

**STRATEGIC SCHOOL PROFILE 2009-10****Trumbull School District**

RALPH M. IASSOGNA, Superintendent

Location: 6254 Main Street

Telephone: (203) 452-4301

Trumbull,  
ConnecticutWebsite: [www.trumbullps.org/](http://www.trumbullps.org/)

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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Fairfield

Town Population in 2000: 34,243

1990-2000 Population Growth: 7%

Number of Public Schools: 9

Per Capita Income in 2000: \$34,931

Percent of Adults without a High School Diploma in 2000\*: 10.9%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.6%

District Enrollment as % of Estimated. Student Population: 90.4%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      6,974  
5-Year Enrollment Change          4.6%

**DISTRICT GRADE RANGE**

Grade Range                              K - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	405	5.8	7.7	32.6
K-12 Students Who Are Not Fluent in English	112	1.7	2.1	5.4
Students Identified as Gifted and/or Talented*	129	1.8	6.5	4.1
PK-12 Students Receiving Special Education Services in District	613	8.8	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	445	93.7	90.7	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	169	16.0	12.1	13.6

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	0.2
Asian American	423	6.1
Black	305	4.4
Hispanic	429	6.2
White	5,804	83.2
Total Minority	1,170	16.8

**Percent of Minority Professional Staff:** 3.1%

**Open Choice:**

42 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

4.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 45.

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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.

While the minority student enrollment in Trumbull is approximately 17.5%, the schools have actively sought to provide resources and activities that allow students and staff to interact with members of minority communities. To increase and expand interactions with people of diverse backgrounds, the District has supported the following initiatives:

- An active district-wide Cultural Diversity committee, representing administrators, teachers and community members, works toward extending an environment where diversity is valued as a source of strength and vitality. The district-wide committee has expanded to include five building level cultural diversity committees, each sponsoring a variety of cultural events at the local level. Inter-district projects allow us to maintain lasting partnerships with surrounding districts.
- A regional Agriscience and Biotechnology Center, located at Trumbull High School, has enrolled 196 students from eight communities. Thirty-one percent of the students are minority students.
- Forty-six Trumbull students participated in a regional program for the arts. Forty-seven of our students enrolled in the marine science program at the regional Aquaculture Center in Bridgeport.
- Approximately forty-two Project Choice students have become a part of our school system as welcome members of our elementary, middle school and high school communities.
- Minority candidates for teaching positions are actively recruited from teacher-preparation institutions and through personal contact and recommendations, as well as ensuring these candidates are included in respective interviews. This area must continue to be a priority. One minority candidate was hired in 2009.
- All curriculum guides include links and references to diverse cultures and backgrounds, and students and teachers share and celebrate the rich history, traditions and holidays of a wide range of the world's communities.

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### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	72.9	57.0	70.6
Writing	69.8	58.3	63.8
Mathematics	86.1	62.4	94.5
Grade 4 Reading	79.1	59.9	82.4
Writing	81.1	63.6	81.3
Mathematics	89.4	67.0	89.9
Grade 5 Reading	84.8	61.8	89.7
Writing	85.9	68.2	81.3
Mathematics	94.1	72.4	97.0
Science	82.9	59.4	84.9
Grade 6 Reading	90.9	74.9	84.7
Writing	86.7	65.9	86.6
Mathematics	89.1	70.7	81.0
Grade 7 Reading	91.6	77.4	76.6
Writing	82.4	61.2	84.4
Mathematics	85.7	68.5	74.0
Grade 8 Reading	93.9	73.3	93.0
Writing	87.0	62.6	90.4
Mathematics	84.1	67.3	74.5
Science	81.9	62.8	77.1

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.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.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	69.5	45.9	83.3
Writing Across the Disciplines	84.0	59.6	88.7
Mathematics	74.8	48.7	86.4
Science	73.0	45.3	87.1

For more detailed CAPT 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.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	65.4	50.7	83.2

<b>SAT® I: Reasoning Test Class of 2009</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		78.7	68.5	
Average Score	Mathematics	529	508	62.8
	Critical Reading	518	503	56.6
	Writing	523	506	58.9

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2009	98.6	91.3	89.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.2	3.0	94.1

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.7	84.5
% Employed (Civilian Employment and in Armed Services)	3.5	10.4

## **RESOURCES AND EXPENDITURES**

### **DISTRICT STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	414.45
Paraprofessional Instructional Assistants	26.01
Special Education	
Teachers and Instructors	63.00
Paraprofessional Instructional Assistants	110.70
Library/Media Specialists and/or Assistants	13.00
Staff Devoted to Adult Education	0.45
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	27.45
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	11.00
Counselors, Social Workers, and School Psychologists	45.60
School Nurses	12.50
Other Staff Providing Non-Instructional Services and Support	341.15

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	12.0	14.2	13.8
% with Master's Degree or Above	86.6	84.7	77.8

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	17.3	18.4	18.5
Grade 2	18.6	19.6	19.7
Grade 5	21.5	21.8	21.1
Grade 7	23.3	21.7	20.8
High School	22.4	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,004	990	992
Middle School	1,025	1,023	1,018
High School	988	981	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.8	3.3	3.2
Middle School	2.5	2.5	2.5
High School	2.8	2.6	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$47,140	\$6,799	\$7,819	\$7,576	\$7,829
Instructional Supplies and Equipment	\$1,416	\$204	\$274	\$268	\$279
Improvement of Instruction and Educational Media Services	\$3,909	\$564	\$474	\$503	\$459
Student Support Services	\$6,668	\$962	\$863	\$912	\$859
Administration and Support Services	\$9,764	\$1,408	\$1,405	\$1,364	\$1,426
Plant Operation and Maintenance	\$9,083	\$1,310	\$1,469	\$1,412	\$1,462
Transportation	\$4,597	\$640	\$701	\$617	\$694
Costs for Students Tuitioned Out	\$3,331	N/A	N/A	N/A	N/A
Other	\$715	\$103	\$163	\$159	\$162
<b>Total</b>	<b>\$86,625</b>	<b>\$12,487</b>	<b>\$13,458</b>	<b>\$13,145</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$6,280	\$906	\$1,864	\$1,228	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$16,788,111	19.4	19.8

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	89.5	6.7	2.0	1.8
Excluding School Construction	90.7	5.3	2.1	1.9

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

In order to allocate resources to ensure equity and address needs:

- Building administrators, with the assistance of staff members and the recommendations of District curriculum support personnel, develop budgets for their individual schools. All budgets fall within a reasonable parity range.
- Per pupil allocations, geared to meet the needs of different school age populations, allow building administrators to prioritize and fund the purchase of instructional materials and supplies, print materials, media resources and related professional activities.
- New text adoptions are district-wide decisions, funded through a central account that provides the new texts and supplementary resources for all students in all schools.
- Board guidelines establish class size for specific grade levels. When projected class size violates guidelines, adjustments are made to meet the needs of the teacher and class. This may involve hiring additional full-time teachers, providing part-time teachers or placing trained paraprofessionals in the classroom.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	609
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.1%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	72	1.1	1.1	1.0
Learning Disability	213	3.2	3.4	3.9
Intellectual Disability	32	0.5	0.3	0.5
Emotional Disturbance	37	0.6	0.5	1.0
Speech Impairment	52	0.8	2.0	2.2
Other Health Impairment*	153	2.3	2.1	2.1
Other Disabilities**	50	0.7	0.7	0.9
<b>Total</b>	<b>609</b>	<b>9.1</b>	<b>10.1</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	93.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

**STATE ASSESSMENTS**

**Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	45.1	31.6	85.7	67.5
	Writing	29.3	19.6	82.2	63.3
	Mathematics	54.3	32.9	88.1	68.1
	Science	37.5	23.7	82.4	61.1
CAPT	Reading Across the Disciplines	15.4	13.8	69.5	45.9
	Writing Across the Disciplines	18.2	16.8	84.0	59.6
	Mathematics	28.6	16.7	74.8	48.7
	Science	15.6	13.0	73.0	45.3

For more detailed CMT or CAPT 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.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	17.2
	% With Accommodations	82.8
CAPT	% Without Accommodations	8.3
	% With Accommodations	91.7
% Assessed Using Skills Checklist		14.7

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	4	0.7
Private Schools or Other Settings	65	10.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	459	75.4	77.2	73.4
40.1 to 79.0 Percent of Time	98	16.1	15.8	15.3
0.0 to 40.0 Percent of Time	52	8.5	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The district utilized the State SRBI Framework to focus improvement plans and activities. All district staff received professional development on the definition and use of SRBI so they could begin to understand how it would function in their content area. While all three tiers of the framework are important, emphasis was placed on Tier I. By providing a strong Tier I core curriculum, we maximize all students' opportunities for academic success. Tier I • Foundations phonics/word study program was implemented in Grades K-2. The Fountas and Pinnell Benchmark Assessment system was implemented in Grades K-8 as a consistent approach to administering and analyzing reading records. • A K-12 student assessment database was created to track the longitudinal progress of all students. • Monthly subject-based District Articulation Committee (DAC) meetings focused on curriculum, instruction and assessment in transition grades 5-6 and 8-9. This allowed for improvements in our curriculum alignment and consistent use of instructional best practices. • The district conducted a K-12 mathematics Tri-State visit to receive feedback on areas of strength and needs for growth. • Professional learning activities will continue to support staff efforts to grow, to explore, to innovate and to use their skills to enhance student learning. Tier II/Tier III • The Leveled Literacy intervention (LLI) program was implemented to serve the needs of struggling readers in Grades 1-3. • The Wilson Reading Program continues intervention efforts for struggling readers in Grades 3-8. • Trumbull High School continues the use of the Read 180 lab for computer-based instruction focused on specific reading skills. • The district's K-5 Math Program Leader analyzed universal screen, diagnostic, and progress monitoring assessments for future use by classroom teachers and elementary math specialists. • Trumbull High School students utilized PLATO Learning computer programs to access online assessments and tutorials in mathematics, science, reading and writing.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Booth Hill School****Trumbull School District**

