

## **Regular Board template**

Wednesday, December 3, 2008 7:00 PM

Board of Education Auditorium, 129 Church Street, Bristol, CT 06010

1. **Call to Order, Pledge of Allegiance, Moment of Silence**

2. **All East Band and Chorus Selections**

3. **Approval of Minutes**

4. **Committee Reports**

5. **Consent Agenda**

5.1. Personnel

5.1.a. New Administrator Hire Effective on or before December 15, 2008

5.1.b. Teacher Retirements Eligible for the Early Announcement Incentive

5.1.c. Certified Request for an Unpaid Leave of Absence

5.1.d. Non-Certified Request for an Unpaid Leave of Absence

5.1.e. Coaching Appointment

5.1.f. Appointments Under the Athletic A-2 Schedule for the Winter 08-09 School Year

6. **Schedule of Board of Education Meetings for the 2009 Calendar Year**

7. **Grants**

7.1. Continuing Grant from the United Way of West Central Connecticut

7.2. School Improvement Grant

8. **Public Comment**

9. **Deliberated Items**

9.1. Curriculum Revision: Business Management

9.2. High School Course Proposal: Video Production Techniques

9.3. 2009-2010 Program of Studies

9.4. Affirm Superintendent's Decision to Join CCJEF

9.5. Budget/Cafeteria Report

10. **Superintendent Report**

11. **Old Business**

12. **New Business**

13. **Building Committee Reports**

14. **Information**

**Presenter:** Barbara  
Doyle

15. **Vote To Convene Into Executive Session**

**Presenter:** Barbara  
Doyle

16. **Reconvene Into Public Session**

**Presenter:** Barbara  
Doyle

17. **Adjournment**

**Presenter:** Barbara  
Doyle

**BRISTOL BOARD OF EDUCATION  
STUDENT ACHIEVEMENT COMMITTEE MEETING  
November 21, 2008 Minutes**

Present: Julie Luczkow, Barbara Doyle, Jane Anastasio, Chris Wilson, Karen Vibert, Sue Moreau, Rich Gagliardi, Bob Garry, Tony Malavenda, Dennis Siegmann, Pete Winninger, Martha Nowobilski, Kate Carbone, Denise Carabetta

Meeting commenced at 2:05 p.m.

**1. Approval of the Minutes of the October 14, 2008 Student Achievement Committee minutes.**

- There was one correction. Change “There are four girls from BEHS wanting to form a gymnastic team.” To “There are four girls from BCHS wanting to form a gymnastic team.”

*On a motion by Commissioner Anastasio and seconded by Commissioner Wilson, it was unanimously*

**VOTED: to approve the corrected minutes of the October 14, 2008 meeting.**

**2. Business Management Curriculum Revision**

One semester, ½ credit elective. Mr. Gagliardi discussed the proposed revision. As part of this course, students will use a simulation where they learn how to operate a business and the skills and concepts to be learned. No textbooks will be needed. The computer simulation will be purchased through the Carl Perkins grant. Students in grades 10-12 can take this course as an elective.

*On a motion by Commissioner Vibert and seconded by Commissioner Doyle, it was unanimously*

**VOTED: to send the Business Management course to the full Board for a second reading.**

**3. Video Production Techniques**

One semester, ½ credit elective. Mr. Gagliardi reviewed the proposed revision. Equipment purchases are funded through the Carl Perkins grant. Students in grades 9-12 can take this course as an elective. This would replace the **Computers and Networking** course.

*On a motion by Commissioner Anastasio and seconded by Commissioner Wilson, it was unanimously*

**VOTED: to send the Video Production Techniques course to the full Board for a second reading.**

**4. School Calendar**

Tony Malavenda reviewed the two year calendar versions.

- Version 1 – long Labor Day calendar. School not in session on the Friday before Labor Day
- Version 2 – School is in session on the Friday before Labor Day

There was discussion about changing the schedule. Commissioner Wilson asked if any constituencies have requested this. This suggestion originated with the superintendent. The consensus of the committee was to stay with the traditional calendar and starting August 30 in 2010-2011.

**5. Policy 6145 – Discussion of middle school co-curricular activities – band and chorus**

Commissioner Anastasio stated that she feels that band and chorus are not extra-curricular activities. She asked why this change occurred. Changes were made to bring the middle school rules into line with the high school rules. Chorus during flex is not graded. Chorus in grade 8 as part of UA is graded. Band is during flex. Instrumental lessons are during the school day – pull-out during the day. Students continue to attend band and chorus during flex unless remedial

support is needed. Students who are failing would not attend the night concerts/performances as part of the band or chorus. Instrumental lessons are a graded activity. There was discussion about the analogy to athletics, intramurals. To be eligible for the first trimester, student had to pass the final marking period at the middle school level. The middle and high school administrators will meet, facilitated by Denise Carabetta. The item will return to the Student Achievement Committee.

#### **6. Attendance Guidelines at the high school level:**

##### **BCHS information:**

Points deducted for class cuts:

- 10 teachers deducted points for class cuts
- Range of points deducted = 1-5 points of final grade
- # students impacted = 11 students from quarter 1 grade this year, per SASI – only if the teacher comment indicated this. 15-20 students had points deducted identified via email report

##### **BEHS - did not attend the meeting.**

- BEHS will need to provide a report and attend the next Student Achievement Committee meeting.

##### **For the next meeting:**

- BCBS high school principal needs to provide data about point deductions for tardiness.
- BEHS high school principal needs to provide data about point deductions for class cuts and tardiness.
- Both high school principals need to provide data students who are chronic violators.

#### **7. Update on the middle school program**

Flex has been changed to morning. During flex, activities include band, chorus, Read About, Fluent Reader, Support services, Counseling, Silent Sustained Reading. Flex does not run on shortened days. Mr. Siegmann tried to reconfigure band into UA and this could not be done due to the number of students. To put band into UA would require a complete restructuring of the UA program. 30-50% of students are involved in an instructional activity during flex. The question raised by Commissioner Doyle – should all students in middle school have the same UA experiences at all grade levels or should students make choices about the UA courses? The committee would like us to look at the concepts involved in this.

Next meeting – January 23, 2009 at 2pm

*On a motion by Commissioner Anastasio and seconded by Commissioner Vibert, it was unanimously*

**VOTED: to adjourn the meeting.**

**Meeting adjourned at 4:15 p.m.**

Respectfully submitted:

*Denise D. Carabetta*

Denise D. Carabetta

**BOARD OF EDUCATION**  
Bristol, CT  
**Regular Meeting – November 5, 2008**

The regular monthly meeting of the Bristol Board of Education was held on Wednesday, November 5, 2008, at 7:00 p.m., at the Board of Education Administration Building, 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners Jane E. Anastasio, Margaret L. Bonola, Amy D. Coan (arrived at 7:22 p.m.), Barbara Y. Doyle, Sherry A. Turcotte, Karen L. Vibert, Christopher C. Wilson; Philip A. Streifer, Superintendent of Schools, Susan Kalt Moreau, Deputy Superintendent of Schools, Steven DeVaux, Assistant to the Superintendent for Business, Anthony Malavenda, Human Resources Director and Clifford Block, Council Liaison to the Board of Education.

**EXCUSED:** Julie M. Luczkow, Thomas P. O'Brien

**Call to Order, Pledge of Allegiance, Moment of Silence**

Chairman Doyle called the meeting to order at 7:04 p.m. and invited the audience to join her in reciting the Pledge of Allegiance. A moment of silence was observed for Patricia Armington an Elementary Teacher from 1970 to 2001, Rosemarie Witkewicz an Elementary Teacher from 1968 to 2001, Angela Spinelli an English Teacher from 1948 to 1986 and Kenneth Ross a Science Teacher from 1974 to 1994.

**Approval of Minutes**

On motion of Commissioner Wilson, seconded by Commissioner Vibert, it was unanimously

***VOTED: That the minutes of the October 1, 2008 Regular Meeting be approved as written.***

**Committee Reports**

**Student Achievement** – Dr. Moreau reported that the committee met on October 14, 2008. There was continued discussion about a gymnastics team and at this time, we do not have the extra funds to form a team. The committee discussed the attendance and Truancy policy at the two high schools. These items require further data collection so they will appear on a later agenda. Two Policies the committee discussed will appear later on this evening's agenda.

**Communications & Community Relations** – Commissioner Vibert reported that the committee met on October 7, 2008. Jeanine Audette, School-Business/Mentor/Community Coordinator was in attendance. Mrs. Audette distributed information about a possible promotions DVD to be created for the school district, she also shared initial ideas for the community newsletter intended to be mailed to all residences in Bristol. Feedback from the website survey completed by parents at spring conferences was discussed. Commissioner Vibert collated the responses, and this feedback will be shared with school technology leaders for potential website improvements. Mr. Gagliardi shared data on the usage of our websites for the month of September.

**Personnel** – Dr. Streifer reported that the committee has been meeting with the teachers union regarding negotiations and things are moving along.

**Consent Agenda**

**Administrative Hire:**

On motion of Commissioner Turcotte, seconded by Commissioner Vibert, it was unanimously

**Administrative Hire: (con't)**

***VOTED: That the Board of Education approve the following Administrative Hire:  
Robert Garry – Co-Principal – Northeast Middle School;***

**New Teachers Hired**

On motion of Commissioner Turcotte, seconded by Commissioner Vibert, it was unanimously

***VOTED: That the Board of Education approve the following New Teacher Hires:  
Amanda Lizotte – Jennings School – Grade 5 – Effective 9/26/08;  
Lisa Musumeci – Memorial Boulevard – Guidance – Effective 1/5/09;***

**Request for an Unpaid Leave of Absence**

On motion of Commissioner Turcotte, seconded by Commissioner Vibert, it was unanimously

***VOTED: That the Board of Education approve the following Request for an Unpaid Leave of Absence:  
Jennifer Zenuh – Chippens Hill – Language Arts Grades 6/7 – Effective 11/10/08 through 6/30/09;***

**Certified Personnel Who Have Attained Tenure**

On motion of Commissioner Turcotte, seconded by Commissioner Vibert, it was unanimously

***VOTED: That the Board of Education approve the list of Certified Personnel Who Have Attained  
Tenure:  
See Attached Listing***

**Grants**

On motion of Commissioner Turcotte, seconded by Commissioner Vibert, it was unanimously

***VOTED: That the Board of Education approve the following Grants:  
Bilingual Education Grant;  
School Readiness Grant;  
AT & T High School Success Grant;***

**Administrator Introduction**

Dr. Streifer introduced and welcomed back Robert Garry, the newly appointed Co-Principal at Northeast Middle School. Bob is currently the Assistant Principal at Lake Garda Elementary School in Burlington. Just three years ago, he was a fifth grade teacher at John J. Jennings School. He was the 2005 Bristol Teacher of the Year, the 2004 Disney Hand National Teacher Award Honoree and he is a 4<sup>th</sup> Dan Master Black Belt.

Bob will share the building responsibilities with Dennis Siegmann until June 30, 2009, and will become the building Principal in July 2009.

**Public Comment**

No members of the public wished to address the Board.

## **Deliberated Items**

### **October 1 Enrollment Count for the 2008-2009 School Year:**

Mr. Malavenda presented the October 1 Enrollment Count for the 2008-2009 School Year. Mr. Malavenda reported that some elementary schools enrollments are down, some are up. Coincidentally, the PreK–5 enrollment numbers are the same as they were last year. K-5 enrollment is down approximately 43 students. Enrollment is slightly below the projected figures. Average class size is excellent. Middle and High School numbers are down slightly down. Central still has slightly more students than Eastern. High school class load size looks good. Our minority numbers have shown a slight increase to 25.7%. We will watch O’Connell for an impending racial imbalance.

Discussion followed regarding: Ivy Drive enrollment and high school class size compared to last year.

### **Quarterly Financial Report**

Steven DeVaux reported on the Quarterly Financials. They have made small modifications to the Operating Budget report. Severance and medical are over budget. There is a deficit of \$644,000 in the Special Education line which is largely due to transportation and tuition. There is a deficit in the fuel oil account. With outstanding purchase orders, there is a budget shortfall of \$463,000 with additional items yet to be encumbered we have a deficit of 1.1 million dollars. A hard freeze was called for on Monday. The Board took the same action last year, but it was later in the year.

Discussion followed regarding the transportation budget, the summer school account and tuition.

Mr. DeVaux also presented a modified Grants worksheet. The worksheet showed the first column as 07-08 allocations, the Second as 07-08 expenses, the third as 08-09 expenses and last column represents what is remaining for 08-09. We receive more than 7 million dollars worth of grant money. Since State aid and grant funds fluctuate, this is a major factor for consideration. 174 Board of Education employees are paid for through grants.

### **Policy Elimination – Policy 6130 - Organizational Plan:**

Dr. Moreau presented Policy #6130 – Organization Plan. This is an out of date policy. It refers to things that are no longer in existence in our district. She is asking that this be the first and only reading to eliminate the policy.

On motion of Commissioner Vibert, seconded by Commissioner Turcotte, it was unanimously

***VOTED: That the Board of Education vote to eliminate Policy #6130 – Organizational Plan.***

### **Policy Revision - #5131.911 - Students - Hazing - Bullying - First Reading**

Dr. Moreau presented the First Reading of Policy 5131.911 – Students – Hazing – Bullying. Board members were provided the current and revised copy of the policy.

The State legislature is requiring school districts to update their Bullying Policy effective January 1, 2009 to be compliant with legislative language enacted in the June 2008 legislative session. Significant changes to the policy include: Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, Inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school, individual interventions with the bully, parents; and school staff, and interventions with the bullied child, parents; and the school staff and school wide training related to safe school climate. This legislation did not come with funding for implementation. Currently, we have evidenced-based programs in place at the elementary and middle school level. However, additional training is required and necessary at all instructional levels. This will be an issue for the district and we will need appropriate state funding to implement this policy.

**Policy Revision - #5131.911 - Students - Hazing - Bullying - First Reading (con't)**

Discussion followed regarding the implementation on another unfunded mandate passed by the Legislature.

Any questions during the intervening month should be forwarded to Dr. Moreau.

**Old Business**

There was no Old Business to come before the Board.

**New Business**

There was no New Business to come before the Board

**Building Committee Reports**

**West Bristol Building Committee**

Commissioner Wilson reported that the committee has selected an architect, DRA Associates. They have tentatively approved a site at Clark and Matthews Street. They have filled the committee vacancy with Lisa Weaver. There will be a City Council meeting on November 17, 2008. There will be a public meeting at 6:00 p.m. and a Full Council meeting at 7:00 p.m. The City Council will vote on the West Bristol site that evening.

**Forestville Building Committee**

Forestville – Mr. DeVaux reported that the committee met on Monday, and selected an architect; Tai Soo Kim.

**INFORMATION**

**AT & T High School Success Grant**

Dr. Moreau, presented the AT & T High School Success Grant. The grant was approved earlier under the Consent Agenda, but it was such a significant amount she wanted to present it to the Board. The grant in the amount of \$34,000 is part of AT & T's program to promote high school success and workforce readiness. These funds will be used to plan a program for Grade 9 students to prepare them for the rigor of Advanced Placement courses and support the "Career Connections" collaborative work with the Bristol Technical Education Center.

**Prudence Crandall Statue Dedication**

Commissioner Bonola presented the Prudence Crandall Statue Dedication which she attended on October 23<sup>rd</sup>. A statue of Prudence Crandall, Connecticut's state heroine, was dedicated at the State Capitol Building. Prudence Crandall established a girl's school in 1833 in Canterbury, Connecticut that educated girls regardless of their race. Although the idea for a state heroine came from students in New Canaan, the idea for a statue came from students at Bristol's Hubbell School. In 1995, students across Connecticut began collecting "Pennies for Prudence" to supplement state funds secured by State Representative Betty Boukas to erect a statue in her name. Hubbell students Jeremy Ganavage, Savannah Robinson and Shamilli Satheeson, led the group in reciting the pledge of Allegiance and helped unveil the statue.

The dedication was very exciting and Bristol was well represented.

**2007-2008 Strategic School Profiles**

Dr. Streifer present the 2007-2008 Strategic School Profiles. Each Commissioner had received a copy of the report. The State requires that the reports be presented at the first November board meeting. We will present a detailed report at the December meeting.

**VOTE TO CONVENE INTO EXECUTIVE SESSION**

On motion of Commissioner Anastasio, seconded by Commissioner Vibert, it was unanimously

***VOTED: That the Board of Education vote to convene into Executive Session for the purpose of discussing Teacher Negotiation and Student Expulsions (7:50 p.m.).***

**EXECUTIVE SESSION**

**PRESENT:** Commissioners Jane E. Anastasio, Margaret L. Bonola, Amy D. Coan, Barbara Y. Doyle, Thomas P. O'Brien, Sherry A. Turcotte, Karen L. Vibert, Christopher C. Wilson; Philip A. Streifer, Superintendent of Schools, Susan Kalt Moreau, Deputy Superintendent of Schools, Steven DeVaux, Assistant to the Superintendent for Business, Anthony Malavenda, Human Resources Director and Clifford Block, Council Liaison to the Board of Education

**EXCUSED:** Julie M. Luczkow

Executive Session was called to order **(7:55 p.m.)**

A report regarding three student expulsions was presented by Dr. Moreau.

An update of Teacher Negotiations was given by Dr. Streifer and Commissioner O'Brien.

No votes were taken.

**RECONVENE INTO PUBLIC SESSION**

On motion of Commissioner Anastasio, seconded by Commissioner Wilson it was unanimously

***VOTED: The Board of Education reconvene into Public Session to vote on any items discussed in Executive Session. (8:42 p.m.)***

**ADJOURNMENT:**

On motion of Commissioner Vibert, seconded by Commissioner O'Brien it was unanimously

***VOTED: That the Board of Education meeting be adjourned. (8:42 p.m.)***

Respectfully Submitted:

*Susan P. Everett*

Susan P. Everett  
Executive Secretary



**BOARD OF EDUCATION  
Bristol, Connecticut**

**2009 BOARD OF EDUCATION MEETING SCHEDULE**

**Day and Time:** First Wednesday of every month at 7:00 p.m.  
*(Except January, July, August and September)*

**Place of Meeting:** Auditorium, Board of Education Administration Building,  
129 Church Street, Bristol, Connecticut 06010

January 7, 2009

February 4, 2009

March 4, 2009

April 1, 2009

May 6, 2009

June 3, 2009

July 8, 2009 \*

August 19, 2009 \*

September 9, 2009 \*

October 7, 2009

November 4, 2009

December 2, 2009

January 6, 2010



# STATE OF CONNECTICUT


DEPARTMENT OF EDUCATION

BRISTOL ED OF ED



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TO: Superintendents of Schools

FROM: Sarah S. Ellsworth, Chief   
Bureau of Data Collection, Research and Evaluation

DATE: October 27, 2008

SUBJECT: Final 2007-08 Strategic School Profiles

Enclosed please find the final version of the 2007-08 Strategic School Profiles (SSP). You are required by Connecticut General Statute section 10-220(c) to present these profiles to your local board of education at its first regularly scheduled meeting after November 1.

