

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Myrtle H. Stevens School**Rocky Hill School District**

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Location: 322 Orchard Street
Rocky Hill,
Connecticut

Website: www.rockyhillps.us/Stevens/Stevens.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 501
5-Year Enrollment Change: 6.8%

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	66	13.2	7.5	36.7
K-12 Students Who Are Not Fluent in English	22	4.5	4.7	7.4
Students with Disabilities	63	12.6	9.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.1	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	53	91.4	89.1	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	391	91.4	91.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	984	992

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	15.3	18.5
Grade 2	18.5	17.0	19.7
Grade 5	20.4	20.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	26	31
Computer Education	22	18
English Language Arts	465	422
Family and Consumer Science	0	1
Health	20	22
Library Media Skills	25	19
Mathematics	225	199
Music	26	33
Physical Education	53	41
Science	60	97
Social Studies	60	88
Technology Education	0	2
World Languages	0	14

World Language

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

Lunch

An average of 30 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	4.5	4.7	7.4
% 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	73.0	83.5	80.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.4	4.5	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	92.1	89.9
# of Print Volumes Per Student*	12.3	15.4	28.9
# of Print Periodical Subscriptions	4	4	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	29.05
Paraprofessional Instructional Assistants	6.15
Special Education: Teachers and Instructors	5.50
Paraprofessional Instructional Assistants	16.70
Library/Media Specialists and/or Assistants	1.80
Administrators, Coordinators, and Department Chairs	0.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.40
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	10.90

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.9	13.0	13.6
% with Master's Degree or Above	71.8	74.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	3.2	4.8	8.2
% Assigned to Same School the Previous Year	87.2	90.4	86.9

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.

There is a special aspect to the issue of home and school communication goals in relation to the connection between Stevens and Moser Schools. Stevens and Moser Schools are distinct campuses of the same school. Communication takes on a unique aspect when considering that the schools are challenged by independent locations as well as the more traditional issue of home and school communication alone. Stevens and Moser bridge the proximity gap by daily phone and email communication between the office personnel and the publication of a daily bulletin which is distributed to all staff members (both buildings). Grade level meetings are scheduled monthly and all teachers of a particular grade use this time to work as a cohesive unit. Each school is fortunate enough to enjoy tremendous community support. Family members are frequent visitors to the schools and each location utilizes the services of a variety of community-based volunteers who assist the staff and interact directly with the students. A school newsletter is sent home regularly which includes information on activities which have occurred at the school as well as upcoming activities and news and a letter from the principal to the families of students. Membership in the PTO, attendance at monthly PTO meetings and participation in the events sponsored by the PTO are encouraged. The PTO also publishes and distributes monthly newsletters to the families of the students. Daily planners are provided to the students to facilitate direct communication between the classroom teachers and families of students. New teachers traditionally send home letters to the families of their students to introduce themselves and encourage open communication. Open Houses are held at the beginning of each academic year and are jointly promoted by the PTO which uses the opportunity to hold a book fair to advance the students' interest and capabilities in literacy. The PTO collaborates with the principal and teachers in order to sponsor multiple events which support the students' learning in mathematics, numeracy, literacy and community-building for positive citizenship. Parents also receive informational packets with explanations of the benchmark, target-level assessments and the Connecticut Mastery Test.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	54	10.8
Black	19	3.8
Hispanic	36	7.2
White	392	78.2
Total Minority	109	21.8

Percent of Minority Professional Staff: 4.2%

Non-English Home Language :

20.6% 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 24.

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.

Stevens School provides various opportunities for students to participate in activities that are designed to increase awareness of cultural issues. Enrichment assemblies are commonly funded by the PTO, the local Youth Services Department, and the district's Enrichment Coordinator. Stevens and Moser students have participated in assemblies dealing with bullying, music from around the world, a visit by an author whose books reflect differences among people and a multi-week musical program by a presenter who worked with our most severely handicapped children. To broaden the learning experience, students participate in field trips which are steeped in the culture at hand. Also, students engage in creative activities based on their cultural studies and construct poems and artwork representative of these cultures. Stevens School participates in Project Choice and has a number of students who commute from an urban setting to our school. Specific programs are developed in classrooms to teach students about world culture celebrations and observances such as Chinese New Year, Thanksgiving and Cinco de Mayo. Also, all staff members have been trained in Positive Behavior Interventions and Supports which also focuses on respect for self, others and school.