DANA PIERCE, Principal  
Telephone: (203) 452-4377

Location: 545 Booth Hill Road  
Trumbull,  
Connecticut

Website: [www.ctconnect.com/boothhill/](http://www.ctconnect.com/boothhill/)

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: 523  
5-Year Enrollment Change: 6.3%

**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	31	5.9	6.5	36.7
K-12 Students Who Are Not Fluent in English	11	2.1	3.2	7.4
Students with Disabilities	35	6.7	9.0	10.9
Students Identified as Gifted and/or Talented	13	2.5	2.8	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	85	95.5	93.7	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	414	95.4	93.4	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,004	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	17.6	17.3	18.5
Grade 2	19.2	18.6	19.7
Grade 5	22.0	21.5	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education **	22	18
English Language Arts **	418	422
Family and Consumer Science	0	1
Health **	31	22
Library Media Skills **	18	19
Mathematics **	172	199
Music	36	33
Physical Education	36	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	2.1	3.2	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.1	86.3	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	4.1	2.8	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*	20.9	29.8	28.9
# of Print Periodical Subscriptions	26	22	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	31.67
	Paraprofessional Instructional Assistants	1.10
Special Education:	Teachers and Instructors	3.42
	Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		1.58
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		1.30
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		9.20

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	13.2	12.0	13.6
% with Master's Degree or Above	84.4	86.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	11.7	9.6	8.2
% Assigned to Same School the Previous Year	86.7	86.2	86.9

**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.

The home-school communication at Booth Hill is a vital and essential component that contributes to the success of our students. Our goal is to return all communication within 24 hours. Parents in the primary grades assist as volunteers in reading centers and in our media center. In addition to this, our PTA and Fathers' Club provide enrichment activities for students beyond the school day. Part of our home-school communication involves monthly PTA meetings and Fathers' Club meetings. We also work closely with our parents to encourage students to support reading through our Roaring Readers' Program. This program asks students to read for 20 minutes for four out of 7 days. Students who successfully complete the monthly requirement receive a free coupon to purchase a book at a book store.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	1.1
Asian American	25	4.8
Black	26	5.0
Hispanic	21	4.0
White	445	85.1
Total Minority	78	14.9

**Percent of Minority Professional Staff:** 3.6%

**Open Choice:**

2 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

5.0% 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 12.

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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.

Booth Hill is a K-5 school of 527 students. The diversity of our student population includes children from Bridgeport under the state-sponsored Project Choice program. In addition to these students, we have an expanding English Language Learner population. Students in this program receive instruction from our ELL teacher. At each grade level our core curriculum exposes students to diverse texts, cultures and content. Grade levels also design and participate in several multicultural projects. Kindergarten presents a Thanksgiving feast with students role-playing Native Americans and Pilgrims. First grade celebrates an international night where students sign songs from different countries. Second grade students study folk tales from different countries and our third grade students study Native Americans. Our fourth grade integrates writing and research skills and cultural awareness as they study their family's cultural heritage. Our fifth grade chorus conducts and an annual Holiday concert, singing songs that represent a wide range of faiths. The district's Cultural Diversity Committee, which includes a representative from each of the six elementary schools meets monthly to promote diversity throughout the district.

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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	78.8	64.1	50.3	94.0
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	74.4	72.9	57.0	79.2
Writing	71.6	69.8	58.3	74.8
Mathematics	82.5	86.1	62.4	84.9
Grade 4 Reading	79.2	79.1	59.9	83.3
Writing	77.8	81.1	63.6	74.2
Mathematics	85.2	89.4	67.0	82.9
Grade 5 Reading	84.7	84.8	61.8	90.8
Writing	78.7	85.9	68.2	68.0
Mathematics	95.5	94.1	72.4	96.6
Science	88.8	82.9	59.4	96.3
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	81.8	83.1	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, 11 students were responsible for these incidents. These students represent 2.1% 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	3	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	2	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	11	0
Total	20	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Booth Hill's school improvement plan focuses on three essential questions: What do we want our students to learn? How do we know if students have learned? What do we do if our students are making growth towards our expected outcomes? With these questions teachers meet with administration, grade level colleagues and reading and math specialists to analyze CMT data, as well as on-going district assessments. The results of this data shape our instructional practices and assist us in aligning the resources of our paraprofessionals, reading specialists and math specialists. Within each subject area, district curriculum coordinators work closely with teachers to develop professional development sessions to enhance instructional practice and to review curricula changes. Beyond analyzing academic strengths and areas to improve, Booth Hill continues to work on creating a safe climate. This starts with teachers implementing Responsive classroom where reinforce respect for all members of the school community. Each month we recognize students who exhibit outstanding character traits.

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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.

Booth Hill received the prestigious Lone Pine Award as one of five schools in Connecticut that demonstrated growth over a four year period in reading, writing and math, as indicated by the Connecticut Mastery Test. Beyond our strong academic performance by students, Booth Hill enjoys a wide range of extended learning opportunities for students. This includes an excellent music and art program, as well as talented and gifted services. Students participate in an active student council, fifth grade chorus, safety patrol and intramurals. The PTA provides an after-hours enrichment program, with topics ranging from karate to cartooning.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Middlebrook School****Trumbull School District**

PATRICIA COLELLO, Principal  
Telephone: (203) 452-4411

Location: 220 Middlebrooks Avenue  
Trumbull,  
Connecticut

Website: [www.trumbullct.com/middlebrook.htm](http://www.trumbullct.com/middlebrook.htm)

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: -6.1%

**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	41	8.6	6.5	36.7
K-12 Students Who Are Not Fluent in English	30	6.3	3.2	7.4
Students with Disabilities	36	7.5	9.0	10.9
Students Identified as Gifted and/or Talented	13	2.7	2.8	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	70	87.5	93.7	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	358	90.2	93.4	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,004	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	16.2	17.3	18.5
Grade 2	17.3	18.6	19.7
Grade 5	20.0	21.5	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education **	22	18
English Language Arts **	418	422
Family and Consumer Science	0	1
Health **	31	22
Library Media Skills **	18	19
Mathematics **	172	199
Music	36	33
Physical Education	36	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	6.3	3.2	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.2	86.3	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	2.5	2.8	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*	37.2	29.8	28.9
# of Print Periodical Subscriptions	22	22	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	28.15
Paraprofessional Instructional Assistants	2.60
Special Education: Teachers and Instructors	4.44
Paraprofessional Instructional Assistants	9.70
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.62
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.40

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	15.4	12.0	13.6
% with Master's Degree or Above	85.7	86.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	11.8	9.6	8.2
% Assigned to Same School the Previous Year	85.7	86.2	86.9

**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 Middlebrook School, we value the family's role in the education of our students. We begin the year with an open house the day before school commences to welcome students and their parents to a new school year. Early in September, we have a Back to School Night to inform all parents about our instructional program and their role in supporting their child for the year. The teachers share strategies for supporting learning at home. At the end of October, we host an opportunity for parents to visit the classroom and witness instruction. November brings our first formal conference period, but parents are encouraged to communicate with teachers via phone conversations, emails and conferences throughout the school year. Parents are informed the following ways; teacher websites, PTA website, teacher newsletters, PTA newsletters, and report cards three times a year, quarterly district assessments reports, flyers, a monthly calendar and email are used to keep the parents informed about school events and activities. This year in a continuing effort to "go green", all parent information was posted on online and only a few requested copies went home. Through the PTA, the school promotes and encourages volunteering by parents at the school. Many efforts are made throughout the year to recruit parents as volunteers. Finally, a regular "Chat with the Principal" meeting is scheduled every month to discuss and celebrate our challenges and accomplishments. During the year, we held several PTA meetings and Principal Chats with guest speakers to talk about academic as well as social emotional issues.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	26	5.5
Black	28	5.9
Hispanic	48	10.1
White	373	78.2
Total Minority	104	21.8

**Percent of Minority Professional Staff:** 3.8%

**Open Choice:**

6 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

11.9% 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 19.

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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.

Middlebrook School is very diverse and we view this diversity as a strength that helps promote understanding and respect for the differences in our cultural, learning and economic backgrounds. The district multicultural committee has representation from Middlebrook School. This year the committee provided Lott Therrio, a multicultural storyteller to share stories with all the grade five students. In addition to the district level programs, our building based multicultural committee hosted an international evening, a buffet of food from around the globe was provided by our parents. They also provided games and crafts representing several countries, a student fashion show with costumes from their native countries and performances by students as well as professional groups representing various countries.

This year we were fortunate to be able to continue to provide a before school program for kindergarten and grade one ELL students to improve the student's use of oral language. Our pre and post data indicates that it was a successful experience. In addition to the above, our social skills program facilitated by the school social worker and/or the school psychologist provides students with weekly class meetings. The class meetings focus on tolerance and accepting our differences. In October, we hosted our first Sensitivity Day. Through parent and community volunteers, the fourth grade students were able to participate in several learning stations to allow them to understand what life is like with a handicap. During the day, the other classrooms had a guest reader come in and read a story about a child with a handicap and discuss individual differences. Additionally, the Student Council has promoted several programs to help economic differences and the needs that exist in our community. A few highlights were raising funds for Haiti after the earthquake, collecting food for the local food bank, and collecting school supplies to send to a school in Peru. Finally, we have six Bridgeport students attending Middlebrook through the Open Choice Program.

