

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Highland Park School**Manchester School District**

Diane Sheehan-Burns, Principal
Telephone: 860-647-3430

Location: 397 Porter St.
Manchester,
Connecticut

Website: <http://www.highlandparkmishool.org/>

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: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 264
5-Year Enrollment Change: -10.8%*
*Between 2002 and 2007, (re)opened

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	105	39.8	53.5	41.3
K-12 Students Who Are Not Fluent in English	10	3.8	6.7	8.1
Students with Disabilities	16	6.1	12.1	11.2
Students Identified as Gifted and/or Talented	1	0.4	0.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	30	73.2	72.1	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	216	96.9	96.1	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,026	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.

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

Average Class Size	School	District	State
Kindergarten	20.5	19.3	18.9
Grade 2	15.7	18.1	19.8
Grade 5	22.5	19.5	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	39	33
Computer Education **	20	19
English Language Arts **	475	429
Family and Consumer Science	0	0
Health **	13	20
Library Media Skills **	18	20
Mathematics **	203	201
Music **	39	35
Physical Education	39	43
Science **	108	99
Social Studies **	72	90
Technology Education	0	3
World Languages	0	15

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	3.8	6.7	8.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.5	76.7	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	2.4	2.3	2.7
% of Computers with Internet Access	100.0	99.9	98.1
% of Computers that are High or Moderate Power	100.0	97.7	93.5
# of Print Volumes Per Student*	23.2	30.3	29.7
# of Print Periodical Subscriptions	0	11	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	17.04	
Paraprofessional Instructional Assistants	2.50	
Special Education: Teachers and Instructors	1.00	
Paraprofessional Instructional Assistants	5.00	
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)	2.00	
Counselors, Social Workers, and School Psychologists	0.00	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	10.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.3	12.0	13.7
% with Master's Degree or Above	45.0	52.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	N/A	N/A	N/A
% Assigned to Same School the Previous Year	N/A	N/A	N/A

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 Highland Park Elementary we believe that family involvement in our students' education maximizes student opportunity to achieve their full potential. Through both our PTA and School Climate Committee we partner with our parents and guardians to support PBIS initiatives and plan both academic and enrichment opportunities to support student success. Family involvement begins with our Annual Back to School Barbeque to welcome families back to school. PTA meetings are held monthly and communication to the HPS community occurs electronically and through memos inviting parents to learn about ideas and activities designed to strengthen communication. Open House in the fall was our second opportunity to share academic expectations and extend our welcome to the community for sharing their children with us every day. Opportunities continued to present themselves to parents in the way of concerts; chorus, band and string, as well as HPS Field Day in the spring which invited parents to spend the afternoon cheering on their children during field events and to share lunch with them. Highland Highlights presented an opportunity for students to showcase a hobby/interest or a chance to share an academic achievement that they made available for parents to view at our evening event. Curriculum activities such as the grade 4 states projects and grade 5 countries from around the world provided opportunities for parents to share in their students' academic learning. PTA evening events also supported opportunities for family engagement with games, movies, book fairs, dances and ice cream socials. Monthly electronic communication and hard copy memos were sent home to inform parents and guardians of student learning. In addition the school newsletter provided a wide range of school and classroom information. Report card conferences allow each parent the opportunity to discuss their Childs' academic progress one-to-one with classroom teacher. Parents receive updates on academic progress through mid-term reports, individual reading plan updates, and email. HPS actively recruits and utilizes parent volunteers, grandparents, community members and high school students who participate in the future teacher program at MHS.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.4
Asian American	12	4.5
Black	51	19.3
Hispanic	46	17.4
Pacific Islander	1	0.4
White	141	53.4
Two or more races	12	4.5
Total Minority	123	46.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

9.1% 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.

