

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Weston Intermediate School**Weston School District**

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Location: 95 School Road
 Weston,
 Connecticut

Website: www.westonk12-ct.com/WIS/WIShome.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: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 626
 5-Year Enrollment Change: N/A*
 *Between 2002 and 2007, (re)opened

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	10	1.6	1.3	36.7
K-12 Students Who Are Not Fluent in English	5	0.8	1.3	7.4
Students with Disabilities	47	7.5	8.8	10.9
Students Identified as Gifted and/or Talented	15	2.4	1.3	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	380	92.2	92.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	981	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.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	23.2	23.2	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	54	31
Computer Education **	27	18
English Language Arts **	399	422
Family and Consumer Science	0	1
Health	24	22
Library Media Skills **	9	19
Mathematics	180	199
Music	48	33
Physical Education	54	41
Science	67	97
Social Studies	67	88
Technology Education	0	2
World Languages	60	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10.1% of elementary and middle schools that serve Grade 3 start world language instruction by this grade.

Lunch

An average of 23 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	0.8	1.3	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	61.7	59.4	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	3.1	2.6	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	26.6	29.3	28.9
# of Print Periodical Subscriptions	28	36	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		
General Education:	Teachers and Instructors	40.69
	Paraprofessional Instructional Assistants	3.50
Special Education:	Teachers and Instructors	4.25
	Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		2.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		11.60

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	11.8	11.0	13.6
% with Master's Degree or Above	92.3	91.0	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	10.0	7.6	8.2
% Assigned to Same School the Previous Year	84.6	89.1	86.9

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.

At Weston Intermediate School, we are committed to supporting the family's role in the education of our students. We work closely with our Parent Teacher Organization to plan presentations to support parents. We communicate regularly with parents through our weekly online PTO newsletter, the PTO website, and our district and school websites. In addition, at the monthly PTO meeting, the principal reports on recent activities and upcoming events. Each teacher maintains a website which includes homework assignments, long-term project time lines, upcoming class events and field trip information. This year a new monthly newsletter was piloted to share grade level information and updates from the principal, assistant principal, and curriculum leaders. The newsletter was available in both hard copy and on-line. Parents receive three formal standards based progress reports each year. In addition, the district schedules three half days to support individual parent/teacher conferences twice a year. The purpose of these conferences is to share student work and for parents to learn about grade level expectations and their child's progress. Teachers and staff also meet with parents throughout the year to address questions or concerns as they arise. We always welcome parent volunteers. Parents work in our Learning Resource Center and in the classrooms. The PTO is also very active in providing a variety of programs that support the curriculum such as Junior Great Books, Junior Achievement, and Talent on Tap. In addition, they generously support innovation and enhancements to the school such as additional Smart Boards and a new sound system in the cafetorium last year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	31	5.0
Black	15	2.4
Hispanic	17	2.7
White	563	89.9
Total Minority	63	10.1

Percent of Minority Professional Staff: 3.3%

Open Choice:

3 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language :

1.0% 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.

Weston Intermediate School provides many opportunities for our teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect to other cultures. The district and school participate in the Open Choice Program. Students from our urban neighbor, Bridgeport, become an integral part of our school family, and participate in all our school activities. The students learned about Native Americans, Japanese and Chinese cultures, along with the cultures from many Spanish-speaking countries. Spanish is taught in all three grade levels, three times a week for third grade, and twenty minutes a day for fourth and fifth graders. As part of a unit study in third grade Spanish classes, the students were treated to a performance by Peruvian musicians. Fifth grade students participated in a storytelling unit and worked directly with storytellers representing different folk traditions. The PTO scheduled a variety of multicultural performances throughout the year, and offered multicultural programs such as Spanish cooking after school. Parents visited classrooms to share their knowledge of countries and cultures around the world, and teachers developed lessons whenever there were teachable moments to celebrate remarkable people from different backgrounds and diverse ethnic origins. Most notably, the inauguration of our new President led to discussions of why this was such an historic event. The Student Council organized food drives, toy drives, and book drives for area shelters and food pantries. Several fundraising events were held with the money raised going to Save the Children to help the people of Haiti.

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	75.6	75.6	50.3	91.8
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	75.6	75.6	57.0	81.8
Writing	65.6	65.6	58.3	64.2
Mathematics	81.3	81.3	62.4	82.3
Grade 4 Reading	81.5	81.5	59.9	87.7
Writing	81.0	81.0	63.6	81.9
Mathematics	91.9	91.9	67.0	93.5
Grade 5 Reading	86.5	86.5	61.8	93.8
Writing	83.9	83.9	68.2	81.2
Mathematics	92.3	92.3	72.4	91.4
Science	84.8	84.8	59.4	92.0
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	96.6	96.9	96.5

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.

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	0	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The school improvement plans for Weston Intermediate School focus on three key areas: Literacy, Rigor, and Technology. The first, aimed at improving instructional practices in Reading and Language Arts, and refining our process of providing additional support for students struggling in reading and writing, guided much of the professional development for the 2009-2010 school year. Fourth grade teachers worked to implement Reader's Workshop, while third and fifth grade teachers worked to implement Writer's Workshop. Teachers were trained to administer the DRA2 and the Gates MacGinitie Reading Assessment. The Intermediate School will again focus on improving student performance with differentiated and targeted instruction. Emphasis in reading instruction will be on improving comprehension. Student data will be used to measure performance and achievement. Teachers and administrators will collaborate on the analysis of data, and the use of student-friendly rubrics will help students better understand expectations and individual performance. To strengthen our Response to Intervention model, Universal Screening assessments will continue to be administered to all students in grades 3 and 4 to identify students with weaknesses in reading and fluency. In math, teachers continued to utilize the data provided from the CMTs to inform instruction through team analysis of the data and a Response to Intervention model was implemented. In addition, teachers meet regularly to review the data collected through mid-year assessments, monthly Exemplars, and unit assessments. Universal Screenings were administered to all third, fourth and fifth grade students. That screen became part of a matrix used to identify students with potential weaknesses in math leading to the identification of students in need of Tier I and Tier II services. In an effort to incorporate more writing into the curriculum, science note booking was implemented by teachers in all grade levels. Student benchmarks for science inquiry and process skills were developed which will continue to serve as a guide in curriculum/materials development and teacher instruction

SUPPLEMENTAL SCHOOL INFORMATION

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

Weston Intermediate School opened in September of 2005. We offer a variety of after-school programs for all students through the W.O.W. (Windows of Weston) Program. This after-school program provides enrichment experiences in magic, dance, photography, cooking, cartooning, and music. Many of our children participated in this program. This year our fifth grade student activities group sponsored a number of school-wide community service projects, including food drives for our local food pantry and a holiday toy drive for a local shelter. Additional fundraising activities were held to raise money for Juvenile Diabetes and for Save the Children's Haiti Relief program. Our school continues to make a concerted effort to formally teach social competency skills. The Responsive Classroom is fully implemented in a growing number of our classrooms. Morning Meetings are a common practice in a majority of our classrooms, and we continue to find ways to implement Responsive Classroom on a school-wide basis. A variety of performing arts experiences are offered and encouraged for students in 4th and 5th grade, including a school musical which featured over 125 students last year.