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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	56.3	64.1	50.3	61.0
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	72.1	72.9	57.0	75.3
Writing	66.2	69.8	58.3	65.2
Mathematics	82.6	86.1	62.4	85.2
Grade 4 Reading	75.0	79.1	59.9	75.5
Writing	80.9	81.1	63.6	81.6
Mathematics	89.4	89.4	67.0	89.4
Grade 5 Reading	82.9	84.8	61.8	87.6
Writing	86.4	85.9	68.2	86.4
Mathematics	92.3	94.1	72.4	91.4
Science	70.4	82.9	59.4	66.9
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.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	80.9	83.1	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 1.9% 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	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	1	0
Property Damage	2	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	11	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Middlebrook School has a history of solid academic achievement over time, as evidenced by both district and state assessments. During the 2009-2010 school year focused on improving reading and writing across the curriculum as recommended by the district and school leadership team. At Middlebrook School our goal was to make continuous improvement in reading and writing by using the RTI/SRBI framework and mindset; strengthening tier 1 core instruction while using universal screens and tier 2, 3 progress monitoring. There was considerable work done at each grade level to improve oral language skills. This work helped students clarify their thinking about text and their own writing. Both the district assessments and the results from the 2010 CMT reflect solid progress, we are pleased with our results, but recognize that there is still a need to focus on continuing to improve reading comprehension especially from grade three to four. The cohort results in math and writing for grades indicated growth. The results from grade four to five reflected consistent growth in all areas. Next year we plan to improve the core instructional program in every classroom. Our teachers will engage in ongoing professional development to improve their abilities to diagnosis and address reading and math difficulties in the classroom. Classroom teachers, reading and math specialists as well as special education teachers will work collaboratively to improve student learning in numeracy and literacy. An additional priority this year will be to further reduce bullying types of behaviors by developing a stronger school community and continue to improve our school climate.

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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.

Middlebrook School has a fine academic reputation. The staff provides an excellent, well-rounded education to all our students. In addition to our core curriculum we promote core values of respect, responsibility and caring for each other. We view improving student performance as a shared responsibility. The Leadership Team, the Data Team, Early Intervention Team, Crisis Team, and members of various district committees work collaboratively to keep Middlebrook School moving forward. In addition, our PTA and Father's Club recognizes and understands the responsibility of educating all our students. Middlebrook School is a place where children come first and we as a community invest in the future of our citizens. The PTA and Father's Club organizes a multitude of activities and events to support student learning these include: after school enrichment programs, Junior Achievement, Book Fairs, Author's Week, the Spring Fling, Holiday Boutique, Multicultural Night, and the PTA Reflections Program. This year Middlebrook School had ninety-nine students participate in this program. As a school we have an active Student Council that promotes social responsibility by engaging students in numerous community service projects. There is also a pay for play instrumental program, after school intramurals, the Young Explorers Club, Safety Patrols, Kids In Motion, a Wellness Committee, Peer Tutors Library and Computer Lab Volunteers.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Jane Ryan School****Trumbull School District**

ROBERT P. GABRIEL, Principal  
Telephone: (203) 452-4400

Location: 190 Park Lane  
Trumbull,  
Connecticut

Website: [www.trumbullps.org/jane-ryan/](http://www.trumbullps.org/jane-ryan/)

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: 410  
5-Year Enrollment Change: -11.1%

**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	22	5.4	6.5	36.7
K-12 Students Who Are Not Fluent in English	7	1.7	3.2	7.4
Students with Disabilities	40	9.8	9.0	10.9
Students Identified as Gifted and/or Talented	16	3.9	2.8	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	70	100.0	93.7	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	326	95.9	93.4	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,004	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	17.8	17.3	18.5
Grade 2	17.7	18.6	19.7
Grade 5	20.5	21.5	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education **	22	18
English Language Arts **	418	422
Family and Consumer Science	0	1
Health **	31	22
Library Media Skills **	18	19
Mathematics **	172	199
Music	36	33
Physical Education	36	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	1.7	3.2	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	90.0	86.3	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	3.4	2.8	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*	32.8	29.8	28.9
# of Print Periodical Subscriptions	24	22	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	24.57
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	2.42
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and/or Assistants	3.00
Administrators, Coordinators, and Department Chairs	1.58
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.90

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	17.4	12.0	13.6
% with Master's Degree or Above	84.8	86.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	8.4	9.6	8.2
% Assigned to Same School the Previous Year	97.0	86.2	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 Jane Ryan staff prides itself on maintaining ongoing and comprehensive communication with its families. In addition to a monthly newsletter to parents, individual grade level teachers provide student performance updates with: quarterly assessment reports; report cards; parent conferences; parent evenings; and individual class websites. School-wide parent conferencing takes place during November and December. Nearly 100% of our families take advantage of the opportunity for a formal "face to face" or phone conference. Parents are included as active participants in Student Improvement/Intervention plans. Even during the summer months, the school provides review and practice to combat regression in students. Parent input is greatly respected and valued. Again, this year, our PTA and Fathers Club have raised substantial profits through many fundraisers. These dollars earned have been used to purchase supplemental academic/instructional materials and to enhance the play system and the school grounds. Parents are invited to ride school buses and to "lunch" occasionally with their child(ren). Jane Ryan is familiar to parents as having an "Open Door" policy, as long as certain safety/security measures are followed. The town's public school website encourages families to use a "Parent Portal" internet access to check their child's ongoing academic assessment scoring. Parents can monitor growth in reading, writing and mathematics by viewing monthly assessment scores (both for standardized and school-based testing).

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	18	4.4
Black	9	2.2
Hispanic	23	5.6
White	360	87.8
Total Minority	50	12.2

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

**Non-English Home Language :**

3.7% 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.

This year, in an effort to systematically acquaint and inform our students about the customs and history of various ethnic groups and religions, we implemented monthly announcements to highlight various holidays and celebrations in a timely and meaningful manner. The announcements are researched, prepared and delivered by the Parent Teachers Association and the school staff. Occasionally, students do the announcements, as well. Trumbull maintains a comprehensive Cultural Diversity Committee. Jane Ryan School has two fully participating members (one teacher and one parent). The committee provides an effective forum for considering new initiatives, evaluating current happenings, and for discussing issues and concerns that may arise. The committee provides literature to the school that highlights best practices and offers recommendations and suggestions for teachers in every grade. Our Student Council has planned and implemented new initiatives to help focus student awareness and attention on those less fortunate in other communities and those who may be different within our own community. Three significant initiatives were: A fundraiser for the Bridgeport Rescue Mission; a clothing drive to benefit "Head Start" families; and a Toys and Books collection to benefit children at St. Vincent's Medical Center.

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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	62.1	64.1	50.3	74.4
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	70.0	72.9	57.0	71.0
Writing	70.9	69.8	58.3	73.2
Mathematics	90.0	86.1	62.4	95.5
Grade 4 Reading	84.7	79.1	59.9	92.6
Writing	83.1	81.1	63.6	86.3
Mathematics	89.8	89.4	67.0	90.3
Grade 5 Reading	91.1	84.8	61.8	98.1
Writing	95.1	85.9	68.2	99.1
Mathematics	98.8	94.1	72.4	99.8
Science	92.7	82.9	59.4	98.3
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.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	84.4	83.1	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.

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	1	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.

In place in our instructional model is a framework intended to raise student achievement through the ongoing modification of lesson planning which is based on frequent and informative progress monitoring. Comprehensive reading assessment determines developmentally what skills students have mastered and where they need instruction and intervention. In all academic areas the established standards provide clear and well defined information about student core skill levels and helps pinpoint specifically where students need further instruction. The latest Connecticut Mastery Test results (for the Spring 2010 Assessments) clearly indicate a pattern of excellent learning. Jane Ryan students in grades 3, 4, and 5 have distinguished themselves in each of the assessed areas – mathematics, reading, and writing. Our scores are very gratifying. Our plans for next year will have teachers, once again, monitoring closely their students acquisition of skills and power standards associated with the established criteria for each grade level. Teachers will continue to tailor and individualize their remedial and intervention efforts for students for whom the collected data indicates a clear need. During the 2009 – 2010 school year, we expanded our tier II interventions with our grades 3 & 4 charges, as each grades' academic assessment revealed particular areas of relative weakness. The newly received CMT (summer 2010) scores clearly indicate gains in several identified areas.

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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.

Early Intervention and remedial opportunities allow students of all ability levels to achieve and progress academically. Special education teachers and the reading consultants work cooperatively with the first and second grade teachers to provide supplemental instruction. Students who have specific learning needs, or who are weak in reading skills, are given reinforcement with literacy skills. Strategies especially designated for students with learning difficulties are implemented on a daily basis for 30-45 minutes. Very specific record keeping is used to monitor student progress and to help focus prescriptive teaching/learning efforts. A two-hour Language Arts instructional teaching time block has been phased in during the past several years. Character Counts, a program to make students aware of building good character, continues to be another focus. Each month a character trait – responsibility, fairness, respect, etc. is highlighted. Classroom activities, parent notices, school spirit day, and school-wide assemblies help students understand the importance of respecting each other. The school also has a “No Put-Down” initiative in their individual classrooms, stressing the importance of treating others kindly. This year the school used the popular and respected “NED” program and assembly to promote character development. The initiative emphasizes: Never Giving Up; Encouraging Each Other; and Always Doing Your Best. It proved to compliment our ongoing Character Counts enterprises very nicely.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Daniels Farm School****Trumbull School District**

GAIL S. KARWOSKI, Principal  
Telephone: (203) 452-4388

Location: 710 Daniels Farm Road  
Trumbull,  
Connecticut

Website: [www.trumbullps.org/df/](http://www.trumbullps.org/df/)

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: 520  
5-Year Enrollment Change: -1.7%

**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	18	3.5	6.5	36.7
K-12 Students Who Are Not Fluent in English	9	1.7	3.2	7.4
Students with Disabilities	45	8.7	9.0	10.9
Students Identified as Gifted and/or Talented	15	2.9	2.8	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	80	97.6	93.7	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	410	93.6	93.4	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,004	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	17.4	17.3	18.5
Grade 2	18.0	18.6	19.7
Grade 5	23.3	21.5	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education **	22	18
English Language Arts **	418	422
Family and Consumer Science	0	1
Health **	31	22
Library Media Skills **	18	19
Mathematics **	172	199
Music	36	33
Physical Education	36	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	1.7	3.2	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.9	86.3	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	3.9	2.8	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*	42.4	29.8	28.9
# of Print Periodical Subscriptions	25	22	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	30.48
	Paraprofessional Instructional Assistants	1.50
Special Education:	Teachers and Instructors	2.94
	Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		1.62
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		1.80
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		11.50

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	12.6	12.0	13.6
% with Master's Degree or Above	88.4	86.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.6	9.6	8.2
% Assigned to Same School the Previous Year	86.0	86.2	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.

