

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Thomas W. Mahan School**Norwich School District**

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Location: 94 Salem Turnpike
Norwich,
Connecticut

Website: www.norwichschools.org/mahan/index.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: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 300
5-Year Enrollment Change: 14.5%

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	169	56.3	66.7	36.7
K-12 Students Who Are Not Fluent in English	32	12.9	12.4	7.4
Students with Disabilities	43	14.3	12.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	34	82.9	73.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	182	87.9	87.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	955	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.

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

Average Class Size	School	District	State
Kindergarten	20.5	18.4	18.5
Grade 2	18.0	18.1	19.7
Grade 5	23.0	21.2	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	24	31
Computer Education **	18	18
English Language Arts **	461	422
Family and Consumer Science	0	1
Health **	43	22
Library Media Skills **	24	19
Mathematics **	181	199
Music	48	33
Physical Education	24	41
Science **	66	97
Social Studies **	66	88
Technology Education	0	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	12.5	12.1	7.4
% 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	37.2	57.0	80.9

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	3.4	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	16.9	22.7	89.9
# of Print Volumes Per Student*	28.2	31.8	28.9
# of Print Periodical Subscriptions	1	1	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	13.30	
Paraprofessional Instructional Assistants	2.50	
Special Education: Teachers and Instructors	3.00	
Paraprofessional Instructional Assistants	11.00	
Library/Media Specialists and/or Assistants	1.40	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.50	
Counselors, Social Workers, and School Psychologists	0.80	
School Nurses	1.50	
Other Staff Providing Non-Instructional Services and Support	5.85	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.2	12.0	13.6
% with Master's Degree or Above	78.9	77.8	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	5.6	6.3	8.2
% Assigned to Same School the Previous Year	100.0	89.8	86.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

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

Mahan School faculty and staff understand that parent involvement is key to student progress and attitudes. Mahan School teachers communicate regularly with parents regarding their child's school day, academic requirements, progress and social issues. All classrooms have a phone and outside line with which teachers and parents access each other. Parents are encouraged to visit various websites affiliated with the programs Mahan School students are involved in. Mahan School holds very well attended Open House and Parent-Teacher Conferences. A Tech Night program is held every year during which hundreds of family members attend to see projects throughout the school. This year a Mahan School Math Night involved parents of preschool through grade 5 students, joining their children in math games and activities. Parents are always invited to monthly awards programs acknowledging student character and progress. Parent Teacher Conferences provide an excellent opportunity for each parent to visit the classroom and discuss their child and strategies for helping at home. Summer packets were assigned to students to help practice and keep skills learned fresh for the upcoming school year. Parents of students who receive Title I services have been invited to a brunch to learn about the service our school provides. Through the Parent-School Compact, the goals and expectations of parents, students, and teachers are outlined and distributed to all participants. During the meeting, ideas and activities to support literacy at home are shared by the service providers. Our Mahan School TPA sponsors social and fund raising events such as the free family spaghetti supper, pie sales, book fairs, fun day/field day events, and Class Night. Parent response to these events has been very supportive. Our reading incentive program, Jaguar Readers, is sponsored by our local 99 Steakhouse Restaurant. A Read to Ride bicycle give-away sponsored locally provided additional reading incentives.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	2.3
Asian American	70	23.3
Black	53	17.7
Hispanic	58	19.3
White	112	37.3
Total Minority	188	62.7

Percent of Minority Professional Staff: 4.0%

Non-English Home Language :

35.9% 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.

