

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Veterans' Memorial School

Norwich School District

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Location: 80 Crouch Avenue
Norwich,
Connecticut

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: 233
5-Year Enrollment Change: -7.5%

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	173	74.2	66.7	36.7
K-12 Students Who Are Not Fluent in English	17	8.7	12.4	7.4
Students with Disabilities	42	18.0	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	30	100.0	73.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	129	78.2	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	15.0	18.4	18.5
Grade 2	18.5	18.1	19.7
Grade 5	26.0	21.2	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	24	31
Computer Education **	5	18
English Language Arts **	568	422
Family and Consumer Science	0	1
Health **	30	22
Library Media Skills **	24	19
Mathematics	181	199
Music **	24	33
Physical Education	24	41
Science **	45	97
Social Studies **	30	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	8.7	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	40.5	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	2.5	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	18.5	22.7	89.9
# of Print Volumes Per Student*	36.5	31.8	28.9
# of Print Periodical Subscriptions	0	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	12.00	
Paraprofessional Instructional Assistants	6.50	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants	1.30	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00	
Counselors, Social Workers, and School Psychologists	1.10	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	6.30	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.6	12.0	13.6
% with Master's Degree or Above	68.4	77.8	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.1	6.3	8.2
% Assigned to Same School the Previous Year	84.2	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.

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

Parents and families as partners in education are a necessary component to the success of our students. Family involvement is greatly encouraged at Veterans and, as a result, we have become one family through the unification of twenty countries that make Veterans a true melting pot. Family reading, an activity that is a component of the Reading First Initiative, has been successful for families of all cultures at Veterans. The school hosts a family reading night where parents may bring books from home to read to their children, or they may choose from books provided by the school. Each child can choose a book to bring home at the end of the night. Some social and academic events that have become annual favorites for families of all cultures to interact are Open House Night, Thanksgiving Dinner, Read Across America, and the Mother's Day Tea. Once again, Veterans hosted Family Math Night where both families and teachers enjoyed playing math games with the children and solving math problems. The Parent Teacher Organization focuses on coordinating home/school connections that involve families in their children's learning, as well as working to provide funds to sponsor cultural and educational programs for students. Additionally, the PTO sponsored educational performances for the student body that focused on literacy, character education, and science.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	4.3
Asian American	11	4.7
Black	60	25.8
Hispanic	60	25.8
White	92	39.5
Total Minority	141	60.5

Percent of Minority Professional Staff: 11.5%

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.

Veterans Memorial School is rich in diversity with our student population representing many different cultures from around our nation and around the world. This diverse community gives students and teachers many opportunities to gain increased awareness of different communities, develop greater sensitivity to differences, and experience greater personal connections to other people and cultures. Veterans Memorial School has participated Circle of Friends sponsored by LEARN that provides educational opportunities for students to interact with other students and teachers from diverse racial, ethnic, and economic backgrounds. Circle of Friends is a writing collaborative with literary and technology focuses respectively, that pair Veterans' students with predominantly white students from dissimilar backgrounds from classes in nearby towns in Connecticut. Students from both schools meet monthly at one another's schools to plan and develop projects or to take educational field trips together. Students from grade four participated in Circle of Friends and had the opportunity to visit many of Connecticut's museums with their partners, and then collaboratively wrote pieces that were then published in an anthology. Additionally, students in grades 1 – 5 traveled to the Garde Arts Center in New London, CT to witness Jigu! Thunder Drums of China, a performance by Shanxi Jiangzhou Drum Art Ensemble. The ensemble, which is touring internationally, delighted students through both the ceremonial and popular styles of percussion music, which tells wordless tales all through an imaginative blend of music, movement, color and costume.

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	23.1	34.6	50.3	9.5
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	55.2	42.7	57.0	47.8
Writing	24.2	33.6	58.3	7.7
Mathematics	56.7	47.9	62.4	40.2
Grade 4 Reading	31.2	40.9	59.9	15.7
Writing	30.3	39.9	63.6	9.8
Mathematics	27.3	42.0	67.0	8.3
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	60.9	49.1	68.2	36.7
Mathematics	N/A	N/A	N/A	N/A
Science	26.1	31.5	59.4	16.9
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	96.1	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. In the 2008-09 school year, 4 students were responsible for these incidents. These students represent 1.5% of the estimated number of students who attended this school at some point during the 2008-09 school year.

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	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.

Veterans Memorial is in the sixth and final year of the Reading First Initiative that focuses on improving reading. The Reading First Initiative has afforded teachers several opportunities for professional development by attending national and state conferences during the summer, and through a variety of workshops throughout the year. All who attend provide job-embedded professional development for colleagues. As a Reading First school we integrate scientifically based reading research (SBRR) into instructional practices, professional development, and effective school-wide change processes that ensure that all students will become successful readers. Special education and regular education teachers work collaboratively to differentiate and improve delivery of instruction for common students. Internal and External Literacy Facilitators support instruction as well as provide embedded professional development. Reading tutors work with small groups of students in grades K – 3 to supplement the 90-minute literacy block. Additionally, a forty-five minute enrichment block provides small group reading support for all students in grades 1 – 5 based on their specific needs. The Schoolwide Data Team (SWDT) facilitates the analysis of student data, development of building goals and action plans, and planning professional development. Based on our School Improvement Plan, building goals were developed for reading and math. After an in-depth analysis of student data from multiple sources, the goals were refined to address specific needs. As a result of the various workshops and conferences provided by Reading First funding, the team decided to focus on student engagement and vocabulary development to support comprehension strategies. Grade Level Data Teams who meet on a weekly basis, further analyzed student data to develop class and individual goals, and plan instruction to address students' specific needs. CMT results indicated significant gains in student achievement. Veterans Memorial made "Safe Harbor" in math and reading for the whole school as well as for the economically disadvantaged subgroup. Targets for writing and participation were met.

SUPPLEMENTAL SCHOOL INFORMATION

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

Veterans Memorial School is a PreK-5 elementary school that services a culturally diverse population of approximately 280 students. In addition to regular education classes and a resource room for special education students, the school houses two special education preschool classes that service three and four year old students in morning and afternoon sessions, and a special education class for students with serious emotional and/or behavioral needs. Teachers and staff members are noted for their collegiality and for the relationships that they develop with students and parents. Veterans Memorial has a proud history of working with students from three generations that gives the school the feeling of a family atmosphere where all are welcomed. Character Education continues to be a focus for our school. It is our belief that by working in a caring community of learners, student achievement will improve. Assemblies are held three times during the year to recognize accomplishments of students. Additionally, students are recognized daily by classroom and/or school staff for exhibiting positive character traits throughout the school. Through the Title I and Reading First Grants, after-school programs were offered to students in grades 1 – 5 three times a week that focused on reading and math. An extended day program is offered to kindergarten students to enhance oral language and reading skills. Additionally, students in grades 3 – 5 were afforded the opportunity to participate in after school enrichment classes that included arts and crafts, forensic science, and sports. Veterans Memorial School continues to strive to provide a caring and safe community where children embrace the value of life-long learning.
