

STRATEGIC SCHOOL PROFILE 2008-09
Elementary School K-6 Edition

Weston Intermediate School
Weston School District

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Location: 95 School Road
Weston,
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 SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 3- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 607
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	4	0.7	0.6	34.2
K-12 Students Who Are Not Fluent in English	3	0.5	0.3	7.0
Students with Disabilities	41	6.8	7.7	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.3
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	389	96.0	94.6	84.8

PROGRAM AND INSTRUCTION

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

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	21.2	21.2	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	52	30
Computer Education ¹	24	17
English Language Arts ¹	390	427
Family and Consumer Science	0	1
Health	27	22
Library Media Skills ¹	9	18
Mathematics	180	198
Music	48	32
Physical Education	54	40
Science ¹	68	98
Social Studies ¹	68	91
Technology Education	0	2
World Languages	60	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 14.1% 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	0.3	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	63.4	58.2	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	2.2	2.2	3.3
% of Computers with Internet Access	100.0	99.1	99.0
% of Computers that are High or Moderate Power	100.0	99.1	94.6
# of Print Volumes Per Student*	27.2	28.7	28.2
# of Print Periodical Subscriptions	31	37	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	40.84
Paraprofessional Instructional Assistants	3.50
Special Education: Teachers and Instructors	5.25
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.50
Administrators, Coordinators, and Department Chairs	3.50
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	11.56

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	11.5	10.4	13.3
% with Master's Degree or Above	88.2	83.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.9	7.8	8.6
% Assigned to Same School the Previous Year	90.2	88.7	83.3

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's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Weston Intermediate School, we are committed in supporting the family's role in the education of our students. We worked closely with our Parent Teacher Organization to plan presentations to support parents. We communicate regularly with parents through our monthly online PTO newsletter, the PTO web site, and our district and school web sites. In addition, at the monthly PTO meeting the principal reports on activities and upcoming events. Each teacher maintains a web site. The teacher web sites include homework assignments, long-term project time lines, and field trip information for example. Parents receive three formal standards based progress reports from the school which includes information about their child's performance in the classroom and in other subject areas. Teachers also conduct a minimum of two parent- teacher conferences each year. At Weston Intermediate School, we have always welcomed parent volunteers. Parents work in our Learning Resource Center and classrooms. This year, parent volunteers organized and facilitated "Junior Great Books" for interested 4th grade students, and a Junior Achievement program for our 3rd graders.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	21	3.5
Black	16	2.6
Hispanic	10	1.6
White	560	92.3
Total Minority	47	7.7

Percent of Minority Professional Staff: 1.6%

Open Choice: 2 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: 3.1% 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.

Weston Intermediate School has provided 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. Fourth grade students continued to participate in the LINKS program, a nature/science experience conducted by the New Canaan Nature Center. The program brought together children from Norwalk, Bridgeport, and Weston for a number of learning activities during the school year. Twice during the year, our students visited their peers at their respective schools, and twice both groups met at the Nature Center. A total of 196 Weston Intermediate School students and 9 classroom teachers participated in this program, which was funded by a Connecticut State Department of Education Interdistrict Cooperative Grant. Weston as a district and Weston Intermediate School as a school also participated in Project Choice. Two of our students were Project Choice students from Bridgeport, and have become an integral part of our school family, and participated in all of our school activities. Weston Intermediate School hosted a number of programs and celebrations that focused on different cultures. Our third graders studied the country and culture of Peru as part of their Spanish classes. The unit culminated in a performance by Peruvian musicians, who shared their music and culture with our students. Our 5th grade students completed a story telling unit, which allowed them to explore the importance of storytelling in different cultures. As part of their study, the students worked directly with storytellers representing different folk traditions. Throughout the year the teachers developed lessons whenever there were teachable moments; most notably the inauguration of our new President that led to discussions of why it was such an historic event.

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	9.9	9.9	33.6	8.1
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	82.1	82.1	54.6	96.2
Writing	76.4	76.4	62.5	75.7
Mathematics	84.7	84.7	62.8	87.8
Grade 4 Reading	85.3	85.3	60.7	92.3
Writing	85.1	85.1	64.2	91.6
Mathematics	88.6	88.6	63.6	92.1
Grade 5 Reading	87.1	87.1	66.0	91.0
Writing	88.1	87.7	66.5	92.7
Mathematics	90.4	90.0	68.8	93.1
Science	86.7	86.3	58.1	95.5
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	95.2	91.9	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. 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	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 focused on improving our instructional practices in Reading and Language Arts, and refining our process of providing additional support for struggling students in reading and math. These plans guided our professional development for the 2008-2009 school year which included having the third grade team work with an instructional coach bi-weekly to implement Readers Workshop, while all fourth grade teachers worked with an instructional coach to implement Writer's Workshop. To provide teachers with more specific data on reading and comprehension, teachers were trained to administer an assessment tool new to Weston, The Columbia Teacher's College Reading Assessment. This assessment was administered three times over the course of the year, with the resulting data used to inform the instructional practices. In addition, our Response to Intervention model was enhanced by administering a Universal Screening assessment to all students in grade 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. In addition, teachers met regularly to review the data collected through mid year assessments, monthly Exemplars, and unit assessments. Additionally, a Response to Intervention model was implemented for Math. A Universal Screening was 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. A norm-referenced test (G-MADE) was then administered to the pool of identified students 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 piloted by teachers in all grade levels. To assure continuity and consistency in science, student benchmarks for Inquiry and Process Skills were developed which will serve as a guide in curriculum /materials development and teacher instruction in the coming year. As measured by the 2008 Connecticut Mastery Tests our students are achieving at high levels, however we continue our multi-year process of curriculum renewal, and instructional improvement.

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 provide support for struggling students in the areas of math and reading. These students are identified through a universal screening process and other assessments that help us target our instruction that is provided by certified teachers with instructional aide support. We offered a variety of after-school programs for all students through the W.O.W. Program. This Windows of Weston After-School Program provided enrichment experiences in magic, dance, photography, cooking, cartooning, and music. Many of our children participated in this program. This year our student activities group sponsored a number of community service projects, including food drives for our local food pantry and a toy drive for needy families in a neighboring community. 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. In addition this year nearly 100 of our students participated in our school-wide musical.
