

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Parker Farms School
Wallingford School District**PATRICIA CROWLEY, Principal
Telephone: (203) 949-0349Location: 30 Parker Farms Road
Wallingford,
Connecticut

Website: wallingford.ccsct.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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 349
5-Year Enrollment Change: -7.7%**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	44	12.6	9.6	34.2
K-12 Students Who Are Not Fluent in English	49	14.7	6.1	7.0
Students with Disabilities	37	10.6	11.2	10.9
Students Identified as Gifted and/or Talented	17	4.9	4.4	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	42	82.4	86.4	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	244	86.2	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	17.0	17.0	18.3
Grade 2	20.3	18.6	19.3
Grade 5	18.7	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	14.7	6.1	7.0
% of Identified Gifted and/or Talented Students Who Received Services	88.2	91.7	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.9	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	2.9	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*	44.4	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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	25.30
Paraprofessional Instructional Assistants	10.10
Special Education: Teachers and Instructors	2.20
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

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	11.7	13.2	13.3
% with Master's Degree or Above	81.8	84.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.7	8.6	8.6
% Assigned to Same School the Previous Year	78.8	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 Parker Farms, parent involvement is strong. The PTO and the Parent Teacher Advisory Council are active, supportive proponents of the parent involvement program. The two groups helped analyze the achievement data and joined the staff in identifying family literacy as the key to improving overall achievement. Parent leaders worked in cooperation with the teachers to design meaningful home based activities to support literacy. They set benchmarks, marketed the program and offered incentives to students for meeting home reading goals. The reading and ELL staff led well-attended workshops to teach parents the best practices for improving reading and the librarian used grant funds to purchase books in Spanish for the families to read in their native language. Students were recognized in front of packed audiences every six weeks with certificates of achievement and prizes that encouraged reading. Newsletters highlighted the students' accomplishments and each month brought increased participation. By June, 100% of the students met the benchmark, an outstanding achievement. The PTO bought additional books for the library and each student got a free ticket to Six Flags New England for their efforts. Clearly, home reading is a well-established habit of the PF families.

In addition, we continued to use two highly acclaimed programs with strong family components. Breakthrough to Literacy (BTL) in kindergarten and Blue Ribbon in grades 3 to 5 have a strong home connection. We purchased the home copies of each BTL books in English and Spanish and sent them each week with parent newsletters loaded with suggestions for home learning. Parents were invited to school to learn about their role in promoting literacy using the BTL program components and attendance was excellent. For the upper grades, we purchased Blue Ribbon, a web based CMT preparation program. Once tested, students can choose from numerous web sites to practice areas of deficiency. Again, parents came to school to learn about the program to help guide the student use at home and staff added links to age-appropriate web sites to their home pages. Finally, the hallways continue to be filled with student work to spotlight achievement and to teach parents about expectations for the grade levels. Over 95% of the families took advantage of the fall and spring parent conferences to learn about progress and strategies for supporting their children at home.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	24	6.9
Black	11	3.2
Hispanic	87	24.9
White	227	65.0
Total Minority	122	35.0

Percent of Minority Professional Staff: 5.1%

Open Choice: 7 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: 16.2% 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.

Parker Farms has a very diverse school population that enables students from different backgrounds to interact with one another in every aspect of the school day. Each classroom is deliberately balanced to reflect the diversity of our school, and teachers focus on appreciating our differences through imbedded activities and meaningful cultural theme days. Teachers infuse texts with multicultural representation and use novels that portray minorities positively and comprehensively.

In addition, for the twelfth year, Parker Farms participated in the Open Choice program and welcomed five students from New Haven to our school community. We continued our successful pen pal exchange with the Baldwin Middle School of Guilford, a less diverse school. Children wrote to each other and visited each other's schools for collaborative projects sharing themselves and their family traditions.

In addition, the PTO funded assemblies that celebrated differences and teachers did classroom-based lessons that focused on the contributions of specific ethnic or racial groups. We continued to focus on specific groups with celebrations like Chinese New Year, Hanukkah and Cinco de Mayo. Our art and music teachers collaborated with the classroom teachers to celebrate our differences in art forms, too.

