

STRATEGIC SCHOOL PROFILE 2012-13**Wallingford School District**

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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

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: 90.8%

*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, 2012 6,242
5-Year Enrollment Change -8.2%

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	1,097	17.6	17.8	36.7
K-12 Students Who Are Not Fluent in English	270	4.4	2.5	5.8
Students Identified as Gifted and/or Talented*	696	11.1	4.3	3.8
PK-12 Students Receiving Special Education Services in District	762	12.2	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	282	76.8	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	153	17.4	14.8	12.7

*36.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.2
Asian American	304	4.9
Black	149	2.4
Hispanic	881	14.1
Pacific Islander	1	0.0
White	4,876	78.1
Two or more races	19	0.3
Total Minority	1,366	21.9

Percent of Minority Professional Staff: 3.2%

Open Choice:

47 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:

4.4% 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 22.

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 ongoing opportunities in an effort to increase an understanding and respect for diversity. 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. Fifty-eight Wallingford students are enrolled in the Wintergreen Interdistrict Magnet School, twenty Wallingford students are enrolled in the Edison Interdistrict Magnet School and ten 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.

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	55.4	56.9	31.3
Writing	57.3	60.0	32.9
Mathematics	53.0	61.4	19.3
Grade 4 Reading	65.6	62.6	40.5
Writing	67.7	63.0	49.4
Mathematics	70.4	65.1	43.7
Grade 5 Reading	72.8	66.9	45.3
Writing	69.2	65.6	43.5
Mathematics	73.7	69.2	42.2
Science	71.4	62.3	47.2
Grade 6 Reading	75.0	73.3	37.7
Writing	66.9	65.1	38.8
Mathematics	68.6	67	35.7
Grade 7 Reading	82.6	78.9	39.9
Writing	55.7	64.9	19.0
Mathematics	71.3	65.4	46.2
Grade 8 Reading	79.3	76.2	38.0
Writing	65.1	67.2	28.3
Mathematics	63.9	65.0	33.3
Science	74.3	60.4	56.6

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 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	62.1	48.5	62.9
Writing Across the Disciplines	68.7	62.1	40.2
Mathematics	55.4	52.4	41.7
Science	55.4	48.8	48.1

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
	41.0	51.1	25.1

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.1	78.5	
Average Score	Mathematics	514	503	56.4
	Critical Reading	520	499	65.4
	Writing	524	504	63.9

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 2012	92.4	84.8	61.8
2011-12 Annual Dropout Rate for Grade 9 through 12	0.4	2.1	62.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.8	82.6
% Employed (Civilian Employment and in Armed Services)	9.7	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	423.98
Paraprofessional Instructional Assistants	41.20
Special Education	
Teachers and Instructors	50.00
Paraprofessional Instructional Assistants	119.65
Library/Media Specialists and/or Assistants	19.40
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	23.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	8.90
Counselors, Social Workers, and School Psychologists	42.20
School Nurses	15.00
Other Staff Providing Non-Instructional Services and Support	293.93

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	89.0	81.6	79.8

Average Class Size	District	DRG	State
Grade K	16.7	17.5	18.9
Grade 2	18.8	19.4	19.8
Grade 5	20.2	21.2	21.3
Grade 7	22.1	20.1	20.2
High School	20.6	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,045	995	999
Middle School	1,047	1,028	1,029
High School	1,006	1,000	1,027

*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*	2.1	2.7	2.7
Middle School	2.7	2.2	2.1
High School	5.3	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$53,224	\$8,316	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$585	\$91	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$2,343	\$366	\$475	\$397	\$471
Student Support Services	\$6,004	\$938	\$949	\$919	\$950
Administration and Support Services	\$11,278	\$1,762	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$13,052	\$2,039	\$1,466	\$1,499	\$1,459
Transportation	\$6,227	\$959	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$5,511	N/A	N/A	N/A	N/A
Other	\$1,375	\$215	\$170	\$176	\$170
Total	\$99,598	\$15,013	\$14,444	\$14,027	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,170	\$495	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$24,081,667	24.2	22.0	21.8

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	72.6	24.0	3.2	0.2
Excluding School Construction	71.7	24.8	3.3	0.2

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.

During the 2012-2013 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	764
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.4%

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	87	1.4	1.4	1.3
Learning Disability	229	3.7	3.6	4.0
Intellectual Disability	21	0.3	0.3	0.4
Emotional Disturbance	48	0.8	0.9	1.0
Speech Impairment	124	2.0	2.1	2.0
Other Health Impairment*	194	3.1	2.4	2.4
Other Disabilities**	61	1.0	1.0	1.0
Total	764	12.4	11.8	12.1

*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 2011-12 with a Standard Diploma	66.7	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	33.7	34.5	71.6	69.2
	Writing	18.4	19.9	63.6	64.4
	Mathematics	25.4	29.0	66.6	65.5
	Science	30.8	21.3	72.9	61.3
CAPT	Reading Across the Disciplines	21.3	15.7	62.1	48.5
	Writing Across the Disciplines	16.9	16.7	68.7	62.1
	Mathematics	16.0	16.8	55.4	52.4
	Science	23.8	14.6	55.4	48.8

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	17.3
	% With Accommodations	82.7
CAPT	% Without Accommodations	26.8
	% With Accommodations	73.2
% Assessed Using Skills Checklist		6.8

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	8	1.0
Private Schools or Other Settings	62	8.1

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	640	83.8	74.7	72.0
40.1 to 79.0 Percent of Time	43	5.6	16.4	16.4
0.0 to 40.0 Percent of Time	81	10.6	8.9	11.6

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 2012-2013. District efforts continue to focus on aligning with the new Common Core State Standards (CCSS). A significant focus was placed on the development of unit performance tasks at all levels. District professional development and instructional improvement have focused on critical elements of the Common Core State Standards and Smarter Balanced Assessment. 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 2012-2013 – Instructional Data Teams. The district K-5 professional development plan addressed topics related to teaching strategies for English language learners and math strategies for all students. In grades 6-12, staff received training in topics such as common formative assessment, Common Core State Standards, and training in the use of classroom technology, as well as opportunities for self-designed teacher in-service.
