

**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Flanders School****Southington School District**

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Location: 100 Victoria Drive  
Southington,  
Connecticut

Website: [www.southingtonschools.org/our\\_schools/flanders/index.html](http://www.southingtonschools.org/our_schools/flanders/index.html)

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 Education  
School Grade Range: K - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 307  
5-Year Enrollment Change: -12.3%

**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	58	18.9	10.2	36.7
K-12 Students Who Are Not Fluent in English	8	2.6	2.7	7.4
Students with Disabilities	16	5.2	9.9	10.9
Students Identified as Gifted and/or Talented	5	1.6	1.3	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	22	47.8	77.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	241	92.3	94.7	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	976	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	15.3	16.2	18.5
Grade 2	16.0	18.1	19.7
Grade 5	18.3	20.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	22	31
Computer Education	0	18
English Language Arts	430	422
Family and Consumer Science	0	1
Health	30	22
Library Media Skills	18	19
Mathematics	196	199
Music	18	33
Physical Education	22	41
Science	120	97
Social Studies	120	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	2.6	2.7	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	84.8	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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.7	3.0	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	23.3	21.4	28.9
# of Print Periodical Subscriptions	16	10	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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	18.60
Paraprofessional Instructional Assistants	2.22
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	1.00
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	1.10
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.52

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	13.4	13.0	13.6
% with Master's Degree or Above	87.0	62.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	10.6	8.1	8.2
% Assigned to Same School the Previous Year	91.3	88.5	86.9

**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 website is devoted to homepages.

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

Home Communication and SupportAt Flanders Elementary, Home/School communications happen on a daily, weekly and monthly basis. We have a general website that informs families of our programs, supports and resources. We have expanded our site to include individual teacher web pages with curriculum and classroom activities to give parents a more personal look into our classroom settings. We send out school newsletters twice a month to keep parents up to date on current school events, academic programs and school/family events. We have email capabilities that allow teachers and parents to connect on a daily basis. Special notices go out regularly to inform parents of grade level and school programming including PTO Cultural events. In an effort to keep parents informed about Southington Curriculum, workshops are held on the district and school level. Examples include CMT updates, Math presentations, Literacy presentations, and Science workshops. Our support staff sends home newsletters on homework tips and organizational skills. Our PTO continues to support our curriculum with enrichment cultural arts activities in Literacy, Numeracy and science. They sponsored Drama Club, Karate Club and Bowling Club after school programs. Parents volunteer on a daily basis in our classrooms assisting with instructional centers and with individual students in Literacy and Numeracy. The staff and PTO work together on our literacy goals by sponsoring our winter Read Across America Program and by purchasing books at semi annual book fairs. Flanders is fortunate to have a strong parent partnership.

**SCHOOL DIVERSITY**

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	1	0.3
Asian American	10	3.3
Black	2	0.7
Hispanic	31	10.1
White	263	85.7
Total Minority	44	14.3

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

**Non-English Home Language :**

7.5% 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 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.

Racial, Ethnic and Economic Isolation The Flanders Elementary School Community has a student population that reflects racial, ethnic and economic diversity. In order to celebrate our diverse population as well as to remind us that we must always look to overcome isolation, we have participated in instructional and cultural arts programs throughout the school year. Events last year continued to include our Veterans' Day Program honoring our male and female military personnel and learning about their experiences during times of conflict, and grade level curriculum based celebrations of cultures around the world during holidays and International day along with learning about foods that define our heritage. We also participated in Field Trips to symphony concerts, Boston and New York to expand our learning about other communities. Our efforts to recognize our growing diversity, to teach acceptance and to expand our view of the world are the work of our teachers, students, parents and greater community.