Daniels Farm School believes in the importance of family involvement and support to advance the learning of all students. As do most schools, we have a very active PTA, which provides sound financial backing for enrichment programs, including per-grade allocations for field trips, both in and out of school. The PTA book sales also allow for classroom book gifts for every staff working with children in any capacity, including the school nurse. The PTA also coordinates a parent/guardian volunteer program, to encourage parents/guardians to be in our schools, contributing to programs and support for our children. We also have a very active Fathers Club, whose many activities include baseball and skiing outings, and even an overnight camping experience. Daniels Farm School continues to develop our website with school rules, regulations, and general information, as well as curriculum information and links to supporting educational sites. We increased the use of our website over the past few years. Families are beginning to reference it regularly and we anticipate continued expansion of the site. A parent volunteers as web master. Each grade level maintains a grade level page, updated monthly. Content includes curriculum foci for the month and general grade level links and suggestions for student success. Some teachers have voluntarily developed personal websites with information for families. We have substituted the use of our website for our newsletter. To encourage student use of the website, we have begun web scavenger hunts: students search the site in answer to a specific question. A prize winner is drawn from those who submit correct answers. We use an e-mail/text message system to facilitate home-school communication. This is particularly helpful for relaying time-sensitive information. We make allowances for families who do not have access to our website. A new outreach opportunity was begun in 2008-09 as we videotaped events, including some classroom lessons/presentations, for broadcast on our local cable Channel 17. Finally, we have regularly scheduled PTA and Fathers' Club meetings. PTA meetings rotate between morning and evening to allow more parents/guardians to attend.

**SCHOOL DIVERSITY**

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	1	0.2
Asian American	30	5.8
Black	8	1.5
Hispanic	16	3.1
White	465	89.4
Total Minority	55	10.6

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

**Open Choice:**

4 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

5.4% 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 14.

**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.

Daniels Farm School is very pleased with our efforts to promote understanding and student pride in the diverse backgrounds of our school community. Through our DFS Cultural Diversity Committee, comprised primarily of parents/guardians, we provide our school with information and displays, representing our heritages and backgrounds. Our committee continues to grow, both in numbers, and in the numbers of countries represented. We continue to spotlight a showcase in the entryway, dedicated to cultural themes. The children and all of our visitors enjoy viewing the various artifacts and literature shared willingly by our families. It is exciting to hear students make connections between themselves, their friends, and what they see and read. The display changes at least monthly. Classroom, art, music, physical education and media teachers consistently reference multi-cultural literature and published works, games and activities, representing worldwide cultures and backgrounds. The culmination of the year's activities was a new activity—our Multi-Cultural Dinner with various cultural entertainment segments. Attendance was large enough that we had to use one of our middle schools; our school couldn't hold the numbers! The buffet dinner was extensive and varied. Close to 400 people attended and all had a wonderful time. The district also promotes an active Cultural Diversity Committee, with representatives from all nine schools and the community to discuss community and school needs and address any questions or concerns which may arise. This year the district committee again sponsored a storyteller who presented African tales to all fifth graders. As will our other presentations, this was very well received by our school population.

**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	61.0	64.1	50.3	71.5
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	65.5	72.9	57.0	63.1
Writing	76.1	69.8	58.3	82.5
Mathematics	87.4	86.1	62.4	92.1
Grade 4 Reading	81.4	79.1	59.9	87.1
Writing	82.7	81.1	63.6	85.4
Mathematics	89.2	89.4	67.0	88.9
Grade 5 Reading	84.4	84.8	61.8	89.9
Writing	88.2	85.9	68.2	91.2
Mathematics	92.4	94.1	72.4	91.6
Science	81.7	82.9	59.4	86.4
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	83.5	83.1	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.

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	3	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.

In recent years, Daniels Farm School, at the recommendation of our school leadership team, has focused on both mathematics and reading as areas for school improvement. Recent (March 2010) CMT scores suggest that mathematics achievement continues to be strong, especially as one considers cohort achievement growth from grade three to grade five. We continue to monitor the implementation of a K-5 constructivist curriculum utilizing Investigations as our primary resource. The implementation is overseen by our two in-house math support specialists, under the guidance of the district curriculum department. The improvement of reading achievement and instruction continues as the main focus for the 2010 – 2011 school year. Reading achievement still lags behind that of mathematics, both locally and at the state level. This year we are implementing new reading units of study in grades 3, 4, and 5. The units offer a comprehensive approach to teaching core reading strategies and skills. We have also placed greater emphasis on our child study teams, examining the achievement and needs of individual students. We are better able to institute scientifically researched interventions, specific to students' needs at both the primary and the intermediate levels. Our writing scores continue to be very strong, in grades three through five. We are very pleased with this consistent area of strength.

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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.

Daniels Farm School focuses annually on improving our instructional programs. As mentioned earlier, our teachers and students are dedicated to improving mathematics and reading achievement. While we work to improve our performance in all areas, there are two areas of which we are particularly proud. Our students continue as strong writers, with measured accomplishments in grades 3, 4, and 5 on the CMT and in grades 1 and 2 on the local level. As well, we are pleased with our students' continued efforts to be good friends and good citizens, both in and out of school. The Daniels Farm community believes that good writers are good thinkers. We also believe that writing is visible evidence of our knowledge base and our ability to organize our thoughts, to be shared with others. Writing is an important part of every student's day, beginning with the developmental writing done by our kindergartners and the narrative and expository writing done by our fifth graders. We celebrate Authors' Night annually, inviting families in for the evening event. Every fourth grader writes and illustrates a hardcover book of his/her favorite written pieces and chooses one or two pieces to read aloud to his/her audience. The family then has a beautiful and durable piece of student work. Our families treasure these Authors' Night books. In terms of citizenship and friendships, we feel we are making progress with a topic on which the state has been placing considerable emphasis. We help our children learn the appropriate manner to handle stress, conflict, and disappointment. We work both with small groups of children as well as with whole groups, using our social worker and psychologist as facilitators. We also work with parents to help them master these important social skills.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Tashua School****Trumbull School District**

CHARLOTTE A. JANIS, Principal  
Telephone: (203) 452-4433

Location: 401 Stonehouse Road  
Trumbull,  
Connecticut

Website: [www.tashuaschool.com/](http://www.tashuaschool.com/)

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: 410  
5-Year Enrollment Change: -14.8%

**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	14	3.4	6.5	36.7
K-12 Students Who Are Not Fluent in English	3	0.7	3.2	7.4
Students with Disabilities	38	9.3	9.0	10.9
Students Identified as Gifted and/or Talented	8	2.0	2.8	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	49	96.1	93.7	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	342	95.3	93.4	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,004	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	17.0	17.3	18.5
Grade 2	18.0	18.6	19.7
Grade 5	21.3	21.5	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education **	22	18
English Language Arts **	418	422
Family and Consumer Science	0	1
Health **	31	22
Library Media Skills **	18	19
Mathematics **	172	199
Music	36	33
Physical Education	36	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	0.7	3.2	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	81.6	86.3	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	2.5	2.8	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*	29.8	29.8	28.9
# of Print Periodical Subscriptions	22	22	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	25.28
Paraprofessional Instructional Assistants	0.77
Special Education: Teachers and Instructors	3.44
Paraprofessional Instructional Assistants	8.50
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.62
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.00

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	14.1	12.0	13.6
% with Master's Degree or Above	80.6	86.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	8.1	9.6	8.2
% Assigned to Same School the Previous Year	80.6	86.2	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.

At Tashua School, we are committed to the family's role in the education of our students. We foster this involvement in a number of ways. Our Academic Excellence Committee, comprised of teachers and parents, determines an academic focus each year. During this past school year, the committee expanded the enrichment programs that it had begun the previous year. As result of their efforts, students could participate in programs such as Knowledge Masters, Spanish, Junior Great Books, Odyssey of the Mind, and art appreciation. Parent volunteers ran these groups which were held during recess time and after school. These groups were so successful that the committee is also sponsoring book clubs and writing groups for students in grades two through five and writing groups during the summer. This committee has been very effective in extending student learning. We also utilize various means of communication to assist families as they work to support their child's learning. Our school website is one source of valuable information from which parents can access our calendar of events for the current school year, our staff directory which is linked to each staff member's email and website, important notices, and our school newsletter, the Tiger Times. The Tiger Times and our website also contain valuable information for parents to use when helping their child with reading and math and they also provide activities and resources available in the Trumbull area that support learning in all academic areas. Additionally, teachers send their classroom newsletters home each month. These newsletters provide information about what students have been learning in each subject area during the course of the month as well as other classroom news. The PTA also publishes a weekly newsletter that keeps parents apprised of upcoming activities and events. In order to keep parents informed about their child's progress, they have the opportunity to meet with their child's teacher during parent conferences and more often when needed. They can also access their child's historical district assessment information, attendance records, and report card grades on Infinite Campus, the district student data base. Our PTA and Fathers' Club continue to be instrumental in organizing many family events for our school community. These events bring our community together and encourage our families to be involved. Parents also volunteer in the classrooms, in the library/media center, in the computer lab, and in the classrooms. These are important opportunities for parents to connect with their child as well as with staff.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	25	6.1
Black	9	2.2
Hispanic	16	3.9
White	359	87.6
Total Minority	51	12.4

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

**Open Choice:**

3 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

3.2% 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 11.

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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.

