

## DRAFT

**STRATEGIC SCHOOL PROFILE 2010-11**

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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: K - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 328  
5-Year Enrollment Change: 30.2%\*  
\*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	263	80.2	70.7	38.3
K-12 Students Who Are Not Fluent in English	35	10.7	13.0	7.7
Students with Disabilities	34	10.4	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	46	78.0	77.2	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	242	90.0	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	14.8	18.5	18.4
Grade 2	20.7	19.4	19.9
Grade 5	16.3	20.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	24	31
Computer Education **	5	19
English Language Arts **	552	426
Family and Consumer Science	0	1
Health **	30	21
Library Media Skills **	24	19
Mathematics	182	198
Music **	24	33
Physical Education	24	41
Science **	46	95
Social Studies **	45	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	10.4	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	67.6	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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.2	3.5	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	21.8	27.5	92.9
# of Print Volumes Per Student*	25.9	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**

<b>Full-Time Equivalent Count of School Staff</b>			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	17.80	
	Paraprofessional Instructional Assistants	1.50	
Special Education:	Teachers and Instructors	1.50	
	Paraprofessional Instructional Assistants	0.00	
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)		1.00	
Counselors, Social Workers, and School Psychologists		0.80	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		6.60	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	10.7	12.0	13.7
% with Master's Degree or Above	70.8	75.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.8	7.7	8.7
% Assigned to Same School the Previous Year	54.2	64.8	83.9

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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**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.

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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 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. This year, Veterans hosted a Harvest Festival where both adults and children were encouraged to dress in costumes and participate in games. Many families donned costumes native to their country of origin that added to the evening's festivities. 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, cultural diversity, and science.

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**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	2.1
Asian American	22	6.7
Black	69	21.0
Hispanic	85	25.9
White	126	38.4
Total Minority	202	61.6

**Percent of Minority Professional Staff:** 3.1%

**Non-English Home Language :**

21.3% 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.

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**EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**

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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. Daily opportunities are provided for Veterans Memorial students to interact with other students from diverse ethnic, racial, and economic backgrounds in the classrooms and at lunches and recesses. All classrooms include students with Individualized Educational Plans (IEPs), Individualized Reading Plans (IRPs), and students who speak other languages and range in emergent to proficient regarding English language skills. During class, students are given ample opportunities to work together and learn from each other. Some examples of this include such strategies such as Buddy Reading, Pair and Share, Turn and Talk, and Project Excell strategies. In addition, a variety of assemblies to expose students to science, literacy, cultural dance and song, and character education have been provided.

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**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	33.3	33.0	50.9	20.5
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	34.7	37.2	58.4	18.9
Writing	45.1	37.5	61.1	26.9
Mathematics	51.0	46.2	63.0	29.6
Grade 4 Reading	34.6	40.8	62.5	16.2
Writing	28.1	39.4	65.5	7.7
Mathematics	36.5	44.1	67.0	13.8
Grade 5 Reading	33.3	41.4	61.4	20.2
Writing	42.2	46.4	66.8	18.4
Mathematics	41.9	49.5	72.5	13.3
Science	20.0	31.9	59.9	11.9
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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.3	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, 6 students were responsible for these incidents. These students represent 2.1% 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	1
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	3
Total	4	4

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Veterans Memorial School's primary focus is to improve reading and math proficiency for all K-5 students. We continue to incorporate scientifically based reading research (SBRR) into instructional practices, professional development, and effective school-wide change processes. The Literacy Coach supports instruction as well as provides professional development. Teachers provide whole and small group differentiated instruction to K-5 students during the 90-minute literacy block, and deliver additional instruction, along with the Resource teacher, and the Enrichment and ESL tutors, during a forty-five minute enrichment block to provide reading support for all students in grades 1-5 that are grouped according to their specific needs. The Schoolwide Data Team (SWDT), our site-based educational decision-making body, is comprised of the administrator and staff members. After reviewing data, the team determined that vocabulary development and student engagement would be our focus to improve student achievement. The team met monthly to review data by grade level and discuss progress and spiraling objectives to identify commonalities between grade levels, as well as successful instructional practices in order to improve instruction across the grades. A group of teachers representing all grade levels participated in Project Excell and received training during the summer of 2010 and throughout the school year. Participants shared their learning at monthly staff meetings and weekly grade level meetings to help teachers incorporate strategies to improve vocabulary development and student engagement. Time was provided at the end of each staff meeting for teachers to work together to refine implementation of strategies and share successes. CMT results indicated significant progress in student achievement, however the percentage of students achieving mastery fell below state requirements, designating Veterans as a school in Need of Improvement Year 2.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

During the 2010 – 2011 school year, Veterans Memorial combined with Bishop Elementary School to form the present day Veterans Memorial School. We are a K-5 elementary school that services a culturally diverse population of approximately 340 students. Our resource program services both IEP and non-IEP students whose educational progress requires a more intensive approach for successful learning. This is primarily achieved through our enrichment blocks that are designed for all grades 1-5 students to meet in groups to receive specific instruction targeted to their needs. 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. After school programs were offered to students in grades 1-5 three times a week that focused on reading and math. Additionally, students in grades 3-5 were afforded the opportunity to participate in the Spring After School Enrichment Program that provided educational experiences through cup stacking, bubbleology, literature circles, and sports. Veterans Memorial School continues to strive to provide a caring and safe community where children embrace the value of life-long learning. 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.

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