

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Yalesville School**Wallingford School District**

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Location: 415 Church Street Route 68
Wallingford,
Connecticut

Website: wallingford.ccscct.com/page.cfm?p=409

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: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 385
5-Year Enrollment Change: -32.7%*
*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	32	8.3	13.4	38.3
K-12 Students Who Are Not Fluent in English	7	1.8	6.5	7.7
Students with Disabilities	37	9.6	11.3	10.8
Students Identified as Gifted and/or Talented	31	8.1	3.5	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	248	95.8	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.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	23.5	20.2	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	28	31
Computer Education **	28	19
English Language Arts **	428	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills **	13	19
Mathematics **	215	198
Music	28	33
Physical Education	28	41
Science **	123	95
Social Studies **	98	86
Technology Education **	13	2
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	1.8	6.4	7.7
% of Identified Gifted and/or Talented Students Who Received Services	87.1	75.5	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	94.6	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	3.5	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*	59.8	43.4	29.5
# of Print Periodical Subscriptions	2	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	25.00	
Paraprofessional Instructional Assistants	0.00	
Special Education: Teachers and Instructors	3.00	
Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants	2.00	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.12	
Counselors, Social Workers, and School Psychologists	3.00	
School Nurses	1.40	
Other Staff Providing Non-Instructional Services and Support	7.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.4	15.0	13.7
% with Master's Degree or Above	91.2	87.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	11.0	9.4	8.7
% Assigned to Same School the Previous Year	58.8	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.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Teachers and staff at Yalesville Elementary School are steadfast in their efforts to provide parents opportunities to become actively involved in their children's education. We have several committees and organizations that invite parents into our school culture. The Parent-Teacher Advisory Council and Parent Teacher Organization work in concert to discuss educational issues, provide parents with a lens to the school day and make them a part of the process. Many parents have a stake in our key educational decisions and parents are constantly informed of our school goals and progress. Communication between school and home is a critical component to our academic success at Yalesville School. Administration sends home a monthly newsletter to update our families on school events and remind them about school policies/procedures. Our school's website highlights academic information for families and offers tools for parents to use when working with their children. Many students in the school have daily/weekly communication journals to help increase parent communication and involvement. Parents' signatures are often required on assessments and support packets to keep them abreast of their child's progress. Our PTO uses Facebook as a tool to keep the school and home connected, as well. Our fall Open House allows parents to experience and learn what Yalesville School is all about. Parent/teacher conference nights are offered twice a year allowing parents to discuss their concerns about their child individually. Parent support, both during school and after school, is also critical to our success. Our media specialist has a core team of volunteers that works in the library and assists students in selecting independent reading materials on a daily basis. Many parents volunteer to support and sponsor various child-centered activities such as book fairs, our annual Family Picnic, and our Monster Mash. These events help build community between the staff, parents and students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	29	7.5
Black	7	1.8
Hispanic	24	6.2
Pacific Islander	0	0.0
White	325	84.4
Two or more races	0	0.0
Total Minority	60	15.6

Percent of Minority Professional Staff: 4.9%

Open Choice:

2 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 :

1.8% 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 4.

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.

Yalesville Elementary is a school that is rich in ethnicity with a diverse student population of approximately 400 children. Our staff is committed to reducing racial, ethnic and economic isolation. Our school has participated in Open Choice for the past several years, purchased several resources to encourage understanding and we are involved in several community projects through our K-Kids group. Many of our teachers and media specialist have made efforts to purchase materials about different cultures and races. These resources are available to all students. Our curriculum incorporates many multicultural activities and resources. We also implement "Project Wisdom" which delivers a poignant message to our school children each day. Teachers use these messages to supplement their discussions during their morning meetings. We also celebrated "Diversity Day" in our third grade. Members from the community came to the school to read books about different cultures in our classrooms. In addition, the Yalesville students experience a wide variety of PTO-sponsored cultural programs, which provide educational opportunities for children to view other cultures.

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	60.2	55.8	50.9	68.1
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	68.0	60.6	58.4	64.6
Writing	69.9	64.8	61.1	63.6
Mathematics	75.8	71.5	63.0	71.7
Grade 4 Reading	75.6	66.9	62.5	71.9
Writing	83.6	73.7	65.5	82.0
Mathematics	83.7	74.6	67.0	77.9
Grade 5 Reading	73.4	65.9	61.4	70.3
Writing	78.9	67.5	66.8	69.2
Mathematics	84.4	77.6	72.5	70.5
Science	76.0	70.9	59.9	75.3
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	97.1	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, 1 Student was responsible for these incidents. These students represent 0.2% 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	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.

Yalesville Elementary School is involved in fully including all students into the regular classroom. This model includes “Inclusion Tuesdays” to support teachers and staff with inclusionary practices, suggestions, materials and training. An additional support for our students is our team of interventionists. They provide remediation for the students who require additional literacy and math support at all grade levels. Our staff was trained in the CALI data team process. These teams meet monthly and collect and analyze student assessment data throughout the year. The teams included staff members from each grade level, as well as specialists, resource teachers, interventionists, and support staff. They utilize the information they extract to identify strategies to drive future instruction. Teachers are then working diligently to create research-based lessons that produce results and validate instructional decisions. Through collaboration with regular education, special education and support staff, differentiated lessons are planned and implemented to meet the needs of all students in the classrooms. Lessons are designed to align with grade level curriculum.

SUPPLEMENTAL SCHOOL INFORMATION

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

Yalesville Elementary School continues to grow as community. We have worked hard to welcome our colleagues and students from our sister school, Highland Elementary with open arms. The teachers and staff in this building are individually and collectively committed to each student’s success. One of the outstanding characteristics of Yalesville School is the extensive parent support and involvement in the school. The PTO, which supports various child-centered activities, is an active, highly visible group acting on the behalf of our school’s children. This organization often grants funds to the teachers and the school to enhance learning and make it fun. In addition, we celebrate our enrichment program, offered in the spring, which provides students with various opportunities to learn about extra-curricular topics, such as; cooking, art deco, scrapbooking, etc. It is a tremendous success! Other stellar events that we are extremely proud of include, but are not limited to: our Back to School picnic which features food, music and fun to celebrate the new year; our beach-themed literacy program, “Crab a Good Book and Read,” in which students read close to 7000 hours in a month; and our “Nutmeg Star” program which encourages our fourth and fifth grade students to read all ten Nutmeg Book nominees and celebrate their accomplishments with a pizza and parent celebration.