Tashua staff members are constantly seeking opportunities to help students understand, respect, and appreciate the diversity that exists in our school, community, country, and the world. Throughout the year, holidays provided an opportunity for students to learn about different religious and ethnic backgrounds and traditions. Parents and community members visited classrooms to share their knowledge of the geography, culture and customs of countries such as China, India, Pakistan, Vietnam, Africa, Russia, Spain and Mexico. Curriculum topics and special units also enabled students to expand this knowledge. Our third grade students participated in a celebration in which they shared family traditions as well as various foods that are part of these traditions. During Native American Day, grade three students immersed themselves in the native customs, games, and activities of daily living. Additionally, a multicultural storyteller who visited each of our fifth grade classes shared folk tales from countries around the world. While these stories originated in different countries, students learned that the messages they conveyed were universal. Tashua students also attended an assembly in which troupe members demonstrated folk dances from various countries. Moreover, our Academic Excellence Committee sponsored an after school program for students who were interested in speaking Spanish to learn basic conversational skills. In addition to these activities, our Student Council organized a clothing and toy drive for students in the Head Start program that services students from Trumbull and Bridgeport. Each classroom was assigned a family and students raised money and then purchased items requested by their family. Finally, three students from Bridgeport attended Tashua during this past school year as part of the Open Choice program. Through these varied experiences, our students have learned that we need to accept and appreciate diversity in our community.

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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	66.3	64.1	50.3	80.8
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	82.4	72.9	57.0	93.8
Writing	65.8	69.8	58.3	64.7
Mathematics	91.9	86.1	62.4	97.3
Grade 4 Reading	82.3	79.1	59.9	89.3
Writing	79.5	81.1	63.6	77.7
Mathematics	93.8	89.4	67.0	96.3
Grade 5 Reading	85.5	84.8	61.8	92.1
Writing	84.4	85.9	68.2	81.9
Mathematics	91.9	94.1	72.4	89.9
Science	87.5	82.9	59.4	94.6
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	86.6	83.1	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, 7 students were responsible for these incidents. These students represent 1.5% 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	1	0
Fighting/Battery	6	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	10	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

During the past two years, we have been working to strengthen our reading and writing programs. We have used our assessment data to identify areas of needed professional development and to identify student strengths and weaknesses. Professional development occurred through workshops, coaching, and in-class modeling. During this school year, the Foundations program was implemented in grade three with kindergarten through grade two in their second year of implementation. We have seen noticeable improvement in our students' decoding and spelling as a result of this program. This has had an impact on the number of students in the primary grades that were in need of intervention. Writing was also an area of focus. During this past school year, we mapped our writing curriculum by month from kindergarten through grade five and also mapped what is taught in each writing genre from kindergarten through grade five. This has helped us to identify areas where we need to increase our efforts and areas where there is repetition from year to year. As a result, we will refine our maps, identify resources for each grade level, and create lessons to use at each grade level during the upcoming school year. We continued to refine our RTI process this year by providing a multi-level support system to maximize student achievement. Students were identified for interventions through a universal screening process. Once they were identified staff met to determine the type of intervention needed, which staff member would provide the intervention, which progress monitoring instruments would be used, and the intensity and duration of the intervention. Staff providing interventions monitored student progress minimally every six weeks. After each round of progress monitoring was complete, the classroom teachers, social worker, and specialists met to adjust the interventions depending on student progress. This process has enabled us to successfully meet the needs of most of our struggling learners.

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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.

Our Student Council continued to be active this year allowing our representatives to benefit from many leadership opportunities. These students were actively involved in selecting and engaging the rest of the student body in a number of school wide community service projects that benefited our school, our community, and even another country. During the holiday season students were involved in the Holiday Helpers Project. Students and staff filled holiday baskets for each of the twenty-three Head Start families living in the area. Each basket contained clothing, toys, school supplies and gift cards to Target and Stop and Shop. Students were also involved in the "You Change Can Change the World" project in which they collected change from lunch purchases. All money was donated to Save the Children to assist with earthquake relief in Haiti. Another project sponsored by Student Council was GO GREEN WEEK. During this week in April there was a daily school-wide focus on easy ways to "Go Green." The entire school participated in the planting of several shrubs in our courtyard as a culminating activity for the week. Bedtime Story Day was the next project which benefitted Tashua directly. One day of school-wide reading, PJ's, stuffed animals, slippers, and a school-wide read aloud resulted in over \$600 to purchase student-recommended books for the library/media center. Finally, in June the Student Council sponsored a school-wide food drive to benefit the Trumbull Food Bank. These projects were opportunities for our students to make a difference.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Frenchtown Elementary School****Trumbull School District**

JACQUELINE NORCEL, Principal  
 DIANE E. STREVER, Asst. Principal  
 Telephone: (203) 452-4227

Location: 30 Frenchtown Road  
 Trumbull,  
 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](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: 652  
 5-Year Enrollment Change: 7.2%

**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	68	10.4	6.5	36.7
K-12 Students Who Are Not Fluent in English	36	5.5	3.2	7.4
Students with Disabilities	76	11.7	9.0	10.9
Students Identified as Gifted and/or Talented	20	3.1	2.8	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	91	88.3	93.7	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	502	91.4	93.4	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,004	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	17.7	17.3	18.5
Grade 2	20.6	18.6	19.7
Grade 5	22.0	21.5	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education **	22	18
English Language Arts **	418	422
Family and Consumer Science	0	1
Health **	31	22
Library Media Skills **	18	19
Mathematics **	172	199
Music	36	33
Physical Education	36	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	5.5	3.2	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	75.0	86.3	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	1.9	2.8	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*	19.4	29.8	28.9
# of Print Periodical Subscriptions	11	22	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	37.80
	Paraprofessional Instructional Assistants	1.80
Special Education:	Teachers and Instructors	7.34
	Paraprofessional Instructional Assistants	30.40
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		2.92
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		3.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		10.85

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	10.8	12.0	13.6
% with Master's Degree or Above	80.0	86.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.6	9.6	8.2
% Assigned to Same School the Previous Year	83.6	86.2	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 Frenchtown staff strongly believes in the collaborative nature of education for our students, so the role of parents is critical for the education process. Our Partnership Action Team has been in place for seven years, and includes administrators, teachers, and parents. Each year two goals are selected for the school; reading and behavior have been the goals for the past two years. Our extensive school website, calendar, and newsletter provide parents with a variety of resources and information. Our student-produced school DVD provides information on the building and teachers for new incoming students. Major school activities are videotaped by our students, and may be viewed by parents on the plasma TV screen in the lobby, or are available for purchase. All grade levels and teachers have websites which list homework, long-term projects, pertinent curriculum website links, and special activities. Teachers keep a phone log to ensure parent communication on a consistent basis. Our Back to School Nights, Open Houses, Family Week activities, Science Fair, First Grade Literacy Night, Third Grade Math Night, Fourth Grade Endangered Species Fair, Fifth Grade Heroes Night, Jump Rope for Heart, Library/Mall Art Shows, and concert performances bring families into the school to communicate the curriculum in specific content areas. The social worker and psychologist conduct parent and student support groups. Our collaboration with Sacred Heart University provides our students with graduate student mentors, particularly in the area of reading. Our active PTA meets monthly and sponsors Book Fairs, Plant Sales, Boo Hoo Breakfast for kindergarten parents, Family Bingo, Spring Dance, Halloween Party, and Teacher Appreciation Week activities. Several of their meetings included an overview of curriculum in the areas of reading, math, or science, given by the curriculum program leaders. Our Father's Club hosts a Super Bowl breakfast, family trips to the Bluefish Minor League Baseball Park, the Sound Tigers Hockey Arena, Human Board Game, and cleared and created a pathway on our nature trail. This year, Trumbull's Memorial Day Parade boasted a huge turn out of marchers, over 200 family members and staff, to represent the school.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	78	12.0
Black	29	4.4
Hispanic	57	8.7
White	487	74.7
Total Minority	165	25.3

**Percent of Minority Professional Staff:** 4.2%

**Non-English Home Language :**

10.7% 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 21.

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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.

Frenchtown’s school population shows diversity in the range of 27%. We struggle with an increasing enrollment which brings a transient population throughout the school year. Evidence of our broad cultural base is reflected in the international set of flags which line our entrance. The flags, purchased by our parents, represent the many cultures of our school families. Our transient population includes English language learners and special education needs; as a result, instructional time has increased for our ELL and Special Education Resource teachers. Our Multicultural Club for students in grades 1-2 provides activities and awareness which are shared with student representatives who take the information back to their classes. All of our students are exposed to worldwide literature, cultures, and backgrounds through classroom, art, music, and media teacher efforts. Teachers plan specific activities to increase awareness and appreciation of diversity. Activities this year included: Black History month projects, Ta Mo Ko, December holidays around the world, Diwali, Ramadan, Kwanzaa, Chinese New Year, and a Multicultural Dinner. Students are often taught native dances to perform at the Family Night Multicultural Dinner. Our family week celebrates art, music, and literature with a global perspective. The district’s very active Cultural Diversity Committee meets monthly at Frenchtown, bringing together representatives from all nine schools and the community to address community concerns. The presence of this committee has led to the formation of multicultural committees in all of the district schools. Each month a speaker brings a view of a world culture to the committee, which is then taken back through teacher representatives to each school. The committee sponsors visits to all fifth grade students throughout the district by Lott Therrio, a multicultural storyteller, and sponsored students from Trumbull High School to attend the Quinnipiac Multicultural Conference.

