Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	20
Enrollment	5,770
Per Pupil Expenditures[1]	$18,285
Total Expenditures[1]	$109,856,018

[1]*Expenditure data reflect the 2017-18 school year.*
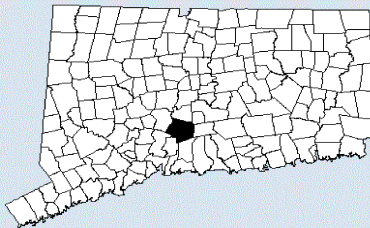
Community Information

[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 2018-19 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, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,827	49.0	48.4
Male	2,943	51.0	51.6
American Indian or Alaska Native	6	0.1	0.3
Asian	273	4.7	5.2
Black or African American	127	2.2	12.8
Hispanic or Latino of any race	1,034	17.9	25.8
Native Hawaiian or Other Pacific Islander	9	0.2	0.1
Two or More Races	95	1.6	3.6
White	4,226	73.2	52.4
English Learners	320	5.5	7.6
Eligible for Free or Reduced-Price Meals	1,786	31.0	42.1
Students with Disabilities[3]	873	15.1	15.4

[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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	159	5.8	60	2.1
Male	176	6.3	260	8.6
Black or African American	9	7.4	15	10.9
Hispanic or Latino of any race	79	7.9	73	6.8
White	230	5.6	219	5.1
English Learners	26	7.7	20	5.7
Eligible for Free or Reduced-Price Meals	207	11.8	171	8.6
Students with Disabilities	124	14.0	90	8.8
District	335	6.0	320	5.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 350

Number of school-based arrests: Fewer than 6

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	435.8
Paraprofessional Instructional Assistants	60.0
Special Education	
Teachers and Instructors	60.0
Paraprofessional Instructional Assistants	122.0
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	24.2
Counselors, Social Workers and School Psychologists	48.4
School Nurses	14.7
Other Staff Providing Non-Instructional Services/Support	318.5

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	1	0.2	1.1
Black or African American	6	1.0	3.8
Hispanic or Latino of any race	13	2.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	2	0.3	0.1
White	587	96.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	53	66.3	59	83.1
White	259	73.2	317	88.5
English Learners	*	*	8	*
Eligible for Free or Reduced-Price Meals	85	63.4	99	79.2
Students with Disabilities	38	61.3	50	65.8
District	342	71.8	407	87.0
State		74.5		85.2

[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 Peers[3]

	Count	Rate (%)
Autism	58	52.7
Emotional Disturbance	12	38.7
Intellectual Disability	*	*
Learning Disability	236	95.5
Other Health Impairment	183	79.9
Other Disabilities	*	*
Speech/Language Impairment	86	94.5
District	585	76.0
State		67.6

[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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	119	2.2	1.9
Emotional Disturbance	31	0.6	1.1
Intellectual Disability	36	0.7	0.5
Learning Disability	247	4.5	5.5
Other Health Impairment	232	4.2	3.2
Other Disabilities	37	0.7	1.1
Speech/Language Impairment	110	2.0	1.8
All Disabilities	812	14.8	15.0

[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 District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	34	4.2	8.2
Private Schools or Other Settings	37	4.6	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 Expenditures:[3] 2017-18

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$66,855,518	$11,128	$10,545
Support services - students	$7,041,185	$1,209	$1,373
Support services - instruction	$4,049,458	$695	$644
Support services - general administration	$2,572,422	$442	$462
Support services - school based administration	$6,501,457	$1,116	$1,007
Central and other support services	$3,584,029	$615	$671
Operation and maintenance of plant	$9,376,585	$1,610	$1,629
Student transportation services	$6,664,570	$1,283	$1,231
Food services	$59,277	$10	$13
Enterprise operations	$1,667,890	$286	$157
Minor school construction	$1,483,626	$255	$65
Total	$109,856,018	$18,285	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$9,028,621	35.1	29.7
Instructional Aide Salaries	$2,418,859	9.4	9.6
Other Salaries	$1,085,907	4.2	10.4
Employee Benefits	$2,020,107	7.9	13.0
Purchased Services Other Than Transportation	$1,885,922	7.3	5.5
Special Education Tuition	$6,283,301	24.4	22.6
Supplies	$110,305	0.4	0.6
Property Services	$500	0.0	0.4
Purchased Services For Transportation	$2,879,105	11.2	8.0
Equipment	$15,633	0.1	0.2
All Other Expenditures	$1,102	0.0	0.1
Total	$25,729,361	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.4	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	77.0
State	19.6
Federal	2.1
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).

