

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



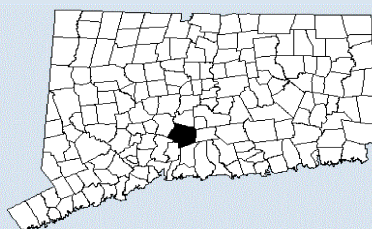
Wallingford School District

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

District Information

Grade Range	PK-12
Number of Schools	16
Enrollment	6,108
Per Pupil Expenditures ¹	\$15,361
Total Expenditures ¹	\$99,680,689

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).
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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,080	50.4	48.3
Male	3,028	49.6	51.6
American Indian	*	*	0.2
Asian	305	5.0	4.6
Black or African American	147	2.4	12.9
Hispanic or Latino	875	14.3	21.2
Pacific Islander	*	*	0.0
White	4,735	77.5	58.4
Two or More Races	31	0.5	2.3
English Language Learners	269	4.4	5.7
Eligible for Free or Reduced-Price Meals	1,153	18.9	37.3
Students with Disabilities ¹	726	11.9	12.8

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	166	5.5	82	2.6
Male	170	5.7	250	8.1
Black or African American	10	7.0	18	12.3
Hispanic or Latino	78	9.1	71	7.8
White	236	5.1	235	4.9
English Language Learners	13	4.9	8	2.8
Eligible for Free or Reduced-Price Meals	133	12.1	114	9.2
Students with Disabilities	85	12.5	77	9.3
District	336	5.6	332	5.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 41

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	412.2
Paraprofessional Instructional Assistants	41.0
Special Education	
Teachers and Instructors	52.0
Paraprofessional Instructional Assistants	108.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	23.5
Library/Media	
Specialists (Certified)	12.0
Support Staff	8.4
Instructional Specialists Who Support Teachers	24.7
Counselors, Social Workers and School Psychologists	42.2
School Nurses	15.3
Other Staff Providing Non-Instructional Services/Support	300.2

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 (%)
Asian	2	0.3	1.0
Black or African American	8	1.4	3.5
Hispanic	10	1.7	3.6
Native American	1	0.2	0.1
White	560	96.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	8	13.8
White	101	25.4	132	32.8
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	9	13.4	12	21.1
Students with Disabilities	0	0	0	0
District	118	24.5	149	30.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	51	60.0
Emotional Disturbance	17	42.5
Intellectual Disability	9	39.1
Learning Disability	209	96.3
Other Health Impairment	161	89.0
Other Disabilities	13	36.1
Speech/Language Impairment	108	96.4
District	568	81.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	88	1.5	1.4
Emotional Disturbance	40	0.7	1.0
Intellectual Disability	23	0.4	0.4
Learning Disability	217	3.6	4.2
Other Health Impairment	181	3.0	2.5
Other Disabilities	50	0.8	1.0
Speech/Language Impairment	118	2.0	1.9
All Disabilities	717	12.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	1.2	2.8
Private Schools or Other Settings	63	8.7	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	52,043,982	8,311	8,769
Instructional Supplies and Equipment	3,882,649	620	275
Improvement of Instruction and Educational Media Services	2,906,171	464	487
Student Support Services	6,012,438	960	965
Administration and Support Services	13,641,046	2,178	1,600
Plant Operation and Maintenance	8,316,158	1,328	1,472
Transportation	6,291,382	990	786
Costs of Students Tuitioned Out	5,083,516	N/A	N/A
Other	1,503,347	240	178
Total	99,680,689	15,361	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,844,713	454	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,265,250	40.2	35.6
Noncertified Personnel	2,948,475	12.8	14.5
Purchased Services	1,230,927	5.3	5.0
Tuition to Other Schools	4,643,076	20.1	21.4
Special Ed. Transportation	2,940,043	12.7	8.5
Other Expenditures	2,045,648	8.9	14.9
Total Expenditures	23,073,419	100.0	100.0

