

STRATEGIC SCHOOL PROFILE 2010-11**Wallingford School District**

SALVATORE F. MENZO, Superintendent

Location: 142 Hope Hill Road
Wallingford,
Connecticut

Telephone: (203) 949-6500

Website: wallingford.ccct.com/

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: 91.4%

*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, 2010	6,550
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	772	11.8	13.8	34.1
K-12 Students Who Are Not Fluent in English	243	3.8	2.3	5.6
Students Identified as Gifted and/or Talented*	902	13.8	4.8	4.0
PK-12 Students Receiving Special Education Services in District	759	11.6	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	302	76.6	85.1	80.2
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	160	16.8	17.2	13.2

*31.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.1
Asian American	299	4.6
Black	164	2.5
Hispanic	849	13.0
Pacific Islander	0	0.0
White	5,232	79.9
Two or more races	0	0.0
Total Minority	1,318	20.1

Percent of Minority Professional Staff: 2.6%

Open Choice:

75 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:

3.8% 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 17.

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.

Below is the description submitted by this district 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 the following opportunities in an effort to increase an understanding and respect for diversity.

- 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 the 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.
- 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.
- Involvement of elementary and middle school students in interdistrict cooperative grant programs through ACES.
- Enrollment of 11 students in the ECA program (Educational Center for the Arts) in New Haven.

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	60.6	58.4	37.5
Writing	64.8	61.1	43.5
Mathematics	71.5	63.0	55.9
Grade 4 Reading	66.9	62.5	43.6
Writing	73.7	65.5	51.2
Mathematics	74.6	67.0	51.2
Grade 5 Reading	65.9	61.4	43.6
Writing	67.5	66.8	36.2
Mathematics	77.6	72.5	44.8
Grade 6 Reading	80.9	76.0	41.7
Writing	63.3	65.2	33.3
Mathematics	76.2	71.3	45.2
Grade 7 Reading	86.3	77.8	52.9
Writing	52.9	58.9	25.9
Mathematics	78.3	68.4	55.1
Grade 8 Reading	79.8	74.7	41.4
Writing	64.8	64.8	34.4
Mathematics	72.3	66.6	43.3
Science	75.1	63.1	51.0

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.

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	52.6	44.7	53.0
Writing Across the Disciplines	61.3	61.2	38.3
Mathematics	55.5	49.5	48.1
Science	50.1	47.0	45.1

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
	42.5	51.0	29.6

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.4	70.6	
Average Score	Mathematics	522	510	60.3
	Critical Reading	514	505	55.0
	Writing	523	510	60.3

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 2010	88.3	81.8	50.4
2009-10 Annual Dropout Rate for Grade 9 through 12	1.5	2.8	32.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.8	84.8
% Employed (Civilian Employment and in Armed Services)	10.0	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	437.90
Paraprofessional Instructional Assistants	50.12
Special Education	
Teachers and Instructors	54.00
Paraprofessional Instructional Assistants	110.50
Library/Media Specialists and/or Assistants	20.92
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	24.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.40
Counselors, Social Workers, and School Psychologists	43.05
School Nurses	15.70
Other Staff Providing Non-Instructional Services and Support	284.56

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	85.5	79.0	79.0

Average Class Size	District	DRG	State
Grade K	16.5	17.5	18.4
Grade 2	18.0	19.2	19.9
Grade 5	20.2	21.7	21.2
Grade 7	24.0	20.7	20.6
High School	19.7	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	978	984	992
Middle School	1,005	1,025	1,017
High School	1,010	1,004	1,009

*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*	3.2	3.2	3.1
Middle School	3.1	2.5	2.4
High School	3.6	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$50,889	\$7,644	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$334	\$50	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$2,418	\$363	\$477	\$387	\$463
Student Support Services	\$5,628	\$845	\$875	\$828	\$872
Administration and Support Services	\$11,294	\$1,697	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$8,561	\$1,286	\$1,421	\$1,322	\$1,410
Transportation	\$5,499	\$807	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$5,076	N/A	N/A	N/A	N/A
Other	\$1,326	\$199	\$161	\$159	\$159
Total	\$91,024	\$13,226	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,977	\$748	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$21,674,468	23.8	21.7	21.5

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	56.4	35.7	6.3	1.6
Excluding School Construction	68.3	23.4	6.7	1.7

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.

In school year 2010-2011 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	796
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.2%

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	82	1.3	1.2	1.1
Learning Disability	248	3.8	3.4	3.9
Intellectual Disability	29	0.4	0.4	0.4
Emotional Disturbance	45	0.7	0.9	1.0
Speech Impairment	135	2.1	2.3	2.2
Other Health Impairment*	200	3.1	2.2	2.1
Other Disabilities**	57	0.9	0.9	0.9
Total	796	12.2	11.3	11.6

*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 2009-10 with a Standard Diploma	79.3	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	2.2	3.9

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	35.6	33.0	73.8	68.6
	Writing	19.8	19.3	64.2	63.7
	Mathematics	36.8	33.4	75.1	68.2
	Science	25.9	21.2	73.1	61.5
CAPT	Reading Across the Disciplines	10.2	14.1	52.6	44.7
	Writing Across the Disciplines	19.6	17.3	61.3	61.2
	Mathematics	15.7	15.8	55.5	49.5
	Science	19.6	13.1	50.1	47.0

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	12.8
	% With Accommodations	87.2
CAPT	% Without Accommodations	19.7
	% With Accommodations	80.3
% Assessed Using Skills Checklist		8.3

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	2	0.3
Private Schools or Other Settings	78	9.8

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	680	85.4	77.0	74.1
40.1 to 79.0 Percent of Time	31	3.9	13.9	14.9
0.0 to 40.0 Percent of Time	85	10.7	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

As a district, a tremendous amount of assessment work in Wallingford has occurred through central office in collaboration with teachers and administrators. From the implementation of district assessments for grades 1-8 to the development of clear assessment guidelines for tiered instruction in our Scientifically Research Based Intervention model, staff was provided with significant professional development in data teams and common formative assessments. By using such newly implemented tools as AimsWeb and Scantron on-line data was collected in a manner that provided teachers analysis by individual student, class, and grade level. Teachers now have the ability to inform their instruction based on common assessments directly connected to the Connecticut State Frameworks and district curriculum. The assessment plan for the district continues to evolve in light of the National Core Standards and the need to insure fidelity of instruction. This year, we have adopted efficient diagnostic assessments with clear decision trees indicating which students are below expected benchmarks and require more intensive assessments and indicating which students are developing literacy skills in a typical fashion. In addition, we are in the process of developing a district-based data warehouse that will give teachers a common web-based dashboard from which they can review multiple sources of data as they plan instruction.
