

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Harry S. Fisher Elementary School**Plymouth School District**PHYLLIS WORHUNSKY, Principal
Telephone: (860) 314-2770Location: 79 North Main Street
Terryville,
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.

TYPE OF SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 361
5-Year Enrollment Change: N/A*
*Between 2002 and 2007, (re)opened**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	108	29.9	25.0	38.3
K-12 Students Who Are Not Fluent in English	2	0.6	0.7	7.7
Students with Disabilities	44	12.2	14.8	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	47	85.5	87.1	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	254	92.7	92.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	999	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	13.8	12.6	18.4
Grade 2	17.3	18.3	19.9
Grade 5	17.0	17.9	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	31
Computer Education **	15	19
English Language Arts	450	426
Family and Consumer Science	0	1
Health **	48	21
Library Media Skills	0	19
Mathematics **	192	198
Music	36	33
Physical Education	48	41
Science **	90	95
Social Studies **	90	86
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 25 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	0.6	0.7	7.7
% 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	93.2	88.4	81.3

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	4.2	3.5	3.1
% of Computers with Internet Access	97.7	99.1	98.4
% of Computers that are High or Moderate Power	87.2	95.0	92.9
# of Print Volumes Per Student*	16.9	19.0	29.5
# of Print Periodical Subscriptions	8	8	12

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

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		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.
General Education: Teachers and Instructors	24.00	
Paraprofessional Instructional Assistants	4.60	
Special Education: Teachers and Instructors	3.80	
Paraprofessional Instructional Assistants	3.00	
Library/Media Specialists and/or Assistants	1.00	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00	
Counselors, Social Workers, and School Psychologists	1.10	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	9.29	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.6	14.0	13.7
% with Master's Degree or Above	83.3	89.7	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	4.3	5.0	8.7
% Assigned to Same School the Previous Year	83.3	90.2	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

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

The staff at Harry S. Fisher Elementary School has chosen to focus on increasing home and school communication and support as one of our school goals. Teachers have created classroom websites that post homework, pictures, classroom news, and links to educational websites for home use. Parent e-mail addresses are obtained by regular classroom teachers as well as the art, music and physical education teacher to provide a more immediate means of communicating with parents on a daily basis. In addition, teachers also send home weekly classroom newsletters that highlight the week's activities and notify parents of upcoming events, dates to remember and areas of study for the upcoming week. Classroom volunteers are recruited by all teachers and are utilized to read with at risk students, assist in the gymnastics unit in physical education and assist in after school clubs such as the art club, the yearbook club, the newspaper club, and runners club. The administrator publishes a monthly newsletter that features articles on Physical Education news, Parenting Young Children by the preschool team, the Nurse's Corner, PTA news, and updates from the Instrumental Music Teacher. The school's PTA, whose main objective is to increase parent involvement and to foster a stronger partnership between home and school, meets monthly. The PTA is comprised of parents, staff and administration. They have created enrichment activities for students, parents, and community members. These activities include Family Reading Night, a Book Fair twice a year, and the continuation of non-academic family events. Our PTA also provides the students with valuable programs in the areas of literacy, fine arts, and multicultural education.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	9	2.5
Black	8	2.2
Hispanic	4	1.1
Pacific Islander	0	0.0
White	340	94.2
Two or more races	0	0.0
Total Minority	21	5.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

0.6% 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 2.

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.

Harry S. Fisher Elementary School has participated in the Adventures in Peacemaking and Diversity Interdistrict Grant for the past twelve years. The grant matches students in grades three, four and five with students in the same grades attending an urban school. A majority of the students attending the urban school are Afro American and Hispanic. One hundred eighty-seven students, with their ten teachers, engaged in a yearlong pen pal relationship, five face to face meetings during the school year centered around science experiments and two opportunities to attend camp with their partner school where they participated in activities that focus on acceptance and tolerance of others. Embedded in the curriculum are many opportunities to introduce students to our diverse world. Kindergarten teachers incorporate a host of thematic units such as "All About Me" and "Celebrations Around the World". First grade teachers conduct monthly meetings with their students which focus on acceptance of people regardless of their color, race, size, or disability. The second grade students participate in a comprehensive "Children Around the World" program which studies a variety of cultures. Students in grades three, four and five explore various author of different ethnicity and spend time researching and presenting information on various influential figures of different races and their contributions to today's society. The school social worker conducts classroom lessons that highlight historic events and individuals and their contributions to diversity and acceptance.

