

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Elisabeth M. Bennet Academy**Manchester School District**

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Location: 1151 Main Street
Manchester,
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: 5 - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 411
5-Year Enrollment Change: N/A*
*Between 2002 and 2007, (re)opened, was redistricted

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 | 237 | 57.7 | 55.1 | 39.4 |
| K-12 Students Who Are Not Fluent in English | 17 | 4.1 | 7.3 | 7.8 |
| Students with Disabilities | 81 | 19.7 | 13.0 | 10.9 |
| Students Identified as Gifted and/or Talented | 20 | 4.9 | 0.9 | 2.0 |
| 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 | 362 | 98.9 | 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.

| Average Class Size | School | District | State |
|--------------------|--------|----------|-------|
| Kindergarten | N/A | N/A | N/A |
| Grade 2 | N/A | N/A | N/A |
| Grade 5 | 19.5 | 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 ** | 40 | 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 | 4.1 | 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 | 69.1 | 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 | 1.0 | 2.2 | 2.8 |
| % of Computers with Internet Access | 100.0 | 100.0 | 97.4 |
| % of Computers that are High or Moderate Power | 100.0 | 95.4 | 94.2 |
| # of Print Volumes Per Student* | 22.6 | 31.0 | 29.7 |
| # of Print Periodical Subscriptions | 0 | 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 | | 32.28 |
| | Paraprofessional Instructional Assistants | | 1.00 |
| Special Education: | Teachers and Instructors | | 7.00 |
| | Paraprofessional Instructional Assistants | | 16.00 |
| Library/Media Specialists and/or Assistants | | | 1.25 |
| Administrators, Coordinators, and Department Chairs | | | 2.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | | | 1.00 |
| Counselors, Social Workers, and School Psychologists | | | 3.00 |
| School Nurses | | | 1.50 |
| Other Staff Providing Non-Instructional Services and Support | | 26.00 | |

| Teachers and Instructors | School | Elementary Schools | |
|---|---------------|---------------------------|--------------|
| | | District | State |
| Average Number of Years of Experience in Education | 14.7 | 13.0 | 13.7 |
| % with Master's Degree or Above | 51.2 | 55.6 | 81.6 |
| Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time | 11.7 | 9.7 | 8.7 |
| % Assigned to Same School the Previous Year | 80.5 | 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.

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 Bennet Academy, we are thoroughly immersed in the family/school partnership through a myriad of ways. Progress reports were distributed three times a year, with teachers meeting with parents during the first and third trimesters. Academic reports are also sent home to parents throughout the year. Furthermore, our school builds partnerships that foster the collaborative relationship necessary to educate children. This includes reasonable access to staff, participation in school activities, and observation of educational activities through the following: Open Houses, Academic Celebrations, PTSA and PTSA-sponsored activities, and teacher/parent communication by phone, newsletters, emails, website, and a yearly publication of a Parent/Student Handbook. Also, parents receive a monthly newsletter which contains information important to their child and relevant school initiatives. Parents are invited to participate in regularly-scheduled activities such as Effective Discipline workshops, Muffins for Moms, Doughnuts for Dads, Family Fun Night, and bi-yearly Walk-a-Thons. Lastly, our parents are encouraged to communicate and interact with the school through homework websites, school WebPages on the district website, parent surveys for events and new programs and through constant and strategic communications which highlights our school and encourages parental participation.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 4 | 1.0 |
| Asian American | 26 | 6.3 |
| Black | 86 | 20.9 |
| Hispanic | 81 | 19.7 |
| Pacific Islander | 0 | 0.0 |
| White | 196 | 47.7 |
| Two or more races | 18 | 4.4 |
| Total Minority | 215 | 52.3 |

Percent of Minority Professional Staff: 4.2%

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 15.

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.

Bennet Academy boasts a strong academic curriculum delivered to a student population of over 450 students with rich and diverse ethnic and cultural backgrounds. The teacher teams are referred to by a name representing a current or past leader, one that is reflected in our rich diversity (i.e. Team Clemente', Team Ruby Bridges, Team Escalante', Team Truth etc.) This is directly linked to our leadership theme, diversity initiatives, and Peer Leadership Program. The teams' leader name represents our student population's ethnic background which is richly diverse. In order to establish a wide-ranging community of learners, students, staff, and parents accept and build upon the concept of "one village, one color." Bennet Academy works extremely hard to embrace this concept and make it flourish. Through multi-cultural assemblies or even musical exposures from all-school field trips in a celebration of Dr. Martin Luther King, Jr. to evening assemblies and interactions, our school community is supportive of theme celebrations embracing various races. Our staff includes two academic teams who act as the Equity Teams in the building. We continue with the process of equity training for all teachers at faculty meetings and closing the achievement gap as the main theme. Black History Month, Hispanic Heritage Month, and Women's History Month were recognized and investigated through grade-appropriate activities and whole school functions. A feeling of trust and respect continues to be facilitated for staff and students.

