

**STRATEGIC SCHOOL PROFILE 2012-13**

Elementary School K-6 Edition

**Washington Primary School****Regional School District 12**

Emily C. Judd, Principal  
Telephone: 860-868-7331

Location: 11 School St.  
Washington Depot,  
Connecticut

Website: [www.region-12.org/wps/](http://www.region-12.org/wps/)

This regional school district serves Bridgewater, Roxbury, Washington

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, 2012: 138  
5-Year Enrollment Change: -21.6%

**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	16	11.6	6.3	41.3
K-12 Students Who Are Not Fluent in English	1	0.7	0.3	8.1
Students with Disabilities	12	8.7	9.6	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	15	93.8	97.2	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	117	95.9	96.6	95.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	993	999

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	16.0	12.0	18.9
Grade 2	15.0	12.3	19.8
Grade 5	15.0	15.3	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	35	33
Computer Education **	35	19
English Language Arts **	407	429
Family and Consumer Science	0	0
Health	18	20
Library Media Skills	0	20
Mathematics	184	201
Music	26	35
Physical Education	53	43
Science	88	99
Social Studies **	88	90
Technology Education	0	3
World Languages	59	15

### World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 4.6% of elementary and middle schools that serve Grade K start world language instruction by this grade.

### 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	0.7	0.3	8.1
% 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	91.7	89.7	79.2

### 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	1.9	1.8	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	52.6	66.6	29.7
# of Print Periodical Subscriptions	9	11	10

\*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	12.65	
Paraprofessional Instructional Assistants	6.55	
Special Education: Teachers and Instructors	2.25	
Paraprofessional Instructional Assistants	4.00	
Library/Media Specialists and/or Assistants	1.04	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.20	
Counselors, Social Workers, and School Psychologists	0.60	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	5.30	

<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	17.6	14.0	13.7
% with Master's Degree or Above	83.3	83.3	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	7.2	6.7	9.1
% Assigned to Same School the Previous Year	61.1	55.3	84.2

**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 Washington Primary School, we are dedicated to promoting a strong home-school connection in order to strengthen overall academic and social achievement for our students. Our school focused on engaging families in the education of their children through improved communications and activities. Aside from parent conferences, newsletters, progress reports and report cards, staff communicated with parents via e-mails, post cards, blogging and web pages. Throughout the year, parents worked in classrooms as volunteers and guest readers, provided presentations, assisted in field trips and attended performances, art displays, classroom events and recognition ceremonies. We also provided a parent link on our website that included daily parent tips and current research on common school related questions and concerns and posted information on our School Success and Climate Plans. Our school offered many opportunities to increase parent involvement. During American Education Week, parents visited the school and were active participants as teachers highlighted the use of technology in the classroom. In February, parents and students participated in a shared reading event with a Story Teller. In collaboration with the PTO, several activities such as planting seeds for a local garden and creating a school-wide book on caring for our environment highlighted Green Week. During Heritage Week, parents and students worked on heritage projects with fifteen families visiting classrooms and participating in an evening event to share presentations on different countries to our school community. In addition, the PTO supported family events such as Family Bingo, Winter Sing-A-Long, ice cream socials and book fairs and provided funding for field trips to allow our students to engage in hands on enriching educational experiences outside the classroom. To support parent engagement, several parent sessions were held. CMT Parent Information Night, Climate Café and parent orientations were held to assist parents in understanding academic and behavioral expectations and effective strategies to support student success. Summer academic practice through the Governor's Reading Challenge, literacy bags (K-2) and math calendars were provided to parents to reinforce academic skills over the summer.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	1.4
Black	2	1.4
Hispanic	9	6.5
Pacific Islander	0	0.0
White	124	89.9
Two or more races	1	0.7
Total Minority	14	10.1

**Percent of Minority Professional Staff:** 4.2%

**Non-English Home Language :**

0.7% 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 1.

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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.

