

STRATEGIC SCHOOL PROFILE 2010-11

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

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, 2010: 342
5-Year Enrollment Change: -12.5%*
*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	59	17.3	13.4	38.3
K-12 Students Who Are Not Fluent in English	21	6.1	6.5	7.7
Students with Disabilities	42	12.3	11.3	10.8
Students Identified as Gifted and/or Talented	22	6.4	3.5	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	208	95.0	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.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	19.6	20.2	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	28	31
Computer Education **	28	19
English Language Arts **	428	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills **	13	19
Mathematics **	215	198
Music	28	33
Physical Education	28	41
Science **	123	95
Social Studies **	98	86
Technology Education **	13	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	6.1	6.4	7.7
% of Identified Gifted and/or Talented Students Who Received Services	59.1	75.5	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	95.2	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	2.3	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*	48.5	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		23.25
	Paraprofessional Instructional Assistants		0.62
Special Education:	Teachers and Instructors		2.50
	Paraprofessional Instructional Assistants		8.00
Library/Media Specialists and/or Assistants			1.62
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			2.00
School Nurses			1.20
Other Staff Providing Non-Instructional Services and Support		8.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.4	15.0	13.7
% with Master's Degree or Above	96.8	87.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.2	9.4	8.7
% Assigned to Same School the Previous Year	38.7	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.

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. 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 Teachers and the Bilingual Paraprofessional 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. Monthly parent coffees were also hosted by the Principal.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	19	5.6
Black	18	5.3
Hispanic	49	14.3
Pacific Islander	0	0.0
White	256	74.9
Two or more races	0	0.0
Total Minority	86	25.1

Percent of Minority Professional Staff: 5.4%

Open Choice:

9 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 :

6.1% 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.

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 nine students from New Haven during our 15th year participating in the program. Each month the school Social Worker met with 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 the Spanish Community of Wallingford. The Principal served on the Board of SCOW. The school also hosted assemblies (music and dance), and attended a multicultural performance with the Wallingford Symphony Orchestra.

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	62.5	55.8	50.9	72.2
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	47.5	60.6	58.4	33.3
Writing	52.1	64.8	61.1	34.9
Mathematics	60.7	71.5	63.0	41.9
Grade 4 Reading	56.4	66.9	62.5	38.3
Writing	61.0	73.7	65.5	40.2
Mathematics	61.5	74.6	67.0	38.3
Grade 5 Reading	64.6	65.9	61.4	55.4
Writing	69.1	67.5	66.8	52.4
Mathematics	78.4	77.6	72.5	56.8
Science	64.9	70.9	59.9	55.3
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	95.0	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, 5 students were responsible for these incidents. These students represent 1.3% 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	1	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	3
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	5	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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 staff also participated in Data Teams for Instructional Improvement training. This training was implemented immediately. Through work with a consultant, teams were able to closely monitor and improve classroom instruction. 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.

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
