

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Derynoski Elementary School**Southington School District**

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Location: 240 Main Street
 Southington,
 Connecticut

Website: www.southingtonschools.org/our_schools/w__a__derynoski/index.html

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

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 645
 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 | 111 | 17.2 | 13.3 | 39.4 |
| K-12 Students Who Are Not Fluent in English | 19 | 2.9 | 3.0 | 7.8 |
| Students with Disabilities | 67 | 10.4 | 10.3 | 10.9 |
| Students Identified as Gifted and/or Talented | 0 | 0.0 | 0.9 | 2.0 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 68 | 74.7 | 79.0 | 79.8 |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 543 | 98.0 | 98.4 | 95.8 |

PROGRAM AND INSTRUCTION

| Instructional Time | School | State Elementary Schools |
|----------------------|--------|--------------------------|
| Total Days per Year | 181 | 181 |
| Total Hours per Year | 976 | 993 |

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 and full-day kindergarten.

| Average Class Size | School | District | State |
|--------------------|--------|----------|-------|
| Kindergarten | 15.2 | 16.2 | 18.5 |
| Grade 2 | 18.2 | 17.5 | 19.7 |
| Grade 5 | 21.0 | 21.5 | 21.6 |

| Required Hours of Instruction Per Year in Selected Subject Areas | | |
|--|--------|-------|
| Grade 5 | School | State |
| Art | 22 | 32 |
| Computer Education | 0 | 21 |
| English Language Arts | 430 | 430 |
| Family and Consumer Science | 0 | 1 |
| Health | 30 | 21 |
| Library Media Skills | 18 | 19 |
| Mathematics | 196 | 200 |
| Music | 18 | 34 |
| Physical Education | 22 | 43 |
| Science | 120 | 97 |
| Social Studies | 120 | 87 |
| Technology Education | 0 | 3 |
| World Languages | 0 | 14 |

World Language

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

Lunch

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

| Special Programs | School | Elementary Schools | |
|--|--------|--------------------|-------|
| | | District | State |
| % of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services | 2.9 | 3.0 | 7.8 |
| % 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 | 76.1 | 83.4 | 78.8 |

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

| Instructional Computers and Library Materials | School | Elementary Schools | |
|--|--------|--------------------|-------|
| | | District | State |
| # of Students Per Computer | 3.4 | 2.3 | 2.8 |
| % of Computers with Internet Access | 100.0 | 100.0 | 97.4 |
| % of Computers that are High or Moderate Power | 100.0 | 100.0 | 94.2 |
| # of Print Volumes Per Student* | 16.0 | 24.0 | 29.7 |
| # of Print Periodical Subscriptions | 13 | 13 | 11 |

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

| Full-Time Equivalent Count of School Staff | | |
|---|---|-------|
| General Education: | Teachers and Instructors | 38.70 |
| | Paraprofessional Instructional Assistants | 8.49 |
| Special Education: | Teachers and Instructors | 5.00 |
| | Paraprofessional Instructional Assistants | 22.12 |
| Library/Media Specialists and/or Assistants | | 1.50 |
| Administrators, Coordinators, and Department Chairs | | 2.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | | 0.00 |
| Counselors, Social Workers, and School Psychologists | | 2.20 |
| School Nurses | | 1.50 |
| Other Staff Providing Non-Instructional Services and Support | | 13.50 |

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.

| Teachers and Instructors | School | Elementary Schools | |
|---|---------------|---------------------------|--------------|
| | | District | State |
| Average Number of Years of Experience in Education | 12.3 | 12.0 | 13.7 |
| % with Master's Degree or Above | 66.7 | 60.2 | 81.6 |
| Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time | 7.2 | 8.9 | 8.7 |
| % Assigned to Same School the Previous Year | 91.1 | 88.3 | 85.0 |

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.

