

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



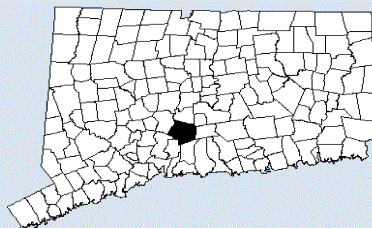
Wallingford School District

Dr. Salvatore Menzo, Superintendent • 203-949-6500 • <https://www.wallingford.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	5,693
Per Pupil Expenditures ¹	\$18,792
Total Expenditures ¹	\$110,930,134

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,810	49.4	48.4
Male	2,883	50.6	51.6
American Indian or Alaska Native	9	0.2	0.3
Asian	285	5.0	5.2
Black or African American	122	2.1	12.7
Hispanic or Latino of any race	1,034	18.2	26.9
Native Hawaiian or Other Pacific Islander	7	0.1	0.1
Two or More Races	97	1.7	3.8
White	4,139	72.7	51.1
English Learners	336	5.9	8.3
Eligible for Free or Reduced-Price Meals	1,865	32.8	43.3
Students with Disabilities ³	911	16.0	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	221	8.2	61	2.1
Male	256	9.2	201	6.8
Black or African American	11	9.2	9	7.1
Hispanic or Latino of any race	126	12.7	64	6.0
White	313	7.9	174	4.1
English Learners	43	12.8	12	3.4
Eligible for Free or Reduced-Price Meals	266	15.1	149	7.4
Students with Disabilities	159	18.0	93	9.0
District	477	8.7	262	4.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 415

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	434.8
Paraprofessional Instructional Assistants	62.1
Special Education	
Teachers and Instructors	66.0
Paraprofessional Instructional Assistants	125.0
Administrators, Coordinators and Department Chairs	
District Central Office	11.0
School Level	21.2
Library/Media	
Specialists (Certified)	12.0
Support Staff	8.2
Instructional Specialists Who Support Teachers	23.2
Counselors, Social Workers and School Psychologists	47.9
School Nurses	14.5
Other Staff Providing Non-Instructional Services/Support	284.4

¹ In 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	0	0.0	1.2
Black or African American	5	0.8	4.0
Hispanic or Latino of any race	11	1.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	595	97.1	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.4

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 of any race	44	62.9	61	80.3
White	310	79.3	315	86.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	92	69.2	100	76.3
Students with Disabilities	49	62.8	48	65.8
District	383	75.7	415	85.6
State		75.8		84.8

² College-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	51	46.4
Emotional Disturbance	22	47.8
Intellectual Disability	*	*
Learning Disability	250	90.6
Other Health Impairment	182	79.5
Other Disabilities	*	*
Speech/Language Impairment	82	94.3
District	599	74.4
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	119	2.2	2.0
Emotional Disturbance	46	0.9	1.1
Intellectual Disability	31	0.6	0.5
Learning Disability	276	5.1	5.7
Other Health Impairment	231	4.3	3.3
Other Disabilities	52	1.0	1.1
Speech/Language Impairment	100	1.8	1.8
All Disabilities	855	15.8	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	30	3.5	8.2
Private Schools or Other Settings	45	5.3	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$68,023,320	\$11,524	\$10,923
Support services - students	\$7,708,490	\$1,345	\$1,277
Support services - instruction	\$3,884,115	\$678	\$682
Support services - general administration	\$2,527,600	\$441	\$467
Support services - school based administration	\$7,275,944	\$1,270	\$1,021
Central and other support services	\$3,992,542	\$697	\$679
Operation and maintenance of plant	\$8,824,343	\$1,540	\$1,718
Student transportation services	\$6,826,933	\$1,272	\$1,288
Food services	\$1,000	\$0	\$12
Enterprise operations	\$1,657,633	\$289	\$163
Minor school construction	\$208,215	\$36	\$59
Total	\$110,930,134	\$18,792	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$9,590,016	35.5	28.5
Instructional Aide Salaries	\$2,960,281	11.0	10.1
Other Salaries	\$1,018,412	3.8	11.1
Employee Benefits	\$2,238,336	8.3	13.0
Purchased Services Other Than Transportation	\$2,355,155	8.7	5.7
Special Education Tuition	\$5,470,355	20.3	22.5
Supplies	\$114,728	0.4	0.6
Property Services	\$8,579	0.0	0.3
Purchased Services For Transportation	\$3,243,644	12.0	8.0
Equipment	\$3,643	0.0	0.2
All Other Expenditures	\$405	0.0	0.1
Total	\$27,003,554	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	74.7
State	22.0
Federal	1.9
Tuition & Other	1.4

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	74	89.2
English Learners	15	*
Eligible for Free or Reduced-Price Meals	141	87.2
Students with Disabilities	72	75.0
District	462	93.5
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	81.5	94.6
Male	69.5	83.3
Black or African American	*	*
Hispanic or Latino of any race	66.2	78.1
White	77.5	90.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	58.1	83.1
Students with Disabilities	49.2	71.4
District	75.6	89.6
State	71.5	87.5

³ College 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.

