

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Martin School**Manchester School District**

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Location: 140 Dartmouth Rd.
Manchester,
Connecticut

Website: myschoolonline.com/site/0,1876,10979-33814-12-14341,00.html

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: 290
5-Year Enrollment Change: 27.8%*
*Between 2002 and 2007, was redistricted

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	139	47.9	53.5	41.3
K-12 Students Who Are Not Fluent in English	23	7.9	6.7	8.1
Students with Disabilities	22	7.6	12.1	11.2
Students Identified as Gifted and/or Talented	3	1.0	0.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	32	57.1	72.1	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	228	97.4	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	18.7	19.3	18.9
Grade 2	22.5	18.1	19.8
Grade 5	19.0	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 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	7.9	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	77.3	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	3.5	2.3	2.7
% of Computers with Internet Access	100.0	99.9	98.1
% of Computers that are High or Moderate Power	95.2	97.7	93.5
# of Print Volumes Per Student*	31.0	30.3	29.7
# of Print Periodical Subscriptions	14	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		
General Education:	Teachers and Instructors	18.99
	Paraprofessional Instructional Assistants	1.74
Special Education:	Teachers and Instructors	1.50
	Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and/or Assistants		1.92
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		1.40
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		11.70

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.4	12.0	13.7
% with Master's Degree or Above	62.5	52.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	6.1	10.2	9.1
% Assigned to Same School the Previous Year	70.8	70.1	84.2

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.

Martin School continues to focus on strengthening the reading/writing connection as well as increasing stamina for independent reading with all students Grades K-5. Reading comprehension will remain an area of focus for all students along with vocabulary and building students' reading capacity. Standardized and curriculum-based assessments will continue to be used to drive instruction and monitor student progress throughout the year. Teachers participated in extensive professional development in reading and expanded the implementation of reading initiatives and programs. In math, students will continue to solve daily open-ended problems, communicate their reasoning strategies through written and/or oral language and strengthen math fact fluency. Estimating solutions to problems, "Integrated Understandings" of math and algebraic thinking will be a continued focus for the coming school year. All grade levels participate in weekly data team and coaches meetings that emphasize the review of common formative assessments and student work samples to plan for ongoing individualized instruction for students at all levels of need in the classrooms. Our school theme of "Higher Order Thinking" (HOT) reflects our learning priorities, the first of which is academic excellence. Students must be able to think critically, communicate creatively and solve problems analytically. This year our school continued the implementation of SRBI with a focus on progress monitoring and differentiating instruction in each classroom for all levels of learning needs. As our school community continues to become more diverse, an even greater emphasis will be placed upon creating more culturally responsive classrooms and strategies to engage all learners. Our faculty has and will continue to welcome the assistance of staff from Youth Services in Manchester as well as the Equity Trainer in district to assist next year. Involvement in PPT, SRBI meetings and report card conferences was high. Community resources such as interpreters, community volunteers and parents were utilized to support student academic growth. Martin School has achieved continued success due to the efforts of an active PTA, the School Climate Committee, Student Safety Patrol, and the Student Advisory Council. The following programs and activities are sponsored and supported by our leadership teams: Governor's Reading Challenge, service projects, visual art exhibitions, and choral and instrumental concert performances. All Martin students demonstrated their learning through "informances" at school-wide "Town Meetings." Gifted students showcased their enrichment projects in a town-wide "CORE Enrichment Exhibition."

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	23	7.9
Black	57	19.7
Hispanic	62	21.4
Pacific Islander	0	0.0
White	144	49.7
Two or more races	4	1.4
Total Minority	146	50.3

Percent of Minority Professional Staff: 3.2%

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 16.

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.

Martin School has continued to expand its efforts to provide students and staff with opportunities to study and appreciate ethnic and cultural diversity. We have developed and maintained programs that foster a culturally relevant environment and allow for the interaction among diverse groups of students and the community at large. In order to accomplish these objectives, we have, in keeping with the CT Commission on Culture & Tourism HOT Schools program, expanded our culturally oriented arts programs by inviting a number of guests of varying ethnic and racial backgrounds to present programs that highlight significant historical events and creative accomplishments. In addition, Martin now offers Enhanced Curricular HOT Opportunities (ECHOS) twice a month for all grade levels to work in areas of interest such as theater, student senate, and photography. Our students had the opportunity to participate in theatrical and musical performances and work with a school wide artist-in-residence to create a new school song. Students are also invited to share various personal and cultural collections that are featured monthly in our library showcases. We have continued our participation in town-wide programs that presented opportunities for all ten elementary schools in town to compete, socialize and work together in a variety of educational venues. These include field trips such as Grade 3 visiting and learning about Hartford, the Elementary Cross Country Challenge, town-wide choral and instrumental performances and Nutmeg Night. We have continued the highly successful activities/programs: Pen Pal partnerships, "Tribes" (a character education and bias reduction program), PBIS, mini education and school-wide "Town Meeting" assemblies. We have also continued to expand the purchase of multicultural literature and digital materials. Families of diverse racial, ethnic and economic backgrounds have selected Martin School due to our reputation for educational excellence and democratic practice (a pillar of the HOT School program).