We continued to implement the highly acclaimed 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 and to appreciate one another.

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	45.6	43.9	33.6	74.4
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	48.0	57.8	54.6	38.8
Writing	63.0	65.6	62.5	48.3
Mathematics	63.0	70.4	62.8	48.3
Grade 4 Reading	80.4	72.3	60.7	83.0
Writing	58.2	70.4	64.2	37.8
Mathematics	70.4	67.9	63.6	59.5
Grade 5 Reading	75.0	73.3	66.0	64.7
Writing	72.4	74.3	66.5	58.4
Mathematics	72.4	72.4	68.8	54.6
Science	69.0	69.4	58.1	66.1
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.

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	96.0	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, 1 student was responsible for these incidents. This student represents 0.3% 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	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.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Student Performance

Parker Farms School saw improvement in our target area, reading, for grades 4 and 5. 75% of 5th graders were made goal compared to 52% for the cohort when they were in grade 3. 80.4% of 4th graders achieved goal compared to 71.7 for the cohort in 2008. The percent at proficient was 88.2 and 87.5 respectively. Grade 3 scored lower than expected with 48% at goal and 66% proficient. Only 12.5% of the ELL students were proficient and only 34.6% of males compared to 62.5% of females. Content strands continued to be strong for grades 4 and 5 with the exception of text connections for gr 5 with 61% mastery. ELL students and boys in grade 3 struggled with general understanding and interpretation. Free and reduced meal students lagged behind at all grade levels.

Improvement Plans

The staff and parents analyzed the CMT test results and the results of local testing. Students in need of assistance were programmed for tier II and tier III instruction to complement the tier I interventions. We increased services to our bilingual students to support concept development and the Title 1 shifted to a research based Tier II and III intervention program. In addition, we tested Grades 3 – 5 in Sept. and Jan. using Blue Ribbon, an assessment program aligned with the CMT, and used the data along with data from the DRA to provide additional instruction including the vocabulary essential to test taking for the identified students. All support staff had links to the data to drive instructional decision making in the tiered interventions.

Our teachers continued to use a workshop approach to reading instruction with a strong emphasis on assessment. "Just right" books were read by each student. Reading was the overriding emphasis at every level. We balanced fiction and non-fiction and caused 100% participation in the home reading program. Title 1 grant funds will provide additional tutoring and LA consultants for staff training for the 09-10 year.

SUPPLEMENTAL SCHOOL INFORMATION

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

The PTAC and staff chose Improving Reading Achievement as our professional development theme for the year. We analyzed data to choose the strategies we wanted to continue and those we needed to stop using. Faculty with expertise trained colleagues in areas we identified as needing improvement and teachers made good use of data team meetings to plan strategically. That's a Great Answer by Nancy Boyles was a popular resource for guiding LA instruction as we continued to develop reader responses. The instructional changes we made in 2007 to teach reader text connections and content and structure were continued as the improvement was significant. The Blue Ribbon tests continued to provide a wealth of information about achievement and grade level teams in grade 3 – 5 compared results to facilitate sharing knowledge about good instruction. Shared decision making was the key to improvement.

To develop social skills, we continued our highly acclaimed Character Counts program. Our emphasis is on choices and empowering students to take responsibility for their behavior and their learning. We recognize students of character at well-attended assemblies every 6 weeks for a total of 342 students pictured in our popular Hall of Character. Our peer mediators continued to help their classmates resolve problems on the playground and discipline problems continued to be minimal. The student council and K-Kids, our newest social service club, sponsored several community service projects to help students help others. We collected food and clothing for a local mission and school supplies for one of our graduates serving in Afghanistan to name a few. The emphasis was on children sharing their own money to teach the concepts of caring, responsibility and citizenship.

The PTO is a strong component of the Parker Farms School. Their fundraising efforts produce over \$20,000 to support multicultural presentations, library materials, field trips, and playground equipment and they sponsored school programs and activities that expanded our students' view of the world.
