0
Students with Disabilities	19.5	*	*
District	67.9	406	39.0
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	75.8	91.7
Male	62.4	90.8
Black or African American	*	*
Hispanic or Latino	49.0	80.6
White	71.5	91.7
English Language Learners	54.2	*
Eligible for Free or Reduced-Price Meals	54.4	77.2
Students with Disabilities	55.7	80.0
District	69.7	91.4
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	69.0	75	92.0	100	92.0	67.9
	High Needs Students	58.5	75	78.0	100	78.0	56.7
Math Performance Index	All Students	62.1	75	82.9	100	82.9	59.3
	High Needs Students	52.4	75	69.9	100	69.9	47.8
Science Performance Index	All Students	60.1	75	80.1	100	80.1	56.5
	High Needs Students	50.7	75	67.6	100	67.6	45.9
Chronic Absenteeism	All Students	5.2%	<=5%	49.6	50	99.3	10.6%
	High Needs Students	10.1%	<=5%	39.8	50	79.7	17.3%
Preparation for CCR	% Taking Courses	54.8%	75%	36.5	50	73.0	66.1%
	% Passing Exams	39.0%	75%	26.0	50	52.0	37.3%
On-track to High School Graduation		76.9%	94%	40.9	50	81.9	85.6%
4-year Graduation All Students (2014 Cohort)		91.4%	94%	97.3	100	97.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		78.1%	94%	83.1	100	83.1	77.6%
Postsecondary Entrance (Class of 2014)		69.7%	75%	92.9	100	92.9	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.4% 43.5%	75%	29.0	50	58.0	87.6% 51.0%
Arts Access		36.7%	60%	30.6	50	61.2	45.7%
Accountability Index				996.2	1250	79.7	

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	73.9	58.5	15.4	17.3	
Math Performance Index Gap	66.6	52.4	14.2	19.6	
Science Performance Index Gap	64.3	50.7	13.6	17.2	
Graduation Rate Gap	94.0%	78.1%	15.9%	15.2%	Y

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	98.1
	High Needs Students	97.2
Math	All Students	98.1
	High Needs Students	96.8
Science	All Students	99.8
	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: 50.7 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Over the course of this school year, we have achieved several extremely successful outcomes due to the hard work and dedication of students and staff. As a district, we continue to strive to meet the needs of all students through the district vision and the implementation of our strategic plan. The development of PreK-12 curriculum and performance assessments, as well as ongoing instructional improvements, continued to be district priorities in 2014-2015. One specific implementation strategy was the addition of Mathematics Instructional Coaches to support job-embedded professional and lead to increased outcomes for students. District efforts continue to focus on aligning with the new Common Core State Standards (CCSS), which a significant emphasis on developing curriculum to support this alignment at the high school level. District professional development and instructional improvement have focused on critical elements of the Common Core State Standards, Smarter Balanced Assessment and how to increase instructional shifts at the classroom level to support students. The district engaged in building the capacity of all staff in the development of local graduation standards that would be in place as we transition to a Mastery-Based Learning system. The district PreK-5 professional development plan addressed topics related to teaching strategies, assessment pathways and technology integration. Parent outreach activities have been numerous and are also a part of our districts' strategic plan as well as an area of focus in all teacher related goals.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wallingford Public Schools provides ongoing opportunities in an effort to increase an understanding and respect for diversity. There is active participation in the community-based Wallingford Coalition, a community organization that is actively promoting diversity in town government and schools. There is participation by students from New Haven in the Project Open Choice Program. Fifty-five Wallingford students are enrolled in the Wintergreen Interdistrict Magnet School, eighteen Wallingford students are enrolled in the Edison Interdistrict Magnet School and twelve Wallingford students are enrolled in the ECA program (Educational Center for the Arts) in New Haven. Our English Language Arts units continue to embed diversity in the literature provided to our teachers and students. Additionally, our Coordinated Health Curriculum embeds diversity awareness and understanding lessons for all students. Specific contacts and activities are provided with participating schools. Through the school year there are comprehensive diversity weeks/months with many activities at both Wallingford high schools. There continues to be involvement of elementary and middle school students in interdistrict cooperative grant programs through ACES.

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Equitable Allocation of Resources among District Schools

During the 2013-2014 school year resources were distributed equitably throughout the Wallingford Public Schools in alignment with our district Strategic Plan. Staffing levels, instructional materials, repairs and maintenance budgets were consistent by level. Wallingford continues to offer a highly successful program of studies throughout our district and across all grade levels, despite a per-pupil expenditure that is below the state average.