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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	62.9	64.1	50.3	75.9
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	73.6	72.9	57.0	77.5
Writing	68.5	69.8	58.3	70.2
Mathematics	83.2	86.1	62.4	85.7
Grade 4 Reading	75.0	79.1	59.9	75.5
Writing	82.4	81.1	63.6	85.1
Mathematics	89.4	89.4	67.0	89.4
Grade 5 Reading	81.6	84.8	61.8	85.0
Writing	83.2	85.9	68.2	80.1
Mathematics	93.4	94.1	72.4	94.0
Science	78.5	82.9	59.4	80.9
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	82.5	83.1	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, 6 students were responsible for these incidents. These students represent 1% 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	1	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	5	4
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	1
Total	11	5

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Frenchtown continues our focus on increased student achievement in the areas of reading, writing, and math for all grade levels. The Leveled Literacy Program is used for Reading Intervention with students needing support. The Foundations Program, Making Meaning, and Investigations are key curriculum pieces. Through SRBI, we have electronic means to do consistent and frequent progress monitoring; data is distributed to teachers and parents, and instruction is adjusted accordingly. Cadre meetings allowed grade level partners to discuss data, including CMT results, curriculum, and planning. Implementation of that planning takes place at each grade level. Units of Study in reading/language arts have been developed district wide, with representation from our faculty. In all areas of the CMT's, our cohorts have shown growth from year to year. This year our faculty continued in the Walk Through process; the major emphasis of the visits was indications of writing across the curriculum in each classroom. At least a dozen of our teachers have been trained to lead the Walk-through process, and have helped the faculty members develop a comfort level with the process. We continue to address our student needs through our Leadership Team and the Response to Intervention initiative, both academically and behaviorally. The staff evaluates our programs in place in order to differentiate instruction and meets the needs of all of our students. Outside consultants provide professional development in reading, writing, and math. The first grade Literacy Night and Author's Teas, second grade Career Day, third grade Math Night, fourth grade Endangered Species Fair, fifth grade Heroes project, and all school Science Fair are activities which support our curriculum and raise awareness of parental support. Our specialists continue to integrate with classroom teachers across all content areas. When CMT results are distributed, the principal and assistant principal meet with parents and students of those students who were below the proficient range in one or more areas.

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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.

Frenchtown opened its doors for the first time on August 16, 2003. Our enrollment presently is over 650 students; that has necessitated the addition of two portable classrooms, and loss of music rooms. We offer a specialized district program for students with autism. The committed staff provides an excellent, well-rounded education to all students. Students receive instruction in math, reading, language arts, science, social studies, research/study skills, and health topics from classroom teachers. Subject area specialists provide instruction in music, art, physical education, computer technology, and library/media skills. Every classroom has at least four PC's wired to a school and district-wide network with Internet access. Every classroom has a Smartboard for instructional purposes, and a V-Brick system which feeds DVD media to all computers. Students broadcast morning announcement through monitors in each classroom. Fourth and fifth graders enjoy pay-for-play strings and band programs. Our talented and gifted program for identified fourth and fifth graders includes enrichment and acceleration options for students. Other activities include second and fifth grade chorus, Safety Patrol, Student Council, Nutrition Club, Book Club, Multicultural Club, Computer Club, and Green Wolves Environmental Club as opportunities for students to participate in areas beyond the curriculum. Citizen of the Month and Dream, Reach, Succeed programs are two student recognition opportunities. Family support and involvement extend beyond PTA membership. A full cadre of volunteers assist on a daily basis in the media center and office, and 50 graduate education students from Sacred Heart University provide over 1000 hours of additional reading support. Our extremely successful Democracy Day in October brings state and local candidates for office to meet the children, and to explain and involve our students in the political process.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Middle and Junior High School Edition

**Madison Middle School****Trumbull School District**

VALERIE FORSHAW, Principal  
 PETER D. SULLIVAN, JR., Asst. Principal  
 Telephone: (203) 452-4499  
 Website: [www.trumbullps.org/mms/](http://www.trumbullps.org/mms/)

Location: 4630 Madison Avenue  
 Trumbull,  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 6 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 893  
 5-Year Enrollment Change: 5.9%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	49	5.5	5.3	27.1
Students Who Are Not Fluent in English	2	0.2	0.1	3.7
Students with Disabilities	74	8.3	8.1	11.7
Students Identified as Gifted and/or Talented	0	0.0	2.7	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	565	96.9	96.5	93.7

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,037	1,018

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	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	23.3	23.3	20.8	Mathematics	49.1	42.9	37.8
				World Language	88.7	85.7	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	36
Computer Education	23	20
English Language Arts	193	236
Family and Consumer Science *	0	9
Health	23	25
Library Media Skills	0	10
Mathematics	146	152
Music	72	35
Physical Education	72	58
Science	146	145
Social Studies	146	142
Technology Education *	0	26
World Languages	146	89

**World Language**

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 13.3% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

\* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.1	3.6
% 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	73.0	67.7	77.9

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.6	2.5	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	95.4
# of Print Volumes Per Student*	17.4	19.5	21.3
# of Print Periodical Subscriptions	40	34	27

\*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	55.75
Paraprofessional Instructional Assistants	0.24
Special Education: Teachers and Instructors	8.30
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.24
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	6.30
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	20.60

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.5	13.0	14.1
% with Master's Degree or Above	85.1	88.4	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.9	7.8	9.0
% Assigned to Same School the Previous Year	95.5	94.3	89.8

**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's website is devoted to homework pages.

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

Madison Middle School prides itself on being a community of parents, students, and educators. The Madison PTA is a strong and vibrant partner. The PTA budget provides a variety of enrichment programs, team supplements, school wide Health Fair, and Career Night. Parent involvement and support extends beyond the PTA. Parents volunteer as "helping hands" to staff members in the media center, as guest speakers, in the Drama Club, and with our We the People team. E-blasts, provided by our PTA, help to disseminate information along with the district K-12 Alerts. Madison is committed to encouraging and supporting the family's role in education. The middle school structure provides access through websites, email, and team meetings. The parent portal allows parents access to a database of student information. The school encourages communication and also provides Back-to-School Night, parent/teacher/student conferences, and parent visitation days annually. The Academic Excellence Committee meets regularly. This committee, made up of parents, teachers, and administrators, discusses important developments related to curriculum, assessments, and instruction. Additionally, we participate in BEI (Business/Education Initiative), ACE Foundation, and the Trumbull Prevention Council, made up of community and business leaders, parents, and school staff to address underage drinking through the TPAUD grant program. A trimester newsletter is published to provide parents with events, activities, and awards. The school's website posts daily announcements to keep parents informed, and programs are routinely aired on local access cable television. Madison teachers maintain websites where they post relevant classroom information. School counselors and support staff provide information breakfast and evening meetings to assist parents with transitions from fifth to sixth and from eighth to ninth grades, and offer programs to provide parents with important information such as internet safety, bullying, the middle school child, and drug and alcohol abuse.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	51	5.7
Black	36	4.0
Hispanic	58	6.5
White	747	83.7
Total Minority	146	16.3

**Percent of Minority Professional Staff:** 3.7%

**Open Choice:**

7 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

3.2% 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 15.

### 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.

Madison Middle School has a diverse student population and is committed to the reduction of racial, ethnic, and economic isolation. To this end, Madison has engaged in numerous projects and initiatives to foster an appreciation and respect of racial, ethnic, and economic diversity. Classroom activities include the following: World Language students sponsored an International Dinner with ethnic food, music, and dance. They also role-played in native language historical and contemporary world leaders during Mardi Gras Celebration; musical groups studied and performed music from other countries, interdisciplinary units focused on specific cultures and multi-cultural reading lists. The guest speakers program included speakers from a variety of countries, which have included India, Somalia, and a Holocaust survivor. School support staff delivered instruction at each grade level on respect for individual and cultural differences in addition to sponsoring Walk a Mile in My Shoes, Mix-It Up Day, and an Interactive Theater Product. Madison's Cultural Diversity Club, in addition to monthly meetings where students share their ethnicity and customs, created a diversity mural. A wide variety of social service/civic clubs in collaboration with Trumbull Rotary, U.S. Marine Corp, and a Bridgeport Rescue Mission collected and distributed clothing, personal items, and toys. Students visited nursing homes and created and shared books with urban preschool students. In addition, students participated in State of Connecticut's School Choice program and received ELL support, while teachers and parents serve on district and school PTA Cultural Diversity Committees who provide monthly displays and educational materials.

### 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	53.7	61.7	51.4	58.5
Grade 8	70.1	69.4	50.6	85.8

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.



**Connecticut Mastery Test, Fourth Generation, % 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 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	88.4	90.9	74.9	78.8
Writing	83.3	86.7	65.9	80.6
Mathematics	86.6	89.1	70.7	77.9
Grade 7 Reading	91.1	91.6	77.4	81.6
Writing	81.9	82.4	61.2	86.8
Mathematics	85.2	85.7	68.5	78.9
Grade 8 Reading	94.8	93.9	73.3	96.6
Writing	87.3	87.0	62.6	92.6
Mathematics	81.2	84.1	67.3	74.8
Science	78.7	81.9	62.8	75.1

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.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 Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	92.9	93.0	96.8

### 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, 28 students were responsible for these incidents. These students represent 3.2% 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	0	1
Theft	1	0
Physical/Verbal Confrontation	7	0
Fighting/Battery	10	0
Property Damage	0	0
Weapons	3	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	10	1
Total	31	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

This year Madison has been focused on a variety of initiatives to provide continuous improvement utilizing the SRBI framework to strengthen the tier 1 core program while utilizing universal screens and tiers 2 and 3 progress monitoring assessments. Initiatives have included academic and social/emotional/behavioral foundations within the core tier 1 program. These initiatives have resulted in an increased percentage of students who show growth over time using multiple points of data and an increased percentage of teachers whose yearly goals are based on student data from previous year or from current research and in response to the question, "What do we do when students have not learned?" Our initiatives have included:

- Provide professional development focused on best instructional practices
- Utilizing the curriculum mapping process to ensure common standards-driven curriculum that incorporates PBA's, common assessments, and K-12 alignment
- A master schedule that provides for tier 2 and 3 supports formally built into the school day
- Supervision and evaluation process focused on best instructional practices, analysis of student performance data, and fundamentals of lesson design
- Development of a new teacher induction committee to support non-tenured teachers
- Implementation of new Early Intervention Team process
- Reinforcement of social and emotional learning through curriculum, programs, supports, interventions, and parent workshops

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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.

