

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

**Washington School
Manchester School District**KAREN B. FAIMAN GRAY, 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: Intradistrict Magnet School
School Grade Range: K - 5
Instructional Focus: Media Arts**STUDENT ENROLLMENT**Enrollment on October 1, 2011: 302
5-Year Enrollment Change: -22.4%*
*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	237	78.5	55.1	39.4
K-12 Students Who Are Not Fluent in English	31	10.3	7.3	7.8
Students with Disabilities	40	13.2	13.0	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	28	65.1	68.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	252	97.3	97.7	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	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.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.0	18.6	18.5
Grade 2	17.0	17.8	19.7
Grade 5	20.7	19.3	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	39	32
Computer Education **	20	21
English Language Arts **	475	430
Family and Consumer Science	0	1
Health **	13	21
Library Media Skills **	18	19
Mathematics **	203	200
Music **	39	34
Physical Education **	39	43
Science **	108	97
Social Studies **	72	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 20 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	10.3	7.3	7.8
% 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	97.5	69.3	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	2.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	95.4	94.2
# of Print Volumes Per Student*	30.8	31.0	29.7
# of Print Periodical Subscriptions	9	13	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

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	20.34	
Paraprofessional Instructional Assistants	5.00	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants	2.50	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00	
Counselors, Social Workers, and School Psychologists	1.40	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	12.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.2	13.0	13.7
% with Master's Degree or Above	62.5	55.6	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.8	9.7	8.7
% Assigned to Same School the Previous Year	79.2	73.1	85.0

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.

The community and Washington teachers work closely to identify areas of support for our families and design activities that target our student's needs. Washington partners with the Manchester library, the Lutz Children's Museum, Borders, BJ's, the Rotary Club, Manchester Community College and many other organizations that support the social and academic growth of our students. Monthly, programs at the Lutz provides families opportunities to learn outside the traditional school environment, with a hands-on instructional experience and a related book to accommodate the learning. Throughout the year, the home and school connection is strengthened by Parent/ Teacher activities that engage all age groups in fun, educational experience. We are fortunate to have a Family Resource Center (FRC) right on the school property to work with families in all capacities. Our September Open House, Math Night, Grade 1 Thanksgiving Dinner, Literacy Night, concerts and much more build our community and strengthen the relationship between the families and school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	13	4.3
Black	83	27.5
Hispanic	106	35.1
Pacific Islander	0	0.0
White	68	22.5
Two or more races	32	10.6
Total Minority	234	77.5

Percent of Minority Professional Staff: 6.7%

Non-English Home Language :

12.6% 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 8.

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.

At Washington students are engaged in rigorous reading, writing and mathematics curriculums and utilize various technology and visual media to create work products. We continue to serve a diverse population of students, culturally, economically and racially. Families are attracted to the school for its diversity and the exposure to various cultures. The unified arts teachers shares cultural traditions with students through art and music activities. The staff works closely with our District Equity Trainer to ensure that lessons are culturally relevant and classroom libraries represent all ethnicities. The children are exposed to topics and interact with multiple resources that go well beyond the school boundaries and the state of Connecticut. Our fifth grade students participate in a five-day outdoor educational camp experience that is partnered with students from different socio-economic and ethnic backgrounds. Throughout the year, various activities are planned to expose all Washington students to traditions across 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	54.8	52.0	50.9	60.6
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	26.8	52.8	59.2	10.3
Writing	38.3	56.0	62.7	16.6
Mathematics	31.8	61.7	66.5	10.5
Grade 4 Reading	50.0	64.2	64.1	29.0
Writing	55.0	64.6	65.3	32.9
Mathematics	55.6	68.5	68.0	29.3
Grade 5 Reading	45.8	65.4	67.6	22.2
Writing	37.5	56.2	68.1	11.6
Mathematics	47.5	66.8	71.6	18.3
Science	32.8	56.1	63.9	16.5
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	97.7	96.2	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, 10 students were responsible for these incidents. These students represent 3.2% 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, 35 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	0	0
Personally Threatening Behavior	0	0
Theft	1	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	10	2
Total	11	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Washington School works to provide explicit, targeted instruction to every child through data analysis and quality instruction. Our staff meets regularly to analyze student work and review assessment data to ensure that all student needs are being met. The purpose of these meetings is to ascertain students' instructional level and adjust practices and approaches to meet individual needs. Collaboration and team work consistently occur throughout all grade levels, to plan and review a variety of instructional strategies to enhance student learning. Professional development is provided to all staff to support the growth of each educator to ensure that our children are consistently receiving research based instruction. The school improvement team meets to discuss school planning and next steps in the growth of Washington. All instructional planning and family activity is strategically planned to support the improvement of every child at Washington school. At the monthly PTA meetings school events, success and movement toward the school improvement plan goals are shared.

SUPPLEMENTAL SCHOOL INFORMATION

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

Washington School is proud to offer the following to its student body and families: Focus on integrating robust vocabulary into daily life. After school program, this serves 125 students, in grades K-5 that is recreational and academic in content. An Early Bird Program that focuses on academic and enrichment opportunities. Strong community collaborations with several local businesses, schools, churches, and civic organizations. On-site Family Resource Center and Manchester Parks and Recreational Facility. Literacy and Numeracy Night Programs for families of students in Grades K-5. Camping experience for fifth graders at the Discovery Center in Woodstock, CT. Real life experiences that include: visiting a farm, the theater, museums, recycling center and more. Family field trips to promote and encourage literacy and other learning experiences. Non-fiction and fictional writing experiences integrated into every content area of study
