

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Evarts C. Stevens School**Wallingford School District**DOREEN A. DUREN, 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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK - 2**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 381
5-Year Enrollment Change: -1.3%*
*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	59	15.5	13.4	38.3
K-12 Students Who Are Not Fluent in English	37	10.6	6.5	7.7
Students with Disabilities	23	6.0	11.3	10.8
Students Identified as Gifted and/or Talented	0	0.0	3.5	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	92	89.3	76.6	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	223	90.7	93.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	978	992

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	14.9	16.5	18.4
Grade 2	18.5	18.0	19.9
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	28	30
Computer Education **	28	15
English Language Arts **	555	491
Health	20	18
Library Media Skills **	13	19
Mathematics **	215	199
Music	28	31
Physical Education	28	37
Science **	55	72
Social Studies **	49	68
World Languages	0	8

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	10.6	6.4	7.7
% 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	100.0	92.4	81.3

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	3.3	3.2	3.1
% of Computers with Internet Access	100.0	99.9	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	41.5	43.4	29.5
# of Print Periodical Subscriptions	3	2	12

*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		25.45
	Paraprofessional Instructional Assistants		13.00
Special Education:	Teachers and Instructors		1.50
	Paraprofessional Instructional Assistants		3.00
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			1.80
School Nurses			1.40
Other Staff Providing Non-Instructional Services and Support		9.10	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.9	15.0	13.7
% with Master's Degree or Above	90.9	87.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.9	9.4	8.7
% Assigned to Same School the Previous Year	54.5	49.0	83.9

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.

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 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 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	0	0.0
Asian American	17	4.5
Black	7	1.8
Hispanic	93	24.4
Pacific Islander	0	0.0
White	264	69.3
Two or more races	0	0.0
Total Minority	117	30.7

Percent of Minority Professional Staff: 2.6%

Non-English Home Language :

10.6% 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 7.

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. A select number of our teachers offer a six-week “Raising Readers” program to instruct parents and grandparents in reading with their children. A new balanced-literacy program (McGraw Hill’s Treasures program) offers a bi-lingual instruction component with texts in English and Spanish. Each classroom has designated “companion touch” tablets for technological access to stories and text in the reading program—this aims toward providing equal access to technology for students who may not have computers at home. Our intervention department, including our bilingual teacher and reading interventionists focus on English language acquisition so as not to over identify students in the RTI process. Language acquisition skills and process are discussed in the EIP strategy sessions. For the first time ever, the district has aligned the master schedule to offer lengthy language arts blocks for instruction and separate enrichment/remediation periods each day to ensure that all students have access to the core curriculum with fidelity. Wherever possible, efforts are made to offer notices, newsletters, and homework in Spanish, to address our Spanish-speaking population. For our entire student population, we offer a variety of cultural enrichment programs to enhance curriculum experiences.

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	98.2	95.8	95.0

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 2009-10 school year, 3 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 2009-10 school year.

Truancy

During the 2009-10 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, 2009-10		
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	4	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our building action plans are aimed at achievement for all students on grade-level assessments in literacy and mathematics. A new teacher professional development and evaluation plan adds a level of focus on student achievement in curricular areas. All of our teachers, pre-K to Grade 2, are implementing a new balanced literacy program (McGraw-Hill Treasures), with fidelity. Our teachers are ensured a common grade-level meeting time for discussions about student achievement. 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 and second grade reading intervention program continues to prevent early reading failures. Our staff is utilizing a comprehensive battery of literacy assessments to benchmark students and monitor student progress. We have increased the number of 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. A new math program has been added to grades K-2, with a scope and sequence aligned to the CT Common Core Standards. A school climate committee has been formed to incorporate teacher/parent survey information into school goals to improve school climate and to promote anti-bullying practices. Our school has formed a 3-year school technology plan to improve student access to classroom instructional technology.

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