Communication with our Derynoski families is a priority at our school. We have a weekly newsletter entitled "Happenings" which identifies upcoming school and PTO events as well as educates parents on curriculum programs. Our monthly PTO meetings are held in classrooms where teachers review their curriculum with the parents before the meetings begin. Teachers have individual websites and provide parents with weekly updates/newsletters that keep them informed of upcoming academic and social events in the classroom and school. Workshops and parent informational sessions are also presented to promote social and emotional growth in children. Derynoski Elementary School is committed to our community. This year we partnered with the STEPS community program, Southington's Town-Wide Effort to Promote Success, to enhance our existing Character Counts Program in our school. Our goal was to increase the number of developmental assets children have to promote successful individuals. Students were encouraged to be leaders in both their school and community through individual and school events. The Derynoski Community raised over \$5,000 for local charities throughout the year through various school spirit days and events which were all initiated by students. We have an active parent group at Derynoski that spends countless hours volunteering in the building. Through the dedication of our parents we have improved our technology through the purchase of smartboards and projectors in all of our K-5 classrooms. Along with parental support with our technology goals, our PTO supports all cultural arts programs and provides transportation to all field trips. Our school reached out to our veterans this year with classes collecting needed supplies that were sent to our service men and women in Afghanistan. Students also sent letters to wounded soldiers in the Veterans' Home. Our fifth grade students honored our service men and women with an assembly and white table ceremony in the fall. Veterans from our community visited our fifth grade classes in the spring to educate students on various components of the military. The students continued to honor veterans by completing a mosaic art project that honors all branches of the military and is hung in the school lobby.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 0 | 0.0 |
| Asian American | 16 | 2.5 |
| Black | 5 | 0.8 |
| Hispanic | 29 | 4.5 |
| Pacific Islander | 0 | 0.0 |
| White | 576 | 89.3 |
| Two or more races | 19 | 2.9 |
| Total Minority | 69 | 10.7 |

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 10.

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.

Diversity continues to be a focus throughout the school year at all grade levels. This year, our fifth grade class partnered with the Diversity Club at Southington High School to educate students on various cultures in our community. The high school students visited the fifth grade classes for five days educating the students in the cultures of Poland, India, Russia, Vietnam, and Albania. Promoting diversity has been addressed throughout the school year with cultural arts and classroom events. This year, our third grade students had a guest resident author, Eshu Bumbus, who told a variety of African and World folktales to our students and facilitated writing through a creative process during a week-long author in residence program. Our vocal and instrumental concerts continue to embrace music from various ethnic and cultural backgrounds. Derynoski Elementary School continues to participate in the "Open Choice Program" through CREC where students attend our school from the city of Hartford. This program has provided a multitude of opportunities for students to share various differences in their race and culture. Parents of our English Language Learners at Derynoski School have been provided ambassadors for parent-teacher meetings to ensure understanding of information regarding events and student progress. The ambassadors and E.S.O.L teacher also focused on disseminating information regarding community support available for ELL families to provide equal access. The Derynoski Cares program continues to provide support for families in our district that are economically disadvantaged. This program provides support for both school and home needs.

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 | 35.5 | 54.6 | 50.9 | 23.4 |
| 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 | 66.3 | 73.2 | 59.2 | 61.9 |
| Writing | 62.4 | 78.6 | 62.7 | 47.6 |
| Mathematics | 82.4 | 88.9 | 66.5 | 76.6 |
| Grade 4 Reading | 80.7 | 78.8 | 64.1 | 79.2 |
| Writing | 81.1 | 83.5 | 65.3 | 76.5 |
| Mathematics | 92.3 | 89.5 | 68.0 | 92.4 |
| Grade 5 Reading | 83.3 | 80.3 | 67.6 | 78.2 |
| Writing | 75.0 | 80.9 | 68.1 | 62.1 |
| Mathematics | 85.0 | 89.5 | 71.6 | 72.4 |
| Science | 72.1 | 80.4 | 63.9 | 60.1 |
| Grade 6 Reading | N/A | N/A | N/A | N/A |
| Writing | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |

