

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## Wallingford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	6,020
Per Pupil Expenditures <sup>1</sup>	\$16,060
Total Expenditures <sup>1</sup>	\$101,129,696

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#) (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,012	50.0	48.3
Male	3,008	50.0	51.6
American Indian or Alaska Native	12	0.2	0.2
Asian	329	5.5	4.9
Black or African American	134	2.2	12.8
Hispanic or Latino	972	16.1	23.0
Pacific Islander	6	0.1	0.0
Two or More Races	40	0.7	2.7
White	4,527	75.2	55.9
English Learners	329	5.5	6.4
Eligible for Free or Reduced-Price Meals	1,253	20.8	38.0
Students with Disabilities <sup>1</sup>	717	11.9	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	144	4.9	48	1.6
Male	156	5.4	189	6.3
Black or African American	*	*	12	8.8
Hispanic or Latino	70	7.3	56	5.7
White	207	4.7	159	3.5
English Learners	24	7.3	7	2.1
Eligible for Free or Reduced-Price Meals	122	10.9	98	7.7
Students with Disabilities	100	13.9	85	10.2
District	300	5.1	237	3.9
State		9.6		7.0

**Number of students in 2014-15 qualified as truant under state statute: 232**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2015-16

## Wallingford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	433.8
Paraprofessional Instructional Assistants	51.0
<b>Special Education</b>	
Teachers and Instructors	52.0
Paraprofessional Instructional Assistants	125.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	11.0
School Level	22.8
<b>Library/Media</b>	
Specialists (Certified)	10.0
Support Staff	7.4
Instructional Specialists Who Support Teachers	26.2
Counselors, Social Workers and School Psychologists	43.3
School Nurses	14.9
Other Staff Providing Non-Instructional Services/Support	343.7

<sup>1</sup>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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	1	0.2	1.0
Black or African American	8	1.3	3.5
Hispanic or Latino	13	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	583	96.2	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	30	40.5	38	59.4
White	204	56.2	311	70.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	44.9	50	61.7
Students with Disabilities	17	35.4	38	49.4
District	262	54.9	383	69.6
State		61.2		73.9

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	48	57.1
Emotional Disturbance	17	43.6
Intellectual Disability	10	41.7
Learning Disability	199	93.0
Other Health Impairment	135	80.4
Other Disabilities	10	30.3
Speech/Language Impairment	90	93.8
District	509	77.4
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Wallingford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	90	1.5	1.6
Emotional Disturbance	39	0.7	1.0
Intellectual Disability	24	0.4	0.5
Learning Disability	214	3.7	4.6
Other Health Impairment	167	2.9	2.8
Other Disabilities	47	0.8	1.0
Speech/Language Impairment	113	1.9	1.9
All Disabilities	694	11.9	13.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	3.0	6.3
Private Schools or Other Settings	49	7.1	9.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	55,215,886	9,098	9,387
Instructional Supplies and Equipment	624,555	103	318
Improvement of Instruction and Educational Media Services	3,131,581	516	541
Student Support Services	6,003,479	989	1,048
Administration and Support Services	13,272,818	2,187	1,790
Plant Operation and Maintenance	8,994,816	1,482	1,608
Transportation	6,647,223	1,077	845
Costs of Students Tuitioned Out	5,476,728	N/A	N/A
Other	1,762,610	290	194
<b>Total</b>	<b>101,129,696</b>	<b>16,060</b>	<b>15,762</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	2,911,663	480	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,289,236	38.7	35.1
Noncertified Personnel	3,321,357	13.8	14.5
Purchased Services	1,259,799	5.2	5.5
Tuition to Other Schools	5,097,421	21.2	21.6
Special Ed. Transportation	3,025,786	12.6	8.3
Other Expenditures	2,037,448	8.5	15.0
<b>Total Expenditures</b>	<b>24,031,047</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.7	71.9
State	24.1	24.8
Federal	1.8	1.8
Tuition & Other	1.4	1.5

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Wallingford School District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	152	71.6	152	69.3	71	63.3
Black or African American	77	62.0	77	53.4	*	*
Hispanic or Latino	521	61.3	521	56.2	222	54.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	15	*	15	*	*	*
White	2331	69.4	2329	63.5	1042	62.1
English Learners	183	55.2	183	53.5	60	43.2
Non-English Learners	2924	68.8	2922	62.9	1315	61.6
Eligible for Free or Reduced-Price Meals	609	60.4	609	54.8	252	53.9
Not Eligible for Free or Reduced-Price Meals	2498	69.9	2496	64.2	1123	62.4
Students with Disabilities	440	49.8	440	44.3	179	45.3
Students without Disabilities	2667	71.0	2665	65.3	1196	63.1
High Needs	1003	57.5	1003	52.3	405	51.0
Non-High Needs	2104	73.0	2102	67.1	970	64.9
District	3107	68.0	3105	62.3	1375	60.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.4	65.9	75.1	82.1	1,566	77.1
Curl Up	93.5	82.7	89.7	82.1	1,566	87.4
Push Up	76.8	57.6	67.1	79.4	1,566	68.4
Mile Run/PACER	71.5	69.2	59.6	69.5	1,566	67.0
All Tests - District	54.4	35.1	36.8	52.9	1,566	43.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Wallingford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	53	84.9	81.0	Yes	82.6
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	127	82.7	77.3	Yes	79.4
Students with Disabilities	71	78.9	77.7	Yes	79.8
District	502	93.2	89.3	Yes	89.9
State <sup>4</sup>		87.2			

