

**STRATEGIC SCHOOL PROFILE 2009-10****Wallingford School District**

SALVATORE F. MENZO, Superintendent

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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](http://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: 91.3%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2009      6,657  
5-Year Enrollment Change      -6.7%

**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	727	11.4	13.5	32.6
K-12 Students Who Are Not Fluent in English	253	3.7	2.3	5.4
Students Identified as Gifted and/or Talented*	995	14.4	4.8	4.1
PK-12 Students Receiving Special Education Services in District	774	11.2	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	370	90.0	85.5	80.5
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	134	14.9	15.5	13.6

\*36.5 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.1
Asian American	308	4.5
Black	193	3.4
Hispanic	703	10.6
White	5,444	81.3
Total Minority	1,213	18.2

**Percent of Minority Professional Staff:** 1.7%

**Open Choice:**

92 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:**

4.1% 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 19.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

- The Diversity in Action Committee addresses issues of importance to various racial and ethnic groups in our district. This committee has broad representation from both school district and community.
- Active participation in the community-based Wallingford Coalition for Unity, a community organization that is actively promoting diversity in a town government and the schools.
- Development of a Community Outreach Booklet by the Superintendent, Mayor, Police Chief, and Coalition for Unity for distribution to town members. The booklet calls for a commitment to diversity and resources available to promote diversity.
- Participation by students from the New Haven in the Project Open Choice Program.
- Enrollment of 62 Wallingford students in the Wintergreen Interdistrict Magnet School. There have been follow up contacts and/or activities with participating schools.
- Comprehensive diversity weeks/months with many activities at both Wallingford High Schools.
- Enrollment of 21 students in the Edison Interdistrict magnet school for school year 2009-2010.

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### 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	62.9	57.0	43.6
Writing	54.4	58.3	27.6
Mathematics	70.6	62.4	53.4
Grade 4 Reading	67.1	59.9	47.2
Writing	70.9	63.6	48.8
Mathematics	78.3	67.0	64.2
Grade 5 Reading	68.9	61.8	51.5
Writing	75.9	68.2	47.6
Mathematics	76.5	72.4	42.8
Science	71.4	59.4	51.2
Grade 6 Reading	77.7	74.9	40.5
Writing	65.5	65.9	34.8
Mathematics	73.0	70.7	38.0
Grade 7 Reading	85.1	77.4	46.1
Writing	62.5	61.2	36.4
Mathematics	76.6	68.5	50.0
Grade 8 Reading	76.3	73.3	38.2
Writing	64.0	62.6	37.6
Mathematics	74.2	67.3	48.4
Science	76.0	62.8	58.0

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	55.1	45.9	59.8
Writing Across the Disciplines	64.0	59.6	48.1
Mathematics	51.9	48.7	46.2
Science	50.7	45.3	48.5

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	46.4	50.7	35.6

<b>SAT® I: Reasoning Test Class of 2009</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		66.5	68.5	
Average Score	Mathematics	502	508	39.5
	Critical Reading	498	503	38.8
	Writing	511	506	47.3

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2009	93.4	91.3	35.4
2008-09 Annual Dropout Rate for Grade 9 through 12	1.9	3.0	34.6

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.2	84.5
% Employed (Civilian Employment and in Armed Services)	9.6	10.4

## **RESOURCES AND EXPENDITURES**

### **DISTRICT STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	460.97
Paraprofessional Instructional Assistants	61.90
Special Education	
Teachers and Instructors	58.00
Paraprofessional Instructional Assistants	124.60
Library/Media Specialists and/or Assistants	24.40
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	27.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	44.70
School Nurses	13.75
Other Staff Providing Non-Instructional Services and Support	282.11

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	14.0	14.4	13.8
% with Master's Degree or Above	82.6	77.1	77.8

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	17.8	17.2	18.5
Grade 2	17.4	18.9	19.7
Grade 5	20.0	20.9	21.1
Grade 7	22.0	20.3	20.8
High School	20.5	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,006	985	992
Middle School	1,021	1,025	1,018
High School	1,015	1,000	1,006

\*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*	3.3	3.5	3.2
Middle School	3.2	2.8	2.5
High School	3.2	2.8	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$47,584	\$7,014	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$939	\$138	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$2,988	\$440	\$474	\$389	\$459
Student Support Services	\$5,671	\$836	\$863	\$800	\$859
Administration and Support Services	\$11,562	\$1,704	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$8,851	\$1,305	\$1,469	\$1,377	\$1,462
Transportation	\$5,180	\$744	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$5,045	N/A	N/A	N/A	N/A
Other	\$1,417	\$209	\$163	\$169	\$162
<b>Total</b>	<b>\$89,236</b>	<b>\$12,755</b>	<b>\$13,458</b>	<b>\$12,685</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,183	\$764	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$20,868,104	23.4	20.9

**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	56.2	40.2	2.2	1.5
Excluding School Construction	68.6	27.6	2.3	1.5

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

In school year 2009-2010 resources were distributed equitably throughout the Wallingford Public Schools. Staffing levels, instructional materials, repairs and maintenance budgets were consistent by level. Despite a per pupil expenditure that is lower than the state average, the Wallingford Public Schools continue to offer a highly successful program of studies throughout our district and across all grade levels.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	801
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.2%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	79	1.2	1.1	1.0
Learning Disability	240	3.6	3.4	3.9
Intellectual Disability	27	0.4	0.4	0.5
Emotional Disturbance	56	0.9	0.9	1.0
Speech Impairment	144	2.2	2.4	2.2
Other Health Impairment*	192	2.9	2.2	2.1
Other Disabilities**	63	1.0	0.9	0.9
<b>Total</b>	<b>801</b>	<b>12.2</b>	<b>11.4</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	35.3	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.7	4.1

**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	33.3	31.6	73.3	67.5
	Writing	22.5	19.6	65.5	63.3
	Mathematics	35.2	32.9	74.8	68.1
	Science	32.5	23.7	73.7	61.1
CAPT	Reading Across the Disciplines	11.8	13.8	55.1	45.9
	Writing Across the Disciplines	20.0	16.8	64.0	59.6
	Mathematics	13.5	16.7	51.9	48.7
	Science	14.3	13.0	50.7	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	12.5
	% With Accommodations	87.5
CAPT	% Without Accommodations	26.1
	% With Accommodations	73.9
% Assessed Using Skills Checklist		8.1

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	7	0.9
Private Schools or Other Settings	73	9.1

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	628	78.4	76.7	73.4
40.1 to 79.0 Percent of Time	82	10.2	13.8	15.3
0.0 to 40.0 Percent of Time	91	11.4	9.5	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Advanced Placement (AP) courses have continued to grow in number. AP test scores have been a source of pride for the district. There has also been a significant increase in the number of AP test takers. The number of students attending college has continued to increase.

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