

**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Parker Farms School****Wallingford School District**

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Location: 30 Parker Farms Road  
Wallingford,  
Connecticut

Website: [wallingford.ccscct.com/page.cfm?p=368](http://wallingford.ccscct.com/page.cfm?p=368)

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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 355  
5-Year Enrollment Change: -9.2%

**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	84	23.7	12.4	36.7
K-12 Students Who Are Not Fluent in English	65	18.7	6.4	7.4
Students with Disabilities	43	12.1	11.9	10.9
Students Identified as Gifted and/or Talented	15	4.1	4.5	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	40	72.7	90.0	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	256	88.9	92.3	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	1,006	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	18.0	17.8	18.5
Grade 2	16.7	17.4	19.7
Grade 5	19.3	20.0	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	28	31
Computer Education **	28	18
English Language Arts **	428	422
Family and Consumer Science	0	1
Health	30	22
Library Media Skills **	6	19
Mathematics **	215	199
Music	28	33
Physical Education	28	41
Science **	123	97
Social Studies **	98	88
Technology Education	0	2
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	18.7	6.4	7.4
% of Identified Gifted and/or Talented Students Who Received Services	73.3	89.6	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	81.4	86.4	80.9

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	3.3	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	46.7	43.4	28.9
# of Print Periodical Subscriptions	9	8	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**

<b>Full-Time Equivalent Count of School Staff</b>		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	24.80	
Paraprofessional Instructional Assistants	10.10	
Special Education: Teachers and Instructors	2.32	
Paraprofessional Instructional Assistants	6.60	
Library/Media Specialists and/or Assistants	2.10	
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	1.60	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	9.60	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	11.8	13.0	13.6
% with Master's Degree or Above	82.4	82.9	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.9	8.2	8.2
% Assigned to Same School the Previous Year	88.2	88.3	86.9

**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.

Home and school communication support is an integral part of life at Parker Farms. All students participate in the home reading program. Students are required to read at home each day and must complete a log of their reading. Teachers invited parents in to discuss strategies for supporting their child's reading. These seminars focused on giving parents tools to provide a literacy rich environment. These sessions were conducted in both English and Spanish. The Bilingual, ESL, and Early Literacy Teachers implemented the Lee y Seras program. This program, led by teachers and attended by Latino parents, is focused on creating a rich literacy environment beginning at birth. Parker Farms publishes two newsletters. The first newsletter has information about the implementation of our Character Counts! program. Each grade level writes an article on activities that support the program. The newsletter also includes news, information, and a section on PTO activities. The second newsletter is produced by the Principal and focuses on curriculum, instruction, and general news. Academic and behavioral progress is reported frequently through report cards, parent conferences, electronic mail, and telephone calls. The Parker Farms faculty understands the need to involve parents early and often. Both the Bilingual Teacher and Bilingual Paraprofessionals facilitate communication with Spanish speaking families. Parents are welcomed as volunteers. Each teacher informs parents on how they can volunteer in the classroom. Parents are also invited annually to participate in the Parent Teacher Organization and the Parent Teacher Advisory Committee.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	23	6.8
Black	20	5.6
Hispanic	92	25.9
White	220	63.9
Total Minority	135	36.1

**Percent of Minority Professional Staff:** 5.0%

**Open Choice:**

5 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 :**

19.2% 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.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 Elementary School is committed to providing opportunities to reduce racial, ethnic, and economic isolation. Many efforts were undertaken during the 2009-2010 school year in an effort to do so. Parker Farms is proud to participate in the Open Choice program in which students from New Haven attend school in suburban schools. We welcomed five students from New Haven during our 14th year participating in the program. Each month the school Social Worker met with these students over breakfast in order to discuss successes, problems, and ways in which they can more fully participate in the school. The Principal traveled to New Haven to meet with parents and support their children. Parker Farms is very diverse. While many of our students identify themselves as White, a significant number of our families identify themselves as Latino, African-American, and Asian. The school has established an active relationship with Spanish Community of Wallingford. This organization supports Latino families in adapting to American life. The Principal serves on SCOW's Board of Directors. The school also hosted assemblies (music and dance), attended a multicultural performance with the Wallingford Symphony Orchestra, and participated in an exchange with a school in another town.

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## 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	63.5	59.9	50.3	77.5
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	46.7	62.9	57.0	35.4
Writing	40.0	54.4	58.3	23.0
Mathematics	63.3	70.6	62.4	49.7
Grade 4 Reading	58.0	67.1	59.9	45.2
Writing	62.0	70.9	63.6	45.3
Mathematics	80.0	78.3	67.0	73.1
Grade 5 Reading	62.1	68.9	61.8	50.1
Writing	59.3	75.9	68.2	34.1
Mathematics	67.2	76.5	72.4	38.6
Science	54.2	71.4	59.4	41.1
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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.8	89.8	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.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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	1	0

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

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Parker Farms has a culture of continuous improvement. Faculty, administration, students, and parents are included in these activities. Teachers at Parker Farms participated in professional development in the areas of reading and writing. Professional development was led both internally and with trainers from Central Office. Teachers were also provided with copies of Effective Teaching Strategies (Marzano). This title examines nine effective, research based strategies that apply to all content areas. Further study of this text will occur in subsequent years. Experienced teachers also served as mentors for beginning teachers as part of the portfolio development process. Mentors helped new teachers with classroom management, curriculum development, and instructional practices. Parker Farms is developing systems for more efficient implementation of special education services. We are studying our PPT meeting process, delivery of early intervention services, and communication of information to parents. Parents participate in school improvement through the Parent Teacher Advisory Committee. This committee advises the Principal on matters related to school progress, improvement plans, and student safety. The Principal also invites and welcomes feedback from parents. Monthly parent coffees are hosted by the Principal.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

Parker Farms has an active character education program (Character Counts!). Assemblies are held every six weeks to discuss themes and recognize students personifying the character traits. Students also completed projects in class to support the program. These activities are reported in a newsletter that corresponds to the assembly schedule. The school has undertaken efforts to reduce bullying on campus. The Principal, Social Worker, and School Resource Officer instructed students in the prevention and response to bullying. Ad hoc intervention programs were developed in an effort to respond to issues in a prompt and thorough manner. Students also learned about positive behavior and drug abuse prevention through the DARE program. Students participated in service learning through the K-Kids club. The club, affiliated with Kiwanis International, allows students to raise fund for local causes and people in need. Students also organized a clothing and food drive for a local charity.

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