PK-12 Expenditures Used for Special Education	23.1	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.9	73.2
State	25.2	24.8
Federal	1.9	2.0
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	62.2	61.2	62.9	65.1	.	.	.	.
Hispanic or Latino	73.5	73.8	75.8	72.3	.	.	.	.
English Language Learners	62.9	61.1	57.4	55.5	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.9	71.5	73.3	71.2	.	.	.	.
Students with Disabilities	54.5	53.4	56.2	52.8	.	.	.	.
High Needs	64.8	64.4	67.4	65.4	.	.	.	.
District	84.2	84.1	85.3	82.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	65.3	.	.	.	.
Hispanic or Latino	64.1	66.6	65.2	63.2	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	59.9	62.9	65.5	71.6	.	.	.	.
Students with Disabilities	41.4	49.2	51.3	52.8	.	.	.	.
High Needs	52.8	56.7	56.0	66.0	.	.	.	.
District	78.1	78.6	79.6	81.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.0	71.2	73.8	87.6	1,651	79.8
Curl Up	88.6	80.7	74.3	91.1	1,651	83.0
Push Up	72.6	66.0	62.5	78.4	1,651	69.0
Mile Run/PACER	75.0	69.3	71.2	59.1	1,651	69.9
All Tests - District	57.1	41.8	38.4	52.1	1,651	47.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	59	81.4	77.7	Yes	79.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	87	83.9	73.2	Yes	75.2
Students with Disabilities	71	71.8	73.7	No	75.7
District	535	90.8	88.1	Yes	88.7
State ⁴		85.5			

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 2012-13 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	78.5	194	37.3
Male	65.1	164	36.0
Black or African American	48.1	*	*
Hispanic or Latino	47.1	14	13.5
White	75.9	315	39.4
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	51.6	25	20.2
Students with Disabilities	23.1	*	*
District	72.2	358	36.7
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	79.6	91.1
Male	67.8	87.1
Black or African American	*	*
Hispanic or Latino	59.2	88.0
White	75.8	89.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	59.5	73.9
Students with Disabilities	56.7	67.6
District	74.6	89.3
State	72.7	88.5

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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Wallingford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Wallingford Public Schools has been extremely successful in the area of school improvement and parental outreach due to several factors. First, the district continues to set district wide goals that are built around the 3 year Strategic Plan with a focus in the following areas: Community Outreach, Curriculum and Instruction, District Climate, Facilities and Technology. Aligned to that are building based goals that mirror the same broad areas. Our district has continued its implementation plan for curriculum and instruction and performance assessments aligned to the CT Core Standards. Improvement efforts are underway to increase staff capacity in scoring performance tasks and will continue to be a focus area for us as we calibrate our staff anchored in student work and performance. Professional development efforts have focused on a balance between district led, building led and self-directed. Our High School staff continues their improvement efforts in meeting NEASC expectations for accreditation. Teacher goals include a strategy to engage and reach out to parents at all levels. As a result, parents have been provided with ongoing communication about what their child is doing in school and how they can assist. Parental led committees have formed under the facilitation of our System-wide Parent Teacher Advisory Council and each of our schools has an active and fully functioning PTAC.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Wallingford Public Schools continues to provide ongoing opportunities to increase understanding and respect for varied cultures and diversity both in our schools and in our community. Active participation of our staff and community members makes for a vibrant community-based Wallingford Coalition for Unity to continue our mission to promote diversity. Our students continue to be enrolled at Wintergreen Interdistrict Magnet School and Thomas Edison Interdistrict Magnet School. Further, students from Wallingford also participate in the ECA program (Educational Center for the Arts) in New Haven. An emphasis has been placed on our English Language Learners to increase their skills and knowledge through integration of our curriculum. Wallingford Public Schools is constantly seeking ways to acknowledge and increase this awareness through district and school based programs and activities.

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Equitable Allocation of Resources among District Schools

During the 2013-2014 school year resources were distributed throughout the Wallingford Public Schools in alignment with our Strategic Plan. Staffing levels, instructional materials, repairs and maintenance budgets were consistent by level. This is a credit to the collaborative work of our administrator at the same levels as well as across levels. As a result, we continue to offer a successful program of students throughout our district, along with targeted intervention based on student needs, despite a per pupil expenditure that is below the state average.