

DRAFT

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Uncas School**Norwich School District**

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Location: 280 Elizabeth Street Extensi
Norwich,
Connecticut

Website: www.norwichschools.org/uncas/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, 2010: 299
5-Year Enrollment Change: 16.3%*
*Between 2002 and 2007, was redistricted, 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	253	84.6	70.7	38.3
K-12 Students Who Are Not Fluent in English	31	11.6	13.0	7.7
Students with Disabilities	33	11.0	12.5	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	19	39.6	77.2	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	201	91.8	86.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	956	987

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	25.0	18.5	18.4
Grade 2	18.7	19.4	19.9
Grade 5	18.0	20.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	24	31
Computer Education **	7	19
English Language Arts **	490	426
Family and Consumer Science	0	1
Health **	20	21
Library Media Skills **	24	19
Mathematics **	187	198
Music **	24	33
Physical Education **	24	41
Science **	78	95
Social Studies **	78	86
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. German Italian Latin 8

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	11.6	12.7	7.7
% 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	42.4	62.4	81.3

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	2.8	3.5	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	21.0	27.5	92.9
# of Print Volumes Per Student*	28.4	25.9	29.5
# of Print Periodical Subscriptions	0	0	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	15.50	
Paraprofessional Instructional Assistants	4.00	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	3.00	
Library/Media Specialists and/or Assistants	1.00	
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	1.00	
Other Staff Providing Non-Instructional Services and Support	5.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.4	12.0	13.7
% with Master's Degree or Above	57.9	75.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	5.6	7.7	8.7
% Assigned to Same School the Previous Year	57.9	64.8	83.9

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.

Uncas has a small, but caring PTO with great plans for expansion in the 2011/2012 school year. Uncas became a "new school" combining 1/3 of the population of another school in town along with the former Uncas students. Student enrollment skyrocketed from the prior school year bringing the total enrollment to more than 300 students compared to the former number of approximately 150 students. New teachers were welcomed aboard as well as a new principal. The PTO Board planned entertaining activities as well as informational events for our Uncas families throughout the year. These included two book fairs, fundraising, and activities for our school including a Harvest Festival and an ice cream social. The Giving Tree, American Heart Association Jump Rope for Heart program, NPS Annual Penny Drive, and our Earth Day work day gave our students and families opportunities to work together and to serve others in our school and community. B.R.I.D.G.E.S, an after school program for Gr 3-5 students, gave students opportunities to learn about leadership and cooperation while working together with other students. Homework tutorials were available. CMT preparations were extended after school hours to assist students with identified needs. B.U.G. Character Education certificates recognized positive student behavior. Spirit Days focused on personal characteristics to expand personal achievement. Monthly awards, as well as the end of the year awards, celebrated success in these areas. Teachers communicated with Uncas families through personal contact. Annual Parent/Teacher conferences (100% participation this year), informal meetings, and phone calls promoted ongoing and effective communication to families about student progress. A telephone translation service was available for our families who are not fluent in English. An Uncas Newsletter was sent home monthly to keep families aware of important events and our instructional focus. This was also posted on the Uncas website which was updated monthly. The weekly calendar of events, field trips, and guest programs were also posted in the foyer. Additionally, all-important home communications were verbally communicated through School Messenger.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	1.3
Asian American	12	4.0
Black	60	20.1
Hispanic	116	38.8
White	76	25.4
Total Minority	223	74.6

Percent of Minority Professional Staff: 8.3%

Non-English Home Language :

23.6% 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 10.

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.

Every year, enrichment experiences enhance Uncas students' learning with curriculum tied field trips of interest and enjoyment. Our Preschool through Grade 5 students visited a number of places including the Otis Library, the Garde Theatre in New London, the Mashantucket-Pequot Museum, and the US Coast Guard Academy for a concert, to the local high school, NFA, for the district-wide D.A.R.E. Red Ribbon Rally, and the Rock Cats Baseball Game in New Britain. Fifth grade also had the unique experience of participating in a LEARN grant funded program throughout the year entitled Moonlight Mythology. Many grades attended the NPS Planetarium at Teachers' Memorial Middle School and as well as a local orchard, the Nautilus Museum and the science museum in West Hartford along with other exciting places to experience. Our ELL students were even treated to a day at the circus, which brought rave reviews! At school, the Argentina Gauchos performed amazing native dances and music thrilling everyone with their talents. Within our building we also learned about the significance of Memorial Day with a very poignant assembly, and Smiles in the Move addressed dental needs as part of our Uncas School health initiative spear-headed by our school nurse. The Hispanic Health Council visited our school many times to teach the students about proper nutrition and good eating habits which were reinforced through the Fresh Fruit and Vegetable grant the provided students with a daily healthy fresh snack. Other healthy initiatives taught our students about ways to keep them safe such as the proper use of safety belts and more. Nursing needs continued to be expanded with increasing needs of students on a daily basis.

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	32.5	33.0	50.9	18.9
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	43.6	37.2	58.4	27.7
Writing	39.5	37.5	61.1	20.8
Mathematics	35.9	46.2	63.0	15.4
Grade 4 Reading	35.0	40.8	62.5	16.7
Writing	40.0	39.4	65.5	16.7
Mathematics	39.0	44.1	67.0	14.9
Grade 5 Reading	26.5	41.4	61.4	12.9
Writing	41.7	46.4	66.8	18.2
Mathematics	32.4	49.5	72.5	7.7
Science	25.0	31.9	59.9	16.2
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	94.6	96.6	94.8

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 2009-10 school year, 3 students were responsible for these incidents. These students represent 1.2% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Number of Incidents by Disciplinary Offense Category, 2009-10		
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	3	2

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Uncas Elementary School was classified in Safe Harbor as measured by No Child Left Behind Adequate Progress Status Report for the Connecticut Mastery Test in math and reading, with writing meeting the target goal for the 2009/2010 school year. In reading and writing, Norwich continues to foster learning through the employment of a literacy coach and math coordinator in all schools. During the past year, the Uncas staff worked diligently to forge positive home/school connections through a variety of after school and school hour events as well as focused classroom learning. Parents and volunteers worked in a number of classrooms developing rapport and relationships with students and staff expanding the learning atmosphere and positive school climate. Improved reading comprehension continued to be the primary instructional focus at Uncas Elementary School. Fluency instruction and vocabulary building with all of the students helped our students demonstrate significant gains in oral reading fluency (ORF) through sustained practice. Uncas also continued to implement the CALI School Wide Data Team approach to Data-Driven-Decision Making using specific research-based instructional strategies and weekly collaborative grade-level team meetings to review student data and instructional practices. S.M.A.R.T. goals were planned, implemented, and analyzed in all grade levels for school-wide literacy enrichment and after school tutoring including our growing numbers of ELL learners. Our literacy coach assisted all instructional personnel with scientifically researched based strategies and progress monitoring for all students. A CAS executive coach was on board to assist and suggest strategies for all students' success and provide administrative support with new instructional ideas and action plans. After school activities included CMT readiness, a book/walking club, cup stacking as well as Mad Science, Math Team strategies, Talent Show preparations and more, all to assist and enrich the learning process.

SUPPLEMENTAL SCHOOL INFORMATION

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

N/A
