

**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Bowers School  
Manchester School District**

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Location: 141 Princeton Street  
Manchester,  
Connecticut

Website: [bowers.ci.manchester.ct.us/](http://bowers.ci.manchester.ct.us/)

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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 Education

School Grade Range: PK- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 412

5-Year Enrollment Change: -3.3%\*

\*Between 2002 and 2007, grades changed

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	160	38.8	44.7	34.2
K-12 Students Who Are Not Fluent in English	21	5.6	5.7	7.0
Students with Disabilities	60	14.6	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	52	85.2	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	253	80.6	79.5	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	988

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 and full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	20.3	18.9	18.3
Grade 2	19.0	18.9	19.3
Grade 5	20.0	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art <sup>1</sup>	40	30
Computer Education <sup>1</sup>	20	17
English Language Arts <sup>1</sup>	475	427
Family and Consumer Science	0	1
Health	15	22
Library Media Skills <sup>1</sup>	20	18
Mathematics <sup>1</sup>	203	198
Music	40	32
Physical Education	40	40
Science <sup>1</sup>	110	98
Social Studies <sup>1</sup>	75	91
Technology Education	0	2
World Languages	0	12

<sup>1</sup>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	5.6	5.7	7.0
% 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	88.3	80.7	80.3

## 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	3.9	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	50.0	76.4	94.6
# of Print Volumes Per Student*	18.0	23.9	28.2
# of Print Periodical Subscriptions	28	12	13

\*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	24.56
Paraprofessional Instructional Assistants	5.80
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	6.10
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.08

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	13.9	13.9	13.3
% with Master's Degree or Above	67.7	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.0	7.7	8.6
% Assigned to Same School the Previous Year	80.6	71.1	83.3

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Bowers School staff welcomes and encourages parental involvement in their children's education. A variety of strategies and methods of communication are used. Parents are welcome to visit the school, meet with their children's teachers and spend time in their classrooms. Teachers hold regular conferences with parents to discuss their children's progress in school and provide information regarding ways in which parents can create a home environment that encourages and supports learning. Our school social worker and nurse regularly visit or meet with parents to share strategies to support their children's learning. Kindergarten teachers made home visits to all incoming kindergarten students. A daily home/school communication log is used by all students in grades 3-5. Through this communication log parents and teachers stay connected. A home-school folder was implemented in grades K-2. It promotes ongoing, two-way communication. Tuesdays were set aside as Take-Home Tuesdays in an effort to establish a routine for parents to review school papers and information on a regularly basis. Our school's Family Handbook and monthly newsletters, as well as teachers' classroom newsletters, provide information regarding ways parents can nurture learning at home. During school breaks, especially the long summer break, math work and reading guidelines are shared and students who participate are recognized. Families of incoming kindergarten students are provided with applications for public library cards. First grade parents received a weekly newsletter with a section regarding specific questions that could ask of their children to foster talking about learning at home. Parents and community volunteers are utilized as readers and tutors. We continue to have a very involved and dedicated Parent Teacher Association which has been instrumental in providing enriching experiences for all students through cultural programs and field trips. The PTA also sponsored three very successful book fairs one of which enabled parents to buy books at a two for one price. Finally, a major goal for the 2008-09 school year was to improve the reading performance of students. Parents were involved in numerous ways as indicated above. However, additionally, a Family Reading Night was held in November.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	1.2
Asian American	25	6.1
Black	74	18.0
Hispanic	74	18.0
White	234	56.8
Total Minority	178	43.2

