

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Yalesville School**Wallingford School District**

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Location: 415 Church Street Route 68
Wallingford,
Connecticut

Website: wallingford.ccscct.com/page.cfm?p=409

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 SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 397
5-Year Enrollment Change: -27.6%*
*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	39	9.8	15.6	39.4
K-12 Students Who Are Not Fluent in English	6	1.5	7.0	7.8
Students with Disabilities	43	10.8	11.1	10.9
Students Identified as Gifted and/or Talented	28	7.1	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	253	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	21.5	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	1.5	7.0	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	95.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	93.0	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.3	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*	58.0	47.4	29.7
# of Print Periodical Subscriptions	10	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

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	25.30	
Paraprofessional Instructional Assistants	0.50	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	8.00	
Library/Media Specialists and/or Assistants	1.50	
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	3.00	
School Nurses	1.20	
Other Staff Providing Non-Instructional Services and Support	7.40	

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	82.9	88.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.2	9.3	8.7
% Assigned to Same School the Previous Year	82.9	87.4	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

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

Communication between school and home is a critical component to our academic success at Yalesville Elementary School. The teachers and staff are steadfast in their efforts to provide parents with opportunities to stay connected and become actively involved in their children's education. They all have e-mail addresses and this proves to be a very convenient manner for parents to communicate with teachers and keep them informed regarding class assignments and lessons. Administration regularly sends EBlasts called the Gator News, to celebrate our accomplishments and give parents constant updates on our educationally rich environment, as well as the school's policies and procedures. We have a webpage that provides parents and community members with a snapshot of our daily life and highlights all of the wonderful events at Yalesville. In addition, many students in the school have daily/weekly communication journals to help increase parent communication and involvement. Parent support, both during school and after school, is also critical to our success. Our media specialist has a core team of volunteers that works in the library and assists students in selecting independent reading materials on a daily basis. Yalesville receives tremendous support from the very active Parent Teacher Organization (PTO). Many parents volunteer to support and sponsor various child-centered activities such as book fairs, our annual Field Day, the Monster Mash and our parent/child events. These events help build community within the school between the staff, parents and students. Our PTO uses EBlasts and Facebook as tools to keep the school and home connected, as well. We also have a Parent-Teacher Advisory Council (PTAC) that work in concert to discuss educational issues, provide parents with a lens into the school day and make them part of the decision-making process. Many parents have a stake in our key educational decisions, and parents are constantly informed of our school goals and progress. The PTAC meetings, for example, are a venue for parents to hear presentations by the principal from a variety of topics such as; school goals, CMT results, character education, community relations/partnerships, etc. Each fall and spring we conduct evening conferences for parents who cannot attend conferences during the day. These conferences are well attended, ensuring our appreciation for the level of interest by families in their children's progress. We are so proud of our school and its resources and share this pride with our community!

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	23	5.8
Black	6	1.5
Hispanic	32	8.1
Pacific Islander	0	0.0
White	336	84.6
Two or more races	0	0.0
Total Minority	61	15.4

Percent of Minority Professional Staff: 4.7%

Open Choice:

1 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 :

1.5% 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.

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.

Yalesville Elementary School is committed to reduce racial, ethnic and economic isolation. Many of the teachers and our media specialist have made efforts to purchase materials about different cultures and races. These resources are available to all students. In addition, our core curriculum incorporates many multicultural activities and resources. We implement "Project Wisdom" each day using words of wisdom to deliver a poignant message to our students and staff each day. Teachers use these messages to supplement their social education on a daily basis, use the program to facilitate weekly journaling, and tie the monthly themes into our culture. Yalesville had a successful year with the "Fill Your Bucket" program – incorporating acceptance and other essential character traits through activities and incentives to always be your best. Our PTO continues to pursue cultural arts programs for the entire school. They are both entertaining and educational. We also have classrooms committed to pen pals in another community in Connecticut. Our staff is dedicated to finding further ways to reduce racial, ethnic and economic isolation in the future.

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	62.6	53.8	50.9	74.1
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	71.1	67.4	59.2	70.2
Writing	70.6	67.9	62.7	62.2
Mathematics	70.5	73.5	66.5	55.4
Grade 4 Reading	71.0	69.9	64.1	59.0
Writing	78.0	69.6	65.3	70.2
Mathematics	84.0	77.2	68.0	77.3
Grade 5 Reading	81.5	74.3	67.6	73.9
Writing	71.5	68.1	68.1	54.4
Mathematics	90.0	78.5	71.6	85.6
Science	81.7	74.9	63.9	76.0
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	95.5	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. In the 2010-11 school year, 3 students were responsible for these incidents. These students represent 0.8% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	6	1
Total	7	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Yalesville Elementary School developed SMART goals to improve student performance with input from the staff after reviewing assessment data gathered throughout the previous school year. A concerted effort to improve reading instruction was our primary focus. We implemented a new reading program in grades three through five. We moved to a block schedule in which every teacher was required to teach reading for ninety minutes per day. In addition, three days out of every six we focused on reading remediation and enrichment that was delivered during our forty minute intervention block. We utilized our interventionists and ancillary staff to provide remediation for the students who required additional literacy support. Our teachers in grades three through five were given common planning time to collaborate in order to provide consistent instruction across the grade level. Our data teams continued to collect and analyze assessment data throughout the year. The teams included staff members from each grade level, as well as specialists, resource teachers, interventionists, and support staff. They utilized the information they extracted to identify strategies to drive future instruction. Through this collaboration differentiated lessons were planned and implemented to meet the needs of all students in the classrooms. Lessons were designed to align with grade level curriculum. The district has worked tirelessly to educate teachers and staff on strategies to improve reading comprehension – specifically focusing on strands from the CMT reading portion. The focus was on identifying weak areas in the school and reviewing strategies and materials to support them. Professional development was provided at faculty meetings and teachers were encouraged to share successes. We have begun to analyze data and review strategies that work. Teachers are diligently working at continuing activities that produce results and validate instructional decisions. We plan on working common assessments, data collection and analysis, and creating a love of life-long learning in the future through a focused action plan with timeliness and results-oriented decisions.

SUPPLEMENTAL SCHOOL INFORMATION

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

Yalesville Elementary School continues to grow as a community. The teachers and staff in this building are individually and collectively committed to each student's success. We also have a wonderfully active Parent Teacher Organization which provides many educational and cultural resources and programs for our students. They often grant funds to the teachers and school to enhance learning and make it fun. We also celebrate our after-school enrichment program, offered in the spring, which provides students with various opportunities to learn about extra-curricular topics, such as; cooking, knitting, jewelry making, etc. It was a tremendous success! Other stellar events we are extremely proud of include, but are not limited to; our Back to School picnic which features food, music and fun to celebrate the New Year; our Field Day which gives all our students a chance to enjoy themselves in a more relaxed school setting; and our trip to Nature's Classroom for our fifth grade students who are looking for an alternate way to study science and social studies. All in all, this is a wonderful school, and Yalesville continues to SHINE brighter each day!
