STRATEGIC SCHOOL PROFILE 2011-12

Wallingford School District

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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
Town Population in 2000: 43,026
1990-2000 Population Growth: 5.4%
Number of Public Schools: 12

Per Capita Income in 2000: $25,947
Percent of Adults without a High School Diploma in 2000*: 14.3%
Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%
District Enrollment as % of Estimated. Student Population: 90.5%

*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, 2011   6,392
5-Year Enrollment Change   -7.5%

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	882	13.8	15.7	35.2
K-12 Students Who Are Not Fluent in English	246	3.9	2.4	5.6
Students Identified as Gifted and/or Talented*	773	12.1	4.4	4.0
PK-12 Students Receiving Special Education Services in District	780	12.2	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	282	77.9	85.0	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	149	15.9	14.5	13.0

*32.3 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.1
Asian American	286	4.5
Black	146	2.3
Hispanic	901	14.1
Pacific Islander	0	0.0
White	5,050	79.0
Two or more races	1	0.0
Total Minority	1,342	21.0

Percent of Minority Professional Staff: 2.7%

Open Choice:

60 student(s) 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:

3.9% 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 18.

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.

Wallingford Public Schools provides the following opportunities in an effort to increase an understanding and respect for diversity. The Diversity in Action Committee addresses issues of importance to various racial and ethnic groups in our district. This committee has broad representation from both the school district and community. There is active participation in the community-based Wallingford Coalition for Unity, 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. Sixty Wallingford students are enrolled in the Wintergreen Interdistrict Magnet School, twenty Wallingford students are enrolled in the Edison Interdistrict Magnet School, and eleven Wallingford students are enrolled in the ECA program (Educational Center for the Arts) in New Haven. There have been follow up contacts and/or activities with participating schools. Throughout the school year there are comprehensive diversity weeks/months with many activities at both Wallingford high schools. There has been involvement of elementary and middle school students in interdistrict cooperative grant programs through ACES.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	67.4	59.2	54.4
	Writing	67.9	62.7	49.4
	Mathematics	73.5	66.5	51.3
Grade 4	Reading	69.9	64.1	43.1
	Writing	69.6	65.3	40.0
	Mathematics	77.2	68.0	50.0
Grade 5	Reading	74.3	67.6	47.6
	Writing	68.1	68.1	33.3
	Mathematics	78.5	71.6	48.2
	Science	74.9	63.9	48.8
Grade 6	Reading	77.6	74.1	38.6
	Writing	61.9	67.4	24.7
	Mathematics	72.2	69.3	41.6
Grade 7	Reading	88.0	79.8	53.5
	Writing	63.0	65.6	30.4
	Mathematics	79.2	68.1	58.1
Grade 8	Reading	86.8	76.8	61.6
	Writing	74.5	68.3	44.4
	Mathematics	74.5	67.2	42.8
	Science	75.6	61.9	56.9

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.

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 scorable 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	60.9	47.5	66.2
Writing Across the Disciplines	71.8	63.0	50.7
Mathematics	50.3	49.2	42.1
Science	50.3	47.1	41.8

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
	42.0	50.6	27.2

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.2	77.3	
Average Score	Mathematics	505	505	47.3
	Critical Reading	501	502	46.6
	Writing	511	506	51.9

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, Adjusted Cohort Rate 2011	87.0	82.7	41.4
2010-11 Annual Dropout Rate for Grade 9 through 12	1.0	2.6	52.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.8	84.5
% Employed (Civilian Employment and in Armed Services)	8.8	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	429.82
Paraprofessional Instructional Assistants	42.10
Special Education	
Teachers and Instructors	53.00
Paraprofessional Instructional Assistants	119.15
Library/Media Specialists and/or Assistants	20.40
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	24.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.20
Counselors, Social Workers, and School Psychologists	43.90
School Nurses	15.10
Other Staff Providing Non-Instructional Services and Support	582.33

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	15.0	14.6	13.9
% with Master's Degree or Above	87.3	80.6	79.6

Average Class Size	District	DRG	State
Grade K	16.5	17.6	18.5
Grade 2	17.1	18.9	19.7
Grade 5	19.5	21.7	21.6
Grade 7	23.4	20.4	20.3
High School	20.7	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,058	985	993
Middle School	1,058	1,030	1,024
High School	990	1,008	1,024

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.1	2.9	2.8
Middle School	3.0	2.3	2.2
High School	2.8	2.4	2.1

*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.

