

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Bowers School**Manchester School District**

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Location: 141 Princeton Street
Manchester,
Connecticut

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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 SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 401
5-Year Enrollment Change: -17.3%*
*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	199	49.6	55.1	39.4
K-12 Students Who Are Not Fluent in English	19	4.7	7.3	7.8
Students with Disabilities	43	10.7	13.0	10.9
Students Identified as Gifted and/or Talented	1	0.2	0.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	54	85.7	68.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	335	99.1	97.7	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,026	993

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	21.0	18.6	18.5
Grade 2	17.5	17.8	19.7
Grade 5	19.0	19.3	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	39	32
Computer Education **	20	21
English Language Arts **	475	430
Family and Consumer Science	0	1
Health **	13	21
Library Media Skills **	18	19
Mathematics **	203	200
Music **	39	34
Physical Education	39	43
Science	108	97
Social Studies	72	87
Technology Education	0	3
World Languages	0	14

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.

** 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	4.7	7.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	74.4	69.3	78.8

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	2.7	2.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	85.3	95.4	94.2
# of Print Volumes Per Student*	21.9	31.0	29.7
# of Print Periodical Subscriptions	27	13	11

*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	25.16	
Paraprofessional Instructional Assistants	5.30	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	8.00	
Library/Media Specialists and/or Assistants	1.50	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00	
Counselors, Social Workers, and School Psychologists	1.00	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	16.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.8	13.0	13.7
% with Master's Degree or Above	64.5	55.6	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.0	9.7	8.7
% Assigned to Same School the Previous Year	83.9	73.1	85.0

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.

At Bowers School, the staff continues to be committed to supporting the family's role in the education of our students. A variety of strategies and methods of communication are used. Parents are welcome to visit the school, meet with their children's teachers and spend time in their classrooms. Teachers hold regular conferences with parents to discuss their children's progress in school and provide information regarding ways in which parents can create a home environment that encourages and supports learning. For our non-English speaking parents, we always secure interpreters for parent-teacher conferences. Our school social worker and nurse regularly visit or meet with parents to share strategies to support their children's learning. A daily home/school communication log continues to be used by all students in grades 3-5. Through this communication log parents and teachers stay connected. A home-school folder is used across all grades K-5. It promotes ongoing, two-way communication. Tuesdays continue to be set aside as Take-Home Tuesdays in an effort to establish a routine for parents to review school papers and information on a regularly basis. The school's website is chock-filled with information for families. Our school's Family Handbook and monthly newsletters, as well as teachers' classroom newsletters, provide information regarding ways parents can nurture learning at home. These are also included on the school website. During school breaks, especially the long summer break, math work and reading guidelines are shared and students who participate are recognized. Families of incoming kindergarten students are provided with applications for public library cards. Parents and community volunteers are utilized as readers and tutors. We continue to have a very involved and dedicated Parent Teacher Association which has been instrumental in providing enriching experiences for all students through cultural programs and field trips. The PTA also sponsored three very successful book fairs one of which enabled parents to buy books at a two for one price. Finally, a major goal for the 2011-12 school year continued to be to improve the reading performance of students. Parents were involved in numerous ways as indicated above.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.5
Asian American	18	4.5
Black	61	15.2
Hispanic	103	25.7
Pacific Islander	0	0.0
White	187	46.6
Two or more races	30	7.5
Total Minority	214	53.4

Percent of Minority Professional Staff: 11.1%

Non-English Home Language :

10.2% 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 13.

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.

Bowers School continues to be a school that is integrated racially, ethnically and economically. Educational opportunities for students to interact with other students from diverse racial, ethnic and economic backgrounds continue to occur on a daily basis within individual classrooms, at recess, at lunch, through regular classroom curricular programs as well as school-wide special programs. Our media center and classrooms continue to be carefully stocked to include materials reflecting many racial and ethnic groups. Funds continue to be used each year to purchase multicultural books for the media center and the classroom libraries. Our fine arts program, sponsored by the PTA, consistently uses the arts of theater, music and dance to explore the customs, cultures and literature of various countries and ethnic groups. The PTA and school sponsored an ice cream social, grade level family nights and multicultural nights featuring the sharing of stories and cultures from the variety of ethnic backgrounds of Bowers families. These activities were all instrumental in bringing families of all races, ethnicities and economic backgrounds together to share activities and knowledge. Teachers continue to regularly include various cultural curricular programs which culminate with activities in which students present what they have learned through song, food, art and writing. Once again, the third grade presented a cultural fair and invited families to share in the event. Finally, the elementary schools in Manchester share a summer school program that brings together students of different ethnic, social and economic backgrounds. Professional development in the area of teaching diverse populations continues to be emphasized. Staff was involved in conversations about race, sharing of racial autobiographies and learning about infusing culturally responsive pedagogy into their curriculum.

