

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Parker Farms School****Wallingford School District**

MICHAEL J. O'NEILL, Principal  
Telephone: (203) 294-6200

Location: 30 Parker Farms Road  
Wallingford,  
Connecticut

Website: [wallingford.ccscct.com/page.cfm?p=368](http://wallingford.ccscct.com/page.cfm?p=368)

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 3 - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 328  
5-Year Enrollment Change: -7.9%\*  
\*Between 2002 and 2007, grades changed

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	69	21.0	15.6	39.4
K-12 Students Who Are Not Fluent in English	23	7.0	7.0	7.8
Students with Disabilities	41	12.5	11.1	10.9
Students Identified as Gifted and/or Talented	16	4.9	2.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	241	100.0	98.0	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	1,058	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	19.8	19.5	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	23	32
Computer Education	23	21
English Language Arts **	507	430
Family and Consumer Science	0	1
Health **	22	21
Library Media Skills **	23	19
Mathematics **	255	200
Music	23	34
Physical Education	46	43
Science **	97	97
Social Studies **	89	87
Technology Education	0	3
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.0	7.0	7.8
% of Identified Gifted and/or Talented Students Who Received Services	93.8	95.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	92.7	87.1	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.2	2.1	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	57.6	47.4	29.7
# of Print Periodical Subscriptions	0	5	11

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		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.	
General Education:	Teachers and Instructors		22.45
	Paraprofessional Instructional Assistants		0.60
Special Education:	Teachers and Instructors		3.00
	Paraprofessional Instructional Assistants		8.50
Library/Media Specialists and/or Assistants			1.60
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.12
Counselors, Social Workers, and School Psychologists			2.00
School Nurses			1.25
Other Staff Providing Non-Instructional Services and Support		7.60	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.0	15.0	13.7
% with Master's Degree or Above	92.9	88.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	10.6	9.3	8.7
% Assigned to Same School the Previous Year	85.7	87.4	85.0

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Home and school communication support is an integral part of life at Parker Farms. All students participate in the home reading program. Students are required to read at home each day and must complete a weekly reading log of their minutes read. A newsletter "The Principal's Post" is sent home every 6-8 weeks which focuses on curriculum, instruction and general news. Academic and behavioral progress is reported through report cards, parent conferences, e-mail and /or phone calls. The Parker Farms faculty understands the need to involve parents early and often. Both the Bilingual teacher and the Bilingual Aide facilitate communication with Spanish speaking families. Teachers inform parents how they can volunteer in the classroom and they are also invited to participate in the Parent Teacher Organization (PTO) and the Parent Teacher Advisory Committee (PTAC).

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	17	5.2
Black	13	4.0
Hispanic	64	19.5
Pacific Islander	0	0.0
White	234	71.3
Two or more races	0	0.0
Total Minority	94	28.7

**Percent of Minority Professional Staff:** 5.9%

**Open Choice:**

7 student(s) attended this school 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 :**

7.0% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

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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.

Parker Farms School is committed to providing opportunities to reduce racial, ethnic, and economic isolation each academic school year. Parker Farms is proud to participate in the Open Choice Program in which students from New Haven attend Parker Farms School. Seven students participated in this program during the 2011-2012 school year. Although the majority of our students are identified as white (75%), a number of our students are of the Hispanic/Latino heritage, African American and Asian. The school has established an active relationship with the Spanish Community of Wallingford (SCOW) along with the Principal serving on the Board. Parker Farms hosted assemblies (music and dance) and attended a multi-cultural performance by the Wallingford Symphony Orchestra.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	62.5	53.8	50.9	73.9
Grade 6	N/A	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	50.0	67.4	59.2	34.7
Writing	57.5	67.9	62.7	39.6
Mathematics	69.3	73.5	66.5	52.8
Grade 4 Reading	63.1	69.9	64.1	44.6
Writing	63.5	69.6	65.3	43.9
Mathematics	69.6	77.2	68.0	49.6
Grade 5 Reading	62.5	74.3	67.6	41.6
Writing	55.8	68.1	68.1	30.3
Mathematics	65.5	78.5	71.6	38.7
Science	64.6	74.9	63.9	48.3
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.1	95.6	95.9

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

**Truancy**

During the 2010-11 school year, 6 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Parker Farms continues to improve overall student performance through a number of initiatives. Teacher participated in Professional Development in the areas of reading and writing. Professional Development was led both in-house and with trainers from Central Office. Teachers were also provided with copies of Effective Teaching Strategies (Marzano) which examines nine effective, research based strategies that apply to all content areas. Experienced teachers also served as mentors for beginning teachers as part of the portfolio development process. Mentors helped new teachers with classroom management, curriculum development, and instructional practices. Parker Farms staff also participated in DATA teams for Instructional training through work with an ACES consultant. With the consultant, teams were able to closely monitor and improve classroom instruction.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

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