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	137	70.0	137	68.7	64	68.8
Black or African American	67	56.6	67	50.1	34	55.6
Hispanic or Latino of any race	522	58.8	523	52.9	235	58.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	43	68.5	43	64.2	*	*
White	2,081	68.7	2,077	63.4	943	67.5
English Learners	269	56.2	269	52.6	102	56.3
Non-English Learners	2,592	67.7	2,589	62.4	1,192	66.4
Eligible for Free or Reduced-Price Meals	905	59.9	902	54.0	392	58.4
Not Eligible for Free or Reduced-Price Meals	1,956	69.8	1,956	64.9	902	68.8
Students with Disabilities	423	47.9	420	41.9	176	48.4
Students without Disabilities	2,438	69.9	2,438	64.8	1,118	68.4
High Needs	1,197	58.0	1,194	52.6	508	57.1
Non-High Needs	1,664	72.9	1,664	67.8	786	71.2
District	2,861	66.7	2,858	61.5	1,294	65.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.1	73.6	75.1	84.4	1,695	80.1
Curl Up	85.8	84.3	77.7	83.5	1,695	82.8
Push Up	71.7	62.0	62.3	82.0	1,695	70.0
Mile Run/PACER	72.6	75.9	55.9	61.0	1,695	66.0
All Tests - District	55.9	41.4	38.6	54.6	1,695	48.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	11	*
Hispanic or Latino of any race	57	93.0
English Learners	17	*
Eligible for Free or Reduced-Price Meals	102	89.2
Students with Disabilities	59	67.8
District	467	93.4
State		88.3

[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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.4	210	43.8
Male	95.1	192	41.3
Black or African American	100.0	*	*
Hispanic or Latino of any race	97.4	34	22.5
White	97.2	335	47.1
English Learners	90.5	0	0.0
Eligible for Free or Reduced-Price Meals	96.1	67	25.9
Students with Disabilities	81.2	11	8.0
District	97.2	402	42.6
State	95.9		42.6

[3]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

[4]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 percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	79.2	89.2
Male	67.3	84.1
Black or African American	*	*
Hispanic or Latino of any race	57.1	78.0
White	75.8	88.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54.2	78.1
Students with Disabilities	42.9	84.6
District	73.5	86.9
State	71.0	87.8

[5]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.

[6]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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.7	75	44.4	50	88.9	67.7
	High Needs Students	58.0	75	38.7	50	77.3	58.1
Math Performance Index	All Students	61.5	75	41.0	50	81.9	63.1
	High Needs Students	52.6	75	35.0	50	70.1	52.7
Science Performance Index	All Students	65.6	75	43.8	50	87.5	63.8
	High Needs Students	57.1	75	38.0	50	76.1	54.2
ELA Academic Growth	All Students	58.5%	100%	58.5	100	58.5	59.9%
	High Needs Students	54.0%	100%	54.0	100	54.0	55.1%
Math Academic Growth	All Students	56.4%	100%	56.4	100	56.4	62.5%
	High Needs Students	52.9%	100%	52.9	100	52.9	55.2%
Progress Toward English Proficiency	Literacy	67.7%	100%	33.9	50	67.7	60.0%
	Oral	53.6%	100%	26.8	50	53.6	52.1%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	95.9	10.4%
	High Needs Students	10.9%	<=5%	38.2	50	76.4	16.1%
Preparation for CCR	% Taking Courses	79.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	42.6%	75%	28.4	50	56.8	42.6%
On-track to High School Graduation		99.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.4%	94%	99.3	100	99.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		87.0%	94%	92.6	100	92.6	83.3%
Postsecondary Entrance (Class of 2018)		73.5%	75%	98.0	100	98.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.9% | 48.0%	75%	32.0	50	64.0	96.4% | 52.9%
Arts Access		48.9%	60%	40.8	50	81.5	51.9%
Accountability Index				**1100.6**	**1450**	**75.9**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	72.9	58.0	14.9	15.4	
Math Performance Index Gap	67.8	52.6	15.3	17.6	
Science Performance Index Gap	71.2	57.1	14.1	16.1	
Graduation Rate Gap	94.0%	87.0%	7.0%	11.1%	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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.5
	High Needs Students	97.8
Math	All Students	98.4
	High Needs Students	97.6
Science	All Students	97.8
	High Needs Students	96.3

[3]Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 51.4   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

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 focused on reviewing all in-district and out-of-district programming to ensure they were addressing students needs. As a result, additional programming is planned for Fall 2019. This programming expands resources for students on the autism spectrum in grades K-2 and grades 6-8. These two programs are extensions of the existing grades 3-5 program.

In addition, the Wallingford Public School District is expanding its behavioral programming at the K-2 level. As part of this, the district is hiring 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 is investing in two special education staff members with advanced literacy knowledge to offer specialized reading instruction. In addition, the district has 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 is reinvesting in its McKinney Vento work as well. Training of staff will occur this summer. 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.

Last year, the district added mental health professionals at all elementary schools to ensure each of the eight schools has a full time social worker and a full time school psychologist. These individuals have been key in addressing truancy and homeless identification.

The Wallingford Public School District works in collaboration with all community resources including but not limited to the Spanish Community of Wallingford (SCOW), Youth and Social Services (YSS), the Boys and Girls Club, and 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. Through building and district Parent Teacher Advisory Committees (PTAC), parents are able to engage on a regular basis with teachers and administration.

In addition to the PTACs across the district, parents are engaged in PTO and also school and district safety committee

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.

Wallingford has students who attend the Agricultural Science Program at Lyman Hall High School from six surrounding towns. 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.

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. The plan is updated 3 time