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	47.8	52.0	50.9	46.9
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	41.3	52.8	59.2	24.9
Writing	47.8	56.0	62.7	26.4
Mathematics	65.1	61.7	66.5	43.7
Grade 4 Reading	71.4	64.2	64.1	59.8
Writing	51.6	64.6	65.3	28.3
Mathematics	76.3	68.5	68.0	61.4
Grade 5 Reading	65.4	65.4	67.6	45.9
Writing	44.1	56.2	68.1	17.7
Mathematics	80.8	66.8	71.6	63.7
Science	59.3	56.1	63.9	42.0
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	95.0	96.2	95.9

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 2010-11 school year, 21 students were responsible for these incidents. These students represent 5.1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 19 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	10	1
Theft	0	0
Physical/Verbal Confrontation	17	2
Fighting/Battery	0	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	7	0
Total	35	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our school's 2011-12 school improvement plan included several major goals as determined by conversations with staff, parents and community members. We were awarded a State Personnel Development Grant (SPDG) and our leadership team participated in professional learning opportunities to enhance our tiered literacy and behavior intervention model. We continued our work in the areas of strengthening our school's data-driven decision making process with an emphasis upon analyzing data and planning instruction per needs of subgroups, strengthening the literacy vertical data team and creating a math vertical data team. We began implementing tiered instruction in mathematics, continued our reading tiered instruction focusing upon use of progress monitoring probes, aligned our early intervention process with SRBI and increased communication with parents. We strengthened our schoolwide PBIS plan by developing grade level lessons to teach respect and created a handbook for parents/staff which indicates our tiered approach to how misbehavior is handled. We continued to practice the tenets of anti-racism and implement culturally relevant pedagogy, increased use of interactive white board technology in classrooms, computer lab and media center to enhance instruction across all disciplines, strengthened implementation of the 90-minute reading block with emphasis upon independent reading and integration of new core materials in grades K-1. A school-wide celebration of learning was held in May which allowed all families the opportunity to observe first-hand the work done toward our school improvement goals. Special education programs and services were improved upon by increasing the amount of inclusion opportunities. The special education teachers and support staff participated in all data team and grade level collaborative meetings; including involvement in tiered instruction and progress monitoring.

SUPPLEMENTAL SCHOOL INFORMATION

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

Bowers School continues to be proud of the accomplishments of its students, staff and families. Strong volunteer and community support and involvement strengthen our school. The Bowers PTA continues to be extremely active and supportive in raising funds to enrich the school programs. The staff at Bowers School continues to be top-notch. They are involved in numerous aspects of the school and its improvement. Representatives of the Bowers School staff presented a workshop at the International Reading Association Conference on which emphasized our school's use of the data team process to improve literacy achievement of students. Art, music and physical education teachers were involved in interdisciplinary activities which supported the academic curricula while at the same time enriching students' experiences. Several students across the grades had their writing or artwork recognized as exemplary. Students earned recognition for numerous town-wide artwork contests including the annual Fire Prevention Poster Contest and the local Elks Lodge Drug Awareness Poster Contest. Additionally, the school's library/media specialist coordinates a school publishing center and students have their writing published in books which are circulated to other students. Besides developing life-long learners, it continues to be the goal of the Bowers staff and parent community to develop students who are caring citizens of the local and global communities. Bowers School students and staff raised money for the American Heart Association during Jump Rope and Hoops for Heart activities in physical education classes and items were collected for MACC which supports families in need in the town of Manchester. Bowers students also continued to participate in Crayons for Cancer fundraiser which was developed by a Bowers student and her family.
