

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Verplanck School**Manchester School District**

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Location: 126 Olcott St.
Manchester,
Connecticut

Website: verplanck.ci.manchester.ct.us/

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: 330
5-Year Enrollment Change: -15.4%*
*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	255	77.3	53.5	41.3
K-12 Students Who Are Not Fluent in English	37	11.2	6.7	8.1
Students with Disabilities	38	11.5	12.1	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	56.6	72.1	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	245	96.5	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	18.8	19.3	18.9
Grade 2	19.7	18.1	19.8
Grade 5	18.0	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	11.2	6.7	8.1
% 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	94.7	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	2.3	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*	39.2	30.3	29.7
# of Print Periodical Subscriptions	6	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		22.47
	Paraprofessional Instructional Assistants		7.60
Special Education:	Teachers and Instructors		2.00
	Paraprofessional Instructional Assistants		2.00
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)			4.00
Counselors, Social Workers, and School Psychologists			2.00
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		15.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.9	12.0	13.7
% with Master's Degree or Above	42.9	52.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	16.3	10.2	9.1
% Assigned to Same School the Previous Year	78.6	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.

Communication is the foundation for a strong and enduring school to home relationship. Communication establishes all other parent involvement activities. Verplanck Elementary School is committed to assisting families in the creation of home environments that support learning. Open communication is a continuing key component that the school initiates through various activities. The partnership between the administration, School Governance Council and Parent Teacher Organization guide these efforts. To be certain that the school maintains a vibrant community Verplanck offers a myriad of opportunities to parents and families . The school year begins with an introduction to kindergarten for parents and children by Verplanck staff and parent members of the school PTA. This program entitled, Through the Eyes of a Parent, has been an ongoing program for a number of years. A Math and Language Arts night is organized to help parents understand the curriculum as well as how they could support learning at home was held. The variety of programs for parents is ongoing. The weekly newsletter, called Quick Notes, keeps parents informed about curricular matters as well as all school events. Throughout the year PTA meetings are held in the evening and babysitting is provided. Parents come at night to our annual Open House and to the PTA Barbecue, Pasta Dinner, Book Fairs and Ice Cream Social. Through a partnership with Husky Reach and SBM Charitable foundation, parents had the opportunity to take a Sunday bus field Trip to visit UCONN involving a full tour of the campus, lunch, and presentations by UCONN administrators. We have a dental care program provided to students twice a year. There is a before and afterschool program offered by the Manchester Early Learning Center to help parents that need before or after school care for their children. There is a 21st Century Grant program afterschool that provides tutoring and activities for students. The 21st Century Program is provided at low cost.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	32	9.7
Black	108	32.7
Hispanic	127	38.5
Pacific Islander	0	0.0
White	51	15.5
Two or more races	12	3.6
Total Minority	279	84.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

21.5% 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 13.

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.

Verplanck Elementary School is a “Community of Enthusiastic and Empowered Learners Dedicated to Student Excellence”. Verplanck seeks to become a welcoming, open-minded professional learning community where all students have equal access to an excellent education. Fifth grade students stayed at the Discovery Center camp in the fall for 5 days and 4 nights. Day and night activities at the Discovery Center camp were centered around diversity and eliminating prejudice. Our 4th grade students also experienced one day of activities at the Discovery Center.

Verplanck Elementary School continued the school to home project which provided over five thousand free books to the student population. These books were disseminated both on and off campus including the stocking of a library housed at the laundry room of a local apartment complex. Verplanck paired with the East Hartford Medical Clinic to provide an on site dental hygienist for students. Working with the West Hartford Science Museum, allowed students at all grade levels to learn from whole school and grade specific assemblies. A partnership was formed with the University of Connecticut Athletic Department (Husky Reach) that stressed that a college education is an achievable goal. Every student visited the University of Connecticut campus at Storrs. Parents were also invited to a Sunday bus field trip to the UCONN campus. Student athletes from several UCONN teams also made weekly visits to Verplanck Elementary School to help mentor students and to promote literacy by introducing books to each class and providing books for students to read. Verplanck’s monthly multicultural events are guided by the committee, Diversity Speaks”. During the annual free school picnic, food offerings include vegetarian and Halal food to accommodate diverse cultures. The school district redistricted part of the Verplanck school district in order to reduce racial, ethnic and economic isolation.

