

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Highland School**Wallingford School District**

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Location: 200 Highland Avenue
Wallingford,
Connecticut

Website: wallingford.ccscct.com/page.cfm?p=163

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: K - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 352
5-Year Enrollment Change: -1.1%*
*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	21	6.0	13.4	38.3
K-12 Students Who Are Not Fluent in English	14	4.0	6.5	7.7
Students with Disabilities	36	10.2	11.3	10.8
Students Identified as Gifted and/or Talented	0	0.0	3.5	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	89	90.8	76.6	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	235	92.5	93.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	978	992

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.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.3	16.5	18.4
Grade 2	16.9	18.0	19.9
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	28	30
Computer Education **	28	15
English Language Arts **	555	491
Health	20	18
Library Media Skills **	13	19
Mathematics **	215	199
Music	28	31
Physical Education	28	37
Science **	55	72
Social Studies **	49	68
World Languages	0	8

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	4.0	6.4	7.7
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.7	92.4	81.3

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	3.0	3.2	3.1
% of Computers with Internet Access	100.0	99.9	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	29.6	43.4	29.5
# of Print Periodical Subscriptions	2	2	12

*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	22.40	
Paraprofessional Instructional Assistants	12.00	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	7.00	
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)	0.13	
Counselors, Social Workers, and School Psychologists	1.47	
School Nurses	1.10	
Other Staff Providing Non-Instructional Services and Support	5.43	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	16.4	15.0	13.7
% with Master's Degree or Above	81.5	87.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.2	9.4	8.7
% Assigned to Same School the Previous Year	29.6	49.0	83.9

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.

Highland School promotes open and positive communication with all parents. Every year the following programs are offered to parents: Open House, Parent-Teacher Conferences twice a year, Family Arts Night, and six Kids with Character assemblies. This year as a K-2 school we also held a Family Reading Night. Parents and children participated in several literacy activities. A monthly newsletter is sent home to all parents informing them of upcoming events and ways to help their children at home. An additional newsletter is sent home monthly to all parents that focuses solely on helping children in school. The Highland Web Page is updated regularly and includes individual teacher pages. Highland School has a Parent Teacher Advisory Council. The council is composed equally of parents and teachers who advised the principal on issues such as curriculum, the budget, school facility issues and larger issues that may be impacting the district. With a very active PTO, parents are afforded multiple opportunities to volunteer within classrooms and at special school-wide events such as Field Day, the Holiday Store, Book Fairs and our annual Plant Sale. Community volunteers serve as mentors to students. Due to our close proximity to the high school, high school students can often be found reading to our younger students and serving as Big Brothers or Big Sisters.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	25	7.1
Black	4	1.1
Hispanic	42	11.9
Pacific Islander	0	0.0
White	280	79.5
Two or more races	0	0.0
Total Minority	72	20.5

Percent of Minority Professional Staff: 2.9%

Non-English Home Language :

4.0% 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 6.

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.

During the 2010-2011 academic year, Highland School became a Kindergarten through grade 2 school. We have a partner school located a mile down the road. The combination of the two schools has resulted in a more diverse student body at Highland. Through the efforts of a very active PTO, Highland School students were able to participate in activities and events with their partner school. Such activities included a welcome back picnic, the annual variety show and the drama club production of Aladdin Kids. The Highland School PTO continues to support cultural events and activities. Through our Cultural Arts Committee we had an African American storyteller visit our school as well as Little Theater for the Deaf. Both activities showcase the diversity within our school community.

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	N/A	N/A	N/A	N/A
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	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
Grade 4 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
Grade 5 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
Science	N/A	N/A	N/A	N/A
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	97.4	95.8	95.0

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 2009-10 school year, 2 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 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, 2009-10		
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	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Through PTAC or PTO, parents offer suggestions and take a vital interest in making school-wide programs better than the previous year. We also instituted a suggestion box to facilitate feedback from parents. Teachers from all academic areas were provided the overall school Connecticut Mastery Test results as well as the results from our partner school. District-wide assessment data was shared during the course of the year since Highland will no longer participate in CMT testing. Highland School continues to work towards becoming a Professional Learning Community. As a staff we developed building based SMART Goal's and each grade level develops SMART GOALS. Data team training was held district-wide and at the building level. Progress is monitored over time and changes are made based upon results. Time is allotted for classroom teachers and special area teachers to meet and discuss curriculum, review district assessment data, collaborate with the media specialist, share findings/results at staff meetings and develop curriculum maps. RTI (formerly known as EIP) is used by all classroom teachers to address academic and /or social concerns of students. The team is comprised of special education support staff and regular education teachers. The team develops interventions to address concerns.

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
