

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



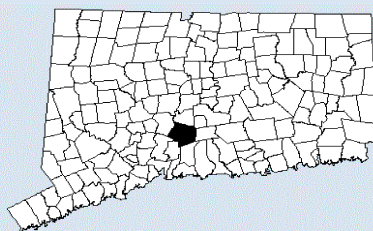
Wallingford School District

Dr. Salvatore Menzo, Superintendent • 203-949-6500 • <http://wallingford.ccsct.com/>

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	5,863
Per Pupil Expenditures ¹	\$17,772
Total Expenditures ¹	\$107,787,632

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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.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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,898	49.4	48.4
Male	2,965	50.6	51.6
American Indian or Alaska Native	7	0.1	0.3
Asian	296	5.0	5.1
Black or African American	120	2.0	12.8
Hispanic or Latino	1,007	17.2	24.8
Pacific Islander	7	0.1	0.1
Two or More Races	90	1.5	3.3
White	4,336	74.0	53.6
English Learners	326	5.6	7.2
Eligible for Free or Reduced-Price Meals	1,318	22.5	36.7
Students with Disabilities ¹	831	14.2	14.8

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	5.9	68	2.3
Male	192	6.7	242	8.1
Black or African American	11	9.7	9	7.7
Hispanic or Latino	77	7.9	72	6.9
White	252	6.0	211	4.9
English Learners	28	8.0	19	5.4
Eligible for Free or Reduced-Price Meals	206	12.2	162	8.8
Students with Disabilities	119	14.5	91	9.6
District	358	6.3	310	5.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 525

Number of school-based arrests: 7

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	441.4
Paraprofessional Instructional Assistants	60.5
Special Education	
Teachers and Instructors	57.8
Paraprofessional Instructional Assistants	115.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	22.6
Library/Media	
Specialists (Certified)	12.0
Support Staff	9.4
Instructional Specialists Who Support Teachers	26.2
Counselors, Social Workers and School Psychologists	44.4
School Nurses	14.5
Other Staff Providing Non-Instructional Services/Support	325.3

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	1	0.2	1.1
Black or African American	5	0.8	3.7
Hispanic or Latino	13	2.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	593	96.7	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	37	51.4	40	65.6
White	249	71.8	282	74.8
English Learners	*	*	9	*
Eligible for Free or Reduced-Price Meals	60	52.2	62	56.4
Students with Disabilities	29	49.2	34	47.9
District	311	67.9	348	73.0
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	61	59.8
Emotional Disturbance	14	45.2
Intellectual Disability	*	*
Learning Disability	230	95.4
Other Health Impairment	181	84.6
Other Disabilities	*	*
Speech/Language Impairment	89	95.7
District	585	79.2
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	107	1.9	1.8
Emotional Disturbance	32	0.6	1.1
Intellectual Disability	27	0.5	0.5
Learning Disability	242	4.3	5.2
Other Health Impairment	216	3.8	3.1
Other Disabilities	56	1.0	1.1
Speech/Language Impairment	116	2.1	1.8
All Disabilities	796	14.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	36	4.5	8.3
Private Schools or Other Settings	38	4.8	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	59,260,426	10,092	9,847
Instructional Supplies and Equipment	747,802	127	287
Improvement of Instruction and Educational Media Services	4,037,417	688	589
Student Support Services	6,704,067	1,142	1,120
Administration and Support Services	13,107,484	2,232	1,905
Plant Operation and Maintenance	9,237,310	1,573	1,648
Transportation	6,747,062	1,124	904
Costs of Students Tuitioned Out	6,135,647	N/A	N/A
Other	1,810,417	308	208
Total	107,787,632	17,772	16,535

Additional Expenditures

Land, Buildings, and Debt Service	3,560,960	606	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,143,115	35.5	33.8
Noncertified Personnel	3,584,111	13.9	14.5
Purchased Services	1,906,835	7.4	5.5
Tuition to Other Schools	5,783,245	22.5	23.4
Special Ed. Transportation	3,030,458	11.8	8.7
Other Expenditures	2,279,874	8.9	14.1
Total Expenditures	25,727,638	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.2	73.4
State	21.8	22.5
Federal	2.1	2.2
Tuition & Other	1.8	1.9