**Percent of Minority Professional Staff:** 5.3%

**Non-English Home Language:** 5.6% 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 8.

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Bowers School continues to be a school that is integrated racially, ethnically and economically. Educational opportunities for students to interact with other students from diverse racial, ethnic and economic backgrounds occur on a daily basis. Funds continue to be used each year to purchase multicultural books for the media center and the classroom libraries. Our fine arts program, sponsored by the PTA, consistently uses the arts of theater, music and dance to explore the customs, cultures and literature of various countries and ethnic groups. The school also sponsored activities to support all races, ethnicities and economic backgrounds together to share activities and knowledge. Teachers regularly include various cultural curricular programs which culminate with activities in which students present what they have learned through song, food, art and writing. The third grade presented a cultural fair and invited families to share in the event. Finally, the elementary schools in Manchester share a summer school program that brings together students of different ethnic, social and economic backgrounds. Professional development in the area of teaching diverse populations continues to be emphasized. Several members of the Bowers staff participated in a courageous conversation group which met throughout the school year to talk about race and develop our school's Equity Plan. Kindergarten and first grade teachers participated in the Beyond Diversity Training as well as a follow-up workshop at the school in which they developed and implemented lesson plans which focused upon including cultural relevance with the assistance of the district's coach for culturally relevant instruction. The school's ELL teacher and parent representative planned numerous schoolwide events to integrate families of all backgrounds within the school community. The school's monthly newsletter included a section entitled Cultural Corner whereby families throughout the school shared cultural traditions, etc. with the entire community. The school's mission statement of recognizing and celebrating the diversity of the Bowers community comes to life on a daily basis.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	47.8	38.1	33.6	79.3
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	62.3	49.5	54.6	62.4
Writing	65.6	62.6	62.5	52.9
Mathematics	83.6	63.8	62.8	85.6
Grade 4 Reading	73.0	58.8	60.7	70.1
Writing	61.2	63.8	64.2	42.2
Mathematics	59.7	56.6	63.6	42.1
Grade 5 Reading	53.2	58.1	66.0	31.2
Writing	51.6	60.8	66.5	26.5
Mathematics	67.7	65.6	68.8	47.3
Science	53.2	52.3	58.1	42.3
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	95.9	96.2

### 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 2007-08 school year, 23 students were responsible for these incidents. These students represent 4.5% of the estimated number of students who attended this school at some point during the 2007-08 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, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	5	0
Theft	0	0
Physical/Verbal Confrontation	10	0
Fighting/Battery	2	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	11	1
Total	28	1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Our school's 2008-09 school improvement plan included five major goals as determined by conversations with staff, parents and community members. Focus was upon strengthening our school's data-driven decision making process, developing well-defined tiers of instruction, common assessments and interventions within the area of reading comprehension, consistently implementing the schoolwide positive behavior plan with special emphasis upon developing tier 3 behavior plans, continuing courageous conversations about race and further developing culturally responsive classrooms throughout the school and further engaging students in the learning and goal-setting process by strengthening the use of technology across all curriculum areas. A team of teachers met to determine the action steps toward realizing these goals. Parents were included within the school's courageous conversation about race with the goal of having parents lead other parents in this endeavor in the future. Teachers met monthly within grade level data-driven decision making teams. The school's Literacy Team worked with SERC to develop tiered instruction for reading comprehension and plan for the implementation of SRBI/RTI for the 2009-10 school year. Special education and general education professionals worked collaboratively toward these goals. 85% of students needing tier 3 behavior plans were successful in the improvement of behavior. A celebration of learning was held in the spring to involve parents and the community in celebrating accomplishments of our schoolwide goals.

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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.

Bowers School continues to be proud of the accomplishments of its students, staff and families. Strong volunteer and community support and involvement strengthen our school. The Bowers PTA is extremely active and supportive in raising funds to enrich the school programs. The staff at Bowers School continues to be top-notch. They are involved in numerous aspects of the school and its improvement. The school was selected to be a demonstration site for national literacy consultant, Kathy Collins. The school received a grant through SERC to improve tiered literacy instruction. Art, music and physical education teachers were involved in interdisciplinary activities which supported the academic curricula while at the same time enriching students' experiences. Several students across the grades had their writing or artwork recognized as exemplary in the townwide Martin Luther King Day contest, 4th graders became published poets and students earned recognition for numerous townwide essay and artwork contests. Besides developing life-long learners, it is the goal of the Bowers staff and parent community to develop students who are caring citizens of the local and global communities. Students participated in the Hoops for Heart to raise money for the American Heart Association. Bowers School had a team in the annual American Cancer Society's Relay for Life and students participated in Crayons for Cancer initiative which was developed by a Bowers student and her family.

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