

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Evarts C. Stevens School**Wallingford School District**

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Location: 18 Kondracki Ln.
Wallingford,
Connecticut

Website: 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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 360
5-Year Enrollment Change: -11.1%*
*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	78	21.7	19.0	41.3
K-12 Students Who Are Not Fluent in English	42	12.8	7.9	8.1
Students with Disabilities	20	5.6	11.2	11.2
Students Identified as Gifted and/or Talented	0	0.0	2.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	86	91.5	76.8	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	224	95.7	96.5	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,045	999

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	15.7	16.7	18.9
Grade 2	20.0	18.8	19.8
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	23	32
Computer Education	23	16
English Language Arts **	507	485
Health **	20	17
Library Media Skills **	23	20
Mathematics **	255	200
Music	23	32
Physical Education	46	39
Science **	76	74
Social Studies **	69	69
World Languages	0	10

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	12.8	7.9	8.1
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	75.0	84.8	79.2

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	2.0	2.1	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	44.1	47.2	29.7
# of Print Periodical Subscriptions	0	2	10

*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		22.50
	Paraprofessional Instructional Assistants		10.60
Special Education:	Teachers and Instructors		2.00
	Paraprofessional Instructional Assistants		4.50
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)			0.25
Counselors, Social Workers, and School Psychologists			1.50
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		8.20	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.5	15.0	13.7
% with Master's Degree or Above	93.1	88.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.8	10.4	9.1
% Assigned to Same School the Previous Year	79.3	84.0	84.3

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.

At Stevens School, we have continued to place an emphasis on growing a partnership with families. 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. Our primary grade teachers send home weekly Parent Boards that state homework, events, and topics of study. 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. We have begun to communicate with parents via email, with a focus on sharing photo-journalistic news blasts with all families. Parents have complimented the school on our efforts to send immediate photo pages with a narrative on special events such as Junior Achievement and school spirit assemblies. Last year, Stevens School introduced lion cubs mascots Lucky and Lilly, small lion cubs who represent a revitalization of school spirit. There are Big Brothers/Big Sisters mentors and community volunteers to support students. This year, we began a mentorship program with high school students who provide weekly support in an internship with our students. Some 8 students come to assist with our students in grades 1 and 2. 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	0.6
Asian American	15	4.2
Black	11	3.1
Hispanic	58	16.1
Pacific Islander	0	0.0
White	269	74.7
Two or more races	5	1.4
Total Minority	91	25.3

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

12.8% 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 12.

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. First, our bilingual instruction program offers all Spanish-speaking youngsters a chance to develop their early literacy skills in English and Spanish. Our bilingual teacher is a lead facilitator of our EIP meetings, in order to provide interventions with an understanding of the English acquisition process. We offer students a variety of cultural enrichment programs to enhance their experiences. A small, but diverse offering of PTO-sponsored cultural art programs are presented each year to our students. As our own school's diversity increases, we have introduced a Family Literacy Program for English Language Learning parents, to participate with their young students. This year, students from the nearby high school, Lyman Hall, participated in a mentorship with our primary students: some eight high school students provide weekly support for our first and second grade students in core academic subjects. Many of the participants themselves are English language learners.

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	N/A	N/A	N/A	N/A
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	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
Grade 4 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
Grade 5 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
Science	N/A	N/A	N/A	N/A
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	96.4	97.1	96.5

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.

Truancy

During the 2011-12 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, 2011-12		
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	0	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Stevens School has continued to develop school goals, improvement plans, and individual progress monitoring plans to improve reading and math in order to meet state and federal expectations. We continue to develop reading comprehension strategies that dovetail our inquiry instruction, and our teachers placed an added focus on vocabulary development. We maintained a strong focus on remedial reading support for students and developed better methods for assessing and monitoring reading progress. Our first and second grade reading intervention program continues to prevent early reading failures. Kindergarten and Pre-K teaching staff have placed added emphasis on literacy skill development in Common Core Instruction. Data Team work is underscored by Common Core Standards. Our staff is utilizing balanced literacy assessments and AimsWeb to monitor student progress. We have increased the number of computer programs that provide practice and assessments in core academic areas, and we offer web-based practice (McGraw-Hill Treasures, Lexia and IXL.com for math). Substantially, we have increased our use of non-fiction reading materials and correlated them to the themes in content areas of instruction. We offer a summer school for students who need additional support. Our students in grades K-2 experience Common Core instruction in language arts and math. Our instructional approaches continue to enhance engagement and increase students' understanding of content and concepts. In order to integrate technology into the classroom, all of our first and second grade classrooms have installed interactive white boards. All of our pre-K and kindergarten classes have I-pad tablets, in order to enhance skill acquisition. Finally E.C. Stevens School boasts a vigorous Safe School Climate Committee consisting of teacher and parent representation. Their aims are to improve student behavior on school buses and to increase school spirit and engagement. With the introduction of school mascot lion cub twins, the school realized a highly energized climate. Mascot stuffed animal lion cubs Lucky and Lilly, named by the student body, attend school functions, participate in lessons, and visit classrooms. The cubs are on display every day for students to admire.

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