We have made significant changes from previous years throughout the profiles. There are new data elements, such as the counts of disciplinary offenses reported on the school profiles, and revisions of familiar data elements, such as the revised staff breakout. Data that proved less useful or that could be presented more effectively on the Department of Education website were eliminated. We believe that the revised profiles will prove to be a valuable tool to the educational community and the public at large.

Thank you for your work in gathering, reporting and reviewing the data reported in these profiles.

SSE:clh

cc: Mark K. McQuillan, Commissioner  
George Coleman, Deputy Commissioner  
Barbara Q. Beaudin, Associate Commissioner



## **Strategic School Profiles Terms and Definitions**

### **Abridged Edition 2007-08**

**Profile Identification:** The district and school codes appear in the upper left corner of each page of the profile.

**District Reference Group (DRG):** School districts are grouped into DRGs based on the characteristics of their students' families. Districts in a DRG have similar median family incomes, percentages of families below the poverty level, percentages of single-parent families, percentages of families with a non-English home language, percentages of parents with a bachelor's degree, and percentages of families in white collar or managerial occupations. The number of students enrolled in the district is also considered. DRGs are not used for reporting indicators of student performance. Charter schools, Connecticut Technical High Schools, and Regional Educational Service Centers are not given DRGs. A list of the districts in each DRG appears at the end of this document.

**5-Year Enrollment Change:** The percentage change in enrollment from October 1, 2001, to October 1, 2006.

**Students Eligible for Free/Reduced-Price Meals:** The percentage of students who were identified as meeting the income criteria for federal free or reduced-price meal or milk programs. If the reported percentage was greater than 95%, ">95.0" appears on the profile, and the student count is not reported.

**Non-English Home Language:** The percentage of students in Kindergarten through Grade 12 who met two of the following three criteria: the first language they learned was not English, they do not speak English at home, and/or the people with whom they live do not speak English. These students may or may not be fluent in English.

**Instructional Time, Total Hours Per Year:** Time spent for lunch or snacks, non-instructional recess, homeroom, passing between rooms, or nonacademic opening or closing exercises is not included. Schools with no grades above kindergarten are excluded from the district, DRG and state figures.

**Class of 2007 (high school profile):** A statement appears if the school's graduation credit requirements exceeded the state's in various subjects. The state requires four credits in English, three in mathematics and in social studies, two in science, one in art or vocational education, and one in physical education. There are no state requirements for credits in world language, health, or community service.

**Administrators, Coordinators, and Department Chairs:** This category includes the superintendent, assistant superintendent, principal or director, dean of students/housemaster, assistant principal, program director/coordinator, subject area supervisor, department chairs with or without evaluation responsibilities, athletic director, athletic coordinator, home/school liaison, director of pupil personnel services, administrative assistant, school business administrator, and other certified staff with administrative assignments.

**Instructional Specialists Who Support Teachers:** This category includes content coaches, reading and language arts consultants, and mathematics consultants.

**Other Staff Providing Non-Instructional Services and Support:** This category includes speech and language pathologists, certified staff with unspecified non-teaching assignments, technical staff, student support services assistants, professional (non-certified) administrative support staff, auxiliary administrative support staff, maintenance staff, custodial staff, food service staff, security staff, and other non-certified staff. The district profiles also include staff working in transportation.

**Teacher Attendance, 2006-07, Average Number of Days Absent Due to Illness or Personal Time:** Illnesses of 10 consecutive days or more are not counted if the teacher was replaced by someone fully certified for the position.

**Graduation Rate:** The percentage of students within the high school graduating class who graduated in the given year. To obtain this percentage, the number of graduates for the year is divided by the number of graduates plus the number of students who dropped out each year as the class progressed through Grade 9, 10, 11 and 12. A graduation rate is not reported for newer schools in which no class has yet progressed from Grade 9 through Grade 12.

**Dropouts:** Students who transfer to another school or program, including adult education credit-earning programs, are not counted as dropouts.

Cumulative Four-Year Dropout Rate for Class of 2007: Students of the Class of 2007 entered Grade 9 in September 2003. The cumulative dropout rate is the sum of the number of students who dropped out each year as the class progressed through Grades 9, 10, 11 and 12, divided by the Grade 9 class enrollment on October 1, 2003. This rate may be slightly inflated if a student dropped out more than once during the four years, or if a student who entered the Class of 2007 after the Grade 9 enrollment count subsequently dropped out.

2006-07 Annual Dropout Rate for Grades 9 through 12: The annual rate reflects all high school students (Grades 9 through 12) who dropped out during the 2006-07 school year, including the summer of 2006. The total dropout count is divided by the total Grade 9 through Grade 12 enrollment for October 1, 2006.

**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. The count of students responsible for these incidents is unduplicated; that is, a student responsible for multiple incidents was counted only once. An unduplicated count of students reported as enrolled in the school in October, January, and June was used to estimate the total number of students who attended the school during the school year. The number of responsible students divided by this estimate yielded the percentage of responsible students.

Location. An incident in the "School" column occurred on school property (the building and immediate grounds, stadium or gymnasium, other school facilities, and school buses or other transportation vehicles), or at a school-sponsored activity off campus. Incidents that occurred when school was not in session are included.

Violent Crimes Against Persons. This category includes the following incident types: murder or manslaughter, stabbings, blackmail, kidnapping, poisoning, and school/bomb threat.

Sexually Related Behavior. Inappropriate and unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct or communication of a sexual nature, including gender-based harassment, that create an intimidating, hostile, or offensive educational or work environment. This category also includes offenses of sexual contact or other behavior intended to result in mutual sexual gratification where there is no force or the threat of force.

Personally Threatening Behavior. Repeatedly annoying or attacking a student, group of students, or school personnel, thereby creating an intimidating or hostile environment. These acts can be physical, verbal, written, or electronic actions that may create an immediate fear of harm. This category also includes incidents that involve characteristics or perceived characteristics of the victim including race, gender, religion, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability.

Theft. This category includes incidents of theft, robbery, and breaking and entering. Also in this category are the possession, sale, or intent to sell stolen property, counterfeiting, and/or the possession of counterfeit currency.

Physical/Verbal Confrontation. Participation in an incident involving a confrontation, tussle, or some type of physical aggression that does not result in any injury. Also included are incidents involving a verbal confrontation (e.g., shouting match, yelling) but not acts of intimidation or threatening.

**Fighting/Battery.** This category includes incidents of touching or striking another person with the intent of causing serious bodily harm. It also includes direct or indirect participation in an incident involving physical confrontation in which one or more participants receives at least some type of minor physical injury (e.g., black eye, bloody nose or lip, bruises).

**Property Damage.** The willful destruction or defacement of school or personal property (i.e., destroying school computer records, carving on a desk, spray painting walls, damaging vehicles) or the use of fire to intentionally damage or attempt to damage school or personal property.

**Weapons.** Weapons include all instruments that are or could be used in threatening, intimidating, or causing physical harm to another person. Weapon subcategories include sharp objects, firearms, fireworks and other explosive devices, martial arts and other hand held weapons, and toy guns and facsimiles of weapons.

**Drugs/Alcohol/Tobacco.** The possession, use, sale or intent to sell, and the suspicion of use or possession of drug paraphernalia is reported in this category. The category is divided into four subcategories: illegal drugs, prescription and over-the-counter drugs, alcohol, and tobacco.

**School Policy Violations.** These incidents typically include insubordination, disrespect, classroom disruptions, academic violations, personal threats, school threats, violations related to attendance, trespassing, violations involving the possession or use of electronic devices, and other violations of school policies or rules.

**District Revenues/Expenditures:** The District Reference Group (DRG) and state figures for expenditures per pupil are calculated including all grades, that is, prekindergarten or kindergarten through Grade 12. Per pupil expenditures for elementary and secondary grades may differ. Therefore, if a district does not contain all grades, caution should be used when comparing the district figures with DRG or state figures. District level comparison figures for elementary (districts without high schools), secondary and PK/K-12 districts are provided.

**Instructional Staff and Services:** Expenditures for salaries and employee benefits, purchased services and other program expenditures.

**Instructional Supplies and Equipment:** Expenditures for expendable instructional materials, textbooks, workbooks, and textbook binding and repairs. This includes expenditures for equipment, such as computers, that is used for direct instructional use, not for administrative or non-instructional purposes.

**Improvement of Instruction and Educational Media Services:** Expenditures for assisting instructional staff in activities such as curriculum development, improvement of instructional techniques and staff training. This also includes school library services, audiovisual, computer-assisted instruction, educational television services and other educational media services.

**Student Support Services:** Expenditures for activities designed to improve students' well-being and educational experience. These activities include social work, guidance, health services, psychological services and speech and hearing services.

**Administration and Support Services:** Expenditures for the general administration of the board of education, the superintendent and the principals' offices. Expenditures for other activities, including those associated with fiscal and business support services, research, planning, evaluation, information, and data processing, etc.

**Plant Operation and Maintenance:** Includes expenditures for utilities and heat.

**Other:** Expenditures made from local appropriations that support student activities, excluding funds raised by students and booster groups. These expenditures support salaries of coaches, activity supervisors, support services personnel covering student events, band instruments, uniforms, and facility rentals. Also included are expenditures funded by local tax dollars for providing food to pupils and staff.

**Special Education Expenditures:** Special education expenditures for students attending district schools, including students from other districts, and resident students placed outside the district. Prekindergarten expenditures are included, but expenditures for adult education are excluded.

#### **DISTRICT REFERENCE GROUPS**

DRG A: Darien, Easton, New Canaan, Redding, Ridgefield, Weston, Westport, Wilton, Regional District 9

DRG B: Avon, Brookfield, Cheshire, Fairfield, Farmington, Glastonbury, Granby, Greenwich, Guilford, Madison, Monroe, New Fairfield, Newtown, Orange, Simsbury, South Windsor, Trumbull, West Hartford, Woodbridge, Regional District 5, Regional District 15

DRG C: Andover, Barkhamsted, Bethany, Bolton, Canton, Columbia, Cornwall, Ellington, Essex, Hebron, Mansfield, Marlborough, New Hartford, Oxford, Pomfret, Salem, Sherman, Somers, Suffield, Tolland, Regional District 4, Regional District 7, Regional District 8, Regional District 10, Regional District 12, Regional District 13, Regional District 14, Regional District 17, Regional District 18, Regional District 19

DRG D: Berlin, Bethel, Branford, Clinton, Colchester, Cromwell, East Granby, East Hampton, East Lyme, Ledyard, Milford, Newington, New Milford, North Haven, Old Saybrook, Rocky Hill, Shelton, Southington, Stonington, Wallingford, Waterford, Watertown, Wethersfield, Windsor

DRG E: Ashford, Bozrah, Brooklyn, Canaan, Chaplin, Chester, Colebrook, Coventry, Deep River, Eastford, East Haddam, Franklin, Hampton, Hartland, Kent, Lebanon, Lisbon, Litchfield, Norfolk, North Branford, North Stonington, Portland, Preston, Salisbury, Scotland, Sharon, Thomaston, Union, Westbrook, Willington, Woodstock, Regional District 1, Regional District 6, Regional District 16, Woodstock Academy

DRG F: Canterbury, East Windsor, Enfield, Griswold, Montville, North Canaan, Plainville, Plymouth, Seymour, Sprague, Stafford, Sterling, Thompson, Voluntown, Windsor Locks, Wolcott, Regional District 11

DRG G: Bloomfield, Bristol, East Haven, Groton, Hamden, Killingly, Manchester, Middletown, Naugatuck, Plainfield, Putnam, Stratford, Torrington, Vernon, Winchester, Norwich Free Academy, Gilbert School

DRG H: Ansonia, Danbury, Derby, East Hartford, Meriden, Norwalk, Norwich, Stamford, West Haven

DRG I: Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, Windham

**STRATEGIC SCHOOL PROFILE 2007-08****Bristol School District**

PHILIP A. STREIFER, Superintendent  
Telephone: (860) 584-7004

Location: 129 Church Street  
Bristol,  
Connecticut

Website: [www.bristol.k12.ct.us/](http://www.bristol.k12.ct.us/)

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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Hartford	Per Capita Income in 2000: \$23,362
Town Population in 2000: 60,062	Percent of Adults without a High School Diploma in 2000*: 19.6%
1990-2000 Population Growth: -1.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 2.3%
Number of Public Schools: 15	District Enrollment as % of Estimated Student Population: 90.5%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007 8,922  
5-Year Enrollment Change -0.6%

**DISTRICT GRADE RANGE**

Grade Range PK-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,845	31.9	31.0	28.7
K-12 Students Who Are Not Fluent in English	274	3.2	3.1	5.4
Students Identified as Gifted and/or Talented*	395	4.4	3.3	4.0
PK-12 Students Receiving Special Education Services in District	1,106	12.4	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	449	86.5	74.1	79.2
Homeless	13	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	332	27.3	24.8	20.2

\*100.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	20	0.2
Asian American	225	2.5
Black	672	7.5
Hispanic	1,294	14.5
White	6,711	75.2
<b>Total Minority</b>	<b>2,211</b>	<b>24.8</b>

**Percent of Minority Professional Staff:** 3.6%

**Open Choice:** 26 students attended this district 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:** 8.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 30.

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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.

High expectations for all learners is a significant goal of the educational programs of the Bristol Public Schools. To accomplish this, all staff are focused on the achievement of every student in our schools. Because Bristol is a diverse community, our students are fortunate to have educational experiences as part of a diverse school community.

Bristol students and staff participate in a variety of programs aimed at providing experiences with diversity.

Students' experiences include participating in Interdistrict Grant programs such as "Adventures in Peacemaking and Diversity", "Sister Schools", "Literacy Camp", and "Partners in Science", which bring together students from Bristol with students from urban, suburban and rural communities. Additionally, students participate in other activities, such as after-school enrichment programs and high school clubs focused on multicultural activities and experiences, the Connecticut Association of Schools Leadership Conference, CHAPS, the Connecticut Pre-Engineering Program, City Slickers, Reading Buddies, diversity training, Middle School Unity Club, Math League, the Mentor Program, and high school student exchange/sister school programs with France, Italy, South Africa, and Spain as a means of reducing social, racial, and economic isolation. At the high school level, tenth grade students participated in a multi-day "challenge" exploring cultural, economic, and social diversity within their own school.

Bristol Public Schools continue to develop and implement district and individual school improvement plans known as "Bristol Accountability Plans". These plans are designed to address the achievement of all students and close the achievement gap. District and State assessment data are analyzed at the district and school level in order to identify district and school goals. Goals include reducing the achievement gap between economically disadvantaged and non-economically disadvantaged students, decreasing the drop-out rate, improving student attendance and preparing all students for post-secondary education. As the poverty rate continues to increase in Bristol, the staff of the Bristol schools have focused on increasing the achievement of all students, from our neediest students to our most advantaged students.

The staff and students of the Bristol Public Schools continue to welcome many students from Hartford through the Open Choice program. Participation by Bristol and Hartford students and families in school programs provides opportunities for multiple interactions among diverse groups. Additionally, Bristol student enrollment to Hartford area magnet schools has increased significantly.

Bristol's 2008-2009 theme of "Value and Enhance the Potential of Every Child" contributes to our efforts of involving all staff and students of the Bristol Public Schools to improve the achievement of all students. As our community and schools become more diverse, we aim to close the achievement gap between all subgroups and further our appreciation of diversity.

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## STUDENT PERFORMANCE

**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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	52.4	52.0	37.4
Writing	69.4	63.4	43.6
Mathematics	69.8	60.0	57.7
Grade 4 Reading	52.8	55.9	29.7
Writing	53.8	62.9	17.0
Mathematics	59.3	60.3	33.3
Grade 5 Reading	60.9	62.2	29.0
Writing	61.4	64.5	27.8
Mathematics	62.5	65.9	27.8
Science	45.6	54.9	17.9
Grade 6 Reading	65.2	66.3	26.2
Writing	54.0	61.9	22.6
Mathematics	66.3	66.4	32.7
Grade 7 Reading	71.1	71.1	31.0
Writing	57.0	62.0	27.1
Mathematics	60.4	63.0	29.7
Grade 8 Reading	67.7	64.8	39.6
Writing	59.3	63.4	28.9
Mathematics	62.9	60.8	35.8
Science	60	58.6	33.3

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](http://www.ctreports.com).

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."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	50.2	45.5	48.5
Writing Across the Disciplines	63.4	57.9	44.6
Mathematics	61.8	50.1	59.2
Science	52.1	46.3	47.7

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

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."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	46.4	36.1	77.0

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		74.5	77.6	
Average Score	Mathematics	500	504	40.0
	Critical Reading	495	502	36.9
	Writing	492	503	33.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	96.0	92.6	46.9
Cumulative Four-Year Dropout Rate for Class of 2007	3.3	6.2	48.9
2006-07 Annual Dropout Rate for Grade 9 through 12	0.8	1.7	68.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.8	83.4
% Employed (Civilian Employment and in Armed Services)	15.3	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	529.90
Paraprofessional Instructional Assistants	11.40
Special Education	
Teachers and Instructors	78.20
Paraprofessional Instructional Assistants	116.50
Library/Media Specialists and Assistants	19.80
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	18.00
School Level	30.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.50
Counselors, Social Workers, and School Psychologists	35.20
School Nurses	16.00
Other Staff Providing Non-Instructional Services and Support	399.72

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.5	14.6	13.6
% with Master's Degree or Above	80.4	76.5	75.6

Average Class Size	District	DRG	State
Grade K	16.0	17.1	18.1
Grade 2	17.7	18.2	19.3
Grade 5	21.1	19.9	20.9
Grade 7	21.6	19.7	20.5
High School	20.6	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	946	983	987
Middle School	934	1,006	1,017
High School	1,014	997	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	8.4	4.3	3.4
Middle School	4.0	3.0	2.7
High School	4.1	3.0	2.7

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$59,390	\$6,594	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$2,012	\$223	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$4,834	\$537	\$443	\$365	\$429
Student Support Services	\$3,869	\$430	\$764	\$785	\$761
Administration and Support Services	\$9,149	\$1,016	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$9,595	\$1,065	\$1,329	\$1,287	\$1,322
Transportation	\$4,819	\$505	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$3,969	N/A	N/A	N/A	N/A
Other	\$1,571	\$174	\$147	\$147	\$145
<b>Total</b>	<b>\$99,209</b>	<b>\$10,896</b>	<b>\$12,203</b>	<b>\$12,064</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$14,861	\$1,650	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$19,033,760
Percent of Total PK-12 Expenditures Used for Special Education	19.2%

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	49.1	47.0	3.2	0.7
Excluding School Construction	54.4	41.2	3.7	0.8

### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Bristol Board of Education allocates resources equitably among its elementary, middle and high school programs. School needs are identified and resources are distributed to meet these needs. Schools are provided with funds to purchase materials and supplies required to effectively implement district curricula. In an effort to maintain manageable class sizes, guidelines are in place at each grade level. Instructional staff are assigned to schools based upon district class size guidelines and graduation requirements. Staff, such as special services personnel, instructional support staff, custodians and cafeteria staff, are allocated based upon the building size and student population. Supplemental grant funds are used to maintain small class sizes, provide academic support, create extended school day and school year programs, and fund family resource centers and a host of need-based programs for students. District resources are focused on closing the achievement gap between minority and majority students in our schools.

### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,111
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	40	0.5	0.7	0.7
Learning Disability	307	3.5	3.7	4.0
Intellectual Disability	29	0.3	0.6	0.5
Emotional Disturbance	107	1.2	1.2	1.0
Speech Impairment	305	3.5	2.6	2.4
Other Health Impairment*	238	2.7	2.2	2.1
Other Disabilities**	85	1.0	1.0	0.9
<b>Total</b>	<b>1,111</b>	<b>12.7</b>	<b>12.1</b>	<b>11.5</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	79.1	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.8	2.8

## STATE ASSESSMENTS

**Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment	Students with Disabilities		All Students	
	District	State	District	State
CMT Reading	15.2	20.4	61.7	62.1
Writing	15.4	19.3	59.0	63.0
Mathematics	23.0	22.6	63.5	62.7
Science	15.1	22.2	52.9	56.8
CAPT Reading Across the Disciplines	10.9	11.4	50.2	45.5
Writing Across the Disciplines	9.5	16.3	63.4	57.9
Mathematics	18.5	14.7	61.8	50.1
Science	12.1	14.4	52.1	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). 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."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	16.4
	% With Accommodations	83.6
CAPT	% Without Accommodations	1.5
	% With Accommodations	98.5
% Assessed Using Skills Checklist		7.9

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	88	7.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	687	61.8	66.9	71.6
40.1 to 79.0 Percent of Time	241	21.7	15.0	16.6
0.0 to 40.0 Percent of Time	183	16.5	18.1	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Bristol Public Schools has implemented a comprehensive Accountability Plan as a means of systematically assessing student performance and refining specific district and school-based indicators for improvement. All teachers and administrators in Bristol participate on one or more data teams. District and School Data Teams meet regularly to analyze national and state assessment data and grade/course level assessment data focusing on district and school-level performance. Instructional data teams are also in place at each school functioning as grade or department level teams. These teams analyze formative assessment data, discuss student strengths and needs, identify effective teaching strategies, and determine results indicators for student achievement. The primary outcome of data team work is to improve student achievement while maximizing effective instructional practice.

Analysis of data from the CMT indicates that students who remain in Bristol for more than one year are making considerable gains in their performance from the previous year. Furthermore, students who remain in Bristol for two or more years are making even greater gains. Within a two-year matched cohort, student performance improved universally in mathematics and reading, and in some areas of writing. In 2008, more than 60% of all Bristol students in grades 3 through 8 achieved at or above goal in mathematics, reading, and writing, with the exception of reading in grades 3 and 4, where over 50% of our students achieved at or above goal.

Analysis of data from the 3rd Generation CAPT reveals that the district performed extremely well with 88% or more of our tenth grade students scoring at or above proficient in each of the four content areas assessed; reading, writing, mathematics, and science. Bristol averages exceeded state averages in % at or above proficient and goal in all four areas. More importantly, greater than half of our tenth grade students scored at or above goal, the state's benchmark for academic achievement, in reading and science, and more than 60% achieved at or above goal in mathematics and writing. Demographic analysis for both the CMT and CAPT show that we are closing the achievement gaps in many areas in the following subgroups: Economically Disadvantaged, Hispanic, and African American students. On the SAT, Bristol's Class of 2007 mean scores for both mathematics and reading increased consistently over a three-year period while State and National mean scores dropped consistently over the same three-year period. Bristol's writing mean score remained the same as last year.

Although we are pleased with our overall state and national assessment results, Bristol will continue to emphasize the incorporation of reading and writing strategies across the curriculum. We will continue to provide our teachers with a multitude of professional development opportunities related to CMT, CAPT, and SAT and AP preparation in the areas of reading, writing, mathematics, and science.

For the 2008-2009 school year, all Bristol teachers and administrators will continue to integrate effective teaching strategies into their lesson development and instruction. The primary focus of every educator in Bristol Public Schools is on improving instructional effectiveness through strong content expertise and pedagogy. Teachers will be collaborating on a regular basis to share effective instructional practices with colleagues. Administrators will be monitoring and assisting staff with this practice throughout the year.

Bristol recognizes the importance of fostering and maintaining partnerships with our families in an effort to improve the academic achievement of all students. This is evident in the variety of school programs and resources at each of our schools, including school compacts, parent involvement policies, Parent-Teacher Organizations, Family Resource Centers, and Family Nights related to curriculum and instruction.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. The school continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Clarence A. Bingham School**

Bristol School District

STEVEN W. BENT, Principal  
Telephone: (860) 584-7807

Location: 3 North Street  
Bristol,  
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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 253  
5-Year Enrollment Change: 0.0%

**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	102	40.3	35.4	33.1
K-12 Students Who Are Not Fluent in English	15	5.9	4.8	7.3
Students with Disabilities	33	13.0	12.5	10.8
Students Identified as Gifted and/or Talented	4	1.6	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	25	86.2	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	183	81.0	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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	14.0	16.0	18.1
Grade 2	15.5	17.7	19.3
Grade 5	22.0	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

#### 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	5.5	4.7	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	75.8	82.3	79.1

#### 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	8.7	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	27.4	22.0	27.7
# of Print Periodical Subscriptions	0	5	16

\*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>	
General Education: Teachers and Instructors	17.10
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and Assistants	1.08
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	9.70

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.

<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	11.2	12.5	13.2
% with Master's Degree or Above	82.6	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	9.4	8.4	8.7
% Assigned to Same School the Previous Year	60.9	72.6	72.5

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** Some 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.

The Bingham School PTA continues to be very active and supportive of school related activities. They hold scheduled monthly meetings that encourage parent participation. The Principal's Report is a PTA agenda item that informs parents of current and upcoming student activities, as well as the status of student academic performance issues. The School Newsletter is sent home monthly to each of our students' families. All grade levels are individually represented in the publication, as is the "Specials" area (art, music, PE, etc.). In an attempt to reach and inform our students' families in various ways, we also upload the newsletter onto our school website.

We encourage our parents/guardians to visit the school and attend the activities/events that occur throughout the school year. Bingham's Home/School Involvement Compact is developed by a parent/school committee and distributed to the school community during our annual Pasta Supper. Staff has provided parents with CMT information, Literacy Instruction for parents to help their children at home, as well as acquaint them with key components of Character Ed. Instruction, during similar school-wide events.

The school's Enrichment Activities are sponsored by the PTA. They have provided our students with a wide array of instructional programs. "An Afternoon at the Museum" has served as the model for a year end culminating activity. Last year's a "Tribute to Trees" brought in a large number of families to the school gym in order to view an authentic piece of each of our K-5 students' written work.

Parents/community members continue to be instrumental in volunteering in classrooms and/or mentoring students who are in need of a little extra support.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.4
Asian American	2	0.8
Black	16	6.3
Hispanic	51	20.2
White	183	72.3
Total Minority	70	27.7

**Percent of Minority Professional Staff: 3.7%**

**Non-English Home Language:** 9.1% 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 3.

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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.

The students at Bingham School continue to be exposed to a variety of educational experiences that promote the reduction of racial, ethnic and economic isolation. Student Council generated activities, as well as PTA enrichment programs that include multicultural and socioeconomic diverse topics in their presentations. In the past, the PTA has sponsored "Artist in Residence" activities that have focused on presenters with diverse backgrounds.

Our After School Program includes off-site programming with the Barnes Nature Center, where students are provided with opportunities they would not otherwise have had. The on-site activities included Book Cooks, Cultural Crafts, Spanish, Leadership Club, Technology and Math Games, etc.

Students in grades three, four and five are able to participate in an After School Program which provided opportunities for them to interact with their peers in an alternate setting. The school band and chorus had several opportunities to perform musically with students from other schools across the district.

A significant number of our students and their families participate in the various family functions that Bingham School provides. The Pasta Supper and "An Afternoon at the Museum – A Tribute to Trees", was well attended.

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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	31.7	35.6	33.8	46.8
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	41.5	52.4	52.0	34.7
Writing	50.0	69.4	63.4	28.5
Mathematics	56.6	69.8	60.0	41.6
Grade 4 Reading	43.9	52.8	55.9	33.0
Writing	53.7	53.8	62.9	33.6
Mathematics	56.1	59.3	60.3	41.8
Grade 5 Reading	63.0	60.9	62.2	47.3
Writing	69.6	61.4	64.5	54.8
Mathematics	67.4	62.5	65.9	50.3
Science	46.7	45.6	54.9	39.6
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	98.4	95.2	96.4

#### 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 2006-07 school year, 16 students were responsible for these incidents. These students represent 5.5% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	9	0
Theft	0	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	23	0
<b>Total</b>	<b>38</b>	<b>0</b>

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The 2008 CMT 4 results indicate that our grade three students have not done as well as their counterparts in grades four and five. In Math, Grade three – 75.5% proficient; grade four – 80.5% proficient; grade five – 80.4% proficient. Bingham's reading scores reported grade three – 64.2% proficient; grade four – 68.3% proficient; grade five – 76.1% proficient. Our strength continues to be in the area of writing. Grade three – 71.2% proficient; grade four – 82.9% proficient and grade five – 91.3% proficient.

Bingham's 2007-2008 Tier II Action Plans targeted those areas that our Data Teams found to be weak at all grade levels. They are as follows:

- Percentage of grade K-5 students scoring at proficiency or higher in Numerical and Proportional Reasoning will increase by 10%; as measured by pre and post curriculum based assessments.
- Percentage of grade 2-5 students scoring at proficiency or higher in Reader/Text Connections: Strand C will increase by 7% as measured by pre and post curriculum based assessments. Kindergarten and grade 1 will focus on making connections/comprehension utilizing an oral response format.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. The school continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.

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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.

“Teaming and Theming” continues to be a key philosophical component regarding integrated instructional activities throughout the school year. The Bingham staff actively participates as members of various Data Driven Decision Making Teams. These Data Driven Decision Making Teams determine the adjusted focus of instruction based on analyzed data that they've collected throughout the year.

Additionally, a very supportive PTA on Early Intervention Project and a Second Step (Character Ed.) program have all positively contributed to the success of our students.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Edgewood School  
Bristol School District**ANGELA ROSSBACH, Principal  
Telephone: (860) 584-7828Location: 345 Mix Street  
Bristol,  
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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular  
School Grade Range: K- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2007: 356  
5-Year Enrollment Change: -13.4%**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	119	33.4	35.4	33.1
K-12 Students Who Are Not Fluent in English	28	7.9	4.8	7.3
Students with Disabilities	21	5.9	12.5	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	86.0	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	270	88.2	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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	16.7	16.0	18.1
Grade 2	19.7	17.7	19.3
Grade 5	19.0	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

#### 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.3	4.7	7.1
% 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	95.2	82.3	79.1

#### 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	6.2	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	26.6	22.0	27.7
# of Print Periodical Subscriptions	1	5	16

\*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>	
General Education: Teachers and Instructors	23.30
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	1.50
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and Assistants	1.08
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	0.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.30

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.

<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	12.8	12.5	13.2
% with Master's Degree or Above	80.0	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	5.1	8.4	8.7
% Assigned to Same School the Previous Year	70.0	72.6	72.5

**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 Edgewood School we are committed to supporting the family's role in the education of our students. A school compact, created jointly by parents, staff, and students was the backbone of this effort. The compact outlines the responsibilities of all stakeholders in the education of our students. Various day and evening programs were held for families throughout the year in an effort to facilitate an ongoing dialogue between home and school. A monthly "Conversation" with the Principal was offered during the school day for interested parents. The PTO hosted several events during the year that brought families and staff together in a casual atmosphere. Several very successful Literacy Nights were hosted by the staff. Members of the community, including representatives from the public library and scout troops, joined with staff to present stations where parents learned methods for working with their children at home on literacy based activities. Our school psychologist conducted workshops that focused on homework and behavior issues. The Safety Task Force, including parents and staff members, met at the beginning and end of the year to review our school safety procedures. Parent volunteers were recruited by teachers and through the PTO to work with the school in a variety of ways to promote student learning. A monthly school newsletter is printed and distributed to all families in an effort to apprise them of events and activities taking place at school. Information from this newsletter is published on our school's website as well. Phone calls can be made to all families to apprise them of critical information in a timely manner. Informational bulletin boards in the main hallway of the school keep parent visitors updated on school events. In addition, classroom teachers distribute their own weekly or monthly newsletters regarding classroom events. We are well aware of the importance of reaching out to parents who are not fluent in English. English Language Learner classes hosted by the Adult Education department are offered in the evening at Edgewood School. A Parenting for Academic Success workshop series for Spanish speaking parents was hosted by Literacy Volunteers of Connecticut. In addition, Edgewood School is fortunate to have a very involved and dedicated Parent Teacher Organization which has been instrumental in providing enriching experiences for our students through cultural programs, field trips and hands-on science programs.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	8	2.2
Black	32	9.0
Hispanic	75	21.1
White	240	67.4
Total Minority	116	32.6

**Percent of Minority Professional Staff: 2.9%**

**Non-English Home Language:** 14.0% 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 7.

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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.

Educational opportunities for students to interact with others from diverse racial, ethnic, and economic backgrounds occur on a daily basis with individual classrooms, at recess, at lunch, and through regular curricular programs. Edgewood School is fortunate to be integrated racially, ethnically and economically. Five languages in addition to English are spoken by students at Edgewood, with Spanish being the most predominant language other than English. Our staff is well balanced with young and veteran teachers and enjoys an extremely supportive parent base in a multicultural neighborhood setting. Edgewood has a rich and long history. Many of our youngsters are the children of former students. A large percentage of the Edgewood staff has been at the school for many years and shares this rich tradition. An after school program with growing numbers and currently involving over 150 different grade one through five students runs two sessions during the school year. The program allows our students an opportunity to learn from each other. Components of the program used the arts of theater, music, literacy, geography and dance to explore the customs, cultures and literature of various countries. This year, we enjoyed a close partnership with the Cambridge Park Boys and Girls Club. An after school program was offered at the Boys and Girls Club in Cambridge Park. The Boys and Girls Club also provided transportation for families who wanted to take advantage of evening programs offered at the school. Other programs at the school include a Junior Achievement program with the Barnes Group, a mentor program supported by our district mentor program, a Math League in which students work with students from other schools, and PTO sponsored activities and events to bring families together. Field trip and assembly programs are planned to provide culturally rich experiences. Our grade five students continued their discussions about respect for self and others while completing the DARE program. The Second Step Social Skills curriculum is used with students in all grade levels. Our school theme, "Together We Can Make a World of Difference," provided the basis for a year of learning about other cultures around the globe.

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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	39.7	35.6	33.8	65.3
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	57.1	52.4	52.0	56.8
Writing	69.8	69.4	63.4	59.6
Mathematics	69.8	69.8	60.0	64.0
Grade 4 Reading	42.9	52.8	55.9	31.2
Writing	48.2	53.8	62.9	26.0
Mathematics	64.3	59.3	60.3	56.3
Grade 5 Reading	67.2	60.9	62.2	57.4
Writing	81.0	61.4	64.5	78.1
Mathematics	72.4	62.5	65.9	60.6
Science	46.6	45.6	54.9	39.4
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	98.0	95.2	96.4

#### 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](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
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.

Edgewood School participates in the district Accountability initiative. We have focused on improving student achievement through professional development in power standards, data teams, and effective teaching strategies. Edgewood School maintains a school Data Team that includes staff and administrator representation. The Data Team identifies and addresses educational goals for the school. Part of our Action Plan this year was to conduct activities at each grade level to improve student learning in key areas in reading and mathematics. Our Fundamentals of Literacy Development program was expanded to include all grade levels. This program provided an increased amount of direct literacy instruction for every student in the school. A monthly forum giving parents a chance to meet with administration to discuss timely topics and offer ideas and feedback on existing and proposed programs was held throughout the year. In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. In addition to the previously mentioned staff development, special services staff participated in staff development in the Response to Intervention/Early Intervention Process. Special services staff continued to focus on identifying curriculum based goals and objectives related to math, language arts, science and social studies standards. Special services staff are aligning IEP objectives with the state standards and Bristol's general education curriculum. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices. Edgewood School continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation. Identified special education students meet or exceed state requirements for total time with non-disabled peers in the regular education setting.

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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.

With the school/community theme, "Together We Can Make a World of Difference!," efforts to promote a safe, positive, nurturing school environment continue to grow. Each grade level learned about a different continent, and shared their findings in a weekly "Where in the World?" format. A family parade beginning the school year has is an annual school tradition. Our Edgewood School Behavior Plan is shared with all families at the beginning of each school year. All behavioral expectations are clearly explained in this document. Acts of kindness are encouraged and displayed throughout the building. Demonstrations of respect, courtesy, acceptance, and tolerance are rewarded with membership to the school's Wall of Fame. The number of students earning membership to our Wall of Fame continues to grow each year as its value becomes part of the school culture. Students enjoy an active voice as a representative Principal's Advisory Council continues to flourish. This year's council showed they could make a "world of difference" by hosting a penny drive that benefited the American Cancer Society. A positive grade five student response to assuming responsibility for leadership by example remains an integral part of our school program and success. Our PTO was extremely supportive and active in the school and community this year. The PTO sponsored numerous cultural programs, book fairs, financed field trips, sponsored family activities, and conducted projects to raise money for our students and community agencies. Our instrumental and vocal music programs including Beginning and Advanced Bands, an ORFF Ensemble, a Recorder Group, and a chorus enjoyed continued success.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Greene-Hills School****Bristol School District**

PETER S. GAUDET, Principal  
Telephone: (860) 584-7822

Location: 718 Pine Street  
Bristol,  
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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular  
School Grade Range: PK- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 396  
5-Year Enrollment Change: 17.2%

**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	128	32.3	35.4	33.1
K-12 Students Who Are Not Fluent in English	24	6.6	4.8	7.3
Students with Disabilities	53	13.4	12.5	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	44	97.8	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	286	90.8	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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	15.0	16.0	18.1
Grade 2	21.0	17.7	19.3
Grade 5	20.7	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

**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	6.6	4.7	7.1
% 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	84.9	82.3	79.1

**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	7.5	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	23.0	22.0	27.7
# of Print Periodical Subscriptions	4	5	16

\*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>	
General Education: Teachers and Instructors	22.20
Paraprofessional Instructional Assistants	1.50
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and Assistants	1.08
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	0.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	13.20

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.

