

DRAFT

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

**Wequonnoc School
Norwich School District**SCOTT E. FAIN, Principal
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Taftville,
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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 260
5-Year Enrollment Change: 3.2%**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	217	83.5	70.7	38.3
K-12 Students Who Are Not Fluent in English	13	6.0	13.0	7.7
Students with Disabilities	42	16.2	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	28	84.8	77.2	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	160	87.9	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	16.5	18.5	18.4
Grade 2	18.0	19.4	19.9
Grade 5	16.0	20.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	28	31
Computer Education **	24	19
English Language Arts **	482	426
Family and Consumer Science	0	1
Health **	20	21
Library Media Skills **	28	19
Mathematics **	219	198
Music **	28	33
Physical Education **	26	41
Science **	50	95
Social Studies **	51	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	6.0	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	81.0	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	3.0	3.5	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	28.7	27.5	92.9
# of Print Volumes Per Student*	31.0	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	12.20	
Paraprofessional Instructional Assistants	1.90	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants	0.80	
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	0.60	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	5.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	8.8	12.0	13.7
% with Master's Degree or Above	75.0	75.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.3	7.7	8.7
% Assigned to Same School the Previous Year	62.5	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.

Wequonnoc School provides a variety of strategies and program to incorporate parents into their children's education. We provide the use of CyraCom translation services and some staff members fluent in languages other than English to better communicate with non-English speaking families. We also make regular home visits to discuss student performance, attendance and behavior with any families who have difficulties with communication services and transportation. Often action plans to address areas of concern may be developed with the family in the home setting.

A seasonal school newsletter called News-Weq celebrates quality student work and is sent to all Wequonnoc families. We also use the School Messenger communications system to provide families with updated important and emergency information as well as assist in school attendance. Beginning in October 2008, Wequonnoc received a grant for the Family School Connections program that linked social workers from Norwich area social services to provide counseling assistance to families who are experiencing attendance difficulties or other family related problems. The Wequonnoc School PTO provides excellent school support to communicate with our families. Parent volunteers work daily with office staff to coordinate materials and ensure that all students receive necessary communications. They also provide immediate, ongoing support to immediately respond to parent questions and concerns. The Family Resource Center [FRC] offers a Professional Development and Parent Activities Coordinator who is a trained Parent Educator for the "Parents as Teachers" program. Her primary responsibility is to facilitate good communication with Wequonnoc preschool families. The Coordinator collects necessary parental input, plans quality activities and then disseminates this information to the school community. The FRC provides developmental assessments on students and provides appropriate materials for families to work with their child(ren).

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	1.9
Asian American	2	0.8
Black	57	21.9
Hispanic	67	25.8
White	95	36.5
Total Minority	165	63.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

11.2% 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 5.

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.

Wequonnoc School continues to provide opportunities to reduce racial, ethnic and economic isolation in coordination with the Norwich Family Resource program housed at the school by providing childcare before and after school for working parents or parents who are attempting to earn their GED or to learn English. The school is the weekly site for Family Play Group that attracts participation from families throughout Norwich. A variety of other support services designed to support Norwich families are additionally offered through Wequonnoc School. We embrace the use of Differentiated Instruction and Responsive Classroom as well as School Wide Positive Behavioral Supports to meet the educational and developmental needs of our entire population. Staff works diligently to make sure all students are included in our instructional program. Beginning in the summer of 2009, we began offering summer library hours at Wequonnoc for all of our students and other Norwich residents. Students were provided with craft and art opportunities in addition to having story time and book selection. During the summer of 2010, with the loss of funds to keep the school library open, we began a relationship with the city's Otis Library to continue summer library services. The Otis Library provided funding and staff to keep the Wequonnoc Library open one day per week. During the summer months, the Norwich Family Resource Program continues to provide summer care for families who are working or attending school. In addition to childcare a pre-school program is provided. The program provides affordable child care to our diverse student population and their families. The Wequonnoc PTO has sponsored functions to help bring families together such as movie nights, and other fun activities. After school activities are designed to give our students safe alternatives in lieu of finding recreational activities on their own.

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	29.7	33.0	50.9	16.6
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	26.3	37.2	58.4	11.9
Writing	23.8	37.5	61.1	6.1
Mathematics	25.0	46.2	63.0	9.1
Grade 4 Reading	59.4	40.8	62.5	43.3
Writing	48.5	39.4	65.5	24.6
Mathematics	36.4	44.1	67.0	13.5
Grade 5 Reading	29.2	41.4	61.4	15.8
Writing	20.0	46.4	66.8	3.6
Mathematics	37.5	49.5	72.5	10.7
Science	16.0	31.9	59.9	9.1
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	96.2	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, 9 students were responsible for these incidents. These students represent 3% 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	1	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	4
Total	15	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Wequonnoc School provides a variety of strategies to best foster constant school improvement plans and activities. Our Child Study Team [CST] works to review student academic and social needs and make necessary plans to assist all students to succeed. We have developed a system to foster instructional leadership across the building that includes regular meetings of Team Leaders, Data Team members and grade level teachers. Beginning in October 2008, Wequonnoc received a grant for the Family School Connections program that linked social workers from Norwich area social services to provide counseling assistance to families who are experiencing attendance difficulties or other family related problems. This committed group of professionals works diligently to provide in-home assistance to all Wequonnoc families on a host of issues. Our extremely active and committed PTO provides a variety of activities and parent contact opportunities in order to instill a sense of school community with Wequonnoc families. The PTO has also begun developing a relationship with the City of Norwich Otis Library. Two annual school book fairs foster additional family literacy through evening opportunities to purchase affordable reading material. During the summer of 2010, we began a program to provide access of Wequonnoc families to get free transportation to the Otis Library in downtown Norwich. During the fall of 2010, the School Wide Data Team developed an action plan to address our needs of building back ground knowledge and developing students vocabulary. Our work in this area is targeted to current research that identifies strategies that will improve learning for children of poverty. Our Family Resource Center [FRC] provides weekly play group for families of children ages birth to four years for all Norwich families. Additional services and activities include: behavioral management classes for parents; car seat safety workshops; parent/child cooking classes.

SUPPLEMENTAL SCHOOL INFORMATION

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

The opening exercises at Wequonnoc School are presented to all classrooms via WEQ-TV, our own television station. Each morning, station "Weq-TV" hosted by students from classrooms grades 1-5 deliver the Pledge of Allegiance followed by a topic of character development and special announcements as well as important dates, such as reminders of events scheduled for the day or upcoming events. They also present the fruit or vegetable snack of the day which will be served later that morning. At the end of each month, perfect attendance for that month is celebrated with the awarding of the Wojtcuk Perfect Attendance Awards for deserving students. An ancient Wequonnoc tradition dictates that students who have achieved perfect attendance for the year bring the school year to a close on the last day by ringing the "Old Wequonnoc School" hand bell (1882) announcing the close of the school, as they parade throughout the halls. They are the first to leave on that day. A school-wide positive behavior program called BUGs [Being Unusually Good] is instituted throughout Wequonnoc. Its purpose is to recognize students who are "caught" doing well. These students are awarded a BUG certificate. At the end of each month, a school-wide assembly is held complete with raffles and celebrations of achievement.