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	55.9	50.8	50.9	61.1
Grade 6	N/A	N/A	N/A	N/A

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

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	71.4	62.3	58.4	71.4
Writing	71.4	69.4	61.1	67.4
Mathematics	53.1	56.6	63.0	31.5
Grade 4 Reading	67.2	67.2	62.5	56.1
Writing	66.1	71.8	65.5	48.7
Mathematics	55.9	62.7	67.0	31.1
Grade 5 Reading	62.5	62.3	61.4	50.7
Writing	73.8	73.6	66.8	58.7
Mathematics	65.6	69.6	72.5	37.2
Science	61.5	66.4	59.9	51.2
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	95.6	95.7	95.0

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.

Truancy

During the 2009-10 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, 2009-10		
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	0	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 staff at Harry S. Fisher Elementary School continues to focus on improving literacy skills for our kindergarten to grade five student populations along with a commitment to improving our all around performance on the Connecticut Mastery Testing for students in grades three through five. In order to support more students in the areas of reading, we have established a comprehensive Title I Program. Every classroom receives one hour of intensive reading support in the classroom four days a week. This instruction and support is provided by a TitleI teacher and trained Title I tutors who preassess the students and group them accordingly for optimal levels of instruction. This model affords all of our students, regular education as well as those students with special needs, an opportunity to strengthen their reading skills as they are afforded continual reading instruction twice daily. Students with lower CMT scores were also provided an additional CMT resource group to improve their skills. The support staff, i.e. speech therapist, special education teacher, paraprofessionals, along with the occupational therapist practice inclusion as they instruct students in the regular education classroom so that their therapy is directly aligned to classroom lessons. The use of various reading and language arts assessments has provided good baseline data for monitoring growth throughout the year and staff members at each grade meet monthly to discuss curriculum issues and teaching strategies. Increasing performance in Mathematics and Reading at our school is enhanced by the delivery of the curriculum. All grades are preassessing students and then creating classes of similar abilities so the teacher can focus on the deficient skills. Analysis of the data from the Connecticut Mastery Test in the area of Mathematics and Reading for students in grades three, four and five assists in targeting the areas in need of intensive instruction. Data from district assessments is utilized for the lower grades as baseline data. This model of instruction implements the inclusion model of instruction for our students with special needs. Another facet of our school improvement plan involves the utilization of mentors and student volunteers. A sight word program has been implemented whereby volunteers visit each classroom and review sight words with the most at risk students in kindergarten through grade two on a daily basis. High school students are also classroom mentors and work with students on reinforcing academic skills.

SUPPLEMENTAL SCHOOL INFORMATION

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

Harry S. Fisher Elementary School is a facility that houses grades Prek through grade 5 and is located in a rural community. Four years ago, this facility was created as a result of the merger of two small schools, one a primary elementary school and the other an upper elementary school. Harry S. Fisher Elementary School continues to have students participate in a Character Education Program whereby students receive classroom lessons on the pillars of character and earn incentives to practice those traits. There are monthly town meetings where the students are recognized for their accomplishments in fulfilling the components of the program. Parents and families who attend town meetings are treated to student performances such as reading stories they have written about the pillars of character, performing skits they created that represent the pillars of character and/or watching the classrooms proudly parade their classroom flags and pledges that show their commitment to the program. The school's PTA, meets monthly and plans their enrichment activities around the pillars of character along with valuable programs in the areas of literacy, fine arts, and multicultural education.