<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	13.5	12.5	13.2
% with Master's Degree or Above	74.1	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.4	8.4	8.7
% Assigned to Same School the Previous Year	70.4	72.6	72.5

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** Some 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 Greene-Hills School we understand the importance of a strong school/family partnership. Parents are informed of school happenings through monthly newsletters and our web site. We are fortunate to have a Family Resource Center whose Lead Parent Educator works with families to utilize resources throughout the community. The FRC also assists in hosting events such as Dads & Donuts, Moms & Munchkins, and weekly playgroups for toddlers. We reach out to incoming parents by holding our "Great Beginnings" program. The two night event is held to acclimate parents and their incoming kindergarten students to the school, as well as offering strategies to prepare their children for the upcoming school year. The PTA has been instrumental in organizing numerous events to enrich students' experiences and involve parents.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	9	2.3
Black	28	7.1
Hispanic	67	16.9
White	292	73.7
Total Minority	104	26.3

**Percent of Minority Professional Staff: 6.1%**

**Non-English Home Language:** 13.9% 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 8.

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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.

The students at Greene-Hills School are provided daily opportunities to interact with other children of diverse backgrounds. Our character education program focused around our theme, "Greene-Hills Students Are out Of This World!" This program encouraged all students to focus on being a "Star Students" by focusing on our core values: Respect, Responsibility, Cooperation, Self-Control and Safety. This year, fifth grade students formed a Principal's Advisory Council which created programs to improve school morale. Celebrations from many cultures were held during the year. Our After School Enrichment Program offered many opportunities for students to learn from one another. Many classes had Reading Buddies from other classrooms. Our Lead Parent Educator was able to provide workshops and resources to students and parents on a variety of topics. Greene-Hills continues to have a successful Mentor Program with our business partners from ESPN and Covanta Energy. Our PTA also continues to offer wonderful programs to attract all families as well sponsor several school assemblies which celebrate various cultures. As we purchase books for our library and our literacy program, we make as priority those which reflect multicultural themes.

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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	33.3	35.6	33.8	52.4
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	58.1	52.4	52.0	58.4
Writing	82.3	69.4	63.4	84.8
Mathematics	71.4	69.8	60.0	68.4
Grade 4 Reading	65.6	52.8	55.9	64.7
Writing	65.6	53.8	62.9	51.9
Mathematics	68.2	59.3	60.3	62.4
Grade 5 Reading	56.7	60.9	62.2	38.7
Writing	47.5	61.4	64.5	28.2
Mathematics	62.3	62.5	65.9	41.9
Science	43.3	45.6	54.9	37.0
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](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	96.5	95.2	96.4

#### 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 2006-07 school year, 16 students were responsible for these incidents. These students represent 3.7% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	1	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	12	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	4	0
Total	21	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The School-wide Data Team continues to track student achievement and make informed decisions about instructional practices. This year our school Action Plan focused on goals in reading, writing, and math. Dipstick assessments were given monthly in all three academic areas and the grade level results were posted on a Data Wall outside the office. We were also very fortunate to implement the NWEA Measures of Academic Progress. This computer adaptive assessment was administered two times to students in kindergarten through grade five. The program assessed students in reading, math and language usage, and helped teachers gain a clearer picture of each individual child's strengths and weaknesses. Data teams met weekly to analyze data, review the goals and set instructional strategies. Parents were informed of school-wide progress at PTA meetings, on our Data Wall and through newsletters.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. The school continues to make strides in providing educational programs for students on indicators of reading, math, writing, home/school attendance, and extra curricular activity participation.

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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.

Our school theme this year was "Greene-Hills Students Are out Of This World!" Students were recognized for excellent academic performance and for following our core values. Students consistently following these values were recognized as "Star Students." A writing contest was held where students wrote about a "Shooting Star" in their life. The winning writers, along with their hero were invited to a banquet. Student Council was very active and participated in planning school events and participating in community service activities. We continue to offer a morning fitness program for students. Greene-Hills had two teams that participated in Odyssey of the Mind. During the year, our After School Enrichment Program offered courses based on student interest, as well as a Study Center which met Monday through Thursday. The PTA also provided several wonderful programs supporting character education and our academic program. Our "Read to Succeed" program involved families in reading nightly with their children. Students were recognized three times during the year for their participation in this program and a special family night sponsored by the PTA was held as our end of the year celebration.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**John J. Jennings School**

Bristol School District

GAIL GILMORE, Principal  
Telephone: (860) 584-7804

Location: 291 Burlington Avenue  
Bristol,  
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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 374  
5-Year Enrollment Change: 6.3%

**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	71	19.0	35.4	33.1
K-12 Students Who Are Not Fluent in English	9	2.4	4.8	7.3
Students with Disabilities	39	10.4	12.5	10.8
Students Identified as Gifted and/or Talented	1	0.3	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	45	90.0	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	295	90.5	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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	16.7	16.0	18.1
Grade 2	17.3	17.7	19.3
Grade 5	25.7	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

**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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.4	4.7	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.0	82.3	79.1

**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	14.4	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	18.2	22.0	27.7
# of Print Periodical Subscriptions	2	5	16

\*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>	
General Education: Teachers and Instructors	19.90
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	2.50
Paraprofessional Instructional Assistants	2.50
Library/Media Specialists and Assistants	1.08
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	7.80

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.

<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	19.1	12.5	13.2
% with Master's Degree or Above	96.3	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.2	8.4	8.7
% Assigned to Same School the Previous Year	77.8	72.6	72.5

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** Some 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.

Jennings School is committed to supporting the family's role in the education of our students. We value the current research outlining the importance of family partnerships in educating the "whole" child. Our Annual School Open House addresses the critical need of open communication. A monthly school-wide newsletter is published to keep parents apprised of events and activities. We offer teacher and school voice-mail, e-mail, and an informative website. Every year we offer our Kindergarten and Grade 1 parents Literacy Night. We provide our Grade 3 and 4 parents Family Math Night, where the student engages in active mathematical learning with their family. Our Kindergarten reading program provided take home books to help assist parents with a home environment that encourages and supports literacy and learning.

We are aware of the importance of reaching out to parents who are not fluent in English. An informational packet (Kindergarten welcome packet) is translated into Spanish as well as our Free/Reduced lunch forms to better meet the needs of our community and connect with parents.

We utilize parents and community volunteers as mentors, readers and tutors. Many parents volunteered to participate on the Principal's Advisory Council. We have cultivated a very involved and dedicated Parent Teacher Association which has been instrumental in providing enriching experiences for our students through cultural programs, field trips, and hands-on science programs. Our PTA has sponsored our Reading School Themes and invited Scot Haney from Channel 3 as a guest reader for our school community. Our Scholastic Book Fair is offered twice a year to instill the importance of continued reading and learning. We also offer a Family Resource area with helpful parent resources and teaching materials to encourage sustained partnership and communication.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	4	1.1
Black	20	5.3
Hispanic	41	11.0
White	309	82.6
Total Minority	65	17.4

**Percent of Minority Professional Staff: 6.5%**

**Non-English Home Language:** 4.5% 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 4.

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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.

John J. Jennings School has provided opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences and personal experiences to connect cultures. Our PTA enrichment committee has provided several programs on cultural celebrations. We offer educational opportunities for our students to interact with their peers from different racial, ethnic, and economic backgrounds. Our strong belief and value system and sense of community promotes appreciation of cultural differences. Every child links with a reading buddy to promote literacy skills and our Grade 5 DARE program instills responsibility and citizenship as students learn to make healthy lifestyle choices and respect cultures. We offer a Grade 5 program entitled, "Special Team of Role Models". This program provides a daily morning message for the entire school to reflect upon respecting differences and celebrating cultures. Our Grade 3 classes created a community team approach and slogans that highlighted the importance of respecting differences through team sharing morning meetings and recess incentives and team games. Our school offered an extensive After School program offering diverse educational and recreational opportunities for our students to cherish diversity and respect.

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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	44.9	35.6	33.8	74.8
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	58.2	52.4	52.0	58.7
Writing	87.5	69.4	63.4	95.9
Mathematics	78.6	69.8	60.0	80.2
Grade 4 Reading	60.5	52.8	55.9	56.7
Writing	60.5	53.8	62.9	44.3
Mathematics	63.2	59.3	60.3	53.7
Grade 5 Reading	65.4	60.9	62.2	52.3
Writing	62.8	61.4	64.5	44.3
Mathematics	62.8	62.5	65.9	42.4
Science	50.0	45.6	54.9	44.7
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	97.6	95.2	96.4

**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](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
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.

We utilize the ongoing collection and analysis of student performance data as the basis for determining the effectiveness of our instruction and indentifying building needs. Our school-wide Accountability Team has established several Tier II goals for high student achievement. Each grade level Data Team established monthly assessments in Reading, Writing, and Mathematics. We display our monthly progress on our classroom data walls for parents to visibly see our academic progress. In our intermediate grades, many students graph their own progress for display. Every effort is made to engage our parents in this important process of student achievement. We discuss our results with parents at our Open House, during Parent Conference days, and at several of our PTA meetings. Jennings School is proud to report that all of our Grade 3, 4, and 5 CMT 2007 scores in Reading, Writing and Mathematics were above the State and District scores. Our Grade 3 CMT 2007 Reading and Mathematics scores placed first in the district as well as our Grade 5 Goal score in Writing. It is critical to keep the lines of communication open with our families and focus on the need for improved student achievement.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Our special education teachers and special service staff participated in curriculum training programs, including data team training and effective teaching strategies. Special services staff are aligning IEP objectives with the state standards and Bristol's curriculum.

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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.

John J. Jennings School is proud of the accomplishments of its students, staff and families. Strong volunteers and community support and involvement strengthen our school. Our PTA was successful in obtaining a grant from the McDonald's corporation which is one of our business partners in education. This technology grant provided three Smart Boards for our school community. We are very appreciative of our parent commitment to their child's education. Every grade level team has provided a community service project throughout the year. Our Character Education program continues to develop and expand empowering our students to provide leadership and citizenship. Teachers continue to provide high expectations for learning for all students and themselves as dedicated professionals. Our positive, child-centered school nurtures the needs of all children in a caring and respectful learning community. We continue to stay focused on the academic and emotional needs of all students.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Clara T. O'Connell School****Bristol School District**

MICHAEL F. AUDETTE, Principal  
 YOLANDE A. ELDRIDGE, Asst. Principal  
 Telephone: (860) 584-7815

Location: 120 Park Street  
 Bristol,  
 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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular  
 School Grade Range: PK- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 355  
 5-Year Enrollment Change: -12.8%

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**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	249	70.1	35.4	33.1
K-12 Students Who Are Not Fluent in English	40	12.3	4.8	7.3
Students with Disabilities	36	10.1	12.5	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	21	55.3	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	191	66.6	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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 extended-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.5	16.0	18.1
Grade 2	15.3	17.7	19.3
Grade 5	19.0	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

#### 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	11.4	4.7	7.1
% 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	88.9	82.3	79.1

#### 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	13.1	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	23.4	22.0	27.7
# of Print Periodical Subscriptions	7	5	16

\*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>	
General Education: Teachers and Instructors	25.10
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and Assistants	1.08
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	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	15.80

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.

<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	12.3	12.5	13.2
% with Master's Degree or Above	77.4	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.5	8.4	8.7
% Assigned to Same School the Previous Year	74.2	72.6	72.5

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** Some 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 O'Connell School we are committed to supporting the parent/guardians' role in the education of our students. We have an active PTA that encourages the involvement of all of our parents. The meetings are held in the evening to encourage more attendance and daycare services are available. The PTA has been instrumental in providing enriching experiences for our students through cultural programs, field trips, theatrical programs and partner with our Family Resource Center to offer grade level literacy nights and multicultural events.

Our Family Resource Center has five parent educators that work with our families providing a wide variety of services such as translation services, outreach, parent education, home visits, weekly daycare literacy groups, monthly family breakfasts, People Empowering People training in both English and Spanish, etc. Our Hispanic population is the fastest growing groups in our school so we are aware of the importance of reaching out to parents who are not fluent in English. Our FRC is staffed with people who can communicate and translate in Spanish. The FRC has an on-going outreach program that addresses many emergency needs of our families and provides crisis intervention. It also publishes a monthly newsletter informing our parents of upcoming events and services. A monthly calendar is also provided.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.8
Asian American	12	3.4
Black	42	11.8
Hispanic	110	31.0
White	188	53.0
Total Minority	167	47.0

**Percent of Minority Professional Staff: 8.3%**

**Non-English Home Language:** 16.9% 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 5.

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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.

The Clara T. O'Connell Elementary School is currently in its seventh year in a partnership with elementary schools in a nearby suburban district through a grant entitled Adventures in Peacemaking and Diversity. More than 150 students in grades 3, 4 and 5 are partnered with an equivalent number of children from Plymouth Center and Main Street Elementary Schools in Plymouth, Connecticut. Over 47% of the students at O'Connell School are identified as minority, primarily of Hispanic and African American heritage. Most of the Plymouth students are white. Students from the two schools write to each other, visit each other's schools several times throughout the year and go on field trips together.

Each year our Family Resource Center sponsors an International Night and dinner celebrating the many diverse cultures that are represented in our school. A pot luck dinner where families bring their favorite ethnic dish is a focal point of the evening as well as other cultural activities such as native dancing and music. This event always draws capacity crowds.

The Family Resource Center also sponsors diverse parent groups encouraging parent involvement not only with our school but also with each other. The groups plan and implement projects each year to improve our school.

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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	32.8	35.6	33.8	49.5
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	34.6	52.4	52.0	27.1
Writing	53.8	69.4	63.4	31.6
Mathematics	47.2	69.8	60.0	30.3
Grade 4 Reading	30.0	52.8	55.9	18.2
Writing	25.0	53.8	62.9	8.5
Mathematics	26.7	59.3	60.3	12.4
Grade 5 Reading	55.0	60.9	62.2	36.1
Writing	55.0	61.4	64.5	35.5
Mathematics	53.3	62.5	65.9	29.9
Science	30.0	45.6	54.9	25.8
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	95.8	95.2	96.4

**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 2006-07 school year, 35 students were responsible for these incidents. These students represent 8.2% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	9	0
Theft	0	0
Physical/Verbal Confrontation	6	0
Fighting/Battery	7	0
Property Damage	0	0
Weapons	5	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	34	0
<b>Total</b>	<b>61</b>	<b>0</b>

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

In 2007-2008, the O'Connell School demonstrated an overall improvement in the percentage of its students meeting proficiency on the Connecticut Mastery Tests (e.g., 91% of our fifth graders met proficiency in writing). This resulted in O'Connell School meeting "Safe Harbor" according to NCLB guidelines, the second time in the past three years that our school has done so. Improving student achievement in all academic areas continues to be the primary goal of our school. Our efforts are focused on identifying the best instructional strategies, especially in the area of literacy, are continuously examined and adjusted in our grade level data teams. Student performance is constantly monitored by each data team through a Data Driven Decision Making process. This Data Team process enables us to identify and address short and long term instructional goals for individual and small groups of students.

Instructional strategies to improve our students' written response to text skills, refine our guided reading practices and Writers' Workshop strategies will continue to be a yearly focus. 2008-2009 marks the fifth year of our relationship with Columbia's Teachers' College.

The recent addition of a state of the art computer lab equipped with 26 student computers and SMART Board will provide our teachers and students with the ability to target reading, writing and math skills through such software as FASTT Math and Read About.

In the area of special education, we continue to focus on improving student achievement through professional development and inclusive educational practices. Each special education teacher is also assigned to a regular education grade level data team. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were also offered to facilitate implementation of inclusive educational practices, behavior management and differentiated instruction.

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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.

The Clara T. O'Connell School is extremely proud of the accomplishments of its students, staff and families. The recent performance of its students on the 2007 administration of the Connecticut Mastery Tests, resulted in the school meeting "Safe Harbor" according to NCLB guidelines for the second time in the last three years as a result of the improvement our students demonstrated. Strong community support and involvement also strengthens our school.

Our 21st Century Grant allows us to offer reasonably priced daycare services to our families. During the 07-08 school year over 120 students were enrolled in our before and after school daycare. They participated in a variety of programs that included homework assistance, academic support, enrichment activities and recreation.

Our Family Resource Center provides services to our families including parenting workshops, weekly playgroups for children birth to age 5, a resource library and assists with referrals to other community agencies and assists with our PAWS character education program.

Our P.A.W.S motto (Play Fair; Act Kind; Work Hard; Show Respect) reinforces positive behavior, summarizes our behavioral expectations and guides our actions and practices. Students earn "Paws" by exemplifying these behaviors and are recognized on our PAWS honor roll and can earn a "Golden Paw Shirt".

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**South Side School  
Bristol School District**

GARY C. MAYNARD, Principal  
 MICHAEL A. LARKIN, Asst. Principal  
 Telephone: (860) 584-7812

Location: Tuttle Road  
 Bristol,  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular  
 School Grade Range: PK- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 580  
 5-Year Enrollment Change: 1.4%

**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	192	33.1	35.4	33.1
K-12 Students Who Are Not Fluent in English	22	4.0	4.8	7.3
Students with Disabilities	63	10.9	12.5	10.8
Students Identified as Gifted and/or Talented	1	0.2	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	89	86.4	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	497	90.5	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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 extended-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.3	16.0	18.1
Grade 2	18.3	17.7	19.3
Grade 5	23.8	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

#### 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	4.0	4.7	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.9	82.3	79.1

#### 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	8.7	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	19.1	22.0	27.7
# of Print Periodical Subscriptions	19	5	16

\*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>	
General Education: Teachers and Instructors	36.90
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and Assistants	1.08
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	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	14.00

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.

