

**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Strong School****Southington School District**

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Location: 820 Marion Avenue  
Plantsville,  
Connecticut

Website: [www.southingtonschools.org/our\\_schools/strong/index.html](http://www.southingtonschools.org/our_schools/strong/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: 477  
5-Year Enrollment Change: 21.4%\*  
\*Between 2002 and 2007, was redistricted

**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	44	9.2	10.2	36.7
K-12 Students Who Are Not Fluent in English	11	2.3	2.7	7.4
Students with Disabilities	51	10.7	9.9	10.9
Students Identified as Gifted and/or Talented	7	1.5	1.3	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	54	85.7	77.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	400	96.9	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	15.8	16.2	18.5
Grade 2	18.4	18.1	19.7
Grade 5	20.3	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.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.3	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	92.2	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	2.4	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*	22.4	21.4	28.9
# of Print Periodical Subscriptions	10	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	25.20
	Paraprofessional Instructional Assistants	1.82
Special Education:	Teachers and Instructors	3.00
	Paraprofessional Instructional Assistants	11.25
Library/Media Specialists and/or Assistants		1.20
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		1.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		7.70

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	13.8	13.0	13.6
% with Master's Degree or Above	48.5	62.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	10.3	8.1	8.2
% Assigned to Same School the Previous Year	93.9	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.

The staff of Strong School continually throughout the school year involved parents in their children's education by encouraging parents to volunteer in the classroom, library media center, and office. Parents worked with small groups of students to reinforce skills and also organized materials for science experiments and academic lessons. A group of parents ran the Publishing Center which published over 943 books written by students. Parents were kept informed by a monthly newsletter and they contacted staff by email or phone. Strong School has a school website with pertinent information. At monthly PTO Meetings, parents were given curricular updates and vital school information. Parents were also encouraged to attend workshops on CMT and effective strategies to work with their children in the areas of reading and math. The staff had also invited parents to present to their children's classes about their careers for Career Day and to read books on Read Aloud Day. Teachers had requested parents to attend Field Trips, Field Day, Concerts, and Recognition Programs which involved their children. Parents through PTO had sponsored cultural arts programs, book fairs, and field trip buses. Teachers and counselors worked with parents on academic and behavior plans which were implemented at school and at home in order to improve student achievement and attendance. Counselors also made home visits to parents who were in need of assistance. Parents were invited to attend Open House, Parent/Teacher Conferences, and PPT Meetings and were given additional materials to reinforce skills at home. The math coordinator also sent home before each math unit an explanation of the math skills that would be taught during the month. Before the start of kindergarten, students attended an orientation, while parents received information regarding the curriculum and strategies on how to help their children at home in reading and math. The literacy specialists also presented workshops to parents. Grade Three grandparents were invited to attend a Concert and Breakfast which were sponsored by students and staff provided a Volunteer Breakfast for all of the volunteers which were over 100 parents. Lastly, staff sent home notes and progress reports to help parents understand their children's performance and shared books with parents and other materials to help them with their child's academic needs. Next year, the staff will continue to foster home school partnership with parents in order to raise student achievement.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	16	3.4
Black	19	4.0
Hispanic	12	2.5
White	428	89.7
Total Minority	49	10.3

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

**Non-English Home Language :**

4.4% 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 10.

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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.

In an effort to reduce racial and ethnic isolation, Strong School has been involved in an inter-district partnership (ECO-Saturday/ECO-Summer Camp) and with several diversity projects. ECO-Saturdays/Summer Camp were the collaborative efforts by the staff, students, and parents of the elementary schools from urban West Haven, Hamden, and Stratford, and their counterparts in suburban Southington and Seymour. ECO-Saturdays/Summer Camp provided community and inquiry-based learning experiences through exploration. Students, who enrolled in six 5 ½ hour Saturday Camps and an eight day Summer Camp, worked in inter-district teams to become cooperative learning partners as they engaged in field studies, task-oriented activities, and enrichment programs designed to promote interpersonal and critical thinking skills. These interactions fostered an awareness and appreciation of their cultural diversities and similarities as learners and individuals. Opportunities to minimize social, ethnic, gender, and socio-economic forms of isolation, indifference, and intolerance were provided. ECO-Saturdays/Summer Camp enrolled approximately 200 students of diverse backgrounds, with staff being recruited from participating schools. Diverse multicultural providers/activities were incorporated in the majority of the programs. Students visited participating schools and local sites to take part in multidisciplinary “hands on” activities as they studied their own towns’ historical, cultural, and ecological ties. Field studies and hikes focused on seasonal changes, ecosystems and geography. Student journals served as assessment tools. Students, also, in Grade 3 held a Senior Citizens’ Brunch and a Heritage Day to foster intergenerational relationships and multicultural concepts. Strong School also incorporated the Character Counts Program, which focused on the value of respecting the diversity of people from different cultures and Grades Kindergarten and Grade 4 studied Native Americans.