Madison Middle School educates approximately 880 students in grades six through eight. Dedicated to the belief that every child can be successful, Madison provides a rich curriculum that is a balance of high academic standards with an added emphasis on the social, emotional, and personal development of our students. We at Madison Middle School pride ourselves on the delivery of programs and activities that provide our students with the knowledge, skills, and values to realize their full academic potential, become lifelong learners, and good citizens. This is evidenced by NCLB standards of the percentage of students scoring at/above proficiency on CMT's: sixth grade mathematics 97%, reading 95.6%, writing 93.8%; seventh grade mathematics 96%, reading 96.4%, writing 94.8%; and eighth grade mathematics 96.9%, reading 98.3%, writing 97.6%. We are committed to the team approach which is reflected in our daily collaboration time to discuss individual student needs, and to develop interdisciplinary lessons focused on literacy and active learning as evidenced by the embedding of Assured Performance Based Assessments into our curriculum. Learning at Madison extends beyond the school day with a wide array of co-curricular activities such as our Literary Magazine. This learning is evidenced by our students' success in academic competitions, such as our State Champion We the People team, State Championship Knowledge Master team, Math Counts team whose members placed in the top ten in State, and State winners in PTA Reflections competition. Our after-school program is an extension of our curriculum that provides our students opportunities to expand their musical interests through a superior rated Marching Band that performed in the town's Memorial Day parade, Jazz Band, Madison Singers, Broadway Babies, and a Talent Show, while showcasing their literary talents through a school newspaper, yearbook, a literary magazine, and published poetry.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Middle and Junior High School Edition

**Hillcrest Middle School****Trumbull School District**

ROSEMARY SEAMAN, Principal  
 RITA NAPPI, Asst. Principal  
 Telephone: (203) 452-4466  
 Website: [www.trumbullct.com/hillcrest.htm](http://www.trumbullct.com/hillcrest.htm)

Location: 530 Daniels Farm Road  
 Trumbull,  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 6 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 719  
 5-Year Enrollment Change: -0.6%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	37	5.1	5.3	27.1
Students Who Are Not Fluent in English	0	0.0	0.1	3.7
Students with Disabilities	56	7.8	8.1	11.7
Students Identified as Gifted and/or Talented	44	6.1	2.7	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	473	95.9	96.5	93.7

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,012	1,018

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
Grade 5	N/A	N/A	N/A
Grade 7	23.2	23.3	20.8

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	35.5	42.9	37.8
World Language	82.3	85.7	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	36
Computer Education	23	20
English Language Arts	193	236
Family and Consumer Science *	0	9
Health	23	25
Library Media Skills	0	10
Mathematics	146	152
Music	68	35
Physical Education	68	58
Science	146	145
Social Studies	146	142
Technology Education *	0	26
World Languages	146	89

**World Language**

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 13.3% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

\* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.1	3.6
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	60.7	67.7	77.9

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.4	2.5	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	95.4
# of Print Volumes Per Student*	22.1	19.5	21.3
# of Print Periodical Subscriptions	27	34	27

\*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	46.55
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	7.30
Paraprofessional Instructional Assistants	14.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.24
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	5.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	17.50

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>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.9	13.0	14.1
% with Master's Degree or Above	92.9	88.4	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.6	7.8	9.0
% Assigned to Same School the Previous Year	92.9	94.3	89.8

**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's website is devoted to homework pages.

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

At HMS we strive for collaborative communication across all groups that serve children. We believe a good relationship between home and school begins with good communication. Technology is a powerful tool in maintaining a high level of home/school communication, a priority for HMS. School information, as schedules, department news, daily announcements, etc. is available the school web site, [www.trumbulls.org/hms](http://www.trumbulls.org/hms). Our entire faculty maintains a web site featuring homework, projects, upcoming tests and quizzes, field trip information, and helpful web links and can be reached via email. Our parent portal allows parents to view student information at their own convenience. E Blast, maintained by our PTA provides emergency information for HMS. Our extensive transition program, beginning in the spring, for incoming grade 6 students and, in the fall, for outgoing grade 8 students, includes parent orientation programs, counselor visits, and student tours. The HMS Summer Open House is designed for incoming grade 6 students and other students new to the school. Parent programs continue in the fall with Back to School Night, and the PTA newcomer's social. Team postcards remind families of the availability of scheduling individual teacher or team conferences throughout the year, in addition to the published parent/teacher conference time. Teams initiate Early Intervention Programs for our struggling students and inform families on an ongoing basis of a student's behavior or academic status. Support is offered to both families and students who are dealing with a variety of issues that interfere with school success by our school counselors, social worker, intervention counselor and school psychologist. Support may be on a one to one basis or provided in a group setting. Our home community plays an integral role in the success of programs as Read Across America, We the People, the Debate Club, Cultural Café, Career Night, and Cultural Diversity Club. Our active PTA maintains the monthly school calendar on our web site, sponsors programs as internet safety, puberty, and drug abuse, hosts the Book Fairs and the Health Fair and coordinates fundraising for our school via the magazine and cookie drives. At HMS we value and appreciate family involvement. Programs that engage the family positively contribute to student achievement.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	56	7.8
Black	30	4.2
Hispanic	36	5.0
White	596	82.9
Total Minority	123	17.1

**Percent of Minority Professional Staff:** 4.3%

**Open Choice:**

10 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

2.8% 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 11.

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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.

Throughout the school year, HMS celebrates cultural diversity. To increase understanding and appreciation of cultural differences and commonalities our SAT selected, "Respect," as a school wide theme to serve as the framework for a variety of activities. These activities concluded with a "Definition Poem", featuring over 750 contributions from students, faculty, staff, school and administrators describing a personal meaning for the word, respect. Our Cultural Diversity Club, featuring parent speakers and the Cultural Café, an international buffet prepared by parents, celebrate the variety of cultures within our school population by sharing food, music, customs, literature, art, and history. International flags line our halls and true cultural artifacts, a display rotated monthly, from different regions of the world promote appreciation of our diversity. Our monthly Cultural Diversity Reports from the six academic teams demonstrate our interdependence in a global society. This is the seventh year participating in National -Mix-It-Up Day This activity, designed to reduce isolation at lunch, and is repeated throughout the year. Through Project Choice, HMS welcomes nine students from Bridgeport. Our Swim Helpers is a regional program designed to help physically handicapped students. The National Junior Honor Society, Student Council, SAT Ambassadors, and SPOKES, dedicated to the underserved in our community and throughout the world, conduct fundraisers to support the food and fuel banks of Trumbull Social Service, Swim Across the Sound, cancer research, the American Red Cross, and Autism Awareness. Our school counselors and social workers take a proactive approach to bullying based on racial, ethnic or economic reasons through the developmental guidance program and small student groups To engage students in the true process of cultural discovery, to tolerance and acceptance is an ongoing process at HMS.

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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	N/A	N/A	N/A	N/A
Grade 6	72.5	61.7	51.4	87.1
Grade 8	68.7	69.4	50.6	84.3

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % 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 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	94.1	90.9	74.9	93.4
Writing	92.4	86.7	65.9	99.7
Mathematics	92.3	89.1	70.7	90.1
Grade 7 Reading	92.6	91.6	77.4	87.2
Writing	83.3	82.4	61.2	89.8
Mathematics	86.5	85.7	68.5	81.6
Grade 8 Reading	92.7	93.9	73.3	92.5
Writing	87.0	87.0	62.6	92.2
Mathematics	87.6	84.1	67.3	87.6
Science	86.2	81.9	62.8	90.0

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 Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	93.0	93.0	96.8

**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 0.5% 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	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	3	0
Total	7	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

We continue to implement the SRBI model to improve student achievement by responding to student needs and integrating data driven decision making and elements of differentiated instruction into academic planning. Our framework includes strengthening the Tier 1 core program while using universal screens and progress monitoring at Tier 2 and Tier 3. Priority is placed on reading and math. Analysis of state test data continues to demonstrate growth in these areas. The Early Intervention Process, a team based, collaborative approach, allowed us to both identify and address the needs of struggling learners by employing multiple tiers of interventions. The number of district common assessments increased in all content areas. Continuous progress monitoring became the keystone of our Reading program. Our Science department implemented a standards based grading model with the ultimate goal to encourage students to take ownership of their learning and evaluate their learning. Metacognition became a focal point for our Social Studies teachers and was employed to inform both teachers and students the strengths and weaknesses in instructional delivery. Special in school, after school and Saturday programs were implemented for students scoring at the proficient, basic, and below basic level in the CMT. The following program enhancements are planned to improve student achievement: using the new district framework to develop Assured Performance Based Assessments in all content areas; implement the standards based curriculum in grade 8 science; and implement standards based grading in grade 8 math. We will continue to employ a team approach to analyze data and make instructional decisions to ensure continuous improvement. We will continue to promote numeracy through social studies and science connections and in all content areas and literacy through Reading and Writing Across the Curriculum programs.

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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.

In conjunction with Yale Art Gallery, our Masterpiece Connections, a unique program that focuses on reading and comprehension skills as an avenue to examine great works of art, continued for the third year with the same cohort of students. Over the past seventeen years, the National Junior Honor Society raised over \$116,000 for Swim Across the Sound. The Red Cross, the Heart Association, and Trumbull Social Services all were recipients of fundraising activities by our students. New fundraising efforts, Roses for Autism, were part of Autism Awareness Week which also promoted sensitivity to the needs of our students in our Special Resource Program. In a variety of competitions, our students continue to display a high level of creativity, productivity, and consistency across the grade levels. For the third year, our orchestra was rated "superior" at the Lake Compounce Adjudicated Competition. For the sixth year, a HMS student was the RYASAP Substance Abuse Poster Contest winner. This was the fourth year our Odyssey of the Mind team competed at the state level. "We the People" clubs attained second place standings in the state competitions. For the first time our Spelling Bee finalists advanced to the state level competition. It was also the first time HMS physical education department was an award recipient for Unified Sports, Special Olympics. For the third year our math club reached gold level status in the MATHCOUNTS and for the third year our Geography Bee winner advanced to state level competition. Fifty-seven percent of our grade 8 students passed all four parts of the President's Physical Fitness Challenge. Helping students to achieve and excel remains our priority. Our 2010 CMT scores are evidence of continued, consistent growth when comparing cohort groups. According to NCLB standards, the percent of students scoring at/above proficiency are: Grade 6 - Math .98.6, Reading 98.2 and Writing 96.4; Grade 7-Math 96.7, Reading 96.3, and Writing 93.5; and Grade 8-Math 96.6, Reading 97.4 and Writing 95.8. In science our grade 8 students scored 93.7%.