⁴ College 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	67.4%	100%	60.4%
	Oral	68.5%	100%	57.6%
Chronic Absenteeism	All Students	8.7%	<=5%	12.2%
	High Needs Students	14.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	80.5%	75%	80.4%
On-track to High School Graduation		95.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		93.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		85.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		75.5%	75%	71.5%
Arts Access		47.0%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	85.1%	8.9%	10.9%	N

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Wallingford Public School District is committed to providing the highest quality services for students with special needs. This year the district implemented new programming, expanding resources for students on the autism spectrum in grades K-2 and grades 6-8. These two programs were extensions of the existing grades 3-5 program. In addition, behavioral programming was expanded at the K-2 level. As part of this, the district hired a second certified special education teacher who is also BCBA certified. These resources assist staff and families in planning and programming effectively for students.

At the middle school level, the district invested in two special education staff members with advanced literacy knowledge to offer specialized reading instruction. In addition, the district procured the assistance of an outside structured literacy consultant to work with staff PreK-12 for the next 3-5 years to develop and implement a consistent literacy approach for all students. This consultant will help increase staff capacity in general education and special education.

As part of all of this work, the Wallingford Public School District has developed a special education strategic plan that directly aligns to the IDEA grant for the district. This plan provides ample opportunity for constituent feedback and ongoing review and revision. To address truancy, the Wallingford Public School District has building-level and district-level attendance committees that address student truancy. These committees consist of teachers, administrators, health staff, and other resources depending on the specifics of the child and his/her case.

The district also provided McKinney Vento training for staff, and the district is implementing a variety of programming to ensure identification of all families in need. From the installation of washers and dryers in three schools as a pilot, to the plan for food pantries in all schools this fall, the district is taking a proactive approach in addressing its changing demographics.

Wallingford Public School Schools works collaboratively with community resources including but not limited to the Spanish Community of Wallingford (SCOW), Youth and Social Services (YSS), the Boys and Girls Club, and Wallingford YMCA to plan and implement programming for students and families. This programming provides parents information about curriculum, instruction, safety, health and wellness, and future planning. To assist families with childcare for the hybrid model at the middle school, new programming was established in collaboration with both the Boys and Girls Club and Wallingford YMCA.

Building and district Parent Teacher Advisory Committees (PTAC) engage parents on a regular basis with teachers and administration. In addition to the PTACs across the district, parents are engaged in PTO and also the school and district safety committee. Wallingford collaborated with Connecticut parent advisory Center (CPAC) to host and offer sessions for families in our community to provide support. These were extremely well attended and are scheduled to continue this year as well.

This year, we are offering a variety of parent resources to help them with their children's education at home. From upgraded single-on technology to workshops and videos for parents to access, parents will be better prepared for the new educational landscape.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Wallingford Public School District offers students opportunities to participate in state magnet schools. The district offers student access to ACES programming at Wintergreen Magnet School, Thomas Education Magnet School, and Education Center for the Arts (ECA). In addition, Wallingford has students who attend New Haven and Hartford magnet schools.

The district also has exchange students each year from such countries as Germany, Australia, Argentina and Ecuador. The Wallingford Public School District also coordinates student exchanges for its students to Germany, Argentina, Australia, Iceland, and China. These programs have an academic focus and provide students with an opportunity to earn credit towards their capstone requirement and the Connecticut Certification of Global Engagement.

The Wallingford Public School District offers English Language (EL) and bilingual programming. The district also offers parent and student programming through adult education for families new to the United States who may be learning English and seeking citizenship. The district attends all recruitment fairs offered by the state and local universities. In addition, the district hosted an event this spring for recruitment. It is the goal of the district to continue to grow its minority staff in all buildings. By offering college internships and expanding the colleges/universities from which they place student teachers, progress is being made in this area.

This year, all certified and non-certified staff were part of professional development in the area of racism and racial isolation. This professional development will continue throughout the year and incorporate lessons for students and families. Wallingford Public Schools has a robust Adult Education Program that provides unique connections to many families new to our community and country. Through our three diploma programs, English Learner programming, and Citizenship classes, we provide a good resource for families to successfully, safely, and confidently enter into our local and school community.

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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 (EL) 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 the strategic plan.