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	53.8	63.4	50.3	56.2
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	61.2	69.7	57.0	55.3
Writing	60.2	71.1	58.3	51.8
Mathematics	68.2	75.4	62.4	58.8
Grade 4 Reading	62.7	74.3	59.9	52.5
Writing	64.4	76.6	63.6	49.3
Mathematics	75.3	83.8	67.0	62.7
Grade 5 Reading	61.2	66.3	61.8	48.6
Writing	64.7	69.3	68.2	41.2
Mathematics	73.5	80.4	72.4	49.6
Science	55.9	64.2	59.4	43.5
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.2	97.9	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 2008-09 school year, 1 Student was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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	1	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The academic goals created by Stevens School are specific, measurable, achievable, relevant and timely goals based on multiple resources relying largely on CMT data. District assessment results are also factored into the goal-making process. The goals designed by the school are measurable objectives designed to guide and ultimately measure the students' academic progress. The goals provide a dynamic and fluid structure to the teaching programs. Based on continual assessments through testing, teacher evaluations and communication with families of students, teaching programs are shaped in order to produce the targeted objectives. Additionally, examining data for anomalies in test results provides strategic areas of improvement. Goals focus very carefully on reading and mathematics progress. Mentoring programs between seasoned teachers and new teaching staff have a two-prong aim of 1) fusing the new teaching theory with proven practical experience and 2) creating a cohesive and effective staff of educators. Along with each school in the district, Stevens incorporates a seven-step process through a school improvement team to develop the improvement plan. Essential to the development of a quality school improvement plan is the development of an empowered school-level data team. The data team is comprised of representatives from various areas of the school including administration, grade-level teachers, special education, specials teachers, as well as central office administrators. The data is examined per various analyses for information which may indicate areas of difficulty, areas of improvement, and areas of strength; and for disaggregation of this data by grade level, gender, etc. This analysis provides the foundation upon which revised objectives for instruction are determined. Strategies are identified to meet these objectives as well as indicators of success for each objective. In addition to the school level data team, the school principal is a member of the district wide data team that meets routinely to discuss progress and to receive ongoing training in the use of data. Beginning with the 2010- 2011 school year, a SRBI team will also be developed to assist teachers with students who require additional academic strategies but may not qualify for Tier II intervention services.

SUPPLEMENTAL SCHOOL INFORMATION

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

Standards-based report cards have been developed and implemented to provide specific feedback on the learning targets and behaviors. The research based system looks to improve student achievement by making a connection between assessment and grading, and giving accurate feedback to families and students. Mathematics is supported by our textbook program, Mathematics Trailblazers, and the mathematics resource support in Grades 1-5. Much work has been done with aligning our curriculum with the state standards and teachers have had extensive training. A new reading curriculum and reading program is in place at Stevens and Moser Schools. The program uses the McMillan/McGraw Hill program, Treasures and its related materials in all grades. After school activities such as science clubs, Invention Convention and CMT Mathematics and Reading Academy provide opportunities for students to enrich their overall learning. Our school uses the motto "Readers Are Leaders" to reinforce the students' motivation to improve their confidence and interest in literacy. Grade levels work in cooperation with the literacy coaches to graph, chart and record out-of-school reading by students on a monthly basis. This information is used to foster excitement and develop lifelong readers. Reading, writing, and mathematics are emphasized by teaching through explicit, specific, and differentiated instruction in Grades K-2. A new program to encourage independent reading is also in place at Stevens. The Accelerated Reader is a web based program that has proven to be highly motivational in increasing the amount of reading our children are doing both in and out of school.