T.W. Mahan Elementary School is a diversified community of learners. We are unique in that our building houses a variety of programs. Along with kindergarten through grade 5, Mahan School hosts a Family Resource Center, a Title I Preschool program, and we are also the Special Education center for two Special Needs Programs. Our English language learners received support services from our ESL paraeducator. District-wide initiatives have been implemented to reach as many of the non-English speaking homes as possible. Translation services are in place and letters and notices have been translated into Haitian-Creole, Spanish, and Chinese. Students at Mahan have participated in outreach programs and have had experiences that help them understand racial, ethnic and economic diversity. In reverse, Mahan School teachers have also made efforts to help students acclimate to public school and American culture. On a monthly basis, Mahan School third and fourth graders participated in inter-district collaborations sponsored through LEARN grants that provided them with education opportunities to interact with students and teachers from diverse racial, ethnic and economic backgrounds. The Circle of Friends, a writing collaborative, which involved our third graders, provided opportunities for students from dissimilar backgrounds to interact, communicate, and participate together in literacy experiences. The Project Oceanology Program enriched our fourth graders with experiences and hands-on learning opportunities. The Time Travelers that paired them with students from different schools and diverse backgrounds.

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	40.7	34.6	50.3	32.5
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	41.7	42.7	57.0	27.7
Writing	43.6	33.6	58.3	27.1
Mathematics	47.2	47.9	62.4	25.1
Grade 4 Reading	65.2	40.9	59.9	57.4
Writing	55.6	39.9	63.6	36.7
Mathematics	65.2	42.0	67.0	43.7
Grade 5 Reading	47.5	44.1	61.8	31.7
Writing	58.7	49.1	68.2	32.2
Mathematics	50.0	53.4	72.4	18.5
Science	30.4	31.5	59.4	21.6
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	95.7	95.9	96.2

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.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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.

T.W. Mahan Elementary School utilizes its resources to provide academic support services during and after school. The district implemented Enrichment Blocks in which service providers had scheduled slots to work with students. This significantly decreased the amount of time students were out of class during direct instruction and content area subjects. Students were placed in instructional groups that addressed skills needed and/or the learning styles of the students. Title I funding provided for an enrichment tutor who spearheaded initiatives throughout the school to further develop literacy proficiency. A student panel, under the tutor's direction, planned and ran the activities, which included an introduction to books read and Word of the Day presented during our school's morning news broadcasts. A Literature Bowl competition highlighted reading skills and involved students in grades 3, 4 and 5. After school tutorial services were provided for students and were focused on identified math and reading strands related to the Connecticut Mastery Test. The Mahan School staff set high expectations for all of its students. Through the School Wide Data Team meetings and Grade Level Data Teams there was an ongoing focus on employing effective instructional practices and analyzing student data to inform and improve student achievement. An analysis of March 2010 CMT scores indicates that Mahan School students scored the highest in the district at the CMT level of Proficient in: Math-Grade 3, Grade 4; Reading-Grade 4; Writing-Grade 3, Grade 4. Highest in the district at the CMT level of Goal in: Math-Grade 4; Reading-Grade 4; Writing-Grade 4.

SUPPLEMENTAL SCHOOL INFORMATION

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

T.W. Mahan Elementary School is technology orientated. A well-attended Technology Night provided opportunities for parents and community to visit the school and observe technology projects that students at all grades levels were engaged in. Parents are encouraged to communicate with teachers via voice messages or e-mail. Communication utilizing technology has been established throughout the school. The teachers utilize the supplementary drives available through the NPS intranet. The entire school is linked with the Outlook calendar on each computer. Meetings, assemblies, CST's, PPT's, etc. are booked either on personal calendars or on the Mahan School calendar. Upcoming school events and reminders appear on the computer as staff logs into their e-mail. This facilitates better communication and scheduling with a minimum disruption to classes and routines. A Smart Board is available in the school to be incorporated into daily instruction. Each grade level team utilizes the Smart Board in presenting classroom data and reporting on student progress. Students from fourth and fifth grade organize and produce the Mahan School News Report each morning. It is televised in each classroom. The morning broadcast includes opening exercises, with the pledge and national anthem, followed by the daily announcements, news, weather, lunch menu, updates on daily and weekly events, and concludes with a lost and found segment. All school events are photographed and a digital, looped display of the pictures runs on the TV monitors in the classrooms and throughout the school. Eastern Connecticut State University and Mahan School have worked together to provide field experiences for college students interested in pursuing teaching careers. Student teachers have been placed in various grades in the building and college students have been included in weekly observation opportunities at Mahan School.