Highland Park Elementary School (HPS) is in its second year of opening since the close for the 2011-2012 school year for renovations and new construction. Upon opening last year, HPS also welcomed students from Nathan Hale Elementary School which closed its doors in the summer of 2012. Approximately 33 students from Nathan Hale joined the HPS community along with 7 staff members. HPS is a community of multi-ethnic and multi-racial population with a range of socioeconomic levels. One of the many benefits of this diversity is that students are accustomed to interacting on a daily basis with friends of differing backgrounds, abilities and talents. In an effort to reduce racial, ethnic and economic isolation, student and teachers at HPS were involved in a variety of activities during the 2012-2013 school year. Among these activities are the following: PD opportunities for staff to enhance their understanding of cultural competence and creating culturally relevant classrooms to reflect the complexion of our learning community; Student participation in the S.A.A.M Academy to maintain math and literacy skills during the summer; Enhancing our book room to support literature that reflects the complexion of our learning community; Student presentations that align with CCSS in reading and social studies that were highlighted in the grade 4 state projects shared with the entire HPS community in the spring of 2013; Student presentations that align with CCSS in reading and social studies that were highlighted in the grade 5 countries project shared with their peers and family members in the spring of 2013; PTA hosted K-5 Variety Show which allowed for any/all students to share their talents which included native dances, poetry, singing, etc. with the HPS community in the spring of 2013; Evening activity provided all K-5 students the opportunity to showcase a hobby/interest or academic project during our Highland Highlights Achievement Night in the spring of 2013. HPS partnered with Neighbors for Kids, an intervention program that supported students after school who were in need of support either behaviorally or emotionally due to home life challenges.

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	50.0	60.5	52.0	47.8
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	43.8	46.4	56.9	31.3
Writing	59.2	53.7	60.0	46.8
Mathematics	59.2	53.8	61.4	43.3
Grade 4 Reading	80.0	55.3	62.6	80.2
Writing	70.0	45.6	63.0	60.2
Mathematics	80.0	55.6	65.1	74.1
Grade 5 Reading	63.4	59.9	66.9	44.2
Writing	65.9	52.7	65.6	51.2
Mathematics	71.4	66.0	69.2	50.3
Science	63.6	55.0	62.3	51.8
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.

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	96.6	96.7	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.

For the past two years Highland Park Elementary School has looked to create and support a Positive School Climate through the implementation of a School Climate Committee and to increase student achievement in math and literacy. Within the math and literacy goal our focus was to strengthen teachers' understanding of the Common Core State Standards through grade level PLCs, curriculum coaching in the classrooms, Instructional Rounds with a lens on mathematics. Differentiation in Tier 1 mathematics included work around the implementation of math stations aligned to the learning standards. As a means of increasing student achievement SRBI data cycles took place throughout the year as teachers reviewed student data related to learning goals as a means of identifying adequate progress in student learning. Instructional decisions were made based on collegial conversations between curriculum coach, teacher, support staff and administrator. Tier 1 resources include Mondo Bookshop, Growing with Math, Math Connections. Tier 2 resources included LLI and Wilson Reads and to support social skills curriculum, Skills for Success. NWEA computer generated testing software was made available to the district in the fall and HPS participated in the first testing window effective in January 2013 for all K-5 students. Curriculum coaches participated in workshops designed to educate in reports made available from testing in math and reading. HPS maintains a school Planning and Placement Team composed of administrator, social worker, psychologist, nurse speech and language and special education teacher. The goal of the team is to maintain students' individual learning plans or provide testing opportunities for those students who have participate in Tier 2 and Tier 3 intervention and whose data has not shown adequate growth within the projected learning targets. HPS maintains and school leadership team composed of administrator and curriculum coaches for math and reading. The team meets monthly to review grade level work and classroom data to inform agenda items to support teaching and learning goals. In an effort to support school climate the committee met monthly to look at PBIS initiatives throughout the building and a School Climate survey was made available to students, parents and staff in the spring of 2013. Data collected from the survey has been used to shape goals for the 2013-2014 School Climate goal.

SUPPLEMENTAL SCHOOL INFORMATION

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

Highland Park Elementary prides itself on offering additional academic and social skills experiences for students K-5. Programs include Math Olympiads for students in grades 4 and 5 which meet before school as a means of enriching math minded students who seek problem solving challenge opportunities. HPS Helping Hands offers before/after school opportunities for students to participate in charitable activities promoting citizenship within our community. Students visit local senior center to help with plant sales, pack lunches for families in need, clean yards in the spring for elderly citizens in need of a helping hand, donating candy for kids undergoing treatment for cancer, making cards for troops during the holiday season as well as many other activities to show their support for others. Strong volunteer and community support and involvement strengthen our positive school climate. Developmental Guidance classes facilitated by our social worker incorporate Second Step program to support school wide expectations for safe, responsible, respectful behavior. Student accomplishments are celebrated through media and pep rallies. Our students participate in district-wide contests supporting fire prevention, anti-bullying and leadership as well as the annual Connecticut Essay Contest for grade 5 students.