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	64.7	60.5	52.0	74.8
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	44.9	46.4	56.9	32.7
Writing	46.0	53.7	60.0	27.2
Mathematics	46.0	53.8	61.4	27.2
Grade 4 Reading	58.3	55.3	62.6	41.0
Writing	55.1	45.6	63.0	36.1
Mathematics	50.0	55.6	65.1	28.5
Grade 5 Reading	70.3	59.9	66.9	53.9
Writing	61.5	52.7	65.6	42.4
Mathematics	55.3	66.0	69.2	29.9
Science	59.0	55.0	62.3	43.8
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	97.6	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. In the 2011-12 school year, 8 students were responsible for these incidents. These students represent 3.1% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 11 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	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	8	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

In partnership with parents and the community, Martin School staff strives to create a learning environment which ensures that all students are successful. Martin families and staff accept a mutual responsibility for student learning. The School Climate Team, the PTA and the HOT School Teacher Leadership Team guide school improvement, HOT School planning and program implementation. Every effort is made to promote effective two-way communication between families and school staff by: reducing educational jargon, helping parents understand standardized and curriculum-based assessments and providing a variety of venues to encourage communication including parent and student learning evenings to promote work on new curriculum activities and strategies for families to utilize at home. Examples include newsletters, daily academic planners, the school website, e-mail and telecommunications. We also encourage parents to attend monthly "Town Meetings" at school that showcase student academic learning through the art forms of dance, drama, music and the visual arts. Our newsletters and school website are filled with activities, strategies and tutorial information for parents. Home/school literacy initiatives provide individualized reading and writing materials for students and families. PTA and school sponsored literacy events such as reading nights and guest authors, and fall and spring book fairs provide parents, students and staff with multiple opportunities to engage in curriculum sharing. Numeracy activities include Math Night, ongoing math curriculum updates and a web-based math program that includes math competitions that can be utilized at home. In addition to trimester student conferences, as well as a standards-based report card, individual conferences with parents of struggling students are held to support and monitor achievement. We are aware of the importance of reaching out to parents who are not fluent in English, and have provided translators for conferences, and whenever possible, provided English and Spanish versions of school communications. Parental involvement in our school is extensive. Parents tutor, support math and reading within the classroom, run our "Town Meetings" and assist with science and technology labs. They also sponsor running, yearbook, and garden clubs.

SUPPLEMENTAL SCHOOL INFORMATION

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

As a Connecticut Commission on Culture & Tourism, Higher Order Thinking (HOT) School, Martin has created a learning community of students, parents, educators, artists and technical facilitators that have developed and delivered innovative curriculum integration and arts rich programming that promotes intellectual, academic and creative growth. This year Martin is proud to begin the second year of a program called Enhanced HOT Curriculum Opportunities (ECHOS). All classroom and special area teachers were trained in this approach in order to have students work on content area topics that incorporate the curriculum of more than one grade. This year the HOT leadership team worked on offering students in all grades the ability to make their own choices of ECHOS classes and once to twice a month students travel to other teachers and work on such topics as scrapbooking, student senate, and Zumba. Art in all its forms is as essential to the development of thinking skills (especially the higher order variety) as the traditional academic disciplines because the study and production of art, music, and drama are highly cognitive processes. As we continue to implement data driven decision-making and SRBI, all teachers will continue to use data to drive instructional practices and differentiate instruction to meet the needs of all learners. Student goals will be utilized to motivate and monitor academic progress. Activities and programs have been developed at Martin to implement HOT School and technology goals including: all school artist residencies, enrichment classes, media enhanced instruction and the extensive publication of student literature and artwork. The Garden Club allows students authentic science experiences. The "Tribes" program is used to build social and intellectual development and to promote democratic practice where every member of the school community is encouraged to contribute. Martin's Library Council was initiated to provide leadership opportunities to promote literacy. The PBIS leadership team was trained and will integrate PBIS expectations with Tribes approaches throughout the school year.
