

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Moses Y. Beach School
Wallingford School District**KATHRYN A. HILE, Principal
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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: PK- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 350
5-Year Enrollment Change: -11.6%**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 | 77 | 22.0 | 9.6 | 34.2 |
| K-12 Students Who Are Not Fluent in English | 40 | 11.9 | 6.1 | 7.0 |
| Students with Disabilities | 39 | 11.1 | 11.2 | 10.9 |
| Students Identified as Gifted and/or Talented | 13 | 3.7 | 4.4 | 2.3 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 44 | 77.2 | 86.4 | 79.7 |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 243 | 87.4 | 89.6 | 84.8 |

PROGRAM AND INSTRUCTION

| Instructional Time | School | State Elementary Schools |
|----------------------|--------|--------------------------|
| Total Days per Year | 185 | 181 |
| Total Hours per Year | 1,012 | 988 |

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 | 19.0 | 17.0 | 18.3 |
| Grade 2 | 17.3 | 18.6 | 19.3 |
| Grade 5 | 18.0 | 20.4 | 21.0 |

| Required Hours of Instruction Per Year in Selected Subject Areas | | |
|--|--------|-------|
| Grade 5 | School | State |
| Art ¹ | 28 | 30 |
| Computer Education ¹ | 28 | 17 |
| English Language Arts ¹ | 428 | 427 |
| Family and Consumer Science | 0 | 1 |
| Health | 30 | 22 |
| Library Media Skills ¹ | 6 | 18 |
| Mathematics ¹ | 215 | 198 |
| Music | 28 | 32 |
| Physical Education | 28 | 40 |
| Science ¹ | 123 | 98 |
| Social Studies ¹ | 98 | 91 |
| Technology Education | 0 | 2 |
| World Languages | 0 | 12 |

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.

¹Interdisciplinary approach

| Special Programs | School | Elementary Schools | |
|--|--------|--------------------|-------|
| | | District | State |
| % of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services | 11.9 | 6.1 | 7.0 |
| % of Identified Gifted and/or Talented Students Who Received Services | 84.6 | 91.7 | 78.7 |
| % of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers | 87.2 | 77.4 | 80.3 |

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 | 2.8 | 3.6 | 3.3 |
| % of Computers with Internet Access | 100.0 | 100.0 | 99.0 |
| % of Computers that are High or Moderate Power | 100.0 | 100.0 | 94.6 |
| # of Print Volumes Per Student* | 47.3 | 42.6 | 28.2 |
| # of Print Periodical Subscriptions | 8 | 8 | 13 |

*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 | |
|---|-------|
| General Education: Teachers and Instructors | 24.90 |
| Paraprofessional Instructional Assistants | 11.00 |
| Special Education: Teachers and Instructors | 3.00 |
| Paraprofessional Instructional Assistants | 10.50 |
| Library/Media Specialists and/or Assistants | 2.00 |
| Administrators, Coordinators, and Department Chairs | 1.12 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 0.00 |
| Counselors, Social Workers, and School Psychologists | 1.70 |
| School Nurses | 1.00 |
| Other Staff Providing Non-Instructional Services and Support | 6.00 |

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.

| Teachers and Instructors | School | Elementary Schools | |
|---|--------|--------------------|-------|
| | | District | State |
| Average Number of Years of Experience in Education | 11.8 | 13.2 | 13.3 |
| % with Master's Degree or Above | 76.5 | 84.2 | 78.1 |
| Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time | 7.7 | 8.6 | 8.6 |
| % Assigned to Same School the Previous Year | 85.3 | 82.0 | 83.3 |

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's website is devoted to homework pages.

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. We created a NCLB School Parent Involvement Procedure, which includes the following:

At parent-teacher conferences, a NCLB School Parent Compact is mutually developed prescribing the ways teachers; parents and students share responsibility for improving student outcomes in meeting State standards. Our PTAC, a Parent Teacher Advisory Council, agenda items include the planning, review, and improvement of school programs.

PTAC and PTO agenda items include helping parents to understand assessments and academic standards for content and achievement.

At Open House, New Student and Kindergarten Orientation, PTAC, PTO, and through our monthly parent newsletter, parents are provided with information to help strengthen parent involvement.