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	$51,137	$7,804	$8,464	$8,059	$8,469
Instructional Supplies and Equipment	$594	$91	$267	$278	$271
Improvement of Instruction and Educational Media Services	$2,580	$394	$487	$385	$482
Student Support Services	$5,836	$891	$901	$873	$901
Administration and Support Services	$11,896	$1,815	$1,468	$1,395	$1,490
Plant Operation and Maintenance	$8,628	$1,317	$1,471	$1,420	$1,463
Transportation	$5,847	$883	$735	$689	$724
Costs for Students Tuitioned Out	$5,541	N/A	N/A	N/A	N/A
Other	$1,319	$201	$165	$162	$165
Total	$93,377	$13,746	$14,238	$13,575	$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	$3,071	$469	$1,290	$1,083	$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	$21,878,642	23.4	22.0	21.7

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	68.3	24.4	5.8	1.6
Excluding School Construction	69.6	22.8	6.0	1.6

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 2011-2012 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 continue to offer a highly successful program of studies throughout our district and across all grade levels.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible   797
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities   12.6%

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	86	1.4	1.3	1.2
Learning Disability	251	4.0	3.5	3.9
Intellectual Disability	23	0.4	0.4	0.4
Emotional Disturbance	47	0.7	0.9	1.0
Speech Impairment	137	2.2	2.2	2.1
Other Health Impairment*	193	3.1	2.3	2.2
Other Disabilities**	60	1.0	0.9	1.0
Total	797	12.6	11.4	11.7

*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 2010-11 with a Standard Diploma	69.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	2.1	5.1

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	40.5	36.0	77.6	70.4
Writing	21.6	21.5	67.7	66.3
Mathematics	33.2	31.8	75.9	68.4
Science	40.7	23.0	75.3	62.9
CAPT Reading Across the Disciplines	24.6	14.5	60.9	47.5
Writing Across the Disciplines	24.6	18.2	71.8	63.0
Mathematics	9.1	15.4	50.3	49.2
Science	13.1	13.6	50.3	47.1

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	35.4
	% With Accommodations	64.7
CAPT	% Without Accommodations	22.7
	% With Accommodations	77.3
% Assessed Using Skills Checklist		8.3

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	3	0.4
Private Schools or Other Settings	67	8.4

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	665	83.4	74.6	72.1
40.1 to 79.0 Percent of Time	47	5.9	16.2	16.3
0.0 to 40.0 Percent of Time	85	10.7	9.2	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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 K-12 curriculum and performance assessments as well as ongoing instructional improvement continued to be district priorities in 2011-12. District efforts have focused on aligning with the new Common Core State Standards (CCSS). Common Core Standards alignment will continue for several years. In addition, a top priority in 2011-12 was aligning Wallingford Public Schools with best practices in curriculum, particularly pacing guides or calendars, as well as the development of a comprehensive district assessment plan. District professional development and instructional improvement have focused on critical elements of the Connecticut Accountability for Learning Initiative (CALI) and Scientific Research Based Intervention (SRBI). Both initiatives have a strong focus on the use of data to make instructional adjustments to increase student achievement. The district provided all K-12 certified staff with regularly scheduled, job embedded PD using Instructional Data Coaches to continue the professional development process of 2010-11 – Instructional data Teams. In 2011-12, the district K-5 professional development plan addressed topics related to teaching strategies for English language learners, guided reading and small group instruction; Literacy Stations for independent student learning/ practice; and Running Records (an ongoing reading assessment monitoring student growth over time). In grades 6-12, staff received training in topics such as common formative assessment, introduction to Common Core State Standards, and training in the use of classroom technology, as well as opportunities for self- designed teacher in-service.