

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Pond Hill School
Wallingford School District**RICHARD W. PIZZONIA, 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 SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 312

5-Year Enrollment Change: -18.1%

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	18	5.8	9.6	34.2
K-12 Students Who Are Not Fluent in English	21	6.7	6.1	7.0
Students with Disabilities	19	6.1	11.2	10.9
Students Identified as Gifted and/or Talented	15	4.8	4.4	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	39	90.7	86.4	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	244	90.7	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	14.3	17.0	18.3
Grade 2	18.0	18.6	19.3
Grade 5	23.0	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	6.7	6.1	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	91.7	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	94.7	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	5.1	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*	54.2	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	20.30
Paraprofessional Instructional Assistants	5.50
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	1.00
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	1.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.00

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	11.6	13.2	13.3
% with Master's Degree or Above	89.7	84.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.6	8.6	8.6
% Assigned to Same School the Previous Year	75.9	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.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

It is part of the mission of Pond Hill School to nurture parent and staff collaboration in an effort to continually support and improve student achievement. All teachers provided all parents opportunities to volunteer in the classrooms. Teachers also provide ongoing, two-way communication through the use of our school website, electronic mail, phone calls, and written correspondence. Parents are continuously informed about their child's progress including their strengths and needs. Monthly school newsletters are sent home to every parent. Also, classroom newsletters go home on a regular basis. Formal Parent-Teacher Conferences are held twice each year for all parents with additional conferences held as needed.

The school continuously makes an effort to reach all parents including those who may live outside the home. All correspondence that is sent home is also sent to non-custodial parents. Additionally, this written correspondence, as well as oral communication, is translated for our Spanish speaking parents.

Pond Hill School also has a very involved Parent Teacher Organization (PTO) and Parent Teacher Advisory Council (PTAC). The PTO coordinates our At-Home reading program and provides monthly cultural enrichment programs. They also work directly with teachers and with administration to help fund educational materials and field trips. The PTAC, which is made up of an equal number of teachers and parents, meets bi-monthly to advise the Principal on all matters that pertain to the school except those that are legally the responsibility of the school administration.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	6	1.9
Black	8	2.6
Hispanic	46	14.7
White	252	80.8
Total Minority	60	19.2

Percent of Minority Professional Staff: 0.0%

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: 6.7% 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 4.

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.

First and foremost all classrooms at Pond Hill School are completely heterogeneously grouped. Students are equitably mixed in classrooms based on race, ethnicity, socio-economic status, gender and ability. Pond Hill School participated in the Open Choice program and welcomed eight students from New Haven to our school community. Additionally, teachers created Readers' Workshop units that were focused on celebrating differences. They taught with a wide range of literature on different ethnicities and cultures. In addition, we implemented social studies units on multi-culturalism. The units contain a real-world simulation of life in a multi-cultural neighborhood. We implemented the Character Counts program to teach students about trustworthiness, fairness, citizenship, responsibility, caring and respect, aspects of character that enhance the students' ability to get along with one another.

We are pleased with the results of these programs and plan to continue and expand on them during the coming school year.

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	37.5	43.9	33.6	58.9
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	60.0	57.8	54.6	57.7
Writing	56.9	65.6	62.5	37.6
Mathematics	82.0	70.4	62.8	81.4
Grade 4 Reading	72.0	72.3	60.7	67.5
Writing	70.6	70.4	64.2	57.8
Mathematics	72.0	67.9	63.6	62.3
Grade 5 Reading	77.6	73.3	66.0	69.9
Writing	70.6	74.3	66.5	55.4
Mathematics	67.2	72.4	68.8	46.0
Science	70.6	69.4	58.1	68.9
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	98.4	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. In the 2007-08 school year, 5 students were responsible for these incidents. These students represent 1.5% of the estimated number of students who attended this school at some point during the 2007-08 school year. 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	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	7	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the 2008-2009 school year the Pond Hill School staff continued to create whole school and personal goals that are tied to the School's Vision and Mission statements. These goals included at least one academic goal that was based on assessment data including the Connecticut Mastery Test (CMT). Input from staff regarding school improvement continued to come from the Communications Committee and the Parent Teacher Advisory Council. As part of a district-wide initiative to improve reading and writing instruction, Pond Hill Teachers have been trained in the Reader's and Writer's Workshop models of instruction and several are trainers of other teachers throughout the district. We also completed our third year of a Standards-based Mathematics pilot program in an effort to improve math instruction throughout the district. Information gleaned from this pilot was crucial in selecting the Growing with Mathematics series which was implemented district-wide.

This past year the Pond Hill staff has revamped our Early Intervention Program (EIP) which is designed to provide support for all at-risk students as well as to serve as the Pre-referral process to Special Education. We also continued to utilize our Inclusion Team, and Response to Intervention Team to continue moving us towards full inclusion.

SUPPLEMENTAL SCHOOL INFORMATION

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

Teachers formally meet on a regular basis to map curriculum, plan instruction, and share ideas. In addition to grade level meetings, teachers meet with Pupil Personnel Staff to plan, assess, and reflect. Co-teaching and differentiation of instruction are widely employed as part of our full-inclusion model of instruction. Two building substitutes provided staffing for co-planning, so co-teaching flourished. These staff members also tutored students who needed remediation in the areas of mathematics, reading and writing as identified through formative and summative assessments.

To develop social skills, we implemented the highly acclaimed Character Counts program. The emphasis is on choices and empowering students to take responsibility for their behavior and their learning. We formally recognize students who are demonstrating good character, showing exemplary effort or outstanding achievement. We do this through our Pond Hill Super Stars Program which includes their teachers and parents.

Teachers send newsletters home regularly to keep parents informed of classroom based learning and our school newsletter is published every month. The hallways are filled with student work to spotlight achievement and to teach parents about expectations for the grade levels.