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*
Asian	149	68.7	148	67.6
Black or African American	59	57.4	59	51.3
Hispanic or Latino	531	58.1	524	54.0
Native Hawaiian or Other Pacific Islander	6	*	6	*
Two or More Races	40	66.8	40	63.4
White	2177	67.2	2154	62.6
English Learners	264	55.0	263	53.2
Non-English Learners	2704	66.5	2674	61.9
Eligible for Free or Reduced-Price Meals	878	57.8	867	53.4
Not Eligible for Free or Reduced-Price Meals	2090	68.7	2070	64.4
Students with Disabilities	427	48.1	419	42.2
Students without Disabilities	2541	68.4	2518	64.3
High Needs	1188	56.2	1172	51.8
Non-High Needs	1780	71.6	1765	67.3
District	2968	65.5	2937	61.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	92.2	72.6	78.3	84.7	1,674	82.0
Curl Up	91.4	85.2	86.8	83.8	1,674	86.8
Push Up	70.9	63.2	65.7	85.0	1,674	71.1
Mile Run/PACER	80.7	71.6	64.0	67.1	1,674	70.6
All Tests - District	61.6	44.5	46.4	61.7	1,674	53.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	12	*
Hispanic or Latino	81	91.4
English Learners	15	*
Eligible for Free or Reduced-Price Meals	108	84.3
Students with Disabilities	66	69.7
District	485	92.2
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.4	220	46.5
Male	95.5	199	43.1
Black or African American	*	*	*
Hispanic or Latino	97.0	32	24.1
White	97.5	350	48.3
English Learners	93.5	*	*
Eligible for Free or Reduced-Price Meals	95.6	60	26.7
Students with Disabilities	82.3	10	7.7
District	97.4	419	44.8
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	80.7	95.7
Male	73.0	86.5
Black or African American	*	*
Hispanic or Latino	64.1	71.4
White	79.5	93.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.4	84.5
Students with Disabilities	46.3	96.3
District	77.2	92.0
State	70.9	88.3

⁵College 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.

⁶College 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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.5	75	43.6	50	87.3	67.6
	High Needs Students	56.2	75	37.5	50	75.0	57.5
Math Performance Index	All Students	61.1	75	40.8	50	81.5	62.7
	High Needs Students	51.8	75	34.6	50	69.1	52.0
ELA Academic Growth	All Students	51.8%	100%	51.8	100	51.8	60.7%
	High Needs Students	47.2%	100%	47.2	100	47.2	55.6%
Math Academic Growth	All Students	52.9%	100%	52.9	100	52.9	61.9%
	High Needs Students	50.8%	100%	50.8	100	50.8	55.4%
Chronic Absenteeism	All Students	6.3%	<=5%	47.4	50	94.7	10.7%
	High Needs Students	11.4%	<=5%	37.3	50	74.6	16.6%
Preparation for CCR	% Taking Courses	70.5%	75%	47.0	50	94.0	74.8%
	% Passing Exams	44.8%	75%	29.9	50	59.8	44.8%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		92.2%	94%	98.0	100	98.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.6%	94%	94.2	100	94.2	81.8%
Postsecondary Entrance (Class of 2017)		77.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.5% 53.5%	75%	35.6	50	71.3	96.6% 50.1%
Arts Access		49.6%	60%	41.3	50	82.7	51.2%
Accountability Index				939.8	1250	75.2	

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	71.6	56.2	15.4	15.9	
Math Performance Index Gap	67.3	51.8	15.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.6%	5.4%	12.7%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	97.8
Math	All Students	97.4
	High Needs Students	96.4
Science	All Students	93.4
	High Needs Students	92.1

³Minimum participation standard is 95%.

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: 50.1

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

Wallingford Public Schools continues its commitment to increase opportunities for students to appreciate the diversity in the town, state, nation, and world. In the district, international nights occur at all levels. These events celebrate the many cultures found within our local community. Working closely with the Spanish Community of Wallingford (SCOW), Wallingford Public Schools has helped facilitate leadership and outreach programs for students and families.

With a growing English Language Learner population, the district continues to expand programing and increase staff resources for families. In turn, we work to provide a welcoming environment for these students and families that leads to mutual understanding and appreciation.

Wallingford Public School students have participated in interdirstict grant programs with New Haven and Hamden. These opportunities continue to be explored and provided to our students whenever possible.

The Wallingford Public School curriculum was written with an eye to cultural competence. English Language Arts and Social Studies curricula provide authentic opportunities for students to explore diversity and expand their understandings. Student awareness of the diversity of individuals and cultures is also woven into health classes and the arts. By embedding these concepts throughout the student experience, it is authentic and meaningful.

Over the last seven years, Wallingford Public Schools has made a significant commitment to international exploration and global competence development in our students. The district has school partnerships with Argentina, Germany, and Shanghai. Students travel to and from these countries to our district on a regular basis. The district just approved an official sixth month student exchange program with Germany.

This year, Wallingford was the first school district to provide students with the opportunity to acquire both the Seal of Bi-literacy and Certificate of Global Competence offered in conjunction with the Connecticut State Department of Education. Working with in-district staff and resources and providing out-of-district opportunities, the district continues to grow its efforts in fostering the understanding, appreciation, and acceptance for diversity in our schools.

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Equitable Allocation of Resources among District Schools

Wallingford Public Schools uses many methods to ensure resources are appropriately distributed based on student needs. First, there is a per pupil allocation for instructional materials. Next, based on such indicators as special education, intervention, bilingual and English Language services needed, staffing is allocated for each school. Student plans are reviewed individually and then appropriately planned and budgeted for annually.

To ensure processes are effective, administrators and special services providers meet regularly to review needs and resource allocation. The budget process includes an impact mapping component. Administrators reviewed all school-based staff as related to direct impact on students. Student needs remained at the center of this work resulting in a constant review of equity of resources based on needs. The budget incorporates contingency funding for additional resources found to be needed after the year has started.

The Wallingford Public School District budget document includes a thorough analysis of each school and all programs within each building. This individual school data is incorporated into strategic plan. The plan is updated 3 times annually.