

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Pond Hill School****Wallingford School District**

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Location: 299 Pond Hill Road  
Wallingford,  
Connecticut

Website: [wallingford.ccscct.com/page.cfm?p=327](http://wallingford.ccscct.com/page.cfm?p=327)

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: 3 - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 333  
5-Year Enrollment Change: -4.0%\*  
\*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	75	22.5	15.6	39.4
K-12 Students Who Are Not Fluent in English	10	3.0	7.0	7.8
Students with Disabilities	41	12.3	11.1	10.9
Students Identified as Gifted and/or Talented	13	3.9	2.8	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	222	98.2	98.0	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	1,058	993

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	18.5	19.5	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	23	32
Computer Education	23	21
English Language Arts **	507	430
Family and Consumer Science	0	1
Health **	22	21
Library Media Skills **	23	19
Mathematics **	255	200
Music	23	34
Physical Education	46	43
Science **	97	97
Social Studies **	89	87
Technology Education	0	3
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	3.0	7.0	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	95.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	95.1	87.1	78.8

**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	2.1	2.1	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	62.7	47.4	29.7
# of Print Periodical Subscriptions	5	5	11

\*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		22.45
	Paraprofessional Instructional Assistants		0.00
Special Education:	Teachers and Instructors		3.00
	Paraprofessional Instructional Assistants		8.50
Library/Media Specialists and/or Assistants			1.50
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.13
Counselors, Social Workers, and School Psychologists			1.50
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		8.00	

<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	18.0	15.0	13.7
% with Master's Degree or Above	96.4	88.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.6	9.3	8.7
% Assigned to Same School the Previous Year	100.0	87.4	85.0

**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.

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. Regular 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 regular cultural enrichment programs. They also work directly with teachers and with administration to help fund educational materials and field trips. 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 school administration.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	11	3.3
Black	6	1.8
Hispanic	79	23.7
Pacific Islander	0	0.0
White	237	71.2
Two or more races	0	0.0
Total Minority	96	28.8

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

3 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 :**

3.0% 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 4.

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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.

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 participates in the Open Choice program and currently welcomes two students from New Haven to our school community. Additionally, teachers continue to create inter-disciplinary units that are focused on celebrating differences. They teach with a wide range of literature on different ethnicities and cultures. We also have an Advisor/Advisee Program and use 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. Teachers also create specific lessons on Teaching Tolerance. We are pleased with the results of these programs and plan to continue and expand on them during the coming school year.

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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	47.8	53.8	50.9	46.9
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	69.8	67.4	59.2	67.3
Writing	71.0	67.9	62.7	63.3
Mathematics	76.6	73.5	66.5	65.9
Grade 4 Reading	68.7	69.9	64.1	53.9
Writing	64.4	69.6	65.3	45.4
Mathematics	78.6	77.2	68.0	65.7
Grade 5 Reading	76.4	74.3	67.6	63.4
Writing	74.8	68.1	68.1	61.5
Mathematics	75.7	78.5	71.6	54.8
Science	76.6	74.9	63.9	65.8
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](http://www.ctreports.com).

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	98.2	95.6	95.9

**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 2010-11 school year, 13 students were responsible for these incidents. These students represent 3.8% of the estimated number of students who attended this school at some point during the 2010-11 school year.

**Truancy**

During the 2010-11 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	5	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	7	2
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	14	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

During the 2011-2012 school year the Pond Hill School staff continued to create whole school and personal SMART (Sustainable, Measureable, Achievable, Realistic, and Timely) 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. Professional Development on the topic of Effective Teaching Strategies occurred throughout the year and became an area of focus. Teachers engaged in the Data Team process to analyze student assessment data and utilize the results to drive their instruction.

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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.

N/A

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