

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

South End School**Southington School District**

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Location: 514 South End Road
Plantsville,
Connecticut

Website: www.southingtonschools.org/our_schools/south_end/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.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 221
5-Year Enrollment Change: 4.7%

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	11	5.0	10.2	36.7
K-12 Students Who Are Not Fluent in English	3	1.4	2.7	7.4
Students with Disabilities	21	9.5	9.9	10.9
Students Identified as Gifted and/or Talented	2	0.9	1.3	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	32	72.7	77.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	163	92.1	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	14.3	16.2	18.5
Grade 2	14.5	18.1	19.7
Grade 5	16.0	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	0.9	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.7	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*	31.4	21.4	28.9
# of Print Periodical Subscriptions	0	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

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	14.10
	Paraprofessional Instructional Assistants	0.73
Special Education:	Teachers and Instructors	1.00
	Paraprofessional Instructional Assistants	4.48
Library/Media Specialists and/or Assistants		0.80
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		5.59

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	12.0	13.0	13.6
% with Master's Degree or Above	45.0	62.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	11.4	8.1	8.2
% Assigned to Same School the Previous Year	80.0	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.

South End School has a strong home/school partnership with a very active PTO. This year 46 parents worked to support students and staff as room mothers, classroom helpers and literacy volunteers. Parents are kept informed of school life with a monthly newsletter. Monthly PTO meetings include curriculum updates on the school's continuous improvement plan. This year we expanded our community partnership. In addition to our choral concert for the residents of a local senior residence, we also offered an afterschool program "Southington Kids Speak Out" which was coordinated with Toastmasters International. Southington's Junior Achievement Community Program members also facilitated several activities with our third grade students. A member of the Southington Historical Society presented a slideshow of the original South End Schoolhouse built in 1797 to our students at a school wide assembly. Former South End alumni, including a 1924 graduate, were invited guests to this presentation. The South End PTO continues to support the staff and students by sponsoring class field trips, planning many activities and cultural arts opportunities including an artist in residence program to create a tile mural for the new school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	3.6
Black	5	2.3
Hispanic	11	5.0
White	197	89.1
Total Minority	24	10.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

2.3% 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 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.

Students at South End School develop an awareness of diversity through the many activities that are planned in each grade level throughout the year. Students in kindergarten and grade one learned about holiday celebrations around the world. Parents were invited to share their unique holiday traditions with the classes. Grade two classes participated in a "Famous Americans" writing project. Third grade students researched life in the Northeast region of the country. Students in grade four and five sang for the residents at a local neighborhood senior citizen's residence. The art and music programs continue to promote an appreciation of cultures from around the world. In addition, the PTO sponsors cultural arts programs that seek out unique and diverse artists to showcase our global society. This year's programs included Brazilian dancers and an Egyptian storyteller and dancer. South End School participated in a food drive to support the local community food bank, donated mittens and scarves to local service agency and participated in Relay for Life raising funds to support cancer research.

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	53.1	61.8	50.3	54.6
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	63.4	70.1	57.0	58.8
Writing	63.4	68.0	58.3	59.7
Mathematics	92.7	86.5	62.4	97.9
Grade 4 Reading	60.6	74.9	59.9	49.6
Writing	62.9	76.8	63.6	46.7
Mathematics	74.3	87.8	67.0	60.0
Grade 5 Reading	78.1	72.8	61.8	78.0
Writing	71.9	76.3	68.2	53.4
Mathematics	90.6	91.3	72.4	87.6
Science	68.8	77.5	59.4	64.1
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.

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	98.2	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 4.2% 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	11	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The South End School Continuous Improvement Plan includes goals in literacy, numeracy, safety and community partnerships. Our plan reflects the district wide effort to improve student achievement and establish strong community relationships. The staff analyzed data from district assessments and the 2009 CMT to create and implement action plans. Individual literacy plans were created for every student scoring below proficiency on the CMT. All teachers received professional development in Columbia College Readers Workshop model of instruction. Teachers continue to seek out opportunities to grow professionally, especially in the areas of differentiated instruction, small group strategy work and conferencing. South End has an inclusive model that is successful for our special education students. Our Planning and Placement team meets regularly to monitor progress of students with individual educational plans. In addition, our Early Intervention Program (EIP) assists classroom teachers by suggesting new strategies to work with students who are in need of academic or behavioral interventions. Individual plans are created and progress is monitored to ensure that appropriate interventions are in place.

SUPPLEMENTAL SCHOOL INFORMATION

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

South End School has a distinct school culture due in part to its location, nestled in one of the town's recreation parks. This year we moved to a brand new facility on the same property. Our new school has twice the space and state of the art technology in every classroom. The staff and parents are committed to academic excellence and fostering a community where everyone is responsible, respectful and safe. Specialists support classroom teachers and together they work to ensure that every child achieves success. Altruistic endeavors this year included our tree of kindness donating hats and mittens to the town's social services agency, Relay for Life, Bread for Life and Alex's Lemonade Stand. The staff, with the support of parents and community members, has worked hard to provide the best educational opportunities for all our students.