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 | N/A | N/A | N/A | N/A |
| Grade 6 | 71.1 | 71.1 | 50.7 | 89.7 |

*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 | 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 |
| Grade 4 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 |
| Grade 5 Reading | 57.9 | 65.4 | 67.6 | 34.9 |
| Writing | 50.0 | 56.2 | 68.1 | 21.8 |
| Mathematics | 57.5 | 66.8 | 71.6 | 27.4 |
| Science | 58.1 | 56.1 | 63.9 | 40.5 |
| Grade 6 Reading | 66.9 | 66.7 | 74.1 | 37.4 |
| Writing | 63.6 | 63.2 | 67.4 | 45.8 |
| Mathematics | 60.1 | 60.1 | 69.3 | 37.1 |

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 | 96.8 | 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, 78 students were responsible for these incidents. These students represent 16.8% 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, No 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 | 2 | 0 |
| Sexually Related Behavior | 3 | 0 |
| Personally Threatening Behavior | 16 | 2 |
| Theft | 6 | 0 |
| Physical/Verbal Confrontation | 52 | 3 |
| Fighting/Battery | 4 | 0 |
| Property Damage | 2 | 0 |
| Weapons | 0 | 0 |
| Drugs/Alcohol/Tobacco | 0 | 0 |
| School Policy Violations | 143 | 13 |
| Total | 228 | 18 |

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The School Improvement Plans drove our thinking, activities and initiatives at Bennet Academy this past year. School goals were linked with teachers' Professional Growth Objectives and discussed at each annual review with data to support the success and work of these objectives. Periodic assessments helped teachers to analyze their students' progress and instructional needs. These district assessments were administered four times throughout the year. In addition, the Assistant Superintendent for Instruction, Bennet Academy administration, the school's Literacy Facilitator, and academic teams of teachers met often to dissect and discuss multiple student work samples collected from the our students. Furthermore, periodic walk-throughs were conducted with specific learning principles as part of our instructional improvement activities. As part of our improvement goals, school curricula included current reading strategies, writing strategies, higher order thinking skills, and problem solving skills in all disciplines. Also, teachers instituted a multitude of instructional strategies for diverse learners in all lessons. Parents were provided with an overview of our school's curricula through home communications, a tri-fold pamphlet, and shared discussions at PTSA meetings. The Bennet Academy website outlines specific goals and directions for our collective community to embrace and help guide our academic efforts. To affect the subsequent success for all students, Bennet Academy prides itself on an inclusive model of servicing. Our special education teachers are dedicated to "push-in" instruction, which facilitates learning for all students without isolating those with specific disabilities. Classroom teachers have embraced this model, as it maximizes opportunities for differentiated instruction while minimizing disruptions to students' learning.

SUPPLEMENTAL SCHOOL INFORMATION

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

At Bennet Academy, an academic culture embraced by intuitive teachers, caring parents and eager students has been embraced by all. With a character education slant, the Bennet Academy S.T.A.R.S. program aims at proactive initiatives that help set the stage for reducing behavior problems by students and thereby aiding continuous, uninterrupted classroom instruction. Being consistent and maintaining open channels of communication provided us with the avenue for a positive school climate with clear and reasonable expectations for all. The hope for all students is to "live amongst the stars" at Bennet Academy. The goal of this holistic program is to develop and implement character education initiatives so that we encourage students to excel academically and behaviorally at all times while in school and even at home. Lastly, a Peer Leadership Program at Bennet Academy is flourishing in our third year to invoke student involvement, holistically, so they feel part of the educational process rather than dictated to by adults. Our belief system is that all students can learn the qualities of leadership and be part of decision-making as it applies to their own education. Thus, a plethora of councils were established to have students learn, apply, and demonstrate their leadership skills according to their own comfort zones and personal expertise. The councils, which met regularly and employed specific skills to various aspects of school life for students included: Peer Mediation Council, Peer Orientation Council, Principal's Advisory Council, School Beautification Council and Peer Tutoring Council. All the councils were facilitated by a teacher/staff member in the building.