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**STRATEGIC SCHOOL PROFILE 2009-10**

High School Edition

**Trumbull High School****Trumbull School District**

ROBERT C. TREMAGLIO, Principal  
 LINDA S. PASLOV, Asst. Principal  
 LUCINDA TIMPANELLI, Asst. Principal  
 FRANK SAVO, JR., Asst. Principal  
 Telephone: (203) 452-4555

Location: 72 Strobel Road  
 Trumbull,  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional with Reg. Agricultural  
 Science & Tech. Ctr.  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 2,135  
 5-Year Enrollment Change: 5.5%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	125	5.9	7.4	27.9
Students Who Are Not Fluent in English	14	0.7	0.9	3.6
Students Identified as Gifted and/or Talented	0	0.0	7.3	5.1
Students with Disabilities	141	6.6	9.4	10.6
Juniors and Seniors Working 16 or More Hours Per Week	169	16.0	12.1	13.6

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	22.4	18.6	18.9
Biology I	21.5	20.4	19.6
English, Grade 10	20.1	20.3	19.7
American History	26.2	20.8	20.1

**Language Instruction:**

Instruction was offered in the following language(s):  
 French, Italian, Latin, Spanish

**Agricultural Science and Technology:**

A regional agricultural science and technology education center is located in this school.

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	988	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

**Lunch**

An average of 47 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2008-09 School Year	6.2	31.9

**Minimum Graduation Credits**

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2009	21.0	21.8	23.6

% of Class of 2009 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	98.6	91.5
Chemistry	98.4	72.9
4 or More Credits in Mathematics	62.8	65.2
3 or More Credits in Science	94.5	89.5
4 or More Credits in Social Studies	97.8	53.2
Credit for Level 3 or Higher in a World Language	79.9	60.9
2 or More Credits in Vocational Education	6.5	56.4
2 or More Credits in the Arts	15.0	40.5

**Class of 2009**

This school required more than the state minimum number of credits for graduation in science, physical education

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	0.8	3.4
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	74.5	75.7	73.5

**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	High Schools	
		DRG	State
# of Students Per Computer	2.8	2.6	2.3
% of Computers with Internet Access	100.0	99.9	98.5
% of Computers that are High or Moderate Power	100.0	98.9	97.1
# of Print Volumes Per Student*	14.9	15.3	16.6
# of Print Periodical Subscriptions	71	55	39

\*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.

**Interactive Distance Learning:**

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 32% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	130.55
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	13.20
	Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		10.89
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		18.10
School Nurses		3.00
Other Staff Providing Non-Instructional Services and Support		72.20

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>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	12.3	14.3	14.0
% with Master's Degree or Above	84.1	83.1	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	8.2	7.2	8.1
% Assigned to Same School the Previous Year	94.7	91.9	89.6

**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's website is devoted to homework pages.

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

We utilize an overlapping protocol with parents on a monthly basis, sharing administrative concerns, ideas and initiatives with the full PTSA membership, the ACE (academic excellence) group, and other scheduled events. We hold an annual September Open House ("Back To School Night"), various orientation nights, guidance department/parent meetings, report card conferences, and parent-requested teacher/team meetings. We utilize technology in many instances, including the use of teacher web, daily announcements tied into the school website, video announcements, Infinite Campus Parent Portal, the Naviance Guidance College research, tracking, and admission process analysis, the K-12 Alert system, and constant website adjustment announcements. Additionally, we capitalize on our yearbook, student handbook, Hilites newsletter, and school newspaper to constantly reinforce policies/practices as well as providing a more in-depth look at our school community. We are involved in many community-based endeavors, including the Grade 9 Underage Drinking Forum, the many school clubs offered, the TPAUD grant, anti-bullying campaigns, the Teaching U.S. History Grant initiative, talent/fashion shows, post-prom events, PTSA student Reflection contest winners, Booster Clubs, ACE academic team competition support, and a myriad of after-school activities including having a daily snack cart staffed by parents. We also are active with the district "Community Conversation" program. Finally, we make every effort to include parents on our interviewing committees when we are hiring new staff members.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	93	4.4
Black	118	5.5
Hispanic	129	6.0
White	1,795	84.1
Total Minority	340	15.9

**Percent of Minority Professional Staff :3.3**

**Open Choice:**

10 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

2.8 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 24

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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.

Trumbull High works daily to reduce isolation among our diverse populations. This begins immediately upon entry into the school community through the use of a Link Crew Transition Program, including having an Ice-Cream Social in August. Educational trips abroad are available to all students and include visiting Mexico, France, Italy, and the United Kingdom. Guest speakers are recruited to give multiple perspectives to life, and parents/staff are highly involved in our World Language Week and the Cultural Cooking contest. Our national award-winning band/colorguard attracts students from every grade level, background, and performance level. Students also may take advantage of service clubs such as Student Council, the Key Club, and the Interact Club. The New Leo Club will concentrate efforts to help specific students and families who are in need and in distress. We are also re-invigorating the former Cultural Diversity Club to expand cultural awareness and opportunities beyond the campus. They participated in the Annual Prejudice Reduction Conference. Our diverse clubs provide opportunities for students to explore different cultures. Our Build On and STAND clubs promote social/global awareness; in a previous year, Build On sent two of our students to Africa. Our participation in the Academic Decathlon promoted participation from an academically and culturally diverse group of students. Additionally, we will now have students selected to sit on the Trumbull Chamber of Commerce Board. We also have expanded our involvement in Peer Mediation, Peer Leaders, Peer Tutors, and the Red Cross Blood Drive. We continue to work to break down barriers through the "Respect Me" assemblies, continue to foster a tight relationship with our AgriScience Magnet School division, the RYASAP "Finding Her Voice" conference, Project Choice, the Aquaculture program, the Regional Center for the Arts, and our expanded curriculum choices for our students. Late buses are provided for after-school activities. As always, we continually attempt to recruit minority staff members to serve in our organization and make it a point to participate in major job fairs to accomplish this.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	66.5	50.4	88.6

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2008-09	School	State High Schools
Number of Courses for which Students were Tested	18	9.5
% of Grade 12 Students Tested	11.5	22.3
% of Exams Scored 3 or More*	91.7	71.3

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	69.5	45.9	87.9
Writing Across the Disciplines	84.0	59.6	90.1
Mathematics	74.8	48.7	90.5
Science	73.0	45.3	91.1

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."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	529	508	71.9
Critical Reading	518	503	66.9
Writing	523	506	68.0
% of Graduates Tested	78.7	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	98.6	91.3	89.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.2	3.0	91.9

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	94.7	84.5	% Present on October 1	98.8	94.6
% Employed, Civilian and Military	3.5	10.4			

**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, 89 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	4	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	12	0
Theft	7	0
Physical/Verbal Confrontation	23	0
Fighting/Battery	19	1
Property Damage	4	0
Weapons	2	0
Drugs/Alcohol/Tobacco	22	0
School Policy Violations	48	1
Total	142	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

We are involved in the phase-in of a 68 million dollar “like new” renovation project for the entire campus. As part of this effort is a full breadth review and alteration of security systems and procedures. We are working very closely with all local agencies, especially the Police and Fire departments. We are also executing a district SRBI plan, complete with training components in our Professional Development opportunities. Within the first phase of construction (already completed), we added three new labs for our students, including a state of the art World Language Lab. We will, as a school, engineer a renewed new teacher mentoring program since the state BEST plan has been eliminated. In this vein, our teacher evaluation program is more teacher-based and aligns nicely with the CCT. We have a five year technology plan in place for the whole district. We have merged and aligned lower level courses with higher level courses to better motivate our student body. The school was also chosen to be the centerpiece of a nationally released educational video on Prom Safety. Also, we have expanded our co-teaching model for better inclusion practices in academic classes. Finally, we have used weekly Administrative/Leadership meetings to manage challenges and study best practices. Concurrently, our new Data Team gives widespread faculty representation and allows us to have a better vehicle to use Infinite Campus data driven decision making in a variety of ways. On-line learning is being implemented to assist in student remediation

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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.

Trumbull High School remains very proud of our recent and our long-standing accomplishments. Among those of note include the following: State winners in the Reflections PTSA contest, numerous Yearbook honors from the New England Scholastic Press Association, ACE Mentorship scholarship winners, Weller Scholarship winners, the “We The People” State competition, students participating with the FCCLA National Board, National DECA Award winners, third place in the Yale University sponsored Academic Decathlon in our first year of participation, and the Fed Challenge investigation and economic competition. Also, the Eagles’ Eye newspaper was awarded accolades by the American Scholastic Press Association, we had winners in the FCCLA conference, the Trumbull High School Band and Color Guard represented Connecticut at the January, 2009 Presidential Inauguration, and the Girls’ Softball Team became the FCIAC Champions for 2010. Faculty members can serve the community through various TEA union membership committees, can serve on the Faculty Advisory committee, can join the Principal’s Advisory committee, can aid in scheduling, graduation redesign, assessment and data committees, and can serve in representative roles within our PTA organization. We also had a national student volunteer award winner for the Soroptimist international women’s organization.

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