<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	14.8	12.5	13.2
% with Master's Degree or Above	81.8	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.9	8.4	8.7
% Assigned to Same School the Previous Year	70.5	72.6	72.5

**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.

South Side School is partnership school in the School-Family Community Partnerships program. A school team consisting of parents, teachers, and administrators were trained to develop a plan to support student learning through the school community. The school team helped to develop homework practices to involve parents in their child's daily homework assignments. Literacy nights were also conducted for parents at each grade level to provide an understanding of the literacy process and the ways parents can establish a love of reading in their children. The parents receive the South Side School Newsletter on a monthly basis. It provides the South Side Community with a month overview of school news and future activities. Classroom teachers also send weekly newsletters home to inform parents on activities and daily routines of the classroom. Parents are also encouraged in the communications to volunteer for activities in the class or building. The teachers also contact parents on an ongoing basis with telephone calls or e-mails. Our P.T.A. (Parent Teacher Association) is also very active in the school. They help to support many of our enrichment programs and field trips for the students. They also help to involve other community organizations in the school to enhance our programs for students.

The Business Partnership program with the school has provided mentors for many of our students. They have also provided activities that enhance student achievement.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	14	2.4
Black	42	7.2
Hispanic	99	17.1
White	424	73.1
Total Minority	156	26.9

**Percent of Minority Professional Staff: 8.2%**

**Non-English Home Language:** 9.6% 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 7.

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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.

South Side School has continued to provide school wide diversity programs throughout the school year for all grade level students and staff. The Family Resource Center conducts family play groups for pre-school children and their parents on a weekly basis with all families from diverse backgrounds participating in the program. The Family Resource Center also provides outreach support services to families who are experiencing economic hardships, social isolation and promoting multi-cultural activities such as; Spanish classes for students and family events celebrating their cultural heritage. The Family Center also facilitates a People Empowering People parenting education group that promotes parent involvement in the school. The school staff also works in conjunction with the Family Center to teach the Spanish classes for all grade level students. South Side School teachers, the Family Center staff, the Bristol Hospital and community groups conduct an annual workshop day for parents and students to be involved in school activities and parenting workshops. The workshop attendance has grown every year with a participation rate of over 250 parents and students this year. The teachers have sent home several school to home communication letters to keep parents updated on classroom activities and invite parents into the classroom.

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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	33.0	35.6	33.8	50.3
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	45.0	52.4	52.0	39.6
Writing	65.8	69.4	63.4	51.6
Mathematics	70.0	69.8	60.0	64.5
Grade 4 Reading	59.8	52.8	55.9	56.0
Writing	58.2	53.8	62.9	41.3
Mathematics	61.2	59.3	60.3	50.5
Grade 5 Reading	50.0	60.9	62.2	32.9
Writing	43.5	61.4	64.5	23.4
Mathematics	47.1	62.5	65.9	23.9
Science	40.2	45.6	54.9	32.9
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	88.1	95.2	96.4

#### 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](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
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.

The South Side Schools staff has analyzed school assessment data in their data teams and identified areas of need in math, reading, and writing. The staff has developed pre and post test instruments to measure student growth. The development of checkpoint assessments has helped teachers to monitor student growth on a continuous basis and make instructional adjustments. The staff has worked throughout the year on grade level data teams to develop a building data team to monitor school data and student achievement. The Connecticut Mastery Test scores continue to improve with an 85.2% proficiency in writing and 74.3% proficiency in the area of reading. The staff has continued to receive training in the Writer's Workshop Program in all grade levels. The quality of student writing and the amount of student writing has been improving on a steady pace.

Our E.I.P. (Early Intervention Program) has provided guidance for teachers to help students with needs including the gifted students. The use of the clarity program to help organize student data has provided our special education staff with an excellent to organize and collect student data. The program also involves parents in the process to work in conjunction with the school to provide a successful educational experience for their child. In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. The school continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricula activity participation.

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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.

South Side School follows the philosophy of the Accelerated School Network. We recognize the importance of making decisions at the building level utilizing the entire South Side Community in the process. We involve parents, teachers and the entire staff on committees to make informed decisions for better student learning. Since 1995, the Family Center has made a positive impact on the school. The Center is housed in our Family Center Room in the lobby. The Family Resource Center is staffed on a daily basis and provides opportunities for families with children from birth through age five to become involved with South Side School activities. The Center also provides all families with services to develop a collaborative atmosphere between school and home. Our character education theme for the building is "Making Strides In Our Learning With Caring And Effort Each Day." The P.T.A. (Parent-Teacher Association) helps to coordinate programs with staff to meet our theme goals. It was an effective school wide initiative.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Stafford School  
Bristol School District**CATHERINE D. CASSIN, Principal  
Telephone: (860) 584-7824Location: 212 Louisiana Avenue  
Bristol,  
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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular  
School Grade Range: PK- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2007: 497  
5-Year Enrollment Change: 4.4%**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	173	34.8	35.4	33.1
K-12 Students Who Are Not Fluent in English	16	3.8	4.8	7.3
Students with Disabilities	96	19.3	12.5	10.8
Students Identified as Gifted and/or Talented	2	0.4	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	48	87.3	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	310	84.7	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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	13.8	16.0	18.1
Grade 2	18.3	17.7	19.3
Grade 5	22.7	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

#### 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.8	4.7	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.3	82.3	79.1

#### 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	12.4	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	17.8	22.0	27.7
# of Print Periodical Subscriptions	0	5	16

\*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>	
General Education: Teachers and Instructors	24.70
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	7.50
Paraprofessional Instructional Assistants	19.00
Library/Media Specialists and Assistants	1.08
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	0.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	13.20

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.

<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	12.5	12.5	13.2
% with Master's Degree or Above	77.1	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.9	8.4	8.7
% Assigned to Same School the Previous Year	68.6	72.6	72.5

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** Some 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.

Stafford Elementary School promotes effective two-way communication. This begins with a home/school compact. Our school community commits to a sharing of responsibility, with families and school staff working together to provide a learning environment in which each student can maximize his or her own potential. The home/school compact is reviewed yearly, amended as necessary, and signed by students, parents, and teachers. By signing the compact, all agree to do their part to help make Stafford Elementary School a better school community. Our P.T.O. works closely with staff to identify programs designed to involve the entire school community. A strong effort is made to sponsor activities that gather together students, parents, and staff in both fun and instructional programs. Literacy and/or math programs are offered during the year to help promote parental involvement in their child's educational program and to increase parental knowledge of literacy and numeracy instruction provided to their children. Teachers model instructional strategies for parents and provide them with the tools necessary to deliver similar support to their children at home. Parents participate in interactive practice sessions enabling them to grow comfortable with practice activities designed to help support their children. In the primary grades, students were given special school-to-home bags with reading books to practice with their parents at home. All teachers are accessible to parents through voice mail and are able to return calls answering questions and/or responding to concerns in a timely manner. Each student is given a planner and/or special folder at the beginning of the year providing another communication tool for parents and staff. The planner and/or folder provides a convenient vehicle for ongoing and if necessary, daily correspondence. At the start of the school year, parents are solicited and encouraged to play an active part in instructional, school, and P.T.O. activities. A monthly newsletter helps to keep parents informed of all grade level curriculum activities. Classroom and school data walls are visible throughout the building. The data walls are designed to be user friendly and share progress towards school goals and instructional initiatives.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	19	3.8
Black	34	6.8
Hispanic	74	14.9
White	369	74.2
Total Minority	128	25.8

**Percent of Minority Professional Staff: 2.4%**

**Non-English Home Language:** 5.7% 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 5.

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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.

Stafford Elementary School is a special place that is integrated racially, ethnically and economically. Educational opportunities for students to interact with other students from diverse backgrounds occur on a daily basis within individual classrooms, at recess, lunch and our afterschool program.

Our school theme, "An Island of Learning," encompassed many school wide activities throughout the year. Our school supports many other programs for students to participate. We have an active Mentor program and Math League. Many classes also participate in Reading Buddies. Our enrichment programs, funded generously through the PTO and from various grants, support the diversity in our school. Our after school program offered a wide variety of classes including gardening, martial arts, clay clock designing, cooking, kickball, rocketry, power point presentations, cupstacking, author/illustrator study, bowling and tutoring. Over two hundred and fifty students participated in these programs.

Stafford Elementary School always encourages parents to also share special cultural talents with our students. Our active Parent-Teacher Organization encourages interaction through family events such as bingo nights, movie nights, family picnics and a special luau night. Our school continues to raise awareness among the students of how special the diversity is at our school and how rich the experiences are that we learn from each other.

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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	35.6	33.8	83.2
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	64.6	52.4	52.0	69.4
Writing	76.9	69.4	63.4	71.7
Mathematics	77.3	69.8	60.0	77.6
Grade 4 Reading	54.2	52.8	55.9	47.5
Writing	54.2	53.8	62.9	34.5
Mathematics	60.7	59.3	60.3	49.5
Grade 5 Reading	70.8	60.9	62.2	62.6
Writing	60.6	61.4	64.5	42.1
Mathematics	78.8	62.5	65.9	71.6
Science	59.1	45.6	54.9	54.2
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	96.2	95.2	96.4

**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 2006-07 school year, 15 students were responsible for these incidents. These students represent 2.7% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	6	0
Theft	1	0
Physical/Verbal Confrontation	11	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	6	0
<b>Total</b>	<b>28</b>	<b>0</b>

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Stafford Elementary School has a school improvement plan which is comprised of a well defined data collection system and a clearly articulated plan for all associated activities. The success of our plan is predicated on the involvement of all stakeholders, parents, staff and students. Our school year begins with staff reviewing and analyzing school data and identifying student strengths and weaknesses. Areas of focus are identified. Goals and instructional strategies are developed. Instructional data teams at all grade levels work collaboratively instructing and frequently assessing students. A school data team comprised of a representative from each instructional data team gathers and analyzes school data. Results are graphed and shared with the school community. Data walls are posted throughout the building and in each classroom. In addition, student assessment results are shared during P.T.O. meetings, in our monthly newsletter and in parent/teacher conferences. Student reading performance, particularly the areas of fluency and comprehension, continues to be a priority. Teachers continually review and modify a school improvement plan aimed at enhancing student performance on the CMT reading comprehension strands as well as the writing strands. This plan emphasizes non-fiction writing, data analysis, strategies for instructional change, and daily reading comprehension and fluency activities. Professional development has focused on grade level and cross grade level discussion and data analysis. In the area of special education we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff, who were required to participate in curriculum training programs, including data team training, effective teaching strategies, and the Scientifically Research-Based Intervention process, continue to focus on identifying curriculum based goals and objectives related to math, language arts, science, and social studies standards. Special services staff are aligning IEP objectives with the state standards and Bristol's general education curriculum. A variety of professional development activities have been offered to facilitate the implementation of inclusive educational practices. Stafford Elementary School continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.

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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.

Stafford Elementary School is very proud of the accomplishments of our students and staff this past 2007-2008 school year. Our on-going journey as a Professional Learning Community model school has resulted in positive results in learning for our students.

Stafford Elementary School continues to foster enthusiasm for learning. Our staff and parents are dedicated to fostering an enriching child-centered environment for all children. In the school year 2008-2009, the school will continue its Professional Learning Community journey. Our focus will be to address the question, "What will we do when are kids are not learning?" Collaboration will be the key to improve the sharing of strategies with staff which will in turn improve student learning for all.

Community involvement and shared data driven decision making is utilized at Stafford Elementary School. Teachers, support staff, and parents work together to achieve annual goals designed to improve our overall program. Specific goals for student achievement are targeted each year based on data analysis and student performance. We share our instructional data with students, parents, and the community. User friendly data walls are displayed in each classroom and throughout the building. Our P.T.O. is extremely supportive and active in the school and community sponsoring numerous cultural programs, book fairs, field trips, family activities, and projects to raise monies for our students, programs, and community agencies.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Ellen P. Hubbell School****Bristol School District**

JEAN L. ANDREWS, Principal  
Telephone: (860) 584-7842

Location: 90 West Washington Street  
Bristol,  
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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular  
School Grade Range: PK- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 490  
5-Year Enrollment Change: -8.2%

**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	180	36.7	35.4	33.1
K-12 Students Who Are Not Fluent in English	12	2.9	4.8	7.3
Students with Disabilities	59	12.0	12.5	10.8
Students Identified as Gifted and/or Talented	2	0.4	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	53	93.0	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	331	92.2	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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	14.3	16.0	18.1
Grade 2	18.5	17.7	19.3
Grade 5	17.8	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

#### 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.9	4.7	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.1	82.3	79.1

#### 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	8.0	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	23.0	22.0	27.7
# of Print Periodical Subscriptions	5	5	16

\*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>	
General Education: Teachers and Instructors	28.20
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and Assistants	1.08
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	13.60

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.

<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	11.3	12.5	13.2
% with Master's Degree or Above	79.4	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	11.5	8.4	8.7
% Assigned to Same School the Previous Year	85.3	72.6	72.5

**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 Hubbell School, we are committed to supporting the family's role in the education of our students. Our school – family partnership team guides our efforts. The team which consists of a parent, teacher and administrator has developed a parent/teacher/student compact, parent involvement activities and a parent involvement pact which appear on our school web site. The plan included: responsibility of all parties involved, a literacy night component, a character education component and a parent tea and a family night. All title 1 funding was used to sponsor these programs. A monthly newsletter goes out to families. It includes several aspects of our educational institution. Teachers meet with parents several times throughout the year, at the Open House, Barbecue, Conferences, and PTO activities. Teachers communicate on a daily basis with some parents often in the form of a planner, phone call or journal. During PPT and EIP meetings parents are invited in to discuss their child's academic or behavioral profile. Our school psychologist is in constant communication with parents involving several aspects of needs which often include homework. We realize the importance of reaching out to parents who are not fluent in English. Our ELL teacher has been able to find interpreters for those parents who do not speak English. Our ELL teacher also ran an after school program known as Polish Club for our students. It was well received. We have also been able to translate various documents in Spanish for the families for whom Spanish is their dominant language. We have established a Family Resource Center in our large entry way. Parents may secure brochures about education, videos, notices, etc. We also utilize parents and community volunteer as readers, tutors, and support for our library/media center. Our PTO parents sponsor field trips, book fairs, enrichment activities, etc. Our Library Clerk created a reading program this year to promote family reading. She utilized several parent volunteers in order to implement this program.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	24	4.9
Black	32	6.5
Hispanic	99	20.2
White	335	68.4
Total Minority	155	31.6

**Percent of Minority Professional Staff: 2.6%**

**Non-English Home Language:** 11.6% 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 12.

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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.

Hubbell School students participated in a variety of educational opportunities that assisted in reducing racial, ethnic and economic isolation. Teachers at Hubbell School received grants in order to participate with schools from other towns. Special services staff continued to focus on curriculum-based objectives related to math, language arts and science standards. Field trips included trips to Flamig Farm, Wadsworth Atheneum, Mattatuck Museum, Mark Twain House, local Nursing Homes, etc. Each of these educational field trips included opportunities for social interaction with diverse groups of people. Our choral and band groups performed in a "Music in our Schools" Program at the local hospital. This gave our students the opportunity to perform with other students within the district. The After School Program provided several experiences. The activities included Polish Club, Math Games, Literature Express, Reader's Theater, and Artists after School. Many students engaged in the after school Indian Rock and bowling program. This gave our students the opportunity to participate with other schools in an after school setting. Every morning, through the Hubbell School radio program, children are introduced to the "Project Wisdom" Program. On Mondays, students are involved in the Second Step Program. This program provides insight into dealing with others' differences. It addresses respect and acceptance of others. Enrichment programs based upon character education have been promoted through our PTO. Hubbell School's psychologist runs a program entitled "Lunch Bunch" for those students who need to understand differences among cultures or diverse groups. Through our Title I funds, a Family Night was held to promote Literacy and Character education. Many families attended the evening event. It was an opportunity for families to come together as a community.

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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	26.2	35.6	33.8	35.4
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	51.4	52.4	52.0	47.8
Writing	69.9	69.4	63.4	59.9
Mathematics	66.7	69.8	60.0	59.0
Grade 4 Reading	65.1	52.8	55.9	63.7
Writing	63.5	53.8	62.9	48.6
Mathematics	68.3	59.3	60.3	63.1
Grade 5 Reading	68.6	60.9	62.2	59.8
Writing	81.4	61.4	64.5	80.0
Mathematics	74.3	62.5	65.9	64.3
Science	51.4	45.6	54.9	46.0
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](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	95.5	95.2	96.4

#### 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 2006-07 school year, 17 students were responsible for these incidents. These students represent 3% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	8	1
Fighting/Battery	6	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	15	0
Total	30	1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Our Accountability Plan has been designed to meet the needs of Hubbell School students. The goal is to continue to "close the achievement gap". Both the School Wide Data Decision Making Team and the Grade Level Instructional Data Team consistently continue to collect, compile and analyze data and inform instruction based upon current learning trends and patterns. Hubbell School continues to use a comprehensive, balanced approach to literacy. The FOLD (Foundations of Literacy Development) Program continues to thrive. The Waterford Early Reading Computer Program, Star Fall, Reading A-Z and Earobics continue to be utilized as supplemental interventions for "at-risk" students. The addition of the Language Master in kindergarten through grade one resulted in gains of high frequency word knowledge. This helped to build the early literacy sub routine of developing a high core of high frequency words. We discovered that student in grade one who had mastered up to grade three words performed much better on the Developmental Reading Assessment. CMT tutoring continues to occur for grades 1-5 in the areas of reading and math. We have also developed the SILS program for our special education students, Title 1 students and at-risk grade 4 and 5 students. This has given those students the confidence to achieve. The Accountability Team continued to meet throughout the year making changes in our Tier II Plan that would better meet the needs of our students. Overall students performed well on the Connecticut Mastery Test. We continue to make changes in the area of literacy layering on specific changes in the quality of our instruction based upon Professional Development. Teachers worked diligently on Marazano's Effective Teaching Strategies, fluency skills and program implementation and motivating those students who are apathetic when it comes to performing their very best.

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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.