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

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

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

| Student Attendance | School | District Elementary Sch. | State Elementary Sch. |
|------------------------|--------|--------------------------|-----------------------|
| % Present on October 1 | 98.3 | 97.0 | 95.9 |

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 2010-11 school year, 1 Student was responsible for these incidents. These students represent 0.1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

| Number of Incidents by Disciplinary Offense Category, 2010-11 | | |
|---|----------------------|----------------|
| 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 | 2 | 0 |

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The School Improvement Plan for Derynoski Elementary School focuses on Reading, Writing, Mathematics, and Safety/Partnerships. Reading – The Reader’s Workshop model of instruction is incorporated in all K-5 classrooms as part of a balanced literacy program. New units of study have been integrated to align with the common core standards. These new units of study include more research and non-fiction text at all levels. This model provides students with opportunities to read independently and share their work with peers. Students are encouraged to explore various genres of literature, authors, and texts which are at their reading levels. Teachers conference with students and meet with small focused groups, targeting reading strategies to increase overall fluency and comprehension skills to promote independent readers. Writing- The writing component of the literacy block in K-5 incorporates the Writer’s Workshop Model. New units of study have been integrated into content areas to align with the common core standards. Writing across content areas especially in the intermediate grades through research has promoted a higher level of independence among students and facilitated critical thinking skills. Increased practices with keyboarding skills are incorporated into various parts of the students’ day and opportunities for application in writing are provided. Through conferencing and small groups, teachers guide this process of writing through differentiation. Narratives and opinion pieces of writing with grade specific expectations are produced by students using various modes of research. Mathematics – Our mathematics program “Growing with Math” continues to provide a solid foundation in the math area. We have begun to integrate the common core standards into our practices and assessments to promote independent thinkers. Supplemental assessments and materials are integrated to achieve this goal. Our SRBI program at the Tier I level provides a foundation for our best instruction to meet all students’ needs. Teachers continually analyze data to determine the differentiation needs for each concept introduced. Interventions are provided at the Tier II and Tier III levels with generalization incorporated in the classroom. Progress monitoring by both the classroom teacher and specialists provide information to reflect on the efficacy of programming and indicate where adjustments may be needed to promote achievement. Support staff including the Literacy Specialists, math and literacy tutors and special educators provides intervention and coaching as needed to ensure fidelity of programming.

SUPPLEMENTAL SCHOOL INFORMATION

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

Derynoski Elementary School is set in the center of Southington and contains a K-5 student population of over 650 students. Being the largest elementary school in the Southington School District we are considered “a big school with a big heart.” At Derynoski School we foster a positive school culture with a strong family-school connection. Parents and community play a vital role in our school enhancing our educational process. We collaborate with businesses and community members to incorporate real life experiences in our students' educational day. Lowes Corporation and Home Depot worked with our school this year to complete building projects with two grade levels. We continue to offer extracurricular programs such as the Unified Sports, Ski Club, Basketball Intramural, Young Author, Essay Contests, Bowling Club, and many other classroom activities to promote our commitment to educating the “whole child”. There is an effort to develop student leadership in our building with our STEPS and student council programs. Students are encouraged to take pride in their school and community. Students organize fundraisers and develop “character tips of the day” that are shared over the announcements and posted in the cafeteria. Leaders encourage students in the building to get involved in extracurricular events and to support their Derynoski and town communities. The leadership process is all part of the STEPS (Southington’s Town-wide Effort to Promote Success) program that is followed in an effort to target internal and external assets that will support students in developing into successful, healthy and responsible individuals. Derynoski continues to increase students’ and staff’s access to technology with all K-5 classrooms having smartboard in the room. Our building will have wireless WIFI in most areas which will support research and access to instructional materials. Students are encouraged to use the technology when appropriate to enhance their learning.
