

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

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

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Location: 1151 Main Street
Manchester,
Connecticut

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

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 467
5-Year Enrollment Change: N/A*
*Between 2002 and 2007, (re)opened

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	227	48.6	44.7	34.2
K-12 Students Who Are Not Fluent in English	11	2.4	5.7	7.0
Students with Disabilities	67	14.3	12.9	10.9
Students Identified as Gifted and/or Talented	47	10.1	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	N/A	N/A	N/A	N/A

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	975	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.

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

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

World Language

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

Lunch

An average of 45 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	5.7	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	74.6	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	1.2	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	100.0	76.4	94.6
# of Print Volumes Per Student*	13.8	23.9	28.2
# of Print Periodical Subscriptions	0	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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	29.20
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	4.08
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	0.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.51
School Nurses	2.50
Other Staff Providing Non-Instructional Services and Support	28.60

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.9	13.9	13.3
% with Master's Degree or Above	54.1	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	N/A	N/A	N/A
% Assigned to Same School the Previous Year	N/A	N/A	N/A

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

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	24	5.1
Black	117	25.1
Hispanic	97	20.8
White	228	48.8
Total Minority	239	51.2

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 2.4% 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.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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

Bennet Academy boasts a strong academic curriculum delivered to a student population of 489 students with rich and diverse ethnic and cultural backgrounds. The teacher teams are referred to by a name representing a current or past leader, one that is reflected in our rich diversity (i.e. Team Clemente', Team Ruby Bridges, Team Escalante', Team King, etc.) This is directly linked to our leadership theme, diversity initiatives, and Peer Leadership Program. The teams' leader name represents our student population's ethnic background: 52% white, 47% minority - 5% Asian, 23% Black, and 19% Hispanic. In order to establish a diverse community of learners, students, staff, and parents accept and build upon the concept of "one village, one color." Bennet Academy works extremely hard to embrace this concept and make it flourish. Through multi-cultural assemblies or even musical exposures from all-school field trips in a celebration of Dr. Martin Luther King, Jr. to evening assemblies and interactions, our school community is supportive of theme celebrations embracing various races. Our staff has begun the formation of a diversity team and we are currently engaged in the introduction of culturally-responsive classrooms as the staff discusses various important readings about teaching our population of minority students. Black History Month, Hispanic Heritage Month, and Women's History Month were recognized and investigated through grade-appropriate activities and whole school functions. A feeling of trust and respect has been facilitated for staff and students.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	19.1	19.1	35.3	21.5

*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 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	59.3	58.9	68.9	33.8
Writing	52.9	52.3	62.2	36.3
Mathematics	56.4	56.1	68.8	34.1

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

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

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.4	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. For more information and data on disciplinary offenses, go to 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	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	N/A	N/A

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

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

SUPPLEMENTAL SCHOOL INFORMATION

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

At Bennet Academy, an academic culture embraced by intuitive teachers, caring parents, and an innate camaraderie is being shaped. With a character education slant, the Bennet Academy S.T.A.R.S. program aims at proactive initiatives that help set the stage for reducing behavior problems by students and thereby aiding continuous, uninterrupted classroom instruction. Being consistent and maintaining open channels of communication provided us with the avenue for a positive school climate with clear and reasonable expectations for all. The hope for all students is to "live amongst the stars" at Bennet Academy. The goal of this holistic program is to develop and implement character education initiatives so that we encourage students to excel academically and behaviorally at all times while in school and even at home.

Secondly, a Peer Leadership Program at Bennet Academy was conceived to invoke student involvement, holistically, so they feel part of the educational process rather than dictated to by adults. Our belief system is that all students can learn the qualities of leadership and be part of decision-making as it applies to their own education. Thus, a plethora of councils were established to have students learn, apply, and demonstrate their leadership skills according to their own comfort zones and personal expertise. The councils which met regularly and employed specific skills to various aspects of school life for students included: Peer Mediation Council, Peer Orientation Council, Principal's Advisory Council, School Beautification Council, Peer Tutoring Council. All the councils were facilitated to by a teacher/staff member in the building.