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	46.5	60.5	52.0	39.4
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	34.1	46.4	56.9	19.1
Writing	48.9	53.7	60.0	31.0
Mathematics	36.4	53.8	61.4	18.0
Grade 4 Reading	31.4	55.3	62.6	13.4
Writing	15.9	45.6	63.0	1.1
Mathematics	35.3	55.6	65.1	13.8
Grade 5 Reading	51.9	59.9	66.9	27.9
Writing	35.1	52.7	65.6	12.7
Mathematics	40.7	66.0	69.2	16.8
Science	27.0	55.0	62.3	14.3
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.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	95.2	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, 43 students were responsible for these incidents. These students represent 11.7% 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, 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	1	0
Physical/Verbal Confrontation	26	2
Fighting/Battery	17	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	57	2
Total	104	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Verplanck Elementary School encourages and maintains the participation of the team of parents, teachers and community organizers in the creation and implementation of our School Accountability Plan. The stakeholders at Verplanck are committed to working together to monitor the progress and revision of objectives each year. Our teachers commit themselves to educating the whole child as a way to maximize student achievement. The use of Data Driven Decision Making, Effective Teaching strategies, vocabulary development and small group instruction in Reading and Math enhances daily instruction and allows teachers to meet individual student needs. The SRBI program is in use to design social and academic programs that meet the needs of individual students. A three-year school improvement plan is in place and revised on a yearly basis. A school equity plan is also in place and revised on a yearly basis. The Verplanck Student Support Team meets weekly to discuss issues of instruction, behavior and student needs. Instructional data team meetings are held weekly to review student work, review data and design programs for students. Scientific Research Based Intervention meetings occur within grade level meetings as well as on a school wide basis. The Building Data Team comprised of the Language Arts Coach, Reading Consultant, the Math Coach and representatives from each grade level meet monthly to review school data and student work. The school maintains school-based data to ensure that all children are making progress across the academic continuum. Professional development at the school included data analysis and extensive meetings concerning the implementation of new curriculum in all academic areas. School wide plans for school improvement are developed collaboratively as a faculty following review of current Connecticut Mastery Test data. Verplanck Elementary School participated in the State Personnel Development Grant program involving an intense review and evaluation of the school's Scientifically Research Based Intervention and Positive Behavior Intervention Support programs with professional development provided for improvement. The teachers at Verplanck Elementary School are part of a professional learning community and they continually read current books, research articles and other publications to ensure that the classroom instruction is reflective of current best practice. Parent input in the planning and improvement of school programs is gained through the PTA and School Governance Council.

SUPPLEMENTAL SCHOOL INFORMATION

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

An integral part of Verplanck Elementary School Learning Community is the practice of "Monday Morning Circle". The Monday Morning Circle involves the entire school gathering in the Gym for a Learning Community Meeting. Our scholars that apply Verplanck school wide expectations (Be Safe, Be Respectful and Be Responsible) are positively recognized daily, weekly and monthly. Teachers help students to clearly define what each expectation looks like, sound like and even feel like in terms of specific and observable behavior. An integral part of Verplanck Elementary School Learning Community is the practice of "Monday Morning Circle". The Monday Morning Circle involves the entire school gathering in the Gym for a Learning Community Meeting. The honor guard consisting of three 5th grade students present the flag of the United States. The entire school stands to recite the Pledge of Allegiance followed by the Verplanck Respect Pledge. A major part of Monday Meeting involves recognition, praise of individual and groups of students. The Golden Sneaker Award for classes with good hallway behavior, the Golden Dust Pan Award for rooms that are kept neat The Golden Book for rooms that return library books on time, and the Golden Specials Award for classes who demonstrate good behavior in their Art, Music and Physical Education classes are awarded at Monday Meetings. This time has also been used to teach positive student behaviors through the Positive Behavior Intervention Supports program. The students end the program with everyone singing the school song. The entire learning community receives the same messages and a sense of pride and shared commitment is developed.