Hubbell School continues to promote "good" citizenship through the use of the Second Step Program which has been adopted by all grade levels. "Project Wisdom" is consistently used each morning to enhance character education attributes on our morning radio station. The theme for the school year was "Planting the Seeds of Knowledge, the Family that Reads Together, Grows Together". It became the umbrella for all activities held throughout the school year. Committees functioned at optimal level. These included the School-wide Data Decision Making Team, and Grade Level Instructional Team, Math League. The Literacy Team, Library Media Clerk, and the Public Libraries helped to promote summer reading programs which included the Governor's Reading Challenge.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Mountain View School****Bristol School District**

DENNIS BIEU, Principal  
Telephone: (860) 584-7726

Location: 71 Vera Road  
Bristol,  
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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular  
School Grade Range: PK- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 369  
5-Year Enrollment Change: -3.4%

**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	100	27.1	35.4	33.1
K-12 Students Who Are Not Fluent in English	10	3.2	4.8	7.3
Students with Disabilities	59	16.0	12.5	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	35	94.6	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	246	88.5	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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	18.5	16.0	18.1
Grade 2	16.0	17.7	19.3
Grade 5	18.7	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

#### 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.2	4.7	7.1
% 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	60.9	82.3	79.1

#### 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	5.8	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	22.9	22.0	27.7
# of Print Periodical Subscriptions	10	5	16

\*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>	
General Education: Teachers and Instructors	21.20
Paraprofessional Instructional Assistants	2.20
Special Education: Teachers and Instructors	1.50
Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and Assistants	1.08
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	0.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.62

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.

<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	9.4	12.5	13.2
% with Master's Degree or Above	76.0	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.2	8.4	8.7
% Assigned to Same School the Previous Year	76.0	72.6	72.5

**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.

Promoting ongoing effective two-way communication begins with a home/school compact. Our school community commits to a sharing of responsibility, with families and school staff working together to provide a learning environment in which each student can maximize his or her potential. The home/school pact is reviewed yearly, amended as necessary, and signed by student, parents, and teachers. By signing the compact all agree to do their part to help make Mountain View School a better school community. Our P.T.O. works closely with staff and parents to identify programs designed to involve the entire school community. Frequent communication keeps everyone informed. A strong effort is made to sponsor activities that gather together students, parents, and staff in both fun and instructional programs. Literacy programs are offered during the year to help promote parent involvement in their child's educational program and to increase parent knowledge of literacy instruction provided to their children. Teachers model instructional strategies for parents and provide them with the tools necessary to deliver similar support to their children at home. Parents participate in interactive practice sessions enabling them to grow comfortable with practice activities designed to help support their children. A school homework policy incorporating written notification and staff contact helps parents to remain informed. All staff is accessible to parents through voice and email and are able to answer questions and/or respond to concerns in a timely manner. Each student is given a planner at the beginning of the year. A system is in place to use the planner as another communication tool for parents and staff. The planner provides a convenient vehicle for ongoing and if necessary daily correspondence. At the start of the school year parents are solicited and encouraged to play an active part in instructional, school, and P.T.O. activities. Parent volunteers play an important role each day in many of our classrooms supporting students in all subject areas. A monthly newsletter helps to keep parents informed of all grade level curriculum activities. Classroom and school data walls are visible throughout the building. The data walls are designed to be user friendly and share progress towards school goals and instructional initiatives.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	20	5.4
Black	20	5.4
Hispanic	36	9.8
White	293	79.4
Total Minority	76	20.6

**Percent of Minority Professional Staff: 0.0%**

**Non-English Home Language:** 8.6% 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 9.

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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.

Mountain View School is racially, ethnically, and economically integrated. Educational opportunities for students to interact with others from differing social, ethnic, and economic backgrounds occur daily within individual classrooms, at recess, lunch, after school activities, and during regular classroom curricular programs. A strong character education program designed to promote respect, responsibility, tolerance, and citizenship is emphasized throughout school programs. Integration of the Second Step Program is used in all classrooms to promote understanding and good decision making. Heterogeneously grouped classes offer an integrated, theme based approach to instruction. Efforts to increase understanding of and sensitivity to multicultural issues are found in daily activities. An after school program allowing our students to learn from each other is run throughout much of the year. This program, currently involves over 350 students. Students participating in this program explore life skills, outdoor science, cooperative learning adventures, and the customs, cultures, and literature of various countries through music, literacy, geography, cooking, and dance. A strong music curriculum offering intra-district performing opportunities provides an introduction to and experience with music from other cultures. An environmental studies program and several sports activities provide additional opportunities for our children to learn and play together. Art projects connect with school goals and building themes offering opportunities for the integration of classroom learning. Students are engaged in cooperative learning through teacher lesson design, bulletin board displays, and classroom projects. Access to the most updated instructional technology offers new ways for students and teachers to link with learning experiences in other places. An active parent teacher organization encourages interaction through family events such as bingo, and movie nights, family picnics, and enrichment assemblies. Regular assemblies and artist-in-residence programs provide a forum for sharing ideas and cultural values.

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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	19.0	35.6	33.8	25.2
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	61.5	52.4	52.0	64.8
Writing	80.8	69.4	63.4	82.2
Mathematics	88.5	69.8	60.0	96.2
Grade 4 Reading	51.8	52.8	55.9	44.0
Writing	42.9	53.8	62.9	20.9
Mathematics	61.4	59.3	60.3	50.7
Grade 5 Reading	66.7	60.9	62.2	56.6
Writing	77.8	61.4	64.5	72.0
Mathematics	66.7	62.5	65.9	49.0
Science	53.7	45.6	54.9	48.6
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	91.6	95.2	96.4

#### 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 2006-07 school year, 17 students were responsible for these incidents. These students represent 3.8% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	3	0
Physical/Verbal Confrontation	7	0
Fighting/Battery	5	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	19	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

At the center of our school improvement plan is a well defined data collection system and a clearly articulated plan for all associated activities. The success of our plan is predicated on the involvement of all stakeholders. Our year begins with staff reviewing and analyzing school data and identifying student strengths and weaknesses. Areas of focus are identified. Goals and instructional strategies are developed. Instructional data teams at all grade levels work collaboratively instructing and frequently assessing students. A school data team comprised of a representative from each instructional data team gathers and analyzes school data. Results are graphed and shared with the school community. Data walls are posted throughout the building and in each classroom. In addition, student assessment results are shared during P.T.O. meetings, in our monthly newsletter, in parent/teacher conferences, and through the Principal's Advisory Council. Student reading performance, particularly in the area of fluency, continues to be a priority. Parent programs are offered in which instructional techniques and strategies are taught and modeled. Teachers continually review and modify a school improvement plan aimed at enhancing student performance on the CMT reading comprehension strands. This plan emphasizes non-fiction writing, data analysis, strategies for instructional change, and daily reading comprehension and fluency activities. Professional development has focused on grade level and cross grade level discussion and data analysis. In the area of special education we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services and regular education staff participated in curriculum training programs which included the data team process, effective teaching strategies, and the Early Intervention Process. Special services staff are aligning IEP objectives with the state standards and Bristol's general education curriculum. A variety of professional development activities have been offered to facilitate the implementation of inclusive educational practices, behavior management, and differentiated instruction. Mountain View continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation

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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.

Mountain View's school/community theme, "Mt. View is Ahead of the Game" is structured around literacy and continues to meet with success. Themed activities promote a positive, nurturing school environment and academic excellence while strengthening school-family connections. Our theme delineates a challenge for students, parents, and teachers allowing us ample opportunity to emphasize goal setting, collaboration, and 100% effort. Positive character traits are emphasized. We continue to expand our efforts to reinforce positive student behavior and interactions with incentives and activities. Acts of kindness are encouraged. Demonstrations of respect, courtesy, acceptance, and tolerance are rewarded. Students enjoy an active voice as a representative Principal's Advisory Council continues to play an important roll in school decisions. An emphasis is placed on student leadership and responsibility, complementing a comprehensive instructional program. This program includes a regular education preschool program, literacy support in grades K through 5, access to the latest instructional technology, a building-wide character education program, an emphasis on academic rigor, and high expectations for all students. Our Early Intervention Program provides support to staff, students, and parents. Community involvement and shared data driven decision making is utilized at Mountain View School. Teachers, support staff, and parents work together to achieve annual goals designed to improve student instruction and our overall program. Specific goals for student achievement are targeted each year based on data analysis and student performance. We share our instructional data with students, parents, and the community. User friendly data walls are displayed in each classroom and throughout the building. Our P.T.O. is extremely supportive and active in the school and community sponsoring numerous cultural programs, book fairs, field trips, family activities, and projects to raise monies for our students, programs, and community agencies. Beginning and Advanced Bands, ORFF Ensemble, a Recorder Group, and chorus enjoy continued success.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Ivy Drive School  
Bristol School District**ROSEANNE VOJTEK, Principal  
Telephone: (860) 584-7844Location: 160 Ivy Drive  
Bristol,  
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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular  
School Grade Range: K-5**STUDENT ENROLLMENT**Enrollment on October 1, 2007: 402  
5-Year Enrollment Change: 0.2%**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	127	31.6	35.4	33.1
K-12 Students Who Are Not Fluent in English	7	1.7	4.8	7.3
Students with Disabilities	48	11.9	12.5	10.8
Students Identified as Gifted and/or Talented	1	0.2	0.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	46	83.6	86.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	311	90.4	87.0	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	946	987

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	17.3	16.0	18.1
Grade 2	16.8	17.7	19.3
Grade 5	22.3	21.1	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education*	20	17
English Language Arts*	471	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	20	18
Mathematics	181	199
Music	24	33
Physical Education	36	40
Science*	70	97
Social Studies*	70	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

**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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.7	4.7	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	77.1	82.3	79.1

**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	6.6	8.4	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	22.8	22.0	27.7
# of Print Periodical Subscriptions	2	5	16

\*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>	
General Education: Teachers and Instructors	22.80
Paraprofessional Instructional Assistants	0.10
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and Assistants	1.08
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	0.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.10

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.

<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	10.4	12.5	13.2
% with Master's Degree or Above	74.2	80.9	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.7	8.4	8.7
% Assigned to Same School the Previous Year	71.0	72.6	72.5

**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:

One of our greatest strengths is our home-school connection. Together, we use a variety of strategies to maintain contact with each other, including our school website, data walls, bulletin boards, school and classroom newsletters, email, phone calls, communication journals for our high risk students, and parent conferences, both formal (twice each year) and as needed. For the past eight years our teachers have used the Response To Intervention Process (RTI), now known as the Scientific Research-based Intervention Program (SRBI) to identify student weaknesses and engage parents in the planning and implementation of strategies to strengthen these concerns. Because of this process, we refer few students for Special Education. Our school was named as one of eight model SRBI schools in Connecticut. We are working with SERC and hosted our first Model School visit.

We recognize students for positive achievements on a regular basis (e.g., classroom assignments, Reader's Club, "Just The Facts" Mystery Guest Challenge). Likewise, when students make poor choices, parents are contacted. When students are referred to the Principal's Office, they take responsibility for their actions. Parents are notified by a speaker phone call home. Because of this partnership with parents, we have few behavioral issues. Our parents are our greatest supporters! Teachers have only to ask once, and our parents are there to help. It is common to see parents helping teachers in classrooms, working in our library and computer lab, copying at our copy machine, putting up bulletin boards, or working with students to sell pencils or flowers during recess. Our PTA is very active, hosting numerous family activities each month (e.g., participating in the MUM Festival Parade, hosting McEducator and Friendly's fund-raisers, BINGO, skating parties, fifth grade Fun Night, Back-to-School BBQ, bowling, Rock Cats Baseball, Fun Field Day, Book Fairs). This year our teachers sponsored several workshops on literacy for parents. They also helped with a Diversity Workshop for parents. One of our biggest successes is our "Hooked On Books" Reader's Club. This year, our students logged in over 3,000,000 minutes in which they read to a family member or a family member read to them. Over half of our students became members of the VIP Reader's Club by logging in over 7,000 minutes!

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	1.0
Asian American	5	1.2
Black	33	8.2
Hispanic	47	11.7
White	313	77.9
Total Minority	89	22.1

**Percent of Minority Professional Staff: 0.0%**

**Non-English Home Language:** 3.7% 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 5.

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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.

Ivy Drive School has a strong Character Education program. This year we continued our Journey to Excellence by Racing to Success. We increased our school population by adding approximately 80 new students, most of whom were redistricted from Edgewood. This group of students has increased our diversity and afforded our children the opportunity to make new friends and learn about different cultural, social, and economic groups. We welcomed our new friends and spent most of the year doing team-building, class-building, and community-building activities. We worked hard to assimilate the new students and create an even better school. Throughout the year we worked with two consultants on diversity issues. They helped our third, fourth, and fifth grade students understand and recognize diversity, including similarities and differences. They presented a diversity workshop for our staff and had on-going, informal conversations with teachers while at our school. They visited PTA meetings and did an evening parent workshop to help parents recognize and understand diversity issues. Like always, our PTA sponsored numerous activities, ranging from our Back To School BBQ, to Skating Parties, Movie Nights, Book Fairs, our fifth grade Fun Night, Talent Show, etc. The PTA officers and committee chairs worked hard to welcome, include, and involve our new families in school-sponsored activities. Ivy Drive School houses the medically fragile program. Students in this program participate as much as possible in mainstream activities that are appropriate to their individual needs. This year we added a Kindergarten and first grade playground that allows children in wheelchairs to actively participate during recess. We continue to integrate cooperative learning, conflict management, Second Step Violence Prevention and Bullying curriculum, "Don't Laugh At Me," DARE, and encourage all fourth and fifth grade students to participate in our intramural sports programs, music program, and after school programs. Our goal is to ensure that all students feel respected and included as a contributing member of the Ivy Drive School Community.

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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	40.3	35.6	33.8	66.2
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	52.1	52.4	52.0	49.6
Writing	57.7	69.4	63.4	39.0
Mathematics	73.2	69.8	60.0	70.3
Grade 4 Reading	45.9	52.8	55.9	35.8
Writing	62.2	53.8	62.9	47.0
Mathematics	62.2	59.3	60.3	51.9
Grade 5 Reading	55.2	60.9	62.2	36.6
Writing	50.7	61.4	64.5	30.8
Mathematics	52.2	62.5	65.9	28.8
Science	40.3	45.6	54.9	33.1
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	98.8	95.2	96.4

#### 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 2006-07 school year, 9 students were responsible for these incidents. These students represent 2.5% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	4	0
Total	12	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Ivy Drive School has embraced the Scientific Research-based Interventions (SRBI) initiative. As an SRBI Model School, we worked with SERC to expand our previous RTI/EIP processes to incorporate the additional components of SRBI. We are using the Northwest Evaluation Association's Measurement of Progress (MAP) Assessments ([www.nwea.org](http://www.nwea.org)) for universal screening. We assessed our students twice this year to get baseline data. We plan to use the information we get from the NWEA computer-adaptive assessments next year to differentiate and personalize student learning goals and to create flexible groups that are based on targeted, specific skills. Like all Bristol Schools, Ivy Drive teachers have been engaged in developing curriculum and aligning daily objectives and student learning goals with the Connecticut Frameworks and Bristol's Power Standards. As a school community we have engaged in conversations around school data to recognize our strengths and refine our areas of weakness. We have developed Tier II Goals and an action plan to support the District's Tier I Goals. Our focus has been on building phonemic awareness, increasing fluency and vocabulary, improving editing and revising skills, and developing comprehension as demonstrated through written response to text. The school-wide data team met regularly to monitor grade-level team work, evaluate student data, revise and implement school-wide programs and communicate with parents and the community through our Data Walls, newsletters, PTA meetings, etc. Each week teachers met as a grade-level team to plan, implement, assess, and reflect upon classroom learning activities and student achievement related to the learning goals. Every other week, all teachers met in data teams to analyze student work, evaluate assessment data, develop further snapshot assessments, and plan classroom interventions to extend and enrich learning or provide remediation to ensure students' academic success. Teachers use a variety of strategies to differentiate the learning, structure flexible skill-based groups (including FOLD), and use all available resources to support student learning. Teachers keep track of formative and summative assessment data and use it to provide specific, immediate, and accurate feedback to parents and students in a timely manner, as well as to make professional decisions that engage students in appropriate, rigorous, and specific learning goals. The district provides additional funding for before, and after-school tutoring, extra-curricular activities, enrichment activities, and Saturday, vacation, and summer school programs.

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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.

This year, we finally completed our construction/renovation project. The school is beautiful. The access to technology is state of the art, with SMARTBoards connected to the Internet in every classroom. The media center is equipped with a computer lab. The school has a V-Brick system and fully equipped stage for student performances. Ivy Drive students once again found themselves on a "Journey to Excellence" by "Racing to Success" to help us become "The Best That We Can Be." We integrated the character trait of Respect throughout the school, with our school rule, "RESPECT YOURSELF, RESPECT OTHERS, and RESPECT OUR SCHOOL." Visitors to our school saw evidence of respect and the character traits embedded into everything our students learned and did. Because one fourth of our students were new to the school this year, the teachers did many team-building, class-building, and school-building activities to assimilate the students into the existing Ivy Drive School culture. Students engaged in many school-wide activities such as our "Hooked on Books" Reader's Club, "Turkey Derby," Book Buddy activities, "Just The Facts" Mystery Guest Math Competition, chorus, band, after school extra curricular sports and activities, and our Fun Field Day. Ivy Drive School is fortunate to have an excellent, highly-qualified faculty and staff. We accomplish great things because of the cohesiveness of the staff and their ability work collegially to enhance our learning community. We also have an active group of parents. We derive our greatest support from the number of volunteers who provide hours of service to our school each week, helping in classrooms and serving on a variety of committees to support and enrich our school. We are proud of our strong character education program, our partnership between parents and staff, and our goal and belief in high expectations for academic achievement for all students. We strive each day to insure every student is truly the "Best That They Can Be."

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**STRATEGIC SCHOOL PROFILE 2007-08**

Middle and Junior High School Edition

**Chippens Hill Middle School  
Bristol School District**

CATHERINE CARBONE, Principal  
 MARY B. HAWK, Asst. Principal  
 CHRISTOPHER CASSIN, Asst. Principal  
 Telephone: (860) 584-3881

Location: 551 Peacedale Street  
 Bristol,  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular  
 School Grade Range: 6- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 929  
 5-Year Enrollment Change: -4.4%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	362	39.0	34.4	23.6
Students Who Are Not Fluent in English	35	3.8	2.7	3.8
Students with Disabilities	120	12.9	11.8	11.6
Students Identified as Gifted and/or Talented	57	6.1	6.6	7.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	642	91.6	92.7	92.3

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	934	1,017

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
Grade 5	N/A	N/A	N/A
Grade 7	20.5	21.6	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	16.5	18.3	31.2
World Language	0.0	0.0	46.4

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	39	40
Computer Education	19	21
English Language Arts	140	171
Family and Consumer Science	0	17
Health	39	24
Mathematics	140	149
Music	29	15
Physical Education	59	55
Reading	140	95
Science	140	144
Social Studies	140	144
Technology Education	39	26
World Languages	0	97

**World Language**

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

**Lunch**

An average of 26 minutes is provided for lunch during full school days.

