

**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Evarts C. Stevens School  
Wallingford School District**DOREEN A. DUREN, Principal  
Telephone: (203) 294-5330Location: 18 Kondracki Lane  
Wallingford,  
ConnecticutWebsite: [wallingford.ccscct.com/page.cfm?p=245](http://wallingford.ccscct.com/page.cfm?p=245)


---

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, 2008: 423  
5-Year Enrollment Change: 8.2%**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	69	16.3	9.6	34.2
K-12 Students Who Are Not Fluent in English	28	7.2	6.1	7.0
Students with Disabilities	50	11.8	11.2	10.9
Students Identified as Gifted and/or Talented	16	3.8	4.4	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	65	91.5	86.4	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	287	89.7	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	17.8	17.0	18.3
Grade 2	19.0	18.6	19.3
Grade 5	21.0	20.4	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art <sup>1</sup>	28	30
Computer Education <sup>1</sup>	28	17
English Language Arts <sup>1</sup>	428	427
Family and Consumer Science	0	1
Health	30	22
Library Media Skills <sup>1</sup>	6	18
Mathematics <sup>1</sup>	215	198
Music	28	32
Physical Education	28	40
Science <sup>1</sup>	123	98
Social Studies <sup>1</sup>	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.

<sup>1</sup>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	7.2	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	92.0	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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.1	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*	38.8	42.6	28.2
# of Print Periodical Subscriptions	6	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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	27.70
Paraprofessional Instructional Assistants	11.00
Special Education: Teachers and Instructors	3.20
Paraprofessional Instructional Assistants	8.00
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	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.30

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.

<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	15.0	13.2	13.3
% with Master's Degree or Above	83.8	84.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.0	8.6	8.6
% Assigned to Same School the Previous Year	78.4	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.

We are committed to developing the partnership with students' families at Stevens School. We send home a monthly newsletter with information on events and curriculum topics. Our school website has a web page for every teacher as well as updated event information. We have the ability to communicate with parents via email. Our primary grade teachers send home weekly Parent Boards that state homework, events, and topics of study. Our upper grades have daily homework planners. Teachers also post homework on their websites. Our district has parent conferences twice a year and an Open House in the fall. We also have a variety of parent evenings such as Family Science Nights. Events are posted on our local cable station. Stevens School sponsors after school activities like chess club, robotics club, and astronaut club. We have after school tutoring and a homework club. There are Big Brothers Big Sisters mentors and volunteers to support students. We provide translators when possible for parents at meetings upon request. Our Early Intervention Plan helps support students with academic or social needs. We have revised and expanded our pre-k and kindergarten orientation program for our incoming students which parents report as being very helpful and informative.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.5
Asian American	16	3.8
Black	19	4.5
Hispanic	70	16.5
White	316	74.7
Total Minority	107	25.3

**Percent of Minority Professional Staff:** 4.5%

**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:** 10.0% 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.

To reduce racial and ethnic isolation, our school has eagerly participated in several programs. For the past ten years, our school has been part of Project Choice, a multi-district integration project. Students from New Haven attend our school. Our students are offered the opportunity to attend the ACES summer interdistrict course: The Writing Stuff.

In addition to these programs, our school offers children a variety of cultural enrichment programs to enhance their experiences. A diverse selection of cultural art programs are presented each year to our students and are sponsored by our PTO. As our own school's diversity increases, we have asked parents to present cultural programs to classes. Some classes have pen pal programs with children from other countries or cultural backgrounds.

---

## 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	34.6	43.9	33.6	54.4
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	62.3	57.8	54.6	62.4
Writing	74.0	65.6	62.5	71.8
Mathematics	85.7	70.4	62.8	89.8
Grade 4 Reading	73.1	72.3	60.7	70.3
Writing	68.5	70.4	64.2	54.9
Mathematics	69.8	67.9	63.6	58.6
Grade 5 Reading	57.6	73.3	66.0	36.4
Writing	71.7	74.3	66.5	57.3
Mathematics	64.5	72.4	68.8	41.5
Science	69.4	69.4	58.1	66.5
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	97.2	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, 2 students were responsible for these incidents. These students represent 0.5% 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](http://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
<b>Total</b>	<b>2</b>	<b>0</b>

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

---

**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this school.

We continue our action plans to improve reading and writing to focus on state and federal expectations. We are developing more reading comprehension strategies that dovetail our inquiry instruction. We increased our remedial reading support for students and developed better methods for assessing and monitoring reading progress. Our first grade reading intervention program continues to prevent early reading failures and we expanded it to grade two. Our staff is utilizing DRAs to monitor and assess student progress. We have added several computer programs that provide practice and assessments in core academic areas. We increased our use of non-fiction reading materials and correlated them to the themes in content areas of instruction. We offer an after-school tutoring program and a summer school for students who need additional support.

Our training in inquiry instructional methods continues to enhance comprehension and increase students' understanding of content and concepts. Our students have done very well on science assessments, including the Science CMT.

---

**SUPPLEMENTAL SCHOOL INFORMATION**

---

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

---