<sup>1</sup>The 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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	230	41.7
Male	96.0	190	40.0
Black or African American	96.2	6	23.1
Hispanic or Latino	94.9	30	21.7
White	96.5	345	42.9
English Learners	92.3	*	*
Eligible for Free or Reduced-Price Meals	95.3	26	17.3
Students with Disabilities	59.5	*	*
District	96.4	420	40.9
State	95.6		40.7

<sup>5</sup>College 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

<sup>6</sup>Participation 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	81.7	89.4
Male	65.5	91.0
Black or African American	*	*
Hispanic or Latino	51.2	70.8
White	76.5	93.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.2	80.9
Students with Disabilities	42.1	79.3
District	74.1	90.1
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Wallingford School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.0	75	45.3	50	90.7	67.7
	High Needs Students	57.5	75	38.3	50	76.6	56.7
Math Performance Index	All Students	62.3	75	41.6	50	83.1	61.4
	High Needs Students	52.3	75	34.9	50	69.7	49.9
Science Performance Index	All Students	60.8	75	40.5	50	81.1	57.5
	High Needs Students	51.0	75	34.0	50	68.0	47.0
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	63.8%
	High Needs Students	60.6%	100%	60.6	100	60.6	58.3%
Math Academic Growth	All Students	60.4%	100%	60.4	100	60.4	65.0%
	High Needs Students	55.7%	100%	55.7	100	55.7	57.4%
Chronic Absenteeism	All Students	5.1%	<=5%	49.8	50	99.5	9.6%
	High Needs Students	10.5%	<=5%	39.0	50	78.0	15.6%
Preparation for CCR	% Taking Courses	62.8%	75%	41.9	50	83.7	67.6%
	% Passing Exams	40.9%	75%	27.3	50	54.5	40.7%
On-track to High School Graduation		95.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		93.2%	94%	99.2	100	99.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		85.5%	94%	91.0	100	91.0	78.6%
Postsecondary Entrance (Class of 2015)		74.1%	75%	98.7	100	98.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		84.8%   43.0%	75%	14.3	50	28.7	89.2%   50.5%
Arts Access		46.7%	60%	38.9	50	77.8	47.5%
<b>Accountability Index</b>				<b>1027.2</b>	<b>1350</b>	<b>76.1</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.0	57.5	15.6	16.5	
Math Performance Index Gap	67.1	52.3	14.8	18.9	
Science Performance Index Gap	64.9	51.0	13.9	17.2	
Graduation Rate Gap	94.0%	85.5%	8.5%	15.3%	N

<sup>1</sup>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.

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

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	98.7
	High Needs Students	98.1
Math	All Students	98.7
	High Needs Students	98.1
Science	All Students	99.0
	High Needs Students	97.9

<sup>3</sup>Minimum 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: 50.3**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## Wallingford School District

### Narratives

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Wallingford Public Schools has made a 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 of Latino descent.

With a growing English Language population, the district continues to expand programming 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 interdistrict 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 has been written with an eye to cultural competence. English Language Arts and Social Studies curricula provide many 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 six 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.

Overall, working with our in-district staff and resources and providing out-of-district opportunities, Wallingford Public Schools continues to grow its efforts in fostering the understanding, appreciation, and acceptance for diversity in our schools. In addition to the Prek-12 system, Wallingford Adult Education offers a tremendous amount of programming for English Language learners and those seeking citizenship.

# District Profile and Performance Report for School Year 2015-16

## Wallingford School District

### **Equitable Allocation of Resources among District Schools**

Wallingford Public Schools use a variety of methods for ensuring that resources are appropriately distributed to schools based on student needs. First, here 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 individually. Student plans and needs are reviewed individually and then appropriately planned and budgeted for annually.

To ensure these processes are effective, all administrators and special services providers meet regularly to review needs and resource allocation. The budget incorporates contingency funding in the event that additional resources are found to be needed in a particular school after the year has started.

The Wallingford Public School strategic plan incorporates the individual school needs with the district mission and vision. This document is updated three times annually to ensure that it continues to evolve with the changing needs of schools in the district.