E indicates elective, I indicates integrated courses.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.8	2.2	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	69.2	69.6	74.4

**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	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	4.6	4.0	2.7
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	94.7
# of Print Volumes Per Student*	20.2	21.3	20.5
# of Print Periodical Subscriptions	12	12	27

\*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>	
General Education: Teachers and Instructors	60.50
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	13.00
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	4.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	27.00

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.3	14.7	13.8
% with Master's Degree or Above	80.0	80.5	75.5
Classroom Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.0	8.0	9.0
% Assigned to Same School the Previous Year	75.7	74.2	74.9

**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.

To promote ongoing and consistent communication between home and school Chippens Hill Middle School continues to utilize the use of computer technology. ParentCONNECTxp, a program available to all of our CHMS parents, provides access to student assignments, records, and grades in addition; our website is updated daily to inform parents of events, programs, and sports happenings. Monthly newsletters inform parents of each team's curricular and extracurricular goals and activities. All students are issued a daily planner at the start of the school year. This planner mirrors our social skills activities and allows for daily communication between home and school regarding homework assignments and upcoming projects. All important written communications are translated into Spanish to ensure all of our families are included in the Chippens Hill learning community.

Chippens Hill Middle School administrators and faculty has made an effort to partner with parents to ensure that students achieve at the highest level possible. In the second year of implementation is our focus during monthly Parent Advisory Committee meetings to embed parent workshops into our monthly meetings.

Chippens Hill Middle School also has an extensive mentoring program. Faculty, parents, and community members volunteer weekly to mentor students within the Chippens Hill and Bristol School community.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	29	3.1
Black	75	8.1
Hispanic	157	16.9
White	665	71.6
Total Minority	264	28.4

**Percent of Minority Professional Staff: 6.1%**

**Open Choice:** 4 students 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:** 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 10.

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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.

Chippens Hill Middle School has established multiple strategies to address and remedy isolation within the racial, ethnic, and demographic boundaries amongst our student population. Chippens Hill embraces its diverse community, and we are committed to the work of celebrating our school community in a variety of ways:

- Chippens Hill Middle School is entering its eleventh year of participation in Project Choice, in which students from Hartford schools elect to attend Bristol schools.
  - Selected CHMS students were involved in the "City Slickers" program during the spring. This program enables students to meet and interact with students from outside the Bristol District by working at a local riding stable to promote skills such as; communication, cooperation, and responsibility.
  - Grade seven students at CHMS were involved in a Sister School Grant with Quirk Middle School in Hartford, Connecticut. The activities included educational and recreational learning opportunities in order for students to appreciate, respect and discuss race relations, cultural perceptions, economic background, physical attributes, ethnicity, segregation, and stereotyping.
  - During the 2007-2008 school year, the Unity Club, formerly the Diversity Club, sponsored "Mix It Up Day" and held numerous school-wide events celebrating diversity and culture.
  - Social skills classroom lessons and assemblies for all students were conducted quarterly throughout the school year.
  - CHMS also promotes cultural awareness through team-building activities, Camfel Productions assembly, and activities which support Hispanic and Black History Months. Teams sponsor cultural feasts and celebrations which reflect the demographics of their team of students. These activities involve staff, students, and parents.
- 

## 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	48.8	46.5	35.4	77.8
Grade 8	56.5	55.0	37.0	89.5

\*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 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	62.7	65.2	66.3	41.7
Writing	53.5	54.0	61.9	38.8
Mathematics	63.9	66.3	66.4	45.5
Grade 7 Reading	69.8	71.1	71.1	45.3
Writing	56.9	57.0	62.0	43.5
Mathematics	54.8	60.4	63.0	38.6
Grade 8 Reading	68.2	67.7	64.8	51.2
Writing	55.5	59.3	63.4	39.5
Mathematics	57.6	62.9	60.8	42.7
Science	59.2	60.0	58.6	46.2

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](http://www.ctreports.com).

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 Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	96.6	96.3	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 2006-07 school year, 122 students were responsible for these incidents. These students represent 12.6% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	5	0
Personally Threatening Behavior	8	1
Theft	5	0
Physical/Verbal Confrontation	27	0
Fighting/Battery	26	1
Property Damage	0	0
Weapons	10	2
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	88	0
Total	172	4

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Chippens Hill Middle School provides on-going professional development opportunities for the entire faculty to focus on student performance data. Student performance on the Connecticut Mastery Tests, District Common Assessments and monthly "Vital Signs" are monitored throughout the year and used to develop the Tier II goals for the upcoming school year. Data generated from monthly assessments in all curricular areas is used by grade level and department teams to maximize student achievement, determine instructional strategies, and set monthly achievement goals. Ongoing, frequent assessments will be administered to determine mastery/non-mastery of what has been taught. This process holds teachers and administrators accountable for increasing student achievement. In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs including: data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process. Special services staff continued to focus on identifying curriculum based goals and objectives related to math, language arts, science and social studies standards. Special services staff are aligning IEP objectives with the state standards and Bristol's general education curriculum. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices. The school continues to make strides in providing educational programs for students on indicators of TWNDP, attendance, and extra curricular activity participation.

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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.

Chippens Hill Middle School has a population of approximately 950 students in grades six, seven, and eight. Chippens Hill Middle school is the newest and largest middle school in Bristol, CT. This modern facility was opened in 1993 and was designed to fully support the middle school concept. The building features nine separate team areas and unified arts areas. The physical plant provides an excellent setting in which to provide programs that meet the needs of early adolescents. Teaming is an essential part of the educational experience at CHMS. The academic teams plan and conduct interdisciplinary units, run team activities, and can alter their schedules to provide unique experiences for their students. School-wide programs, such as; "Choices Help Me Succeed" and "Student Recognition" programs, encourage good behavior and contribute to a positive school climate. The school commits much time and energy to the academic, social, emotional, and character enhancement of each and every student. The school boasts a Kids In the Middle Program, intensive conflict resolution program, developmental guidance structure, character education, and over 30 clubs and activities. In addition, the intramural and interscholastic sports program includes participation by over 300 students. CHMS continues our long-term relationship with many of the Bristol community services. Through involvement with Bristol Youth Services our students have access to a wide range of educational and recreational activities after-school, weekends, and during vacations. Activities include: CHAPS, Project Adventure, Scuba-diving, mountain-biking, and youth basketball/baseball.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Middle and Junior High School Edition

**Northeast Middle School**

Bristol School District

DENNIS SIEGMANN, Principal  
 TERESA P. DEBRITO, Asst. Principal  
 Telephone: (860) 584-7839

Location: 530 Stevens Street  
 Bristol,  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular  
 School Grade Range: 6- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 558  
 5-Year Enrollment Change: -5.9%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	131	23.5	34.4	23.6
Students Who Are Not Fluent in English	8	1.4	2.7	3.8
Students with Disabilities	60	10.8	11.8	11.6
Students Identified as Gifted and/or Talented	42	7.5	6.6	7.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	354	98.9	92.7	92.3

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	934	1,017

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
Grade 5	N/A	N/A	N/A
Grade 7	23.8	21.6	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	17.2	18.3	31.2
World Language	0.0	0.0	46.4

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	39	40
Computer Education	19	21
English Language Arts	140	171
Family and Consumer Science	0	17
Health	39	24
Mathematics	140	149
Music	26	15
Physical Education	59	55
Reading	140	95
Science	140	144
Social Studies	140	144
Technology Education	39	26
World Languages	0	97

**World Language**

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

**Lunch**

An average of 26 minutes is provided for lunch during full school days.

E indicates elective, I indicates integrated courses.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.4	2.2	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	81.7	69.6	74.4

**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	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	4.2	4.0	2.7
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	94.7
# of Print Volumes Per Student*	20.8	21.3	20.5
# of Print Periodical Subscriptions	0	12	27

\*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>	
General Education: Teachers and Instructors	37.50
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and Assistants	1.50
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	2.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	14.80

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	11.2	14.7	13.8
% with Master's Degree or Above	74.4	80.5	75.5
Classroom Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.0	8.0	9.0
% Assigned to Same School the Previous Year	67.4	74.2	74.9

**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.

Northeast Middle School is committed to engaging every parent in the education of their son or daughter. The 2007-08 school year saw the implementation of the IGPro online grading program allowing parents access to the grades of each of their children on a daily basis. In addition parents now receive grading information and results for their son/daughter on both the mid year and final district common assessments that will include the district average score as well as the individual students score.

An open house is provided in which each team in all grades is expected to outline their syllabus, including grading, homework, and behavior expectations. Individual academic teams are encouraged to invite parents to team meetings and to provide parents with information regarding team activities and events. Each academic team has an assigned team leader. There are also four parent conference dates in the fall and an additional two in the spring. A student-parent handbook is sent home and signed off on by parents.

Monthly newsletters are mailed home to parents that include information about events and activities at our school. Each newsletter includes a message from the principal regarding issues of concern. Also included with these newsletters are academic tips for parents. The 2007-08 school year had a greater focus on the school website and providing needed information for parents that will include the school accountability plan, daily announcements, the student handbook, teacher and team information, athletic schedules and academic curriculum information.

There is an active Parent Teacher Organization that meets monthly to examine the needs of the school and develop additional means of academic and financial support. The administration actively participates in these meetings as a means of keeping parents and the community aware of school issues.

Every effort is made to provide our non-fluent English speaking parents/guardians with information to support the academic success of our students. Written information and translators are available when needed.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	9	1.6
Black	42	7.5
Hispanic	52	9.3
White	453	81.2
Total Minority	105	18.8

**Percent of Minority Professional Staff: 0.0%**

**Non-English Home Language:** 4.3% 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 7.

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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.

The staff at Northeast Middle School provides our students with a variety of programs, activities, team projects, and curricular opportunities to broaden their view and understanding of the diversity of their world. Our academic teams participate in such activities as cultural assemblies, Black History Month, and essay contests, such as the State sponsored Women's History Month Essay Contest.

The Language Arts teachers continue to select trade books which focus on minority groups and overcoming obstacles in society. Our seventh grade students participate in Culture Days in their geography classes by sharing ethnic meals and other cultural customs. Other seventh graders also complete projects on world religions and interview their parents or grandparents on cultural backgrounds and customs.

During the 2007-08 school year our staff and students were provided with a diversity training program provided by the district that focused on the "differences among people". This program is also offered to all parents at a parent "Open House" in September. In addition the Bristol Youth Services will provide support to our female students with various programs and our literacy coach will continue to work with males in regard to needs related to literacy. Certainly there is a strong effort by the entire staff to improve the academic success of these groups. Evidence of this success can be found in the 2007-08 AYP report card. Northeast Middle School improved our AYP calculated scores for the Hispanic and black populations in math and in reading meeting the new AYP target scores. In fact the black population scored higher than our whole school population in AYP math.

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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	N/A	N/A	N/A	N/A
Grade 6	33.9	46.5	35.4	49.1
Grade 8	43.5	55.0	37.0	66.4

\*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 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	74.4	65.2	66.3	62.9
Writing	61.0	54.0	61.9	51.3
Mathematics	71.8	66.3	66.4	56.8
Grade 7 Reading	75.0	71.1	71.1	52.4
Writing	65.1	57.0	62.0	55.7
Mathematics	66.7	60.4	63.0	55.5
Grade 8 Reading	73.5	67.7	64.8	60.3
Writing	74.1	59.3	63.4	63.6
Mathematics	72.8	62.9	60.8	64.0
Science	69.1	60.0	58.6	55.7

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](http://www.ctreports.com).

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 Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.0	96.3	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 2006-07 school year, 49 students were responsible for these incidents. These students represent 8.3% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	24	0
Fighting/Battery	15	1
Property Damage	0	0
Weapons	4	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	56	0
Total	101	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

In the area of grade 8 Mathematics, Algebraic Concepts has continued to be our focus. We also developed strategies for grade 6 focusing on numerical and proportional reasoning. The math department develops monthly mini-assessments to determine student progress in this area and adjusted instruction accordingly. In addition a math intervention teacher works with all students that score at level 1 or 2 on the previous year CMT. These students receive this help in addition to their regular math instruction.

In Language Arts, to better prepare our students for the writing prompt, our grades 6-8 teachers will focus instruction on increasing mastery on "Written response to text" by 10% on the 2009 CMT. In addition a school literacy coach is employed to work with staff and students.

Our social studies staff will continue to work with improvement in the "Direct Assessment of Writing" for all three grades setting a goal that each student will score a raw score of above a nine, which is certainly holding our students to high expectations, since above nine is goal.

Our science staff will examine and then implement strategies directed at two strands of the math CMT directly related to science. The two strands include mastery of "Custom and Metric Measurement," and "Statistics and Data Analysis". The science staff will also develop lessons and material to support knowledge regarding the scientific method. Our 2008 CMT science scores were exceptional.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. The school continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.

Grade level and subject area data teams are organized to examine and create monthly mini-assessments to support instruction and the needs of all students.

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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.

Northeast Middle School is an academically successful school where parents, students, and staff take pride in "who they are, and what they are all about". The education of each student is the focus of what we do. A caring culture has been developed that allows each student to be challenged to high expectations. Our school motto developed last year by the students is "Think Smarter, Work Harder, and Go Farther". We will continue with a character education program celebrating Kindness, Respect, Citizenship, Responsibility, Honesty, and Courage. This year we will institute a program focused on improving student behavior called Positive Behavior Support (PBS). Our areas of focus will be the classroom, cafeteria, and hallway in hopes of reducing office referrals.

We will continue to offer literacy programs to support out CMT level one and two students. During the school year two programs, "Fluent Reader," and "ReadAbout" are offered to students. These are computer based programs taught by certified staff. In addition during our daily thirty minute "flex" time, activities are offered for chorus, band, and Silent Sustained Reading (SSR). This year our curriculum in Unified Arts/Technology has been expanded to include Engineering and Design and also a Robotics course. Our flex program has been moved to a morning activity period for the 2008-09 school year which will allow us to provide assembly programs related to each grade level.

Northeast students continue to participate in a variety of other activities, including intramural and competitive team sports with student teams competing against faculty teams to celebrate the end of each sport season. The National Junior Honor Society is also a very active group in our school. All students and parents also participate in a school wide fund raiser in which prizes can be earned. These funds support student field trips and classroom needs.

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**STRATEGIC SCHOOL PROFILE 2007-08**

Middle and Junior High School Edition

**Memorial Boulevard Middle School  
Bristol School District**

MARCIANN R. JONES, Principal  
 MARTHA M. NOWOBILSKI, Asst. Principal  
 Telephone: (860) 584-7882

Location: 70 Memorial Boulevard  
 Bristol,  
 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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular  
 School Grade Range: 6- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 542  
 5-Year Enrollment Change: -2.2%

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	205	37.8	34.4	23.6
Students Who Are Not Fluent in English	11	2.0	2.7	3.8
Students with Disabilities	60	11.1	11.8	11.6
Students Identified as Gifted and/or Talented	35	6.5	6.6	7.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	314	88.7	92.7	92.3

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	934	1,017

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
Grade 5	N/A	N/A	N/A
Grade 7	21.2	21.6	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	22.5	18.3	31.2
World Language	0.0	0.0	46.4

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	39	40
Computer Education	19	21
English Language Arts	140	171
Family and Consumer Science	0	17
Health	39	24
Mathematics	140	149
Music	23	15
Physical Education	59	55
Reading	140	95
Science	140	144
Social Studies	140	144
Technology Education	39	26
World Languages	0	97

**World Language**

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

**Lunch**

An average of 26 minutes is provided for lunch during full school days.

E indicates elective, I indicates integrated courses.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.8	2.2	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	58.3	69.6	74.4

**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	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.3	4.0	2.7
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	94.7
# of Print Volumes Per Student*	23.7	21.3	20.5
# of Print Periodical Subscriptions	25	12	27

\*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>	
General Education: Teachers and Instructors	37.00
Paraprofessional Instructional Assistants	0.50
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and Assistants	1.50
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	2.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	16.60

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	20.4	14.7	13.8
% with Master's Degree or Above	88.1	80.5	75.5
Classroom Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.1	8.0	9.0
% Assigned to Same School the Previous Year	78.6	74.2	74.9

**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.

In the beginning of the school year, each department analyzes CMT data to determine their Tier II goals. These goals become part of our school's improvement plan. The departments each form a data team that meets bi-weekly to assess student improvement based on monthly snapshots. The monthly snapshot data is displayed by each department and by each grade level. Within the data teams, decisions are made that address best teaching practices and strategies that will increase student performance. Common midyear and common end of the year assessments in the core areas are also a part of determining improvement in student learning. Once a month, the school data team meets to monitor the progress of the entire school improvement plan. Additionally, our PTO is kept apprised of the developments within the school improvement plans, the curriculum and assessments.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. Memorial Boulevard continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	12	2.2
Black	36	6.6
Hispanic	85	15.7
White	409	75.5
Total Minority	133	24.5

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:** 3 students 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:** 8.5% 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 10.

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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.

The Memorial Boulevard School implemented a workshop entitled, The Importance of Diversity. This workshop was presented separately to each grade level, sixth, seventh, and eighth. Over 550 students who participated in the workshop were given an overview on the importance of diversity. The overview included dealing with issues such as racism, ageism, sexism and dealing with people with disabilities. Special emphasis was focused on stereotyping and its effects on our dealings with groups and individuals at school and in the community. Real life scenarios were utilized in order for students to gain "hands-on" experience dealing with diversity issues. The workshop goals were for students to 1)gain a greater understanding of the issues of diversity to include stereotyping and discrimination. 2)increase their knowledge of stereotyping and its effects on their lives. 3)be able to differentiate between discrimination and an over sensitivity on the part of individuals. 4)understand the issues regarding people with disabilities and have a greater awareness of the special issues facing them. Memorial Boulevard School also continues to actively participate in the Project Choice Program with students from Hartford. Additionally, the entire school, through its Full Value Agreement Program, focuses on students giving and receiving honest feedback, working together and valuing themselves and others. In keeping with this focus, students participated in a school wide service learning project that raised and donated monies to the Special Olympics.

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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	N/A	N/A	N/A	N/A
Grade 6	55.6	46.5	35.4	87.8
Grade 8	62.7	55.0	37.0	94.9

\*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 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	62.1	65.2	66.3	40.9
Writing	49.2	54.0	61.9	33.0
Mathematics	66.3	66.3	66.4	49.0
Grade 7 Reading	70.1	71.1	71.1	45.7
Writing	49.4	57.0	62.0	30.8
Mathematics	63.8	60.4	63.0	50.4
Grade 8 Reading	63.3	67.7	64.8	44.8
Writing	54.2	59.3	63.4	36.0
Mathematics	65.2	62.9	60.8	51.8
Science	55.2	60.0	58.6	43.5

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](http://www.ctreports.com).

