

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Moses Y. Beach School**Wallingford School District**

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Location: 304 North Main Street
Wallingford,
Connecticut

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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 SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 376
5-Year Enrollment Change: -3.1%*
*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	47	12.5	13.4	38.3
K-12 Students Who Are Not Fluent in English	32	8.9	6.5	7.7
Students with Disabilities	25	6.6	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	53	47.7	76.6	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	227	91.2	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	18.8	16.5	18.4
Grade 2	18.5	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	8.9	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	92.0	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	3.1	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*	40.3	43.4	29.5
# of Print Periodical Subscriptions	0	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		22.80
	Paraprofessional Instructional Assistants		11.50
Special Education:	Teachers and Instructors		2.00
	Paraprofessional Instructional Assistants		3.00
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			1.40
School Nurses			1.10
Other Staff Providing Non-Instructional Services and Support		6.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.7	15.0	13.7
% with Master's Degree or Above	86.7	87.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	10.8	9.4	8.7
% Assigned to Same School the Previous Year	53.3	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.

At Moses Y. Beach Elementary School, we are committed to working with the parents to provide the best learning opportunities for their children. Our PTAC, a Parent Teacher Advisory Council, agenda items include the planning, review, and improvement of school programs. Our PTO hosted several Family Nights sponsored to unite families and make connections to school personnel and programs that help advance student achievement. The school also provides a monthly newsletter, which routinely includes information from various school staff members on ways to support students at home. Our newsletters are published monthly (pertinent sections in Spanish) as a means to support parents in assisting their children with their academics at home. MYB hosts a series of parent workshops throughout the school year. These covered a myriad of reading related themes and topics. Teachers send home classroom newsletters and important information is included on their websites, in addition to the regular use of email communication. Parents also volunteer in our school in many ways including the development and implementation of a reading program, volunteerism in classrooms, chaperoning field trips, book fairs, and sponsoring cultural arts programs.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	13	3.5
Black	3	0.8
Hispanic	67	17.8
Pacific Islander	0	0.0
White	292	77.7
Two or more races	0	0.0
Total Minority	84	22.3

Percent of Minority Professional Staff: 0.0%

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 :

8.9% 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 3.

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.

Moses Y. Beach Elementary School has a bilingual teacher and a bilingual paraprofessional. They work with the students to help them with basic skills in English and Spanish, and with the curriculum. The bilingual teacher meets with parents and conferences with them and their child's classroom teacher. During major school events, the teacher and paraprofessional translate information for parents to help them help their children with schoolwork. The school also coordinates with the library in offering a Homework Club for children. We have an ESL teacher, an Early Reading Success Teacher, and two Remedial Reading and Math teachers. The teachers meet regularly to coordinate their services and to move children through these services, as they are ready for the next level or program. MYB developed a school motto that is shared each morning during daily announcements by students. Each morning, students remind their peers to be tolerant and respectful of each other. Their inspiration serves to establish a culture of respect and a community that cares. Teachers also participated as guest readers and charged students with finding and sharing examples of what it looks like to be a tolerant, respectful citizen that demonstrates good character. MYB has diverse cultures across the student population. As a result, the children have the opportunity to interact with other children from various racial, ethnic, and economic backgrounds daily. We work very closely with the children through our Character Counts, conflict resolution, and peacemaking initiatives to teach the Golden Rule and various character traits and peacemaking strategies to help them respect and celebrate their similarities and differences among them.

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	90.2	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, 3 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 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	6	0
Total	6	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Moses Y. Beach faculty members created professional goals aligned with the district and school improvement plans. Teachers created SMART Goals to improve their professional practice and ultimately student achievement. Each building principal received a specific allocation for professional development and was charged with the responsibility of using the money for school improvement. Teachers were provided common planning times at each grade level to plan and develop grade approaches to improving instruction. As a faculty, the concept of Professional Learning Communities was explored and each team established a working protocol for effective teaming. This set the stage for the exploration of best practices outlined in the Connecticut Accountability for Learning Initiative. The faculty also received copies of professional literature (Classroom Instruction that Works, Marzano) and engaged in a group study of effective teaching strategies. Teachers created collaborative presentations each month to highlight teaching strategies that were identified in the research as high yield. Teachers also met in grade level teams to plan the implementation and evaluation of the effectiveness of those identified strategies. Teachers were also trained in the collaborative evaluation and use of data. Every grade level received formal Data Team training and set instructional goals to improve student performance. Teachers also utilized their collegial time to develop grade level common assessments to monitor ongoing improvement practices. We also continued to progress monitor all students through our EIP process and by using the SRBI process.

SUPPLEMENTAL SCHOOL INFORMATION

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

In keeping with our school improvement initiatives, teachers were trained in the use of Scantron, a web-based assessment tool, to review and evaluate data on math and writing common assessments. Teachers were able to meet collaboratively and plan instruction based on student need. Clearly defined goals were set as a result of this data mining effort. In using the SRBI process, teachers continued to progress monitor all students showing signs of struggling in a given area. Compensatory Education teachers were trained in the use of AIMSWeb and students in need of intervention were identified and monitored closely throughout the year. Screenings for all students were conducted in June and an inventory of at-risk students was created to inform instructional goals for those students in the coming year.
