

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

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

Joseph Chella, Principal
 Catherine Robinson, Asst. Principal
 Telephone: 860-647-3571

Location: 1151 Main St.
 Manchester,
 Connecticut

Website: <http://>

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: 6 - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 406
 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	244	60.1	53.5	41.3
K-12 Students Who Are Not Fluent in English	21	5.2	6.7	8.1
Students with Disabilities	62	15.3	12.1	11.2
Students Identified as Gifted and/or Talented	11	2.7	0.6	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	N/A	N/A	N/A	0.0

PROGRAM AND INSTRUCTION

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

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

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	N/A	N/A
Computer Education	N/A	N/A
English Language Arts	N/A	N/A
Family and Consumer Science	N/A	N/A
Health	N/A	N/A
Library Media Skills	N/A	N/A
Mathematics	N/A	N/A
Music	N/A	N/A
Physical Education	N/A	N/A
Science	N/A	N/A
Social Studies	N/A	N/A
Technology Education	N/A	N/A
World Languages	N/A	N/A

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 35 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	5.2	6.7	8.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.3	76.7	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	1.3	2.3	2.7
% of Computers with Internet Access	100.0	99.9	98.1
% of Computers that are High or Moderate Power	100.0	97.7	93.5
# of Print Volumes Per Student*	26.3	30.3	29.7
# of Print Periodical Subscriptions	0	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

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	31.28	
Paraprofessional Instructional Assistants	1.00	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	8.00	
Library/Media Specialists and/or Assistants	1.00	
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	3.00	
School Nurses	1.50	
Other Staff Providing Non-Instructional Services and Support	24.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.5	12.0	13.7
% with Master's Degree or Above	45.9	52.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.7	10.2	9.1
% Assigned to Same School the Previous Year	86.5	70.1	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 Bennet Academy, we are thoroughly immersed in the family/school partnership. Progress reports are distributed three times a year, with teachers meeting with parents during the first and second 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 Family Fun Nights, bi-yearly Walk-a-Thons, community service projects and other programs built to make our school community accessible to families. 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	2	0.5
Asian American	27	6.7
Black	92	22.7
Hispanic	108	26.6
Pacific Islander	0	0.0
White	154	37.9
Two or more races	23	5.7
Total Minority	252	62.1

Percent of Minority Professional Staff: 2.3%

Non-English Home Language :

12.8% 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 18.

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 delivers a strong academic curriculum to a student population of over 400 students with rich and diverse ethnic and cultural backgrounds. Three teacher teams are named after current or past leaders reflective of our rich diversity (Team Clemente, Team Ruby Bridges, Team Escalante, Team Truth, etc.). In order to establish a wide-ranging community of learners, our school community accepts and builds upon the concept of acceptance and tolerance. Bennet Academy works extremely hard to embrace this concept. Through multi-cultural assemblies, multiple school-wide positive school climate assemblies and team building activities, our school community embraces various races. Our staff has the support of our District Equity coordinator as we continue the process of equity training and closing the achievement gap as our main theme. Black History Month and Hispanic Heritage Month were recognized and investigated through grade-appropriate activities. More importantly, a feeling of trust and respect continues to be facilitated for staff and students as we celebrate our diversity each and every day.

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	65.3	65.3	50.6	81.0

*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	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
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	69.9	69.7	73.3	43.9
Writing	56.1	55.5	65.1	36.0
Mathematics	57.5	57.4	67.0	37.6

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	96.7	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. In the 2011-12 school year, 64 students were responsible for these incidents. These students represent 15.3% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 4 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	4	1
Theft	5	0
Physical/Verbal Confrontation	29	9
Fighting/Battery	2	0
Property Damage	3	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	81	16
Total	125	26

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The School Improvement Plans drive our thinking, activities and initiatives at Bennet Academy. 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. District benchmark assessments helped teachers to analyze their students' progress and instructional needs. These district assessments were administered three times throughout the year. In addition, the Assistant Superintendent for Instruction, Bennet Academy administration, the school's Literacy Coach and academic teams of teachers met often to 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, a focus on the new Common Core State Standards was a big part of our professional development work. Teachers became very familiar with the new standards and also planned lessons that align. Also, teachers instituted a multitude of instructional strategies for diverse learners in all lessons. Our Bennet Academy website outlines specific goals and directions for our collective community to embrace and help guide our academic efforts. To nurture 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.

Bennet Academy has embedded an academic culture shared by intuitive teachers, caring parents and eager students. With a character education slant, the Bennet Academy S.T.A.R.S. program aims at proactive initiatives that help set the stage for creating a positive school climate by reducing behavior problems and thereby aiding continuous, uninterrupted classroom instruction. Being consistent and maintaining open channels of communication provided us with the avenue for a positive learning environment with clear and reasonable expectations for all. The hope for all students is to be a S.T.A.R. 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 and out of school. Lastly, a Peer Leadership Program at Bennet Academy is implemented to invoke student involvement 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, many 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.