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 Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.2	96.3	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 2006-07 school year, 66 students were responsible for these incidents. These students represent 12.1% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	6	0
Theft	11	2
Physical/Verbal Confrontation	13	0
Fighting/Battery	17	0
Property Damage	1	0
Weapons	2	0
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	61	0
Total	115	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

In the beginning of the school year, each department analyzes CMT data to determine their Tier II goals. These goals become part of our school's improvement plan. The departments each form a data team that meets bi-weekly to assess student improvement based on monthly snapshots. The monthly snapshot data is displayed by each department and by each grade level. Within the data teams, decisions are made that address best teaching practices and strategies that will increase student performance. Common midyear and common end of the year assessments in the core areas are also a part of determining improvement in student learning. Once a month, the school data team meets to monitor the progress of the entire school improvement plan. Additionally, our PTO is kept apprised of the developments within the school improvement plans, the curriculum and assessments.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. Memorial Boulevard continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.

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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.

Memorial Boulevard School has a very diverse population of students. The teaching staff is a good mixture of very experienced to relatively new teachers. The school schedule is a teaming design with common planning time for both core and unified arts teachers. An active activity period, including a strong band and choral programs, exists daily throughout the year. Also, an extensive intramural and interscholastic program exists for all students after school. Additionally, an after school late bus is provided for students who want to participate in various clubs, such as, Mindstormers Robotic Club, the Odyssey of the Mind, Math Bugs, Podcasters, Science Bowl Team, CPEP, Nutmeggers Book Club, Boulevard Bookworms, and several study clubs that assist with homework. Our band program and art club are heavily involved with community service that benefit Bristol and our surrounding communities. Our students have given their time and raised money to help those in need. These activities not only provide our students with positive role models for character development, it provides our students with a sense of accomplishment and being able to give back to their community. On two different occasions, the art club has received proclamations from the City of Bristol for its work in the community.

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**STRATEGIC SCHOOL PROFILE 2007-08**

High School Edition

**Bristol Central High School****Bristol School District**

MARTIN J. SEMMEL, Principal  
 PETER L. WININGER, Asst. Principal  
 DANIEL J. SONSTROM, Asst. Principal  
 Telephone: (860) 584-7735

Location: 480 Wolcott Street  
 Bristol,  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular  
 School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 1465  
 5-Year Enrollment Change: 5.8%

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	405	27.6	23.3	23.8
Students Who Are Not Fluent in English	22	1.5	1.9	3.5
Students Identified as Gifted and/or Talented	118	8.1	3.5	4.6
Students with Disabilities	181	12.4	11.4	10.7
Juniors and Seniors Working 16 or More Hours Per Week	222	33.2	24.8	20.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	21.9	19.7	17.9
Biology I	21.8	20.0	18.6
English, Grade 10	19.1	21.4	18.4
American History	18.4	20.5	19.5

**World Languages:** Instruction was offered in the following world language(s): French, Italian, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,014	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2006-07 School Year	31.9	28.7

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2007	26.3	22.6	23.1

% of Class of 2007 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	91.0	91.9
Chemistry	76.3	70.1
4 or More Credits in Mathematics	64.3	63.7
3 or More Credits in Science	90.0	90.0
4 or More Credits in Social Studies	57.3	54.8
Credit for Level 3 or Higher in a World Language	71.0	58.7
2 or More Credits in Vocational Education	67.0	57.8
2 or More Credits in the Arts	41.0	39.8

### Class of 2007

This school required more than the state minimum number of credits for graduation in health, physical education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.4	1.9	3.4
% of Gifted and/or Talented Students Who Received Services	100.0	45.0	42.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	33.3	61.5	72.0

### 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	High Schools	
		DRG	State
# of Students Per Computer	4.2	3.0	2.7
% of Computers with Internet Access	100.0	99.8	99.5
% of Computers that are High or Moderate Power	100.0	98.8	96.8
# of Print Volumes Per Student*	13.4	15.0	15.6
# of Print Periodical Subscriptions	35	47	45

\*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.

**Interactive Distance Learning:** This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.3% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	81.20
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	12.85
Paraprofessional Instructional Assistants	14.00
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	6.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	40.60

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	High Schools	
		DRG	State
Average Number of Years of Experience in Education	15.4	14.4	13.8
% with Master's Degree or Above	81.6	75.8	72.2
Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	6.4	8.8	8.9
% Assigned to Same School the Previous Year	79.6	78.6	76.4

**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 the school.

At Bristol Central High School, we believe that supporting the family's role in the education of our students is important. We demonstrate this support through a number of activities and procedures. First, we provide a significant amount of information to our parents throughout the school year. This information includes opportunities for families to get involved in the scheduling process, parent teacher meetings, orientation meetings, and guidance informational meetings. In addition, we provide information to our parents through a school newsletter, individual teacher web sites and the school web site.

At the beginning of the year, students and parents are provided with teacher syllabi and the student/parent handbook outlining the curricular and behavioral expectations for our students and parents. An open house format is in place at the beginning of the year to provide parents with the opportunity to meet teachers. During this open house, teachers provide parents with valuable information that can be used to aid their children at home. In addition, parent conferences occur twice during the year allowing each parent to meet individually with his/her child's teachers to discuss specific student needs and strategies that the parents can utilize at home.

We organize our freshman students by placing them on four different teams. The teams of teachers, which include the four core teachers, a guidance counselor and a special education teacher, meet every other day to discuss individual student needs, instructional strategies, and student mastery. This structure provides the team with the opportunity to make frequent parent contact. Parents often come to team meetings to discuss areas where their children can make improvements. The discussion often leads to usable suggestions and strategies that parents can implement at home.

Parents are provided student grades eight times a year, four progress reports and four marking period report cards. Parents have online access to their children's grades, attendance, and discipline and can contact teachers, guidance counselors, and administrators via the phone and email. In addition, we have an automatic phone dialer which is used to inform parents of student absences as well as upcoming events. Staff members and teachers in the building who can speak more than one language are used to translate for parents who do not speak English.

Many of our parents volunteer for programs such as our booster clubs (football, all sports, performing arts) and governance council.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	20	1.4
Black	116	7.9
Hispanic	168	11.5
White	1,159	79.1
<b>Total Minority</b>	<b>306</b>	<b>20.9</b>

**Percent of Minority Professional Staff: 5.1**

**Open Choice:** 8 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:** 7.5% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 12.

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### 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.

Bristol Central High School consistently works to reduce racial, ethnic, and economic isolation through our every day practices. Students from varying races, ethnicities, and economic situations populate our school. In 2003 we eliminated the general level of instruction which left us with only two academic levels: academic and honors. This practice, commended by the New England Association of Schools and Colleges accreditation, required the great majority of our student population to work together in the classroom. We have continued this practice during the past five years with great results. In fact, the 2007-2008 CAPT results indicate that our minority and economically disadvantaged students outperformed the state averages on all tests by a considerable amount. During the school year we added a Breakfast program that allowed our students on Free or Reduced lunch to eat breakfast at a reduced price. In addition, Bristol Central High School continued its participation in the Project Choice program. During the 2007-2008 school year 10 students from Hartford were Bristol Central Rams. Many of these students have been educated in the Bristol Public Schools for years and our one senior successfully graduated. Additionally, since our largest minority population consists of Hispanics, two of our Hispanic staff members worked to develop a Latino Club whose main purpose was to celebrate both the differences and similarities between the Latino and non-Latino population. The BCHS Dance Team consisting of a number of races and ethnicities played a much more significant role in our mainstream activities such as the Pep Rally and one of our major fundraising activities. Finally, we continued our robust foreign exchange program. Twelve of our students traveled to Italy to live and attend school for over a week with Italian students. Twenty four students from France and Twelve students from Italy visited the United States during the school year where they lived with host families and attended Bristol Central High School. A number of activities occurred during their stay that helped promote interaction between our students and these foreign exchange students.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	43.3	38.9	62.4

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	10	9.1
% of Grade 12 Students Tested	17.3	21.0
% of Exams Scored 3 or More*	60.0	71.5

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	50.5	45.5	59.9
Writing Across the Disciplines	68.4	57.9	63.0
Mathematics	63.1	50.1	69.6
Science	48.9	46.3	57.1

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."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2007	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	498	504	52.0
Critical Reading	494	502	48.6
Writing	485	503	41.3
% of Graduates Tested	78.7	77.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	96.8	92.6	60.0
Cumulative Four-Year Dropout Rate for Class of 2007	2.7	6.2	63.3
2006-07 Annual Dropout Rate for Grade 9 through 12	0.5	1.7	81.8

Activities of Graduates	School	State
% Pursuing Higher Education	84.0	83.4
% Employed, Civilian and Military	16.0	12.3

Student Attendance	School	State High Schools
% Present on October 1	91.7	94.4

#### 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 2006-07 school year, 235 students were responsible for these incidents. These students represent 14.7% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	5	1
Theft	0	0
Physical/Verbal Confrontation	28	0
Fighting/Battery	26	2
Property Damage	0	0
Weapons	8	0
Drugs/Alcohol/Tobacco	45	2
School Policy Violations	432	0
Total	547	5

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Bristol Central High School has a well-articulated school improvement plan focused on the areas of mathematics, reading, writing, attendance, and physical endurance. Each of these areas has a specific set of numeric goals determined by the School Wide Data Team. The School Wide Data Team consists of the department chair in every area of our curriculum as well as our literacy teacher and principal. Our teachers generate common formative assessments that are used to measure student mastery of specific knowledge and skills. The data collected on these assessments is used to focus teacher attention and further support all students. These school wide goals also contain specific strategies, timelines, and expectations for teachers and administrators to help ensure a more consistent implementation of our school improvement plan. The most significant part of our 2007-2008 school improvement plan was the continued focus on fiction and non-fiction reading. Our English, science and social studies teachers all implemented specific strategies developed to improve our students' skills at working with fiction and non-fiction text. The 2007-2008 CAPT results show the results of this effort. The percentage of students who scored at or above the goal level on the Reading subtest of the CAPT improved from 28% in 2006 to 46% in 2007 and to 51% in 2008. Additionally, our CAPT scores continued to see significant increases on all subtests.

Parents participate in discussions of our school improvement plan during school governance meetings that occur twelve times throughout the year and meet during the day as well as five open parent meetings that occur in the evening. This year, a number of parents had the opportunity to discuss the results of the school improvement plan with a visiting committee made up of educators for the purposes of potentially winning a state award. In addition, information regarding our school improvement plan is provided to parents in our monthly newsletter.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. The school continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.

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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.

At Bristol Central High School we have developed a number of different programs and activities that add to the learning experience for all of our students. First, we created a Best Buddies group that connected some of our most handicapped students with students from our general population. These students have developed meaningful relationships with each other as they have participated in sports contests, Halloween dances, bowling, and movie nights. This group helped Bristol Central High School earn second place in the Unified Sports Michael's Cup.

We have also developed a physical education class entitled "Early Bird Gym" which meets at 7:00 a.m. This class provides a smaller class size and allows students to feel confident as they work towards individual fitness goals.

A Mandarin Chinese class was developed that meets after the official school day ends. This program allows students to learn another important language in our world. This after school program may become a regular part of the school curriculum. More than 20 students participated in this program during the 2007-2008 school year.

We have also developed an after school help program that provides students with tutoring and CAPT support throughout the school year. Students are provided with a nutritious snack and other incentives to stay after school and improve their mastery of specific concepts and skills. Students who participate in this program are provided a late bus.

Our Career Counselor has developed a program called Spotlight on Careers. This program consisted of a number of separate meetings throughout the year. A specific career path was highlighted at each event. Speakers were brought into these events who represented the variety of career opportunities available in that career path. Interested students attended these seminars to get a better understanding of these opportunities so that they would be more informed before pursuing one of these paths.

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**STRATEGIC SCHOOL PROFILE 2007-08**

High School Edition

**Bristol Eastern High School****Bristol School District**

VINCENT E. LYONS, Principal  
 DANIEL F. VIENS, Asst. Principal  
 Telephone: (860) 584-7852

Location: 632 King Street  
 Bristol,  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 1333

5-Year Enrollment Change: -1.0%

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	291	21.8	23.3	23.8
Students Who Are Not Fluent in English	15	1.1	1.9	3.5
Students Identified as Gifted and/or Talented	132	9.9	3.5	4.6
Students with Disabilities	156	11.7	11.4	10.7
Juniors and Seniors Working 16 or More Hours Per Week	110	20.0	24.8	20.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	19.9	19.7	17.9
Biology I	26.5	20.0	18.6
English, Grade 10	19.1	21.4	18.4
American History	20.9	20.5	19.5

**World Languages:** Instruction was offered in the following world language(s): French, Italian, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,014	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2006-07 School Year	47.6	28.7

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2007	26.3	22.6	23.1

% of Class of 2007 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	86.1	91.9
Chemistry	64.4	70.1
4 or More Credits in Mathematics	59.4	63.7
3 or More Credits in Science	87.5	90.0
4 or More Credits in Social Studies	61.6	54.8
Credit for Level 3 or Higher in a World Language	59.4	58.7
2 or More Credits in Vocational Education	69.8	57.8
2 or More Credits in the Arts	46.3	39.8

### Class of 2007

This school required more than the state minimum number of credits for graduation in health, physical education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.1	1.9	3.4
% of Gifted and/or Talented Students Who Received Services	100.0	45.0	42.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	43.6	61.5	72.0

### 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	High Schools	
		DRG	State
# of Students Per Computer	4.1	3.0	2.7
% of Computers with Internet Access	100.0	99.8	99.5
% of Computers that are High or Moderate Power	100.0	98.8	96.8
# of Print Volumes Per Student*	10.5	15.0	15.6
# of Print Periodical Subscriptions	41	47	45

\*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.

**Interactive Distance Learning:** This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.3% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	72.30
Paraprofessional Instructional Assistants	0.10
Special Education: Teachers and Instructors	14.35
Paraprofessional Instructional Assistants	9.00
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	4.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	36.90

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	High Schools	
		DRG	State
Average Number of Years of Experience in Education	12.3	14.4	13.8
% with Master's Degree or Above	76.3	75.8	72.2
Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.4	8.8	8.9
% Assigned to Same School the Previous Year	75.3	78.6	76.4

**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 the school.

Four parental representatives serve on the school's Governance Council which guides both district and building policies. During SY 2008-2009 the Council discussed the impact of the present semester schedule on students and families, the new format for course selection as well as the implementation of an extended parent-teacher fall conference period.

Parents are able to monitor their child's academic progress, attendance and disciplinary patterns via Parent Connect, an electronic access to school records. A new computerized contact system enabled us to keep parents informed of CAPT dates and important school events. The traditional school newsletter, mailed quarterly, as well as special progress reports for grades nine and ten students keep families informed of both school issues and their child's progress. Team Night in September allows grade nine and ten parents to meet in an open-house format with their child's core teachers on each team. The school maintains an updates web site for parental access and each teacher has a link off of that web site to post homework assignments, coming events and the like.

Parental involvement in specialized parental groups (booster clubs, graduation party committee, Parent Discussion Group) as well as frequent mailings regarding special events and activities are also ways that our parents can remain in contact and influence school decisions.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	37	2.8
Black	104	7.8
Hispanic	124	9.3
White	1,066	80.0
<b>Total Minority</b>	<b>267</b>	<b>20.0</b>

**Percent of Minority Professional Staff: 2.8**

**Open Choice:** 11 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:** 5.7% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 12.

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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.

Bristol Eastern participated in the Open Choice Program this year, graduating the senior members of the cohort. All of the grade twelve program participants are attending post-secondary opportunities.

Once again, we offered a Mandarin Chinese Language and Culture program in cooperation with Tunxis Community College. Exchange visits were conducted with our sister high school in Madrid, Spain and a student trip to Costa Rica to explore Central American culture is scheduled for SY 2008-2009. A student trip to Italy also was held during SY 2007-2008.

Our English department and library participated in the national African-American Literature Read-In, featuring poetry and prose from African-American authors. Our English curriculum has also been revised to include more multi-cultural literary selections. In SY 2008-2009 we will launch the second phase of our revised social studies curriculum which will offer concentrated area studies for Latin America, Africa, the Middle East and Asia.

Our "BE Challenge" was a three-day intensive experience for our grade ten students which explore the cultural, economic and social diversity found right within our own student population.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	55.6	38.9	91.7

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	12	9.1
% of Grade 12 Students Tested	22.4	21.0
% of Exams Scored 3 or More*	61.9	71.5

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	51.4	45.5	62.6
Writing Across the Disciplines	59.8	57.9	50.3
Mathematics	62.5	50.1	68.5
Science	57.3	46.3	64.3

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."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2007	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	502	504	58.1
Critical Reading	495	502	50.8
Writing	501	503	55.3
% of Graduates Tested	70.1	77.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	95.3	92.6	46.1
Cumulative Four-Year Dropout Rate for Class of 2007	4.0	6.2	45.6
2006-07 Annual Dropout Rate for Grade 9 through 12	1.3	1.7	43.9

Activities of Graduates	School	State
% Pursuing Higher Education	81.5	83.4
% Employed, Civilian and Military	14.6	12.3

Student Attendance	School	State High Schools
% Present on October 1	93.0	94.4

### 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 2006-07 school year, 261 students were responsible for these incidents. These students represent 19.9% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	14	0
Theft	5	0
Physical/Verbal Confrontation	19	0
Fighting/Battery	10	0
Property Damage	1	0
Weapons	5	0
Drugs/Alcohol/Tobacco	15	1
School Policy Violations	409	0
Total	480	1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Steady improvement continues on the percentage of students attaining a minimum proficient level on the Connecticut Academic performance Test. Our students are outperforming their peers in the DRG in the areas of mathematics, reading and writing. Our areas of concentration on the CAPT have been reading and mathematical skills. We have noted significant gains at the goal level for state assessment. Under the provisions of No Child Left Behind, Bristol Eastern again met AYP.

We will refocus our efforts during SY 2008-2009 to strengthen science instruction and student achievement on the CAPT sub-test.

Work is beginning to improve our student participation in Advanced Placement experiences as well as their performance on the SAT. These two areas will comprise the bulk of our attention and efforts during SY 2008-2009. In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. The school continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.

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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.

Bristol Eastern High School continues to provide a safe and focused environment for teaching and learning. The achievements of our students have been recognized by organizations beyond our school in such areas as community service, artistic accomplishments, athletic ability and academic proficiency. Staff members have received a number of prestigious awards from state, regional and national organizations. Truly, Bristol Eastern has a student populations and teaching faculty which exemplify our school motto, "We Are Committed to Excellence."

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