

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Washington School
Manchester School District**CYNTHIA L. WOMACK, Principal
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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: Intradistrict Magnet School
School Grade Range: K- 5
Instructional Focus: Media Arts**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 324
5-Year Enrollment Change: -13.4%*
*Between 2002 and 2007, 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	236	72.8	44.7	34.2
K-12 Students Who Are Not Fluent in English	19	5.9	5.7	7.0
Students with Disabilities	42	13.0	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	27	55.1	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	207	75.3	79.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	988

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 full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.3	18.9	18.3
Grade 2	17.3	18.9	19.3
Grade 5	22.0	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	30
Computer Education ¹	20	17
English Language Arts ¹	475	427
Family and Consumer Science	0	1
Health ¹	15	22
Library Media Skills ¹	20	18
Mathematics ¹	203	198
Music	40	32
Physical Education	40	40
Science ¹	110	98
Social Studies ¹	75	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	5.9	5.7	7.0
% 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	95.2	80.7	80.3

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	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	39.3	76.4	94.6
# of Print Volumes Per Student*	21.7	23.9	28.2
# of Print Periodical Subscriptions	9	12	13

*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	
General Education: Teachers and Instructors	22.60
Paraprofessional Instructional Assistants	8.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	9.71
Library/Media Specialists and/or Assistants	2.50
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	1.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.43

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.2	13.9	13.3
% with Master's Degree or Above	69.0	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.2	7.7	8.6
% Assigned to Same School the Previous Year	82.8	71.1	83.3

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.

Washington Media Arts Magnet School employs a full-time literacy facilitator to bridge and strengthen relationships between home and school. The facilitator wrote and was awarded four different foundation grants to offer family events and activities throughout the year. One grant allowed families in grades K-2 to attend a theater production called "African Children's Choir" at the University of Connecticut to highlight this year's theme of literacy and the arts. Another grant provided funding for Vernon Regional Adult Basic Education program, an elementary school in Vernon and Washington to conduct two collaborative family literacy activities. First grade families attended an evening at Mary Cheney Library which included dinner, a read aloud by a children's librarian, activities to build vocabulary, fluency and background knowledge about farms, making a book and information about adult education.

A late spring field trip for 20 families to the farm at the University of Connecticut culminated the family learning experience. Two grants provided funding for the summer literacy bags that go home with K-3 students. Students select an appropriate book to read over the summer and enhance their learning using the notebook, crayons, scissors, glue, paint and construction paper to respond to questions and provide opportunities to demonstrate their learning.

Twenty K-5 families attended one of 2 Game Nights at the Library where they could learn about what the library has to offer, get library cards, have a light supper and play board games. Each family received a deck of cards and instructions for simple games to build number sense and mathematical concepts. First Friday at the Lutz, a local children's museum, provided families opportunities to sing, dance, draw, and extend their vocabulary about the arts using the exhibits.

A family field trip to the New Britain Museum of American Art provided another opportunity to build vocabulary. Families received information about specific art and artists and a book to extend their knowledge. Monthly articles about how families can support their child's education were published in the school newspaper. First Day, Open House, Math Night, 100th Day, PTA childcare, Lunch Bunch, home visits, and our Nightly Family Reading Program also promoted family literacy and family participation in school related activities.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.9
Asian American	11	3.4
Black	115	35.5
Hispanic	95	29.3
White	100	30.9
Total Minority	224	69.1

Percent of Minority Professional Staff: 14.3%

Non-English Home Language: 5.9% 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 6.

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.

Washington Media Arts Magnet School became a magnet school in an effort to create a racially balanced student population. The media arts theme and technology focus were designed to attract students outside of the school's immediate community. As the Town of Manchester's minority population increased and Washington Media Arts Magnet School was able to enroll more non-minorities, the school was able to comply with the state's criteria as a racially balanced school. Washington Media Arts Magnet School continues to serve a diverse population of students, culturally, economically and racially. Sixty-nine percent minority students including Blacks, Latinos, and Asians, East and American Indians and other ethnicities comprise the rich and diverse pupil population that makes the school unique. Families are attracted to the school for its diversity and the exposure to various cultures. The Media Arts theme has enriched the curriculum to provide students experiences in technology and different mediums to create and enhance the students' work product.

