

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Parker Farms School**Wallingford School District**Richard Napoli, Principal
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Wallingford,
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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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: 3 - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2012: 327
5-Year Enrollment Change: -7.1%*
*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	87	26.6	19.0	41.3
K-12 Students Who Are Not Fluent in English	30	9.2	7.9	8.1
Students with Disabilities	44	13.5	11.2	11.2
Students Identified as Gifted and/or Talented	12	3.7	2.6	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	196	96.6	96.5	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,045	999

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	20.2	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	23	33
Computer Education	23	19
English Language Arts **	507	429
Family and Consumer Science	0	0
Health **	22	20
Library Media Skills **	23	20
Mathematics **	255	201
Music	23	35
Physical Education	46	43
Science **	97	99
Social Studies **	89	90
Technology Education	0	3
World Languages	0	15

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	9.2	7.9	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	98.6	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	84.8	79.2

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	1.8	2.1	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	54.6	47.2	29.7
# of Print Periodical Subscriptions	0	2	10

*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

Full-Time Equivalent Count of School Staff		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		23.25
	Paraprofessional Instructional Assistants		0.60
Special Education:	Teachers and Instructors		3.00
	Paraprofessional Instructional Assistants		7.00
Library/Media Specialists and/or Assistants			0.60
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.25
Counselors, Social Workers, and School Psychologists			2.00
School Nurses			1.25
Other Staff Providing Non-Instructional Services and Support		8.10	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.7	15.0	13.7
% with Master's Degree or Above	93.1	88.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	11.5	10.4	9.1
% Assigned to Same School the Previous Year	82.8	84.0	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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.

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 called "Dive into Reading". Students are required to read at home each day and must complete a weekly reading log of their minutes read. 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 in the academic process. Both the ELL teacher and the ELL 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). School updates are provided through regular mass Eblasts to inform parents/guardians of school events and curriculum and instruction.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	21	6.4
Black	16	4.9
Hispanic	62	19.0
Pacific Islander	0	0.0
White	226	69.1
Two or more races	2	0.6
Total Minority	101	30.9

Percent of Minority Professional Staff: 8.8%

Open Choice:

2 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 :

9.2% 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 8.

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.

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. Two students participated in this program during the 2012-2013 school year. Although the majority of the student population is Caucasian, there is also a diverse group of students with ethnicities that include Hispanic/Latino, African American, Asian and others. The school has established an active relationship with the Spanish Community of Wallingford (SCOW) being that it is conveniently located near the Parker Farms community. Parker Farms hosts cultural assemblies and the 5th grade students will attend a performance by the Wallingford Symphony Orchestra at Choate Rosemary Hall.

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	58.0	54.6	52.0	63.7
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	42.5	55.4	56.9	29.2
Writing	45.8	57.3	60.0	26.8
Mathematics	43.7	53.0	61.4	25.1
Grade 4 Reading	56.1	65.6	62.6	37.5
Writing	58.5	67.7	63.0	41.1
Mathematics	63.5	70.4	65.1	45.6
Grade 5 Reading	62.8	72.8	66.9	43.8
Writing	50.4	69.2	65.6	26.9
Mathematics	59.1	73.7	69.2	34.9
Science	59.5	71.4	62.3	44.8
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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.2	97.1	96.5

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. In the 2011-12 school year, 2 students were responsible for these incidents. These students represent 0.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 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, 2011-12		
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	2	1

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Parker Farms continues to improve overall student performance through a number of initiatives. Teachers participate in Professional Development in the area of Mathematics Instruction with the adoption of Common Core State Standards (CCSS). Professional Development was led by the curriculum resource teacher (CRT) for Math as well as an educational consultant. With the consultant, teachers were able to closely monitor and improve classroom instruction. Teachers worked collaboratively to work on Math Units during release time. Lead teachers also worked on curriculum writing in the area of Math and Language Arts. Twenty Chrome books and twelve iPads were purchased through grants as well as a PTO donation in an effort to increase 21st century skills for students.

SUPPLEMENTAL SCHOOL INFORMATION

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

N/A