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**STUDENT PERFORMANCE AND BEHAVIOR**

<b>Physical Fitness: % Reaching Health Standard on All Four Tests*</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>% of Schools in State with Equal or Lower Percent Reaching Standard</b>
Grade 4	66.0	61.8	50.3	80.1
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	73.9	70.1	57.0	78.0
Writing	57.8	68.0	58.3	48.4
Mathematics	82.6	86.5	62.4	85.2
Grade 4 Reading	78.8	74.9	59.9	82.6
Writing	74.1	76.8	63.6	67.2
Mathematics	82.7	87.8	67.0	78.0
Grade 5 Reading	75.9	72.8	61.8	75.2
Writing	73.2	76.3	68.2	54.7
Mathematics	87.3	91.3	72.4	79.2
Science	75.0	77.5	59.4	74.0
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.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 Elementary Sch.	State Elementary Sch.
% Present on October 1	95.8	96.8	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, 9 students were responsible for these incidents. These students represent 2.8% 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	5	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	9	0

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## SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narrative was submitted by this school.

School Improvement Plans and Activities Flanders Elementary School has a Continuous Improvement Plan. The plan is designed to address student achievement in Numeracy and Literacy. Data gathered to determine areas of focus include spring '09 CMT results, district benchmark assessments in math, reading and writing and student work. Our improvement plan for this school year will focus on the following: Reading Comprehension: Making Reader to Text Connections; Writing: Composing/Revising and Math: Estimating Solutions to Problems and Math Applications. Beyond these school wide goals, each grade level is looking at specific numeracy and literacy content strands to focus on and each teacher is looking at individual data to address individual student achievement. As part of our improvement plan we are supporting students through Early Intervention programs, special education supports, tutor supports and educational specialist support. We continue to focus on small group instruction, differentiation and high yield instructional strategies such as Readers and Writers Workshop, to reach out to all children. Our current CMT results show the following: Grade 3 Math- 89.1% at or above proficient and 82.6% at Goal; Reading-80.4% at or above proficient and 73.9% at Goal; Writing-75.6% at or above proficient and 57.8% at Goal levels of performance. Grade 4 Math-90.4% at or above proficient and 82.7% at Goal; Reading-80.8% at or above proficient and 78.8% at Goal; Writing-88.9% at or above proficient and 74.1% at Goal levels of performance. Grade 5 Math- 87.3% at or above proficient and 90.9% at Goal; Reading-83.3% at or above proficient and 75% at Goal; Writing- 96.4% at or above proficient and 73.2% at Goal levels of performance; Science- 91.1% at or above proficient and 75% at Goal levels of performance. The above scores reflect improvement in all grade levels in all areas. Our work has been focused in all areas with emphasis in Reading Comprehension. This area has had the greatest improvement. Grade 3 achievement at the proficient level in 08 was 67.3 %, in 09 is 76.4% and in 10 is 89.1%. Grade 4 achievement at the proficient level in 08 was 72.9%, in 09 is 88.2% and in 10 is 80.8%. Grade 5 achievement at the proficient level in 08 was 64.7%, in 09 is 88.7% and in 10 is 83% (difference reflected in increase in the numbers of students at Goal).

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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.

Supplemental School Information Flanders Elementary is located in the heart of a Southington neighborhood. Although located on Victoria Dr. the school is named for an original schoolhouse formally located on Flanders Rd. We have original artifacts including a clock (dated to the late 1800's made specifically for schoolhouses), school hand bell, pictures of students and a photo of the first school. Flanders offers a variety of opportunities for its educational community. Housing two or three classes on each grade level, students receive instruction in an approximate 21:1 student/teacher ratio. We have instructional support including Literacy Specialists, Literacy Tutors, Math Specialist, and Math tutors, Special Education resources include 1.5 staff, Early Intervention programs and dedicated parent volunteers, especially in our Kindergarten program. Students participate in the Governor's Reading Challenge, our own Winter Read Across America program and the National Dr. Seuss Reading days to encourage excellence in Reading. We were fortunate last school year to win a grant to allow us to expand upon on Science Lab to make it into a room for discovery and investigation for all students. This is supporting our work in Science all year round. We also sponsor a "Readers Wall of Fame" for students completing extra curricular reading. The fall of '10 will find the beginning of our Student Leadership Program as part of our CIP plan. Students in grades 4 and 5 will have opportunities to demonstrate leadership skills and community awareness through work in our Science Lab, new Student Newsletter and many more activities. The Flanders PTO supports these educational efforts through fundraising, clerical support, reading volunteers, and Kindergarten center instruction volunteers. The PTO enriches the school's sense of community through Family Fun Nights and participation in community events.

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