In an effort to reduce racial, ethnic and economic isolation, Washington Primary School provided students with many opportunities to appreciate and celebrate diversity. The academic year 2012-13 included many classroom and school-wide activities that promoted mutual respect, tolerance and positive character development. Our classroom teachers continue to integrate numerous literature selections that illustrate respect for individual differences. Along with our traditional studies of different cultures from Native Americans, Japan, Peru and the struggle of immigrants in our history, all students participated in an extensive heritage study completing choice projects and presenting aspects of their heritage to their classmates. In addition, approximately fifteen families presented their heritages to our school community and participated in a Heritage Evening highlighting culture, dress, traditions and foods. All grade four students in Region 12 participated in an inter-district project with Forbes School in Torrington and the After School Arts Program in Washington. The project supported the study of water through a field and stream project with the scientists serving the Weantinog Heritage Land Trust. Students visited each site interacting with new friends and participated in field experiences that integrated creative writing, artistic expression through a dramatic performance and the study and experimentation of the water cycle and stream life. Our school also continues to focus on character development through the use of the Responsive Classroom Approach and the explicit instruction of social skills with the Second Step Program. Lessons and assemblies throughout the year emphasized tolerance and acceptance of differences.

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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	50.0	60.9	52.0	47.8
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	81.0	83.0	56.9	91.2
Writing	90.5	91.7	60.0	98.7
Mathematics	95.2	85.4	61.4	99.3
Grade 4 Reading	81.8	79.0	62.6	83.6
Writing	78.8	82.5	63.0	78.3
Mathematics	84.4	85.5	65.1	81.9
Grade 5 Reading	83.3	86.4	66.9	81.0
Writing	74.2	85.5	65.6	64.7
Mathematics	79.3	89.8	69.2	64.6
Science	74.2	79.0	62.3	67.3
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](http://www.ctreports).

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	97.1	95.0	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.

### Truancy

During the 2011-12 school year, 1 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
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.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Washington Primary School Staff generated a school success plan with objectives and actions that were reflective of state and district assessments and observations of student progress and needs of the school climate. The primary focus of the school success plan was on effective instructional practices, revising language arts and math curricula to reflect the Common Core State Standards and enhancing school climate. School-wide collaboration through faculty meetings, Professional Learning Community groups, monthly principal and teacher conversations and professional growth plans studied and refined best practices in reading, writing and math. The Reader's and Writer's workshop model was revisited as well as planning for active learning strategies reflected in Charlotte Danielson's work was highlighted. Teachers focused on accelerating student progress through the analysis of student work and anecdotal records, the planning of instruction and strategies for progress monitoring. In addition, grade level teams met monthly to design units to reflect the Common Core State Standards. Our SRBI process continued to strengthen as staff utilized our Student Success Team (SST) to closely study individual students and to generate effective strategies and monitoring tools to support academic and behavioral growth with particular students. Classroom intervention, Leveled Literacy Intervention and Do the Math programs served as our support services for those students needing additional instruction in language arts and math. To support our Climate Plan, student, staff and parent surveys were administered in November 2012. The results were analyzed by the staff and parent community. Results indicated positive relationships between all constituencies. In addition, our school implemented strategies from the Responsive Classroom Approach such as Rule Building, Morning Meeting and Logical Consequences to build social learning with academic learning on a daily basis. Washington Primary School future goals include: increasing academic rigor through effective questioning and engaging learning tasks; successfully implementing the Common Core State Standards; implementing additional elements of the Responsive Classroom Approach; and diversifying parent engagement and communication practices.

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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.

Washington Primary School is a reflective learning community that focuses on continuous improvements. We are dedicated to our work and proud of our accomplishments with students, staff and families. In the academic year 2012-13, Washington Primary School was a K-5 elementary school serving approximately 145 students. The staff at Washington Primary School participated in a district wide walk-through protocol. This process provided our teachers with an opportunity to use observational data to reflect on best instructional practices in our classrooms which resulted in the articulation of school-wide improvement strategies. Enhancing our school-wide climate practices was a key focus for this year. Our Climate Team met monthly to review student data as well as to promote positive school-wide efforts. We continued to implement our Glider incentive program with students earning feathers for our eagle mascot and participating in school wide celebrations. In addition, we implemented Town Meetings every six weeks to serve as a school-wide assembly to promote student leadership, to celebrate academic and artistic progress and to cultivate school-wide spirit. Several of our teachers completed the Responsive Classroom I training. Following the training, elementary teachers were provided with professional development on how to build hopes and dreams, generate class and school-wide expectations and conduct Morning Meetings in a concerted effort to promote a community of respectful learners. Washington Primary School also integrated increased technology as all classrooms utilized SmartBoards to enhance instruction and to provide interactive learning opportunities. In addition, teachers provided learning opportunities for students to present knowledge using PowerPoints and video components.

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