At our Title I Open House, parents are given the opportunity for input into the development, design, operation and evaluation of the program. The curriculum, assessments, report cards, and proficiency levels students are expected to meet are explained. Teachers also offer suggestions to parents to support classroom learning at home and school. Teachers send home monthly newsletters and important information is included on their websites, in addition to email communication.

Parents volunteer in our school in many ways including the development and implementation of a reading program, helping classrooms, chaperoning field trips, book fairs, providing cultural arts programs, offering special touches for special occasions such as decorations and refreshments, teaching the students on Junior Achievement Day, among others.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 0 | 0.0 |
| Asian American | 9 | 2.6 |
| Black | 3 | 0.9 |
| Hispanic | 85 | 24.3 |
| White | 253 | 72.3 |
| Total Minority | 97 | 27.7 |

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 18.2% 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 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.

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. We also offer 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.

Our ESL teacher participates in the ACES Sister School Grant Project with students from other schools in Wallingford and in other districts. The students meet, attend field trips, and work together on theme related activities.

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 the 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 | 43.3 | 43.9 | 33.6 | 70.1 |
| 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 | 59.3 | 57.8 | 54.6 | 56.5 |
| Writing | 63.6 | 65.6 | 62.5 | 49.4 |
| Mathematics | 50.9 | 70.4 | 62.8 | 31.9 |
| Grade 4 Reading | 57.9 | 72.3 | 60.7 | 43.9 |
| Writing | 57.6 | 70.4 | 64.2 | 36.8 |
| Mathematics | 58.6 | 67.9 | 63.6 | 40.0 |
| Grade 5 Reading | 78.7 | 73.3 | 66.0 | 72.5 |
| Writing | 67.3 | 74.3 | 66.5 | 48.7 |
| Mathematics | 85.7 | 72.4 | 68.8 | 83.2 |
| Science | 73.1 | 69.4 | 58.1 | 73.2 |
| 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.

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 | 98.6 | 94.7 | 96.2 |

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. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

| Number of Incidents by Disciplinary Offense Category, 2007-08 | | |
|---|----------------------|----------------|
| 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.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Moses Y. Beach Elementary School developed a School-Based Practices Profile Action Plan to engage parents in the planning and improvement of school programs and for the improvement of special education services. The plan includes the following:

Collaboration for planning and service delivery which includes scheduling to allow support services more time for in-class instruction and implementation of effective practices, release time for teachers for consultation and collaboration, Step-by-Step approach to staffing and scheduling of special education students in general education classrooms, restructuring of special education teachers' assignments to serve students of all disabilities at assigned grade levels, and provide for professional development to teachers with a focus on differentiated instruction, co-teaching, and inclusive practices.

Services in inclusive settings included increased opportunities for service delivery models to vary in integrated settings, and provide for transition support for special education students spending increased time in general education.

Effective instruction for diverse learners included: social opportunities, relationships, and self-advocacy, which also included encouraging parents to allow their children to participate in extra-curricular activities.

Family involvement in inclusive schools focused on communication of the changes in special education with the parents to help them understand changes and the laws.

Accountability for student outcomes included: continuously striving to provide services and programs to close the gaps in student performance of special education 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.

Moses Y. Beach Elementary School has a very strong PTO. Our school is mostly a "walking school." We only have one in-district bus. Parents walk their children to and from school. As a result, they are very involved and see first-hand what is happening on a daily basis.

The PTO helps with all school initiatives and activities. We set our goals at our first PTO meeting so that our events support and enrich the school goals and initiatives for the year. The PTO offers many cultural arts programs to the classrooms and/or to purchase enrichment materials for students.

School activities include a Welcome Back assembly, Open House, Character Counts and peacemaking initiatives, MYB Reads initiative, Healthy Living programs, Red Ribbon Week, US Constitution Day activities, Ice Cream Social, Thanksgiving feasts and activities, Junior Achievement Day, many charitable fund raisers, Invention Convention, Share Fair, Mothers' Day Plant Sale, yearbook and newspaper publications, Field Day, Grade 5 Awards Day, DARE, school safeties, Kindergarten and New Student Orientations, chorus, vocal, band, and instrumental concerts, MYB Scholarship, Sign Language Club, School-to-Career, 100th Day celebrations, Grade 5 to Nature's Classroom, a reading program in grades 1, 2, and 3, and many other enrichment activities.