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### 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	59.0	61.8	50.3	65.8
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	75.4	70.1	57.0	81.3
Writing	63.6	68.0	58.3	60.9
Mathematics	84.8	86.5	62.4	88.8
Grade 4 Reading	76.1	74.9	59.9	78.0
Writing	85.4	76.8	63.6	91.1
Mathematics	93.2	87.8	67.0	95.6
Grade 5 Reading	69.3	72.8	61.8	63.2
Writing	84.6	76.3	68.2	82.7
Mathematics	91.0	91.3	72.4	88.6
Science	79.5	77.5	59.4	82.9
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	97.9	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, 4 students were responsible for these incidents. These students represent 0.9% 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	5	0

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

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The staff revised the School Continuous Improvement Plan and worked on professional objectives that focused on increasing student achievement in Reading Comprehension (making reader/text connections; examining content and structure), Writing (composing, revising and editing), and Math (all objectives that fell below 80% on the CMT). District assessments were reviewed. Staff continued with the process of four interval assessments. Staff worked during faculty and grade level meetings researching best practices, analyzing student work, learning effective teaching strategies and creating a plan of action for students falling below the district expectations. Classroom teachers, special education teachers, and literacy specialists collaborated and worked with specific identified students. In the area of instruction, the Classroom Walk Through was an effective tool to ensure that there was curriculum consistency and that students were learning. Throughout the year, staff focused on Bloom's Taxonomy and incorporated higher level questioning strategies in their lessons to meet the needs of all students. Teachers also differentiated their lessons. Using Writers' Workshop, teachers developed lessons using mentor text to demonstrate to students how good writers write. In reading, teachers implemented the Reader's Workshop Program. Teachers leveled their classroom books and created classroom libraries. They used mentor text and created mini lessons to teach specific reading skills. Teachers instructed students to write effective responses to open ended reading comprehension questions. The literacy specialist and speech/language specialist implemented the Kindergarten Academy to extend the kindergarten day. Lessons incorporated concepts about print, rhyming, phonemic awareness, letter/sound relationships, etc. Special education teachers utilized for students specific programs, such as, Let's Read, Wilson, Read Naturally, RAZ-Kids and A-Z Reading. Software, such as Lexia and Earobics, were also included in student programs. In math, teachers employed the Growing With Mathematics Program, math chats, number sense starters, daily math activities and manipulatives. In technology, internet sites were used to reinforce academic skills. Staff incorporated the Smartboard and improved students' computer skills in using word processing, PowerPoint, Kid-Pix, CD-Roms, Type to Learn, and Web Quests. Grade 3 did video conferencing with a Grade 3 in Arizona. Teachers continued to implement Understanding by Design Units and participated in the EIP process. As a result, Strong School staff and students had a year filled with learning and new experiences.

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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.

William M. Strong School is located on 21.58 acres in Plantsville, CT. It was built in 1958 and was recently renovated. The enrollment increased to 476 students and 61 staff members. The staff worked on implementing the Strategic School Plan including professional development, instructional consistency and data utilization. All staff analyzed data that focused on students' performance in the areas of reading comprehension, writing, and math. The data guided teacher instruction through grouping, modeling, scaffolding, strategic questioning, and think alouds. The Early Intervention Program and the Inclusion Model assisted teachers in helping students succeed academically. A Gifted Program was available for Grades 4 and 5. For technology, students researched information on the Internet, completed Research Projects and PowerPoint presentations, and created podcasts. Staff also integrated technology in their program. Teachers provided differentiation to students with special needs through assignments of varied degrees of difficulty, manipulatives, and a hands-on approach. Students participated in Read Aloud Day, Career Day, D.A.R.E., Arbor Day, Flag Day, Science Fair, FEMA Activities, Diversity Day, Personal Safety & Stranger Danger Program, Running Club, Junior Achievement Program, Constitution Day, Spelling Bee, Concerts, Book Buddies, Grade 5 Recognition Program, National Trails' Day, School Spirit Days, Book Fairs, etc. Students also had the opportunity to attend the YMCA After School Program at Strong School. The PTO provided field trips and cultural arts programs and rewarded students with a Celebration of Summer Reading to acknowledge the reading of 7,089 books. Strong's Young Authors were celebrated monthly at the Public Library. Students wrote over 943 books and received awards at the Writers' Celebration featuring Marc Tyler Nobleman. Strong School continued the school business partnership with TDBanknorth, The Hartford Insurance Company, and the Southington Rotary Club.

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