Every classroom and the Library and Media Arts Center is wired for Internet access. Students have the opportunity to exchange and share information about their school and culture with other schools and students through the Distance Learning Station. This medium enables students to explore and experience virtual field trips around the nation and in other countries. Fourth and fifth grade students connect with other students within the state that culminates with a five-day overnight camping experience.

The extended day program at Washington Media Arts Magnet School offered recreational workshops and classes in Latino and Jazz Dancing; Ballet; Egyptian History; Classical Music; TaeKwondo; and Jewish and Ethnic Cooking classes. Students were exposed to the cultures of these various disciplines and areas of study. They showcased their newfound talents to families and community representatives.

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	50.0	38.1	33.6	83.8
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	40.0	49.5	54.6	29.6
Writing	55.3	62.6	62.5	35.3
Mathematics	70.0	63.8	62.8	58.2
Grade 4 Reading	65.0	58.8	60.7	54.7
Writing	76.7	63.8	64.2	70.4
Mathematics	78.0	56.6	63.6	73.5
Grade 5 Reading	37.3	58.1	66.0	15.9
Writing	46.3	60.8	66.5	21.1
Mathematics	56.7	65.6	68.8	29.6
Science	22.1	52.3	58.1	14.9
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.

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	97.2	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 2007-08 school year, 24 students were responsible for these incidents. These students represent 6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	14	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	13	0
Total	31	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time.

The Connecticut Mastery Test scores at Washington Media Arts Magnet School improved dramatically in the area of Reading with over seventy percent of the students meeting proficiency or higher. Last year, there was a slight decrease in the math scores, and writing scores continued to show improvement over last year. The school enjoys and shares a collaborative partnership with the PTA and families to plan and implement school improvement goals. The home literacy facilitator and the student advocate serve as a liaison between parents, families and the school community. An open door policy is encouraged and welcomed; staff and administration believe that reciprocal communication between parents and teachers improves the learning environment. Washington Media Arts Magnet School continues to provide excellent academic programs and enrichment in the following areas:

- Full Special Education Inclusion of students
- Differentiated Instruction to meet the diverse learning needs of students in reading and math
- A Comprehensive Literacy Approach to reading instruction that includes: Houghton Mifflin Reading Anthology Series, Open Court Phonics, Strategy-based Reading Instruction, Think-Alongs: Comprehending As You Read Series, Effective Teaching Strategies, Novels and Literacy centers to support differentiated instruction.
- Ongoing literacy and benchmark assessments: running records, Developmental Reading Assessment 2 (DRA 2), vocabulary analysis, and Primary Assessment Data
- Implementation of the Empowering Writers' Program
- Enrichment learning and instruction for exceptional students
- Progress monitoring and intervention instruction for remedial students
- Academic Review Meetings with certified staff to analyze student work and monitor progress in reading and math on a monthly basis

SUPPLEMENTAL SCHOOL INFORMATION

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

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Supplemental School Information Program Highlights:

- Extended Day two hour program for students in grades K-5 that is recreational and academic in content, and a before school Early Bird program for the students of working parents
 - Strong community collaborations with over thirty-one local businesses, schools, churches, and civic organizations
 - Home literacy facilitator and program that provides literacy training to families
 - Family Resource Center and Manchester Parks and Recreational Facility
 - Over twenty-five performances and assemblies provided to enrich students' learning experiences
 - Weekend family trips to various events, programs and sights around the Greater Hartford area
 - Additional CMT Reading and Math tutoring
 - Integration of Earobics; Read, Write and Type; Lexia; Math Munchers and other literacy and math based software
 - Implementation of new math program and materials (Growing With Math)
 - Integration of trade books that have mathematical and multi-cultural themes and concepts
 - Integration of math vocabulary, language and writing into all content areas
 - Positive Behavioral Support (PBS) interventions and motivation: Starbucks, Star Bricks, academic awards assembly and fun day celebration
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