

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Greeneville School**Norwich School District**

MARIANNE NARDONE, Principal
Telephone:

Location: 165 Golden Street Extension
Norwich,
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 SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 328
5-Year Enrollment Change: -2.7%

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	286	87.2	66.7	36.7
K-12 Students Who Are Not Fluent in English	53	16.2	12.4	7.4
Students with Disabilities	35	10.7	12.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	22	53.7	73.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	253	88.2	87.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	955	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	20.5	18.4	18.5
Grade 2	16.3	18.1	19.7
Grade 5	20.0	21.2	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	24	31
Computer Education	0	18
English Language Arts **	495	422
Family and Consumer Science	0	1
Health **	32	22
Library Media Skills	24	19
Mathematics	183	199
Music **	24	33
Physical Education **	24	41
Science **	75	97
Social Studies **	74	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 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	16.2	12.1	7.4
% 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	65.7	57.0	80.9

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.6	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	25.3	22.7	89.9
# of Print Volumes Per Student*	29.1	31.8	28.9
# of Print Periodical Subscriptions	0	1	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	18.90	
Paraprofessional Instructional Assistants	3.50	
Special Education: Teachers and Instructors	1.00	
Paraprofessional Instructional Assistants	1.00	
Library/Media Specialists and/or Assistants	1.60	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.50	
Counselors, Social Workers, and School Psychologists	0.60	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	8.40	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	9.1	12.0	13.6
% with Master's Degree or Above	68.2	77.8	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	4.4	6.3	8.2
% Assigned to Same School the Previous Year	95.5	89.8	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 Greeneville School, we are committed to supporting the family's role in the education of students. The school's slogan is the following: "Greeneville School: School – Family - Community – Partners in Our Children's Future." Greeneville School's Compact for Learning was revised this year with staff and parent input. Parent tips were presented at each PTO meeting/function throughout the year. Staff members translated information in Spanish and French Creole at these events. School notices were sent home in English, Spanish, and French Creole in order to meet the needs of all of our students and their families. An Adult Education representative attended Open House and shared the educational opportunities offered at their facility for our new families. In the spring, Greeneville School partnered with the Norwich Sunrise Rotary Club and the Norwich Free Academy in offering "Confident Conversations," a series of evening workshops to assist our parents and new arrivals in learning the English language. Math and literacy workshops for parents were held so that they could help their children with homework. Parent conferences, phone calls, daily logs to parents, weekly newsletters, electronic messages, and home visits were also used as forms of communication.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	2.1
Asian American	6	1.8
Black	109	33.2
Hispanic	128	39.0
White	78	23.8
Total Minority	250	76.2

Percent of Minority Professional Staff: 7.4%

Non-English Home Language :

35.4% 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 7.

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.

Greeneville School embraces diversity. As of June, 2010, the following racial groups were represented within the student population: Caucasian/White, 22 %; Black, 34 %; Hispanic, 39%; Asian, 2%; and Native American, 3%. School-wide, many activities related to Black History took place during February, e.g. guest readers, famous Black American biographies, lessons related to slavery. The local NAACP President was invited to school events throughout the year. Kindergarten, first, and second graders read and discussed various books including *The Story of Ruby Bridges* and *My Friend Martin*. They also learned songs about diversity such as "Rainbow Planet," and "The World is a Rainbow." Third graders presented "A Living Museum of Famous Black Americans." Third graders participated in "The Circle of Friends" and "Time Travelers" inter-district grants through LEARN with students from Essex. Fourth graders participated in an inter-district grant called "KIDZART" with students from Waterford. Fourth graders also produced and shared writing pieces regarding cultural family traditions and studied African-American women's voting rights and the history of African-American jazz. Fifth graders participated in an inter-district grant entitled "Moonlight Mythology" with students from Montville. Fifth graders completed extensive Native American reports related to various tribes and presented the information to other grade levels, parents, guardians, and family members. They also completed Black History reports that included information on early life and family background, education, accomplishments, and hardships. The school's principal participated in the local NAACP's Martin Luther King, Jr. dinner in January.

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	40.4	34.6	50.3	31.4
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	42.3	42.7	57.0	28.4
Writing	40.0	33.6	58.3	23.0
Mathematics	44.4	47.9	62.4	22.3
Grade 4 Reading	34.0	40.9	59.9	18.7
Writing	25.9	39.9	63.6	7.2
Mathematics	31.0	42.0	67.0	11.4
Grade 5 Reading	34.6	44.1	61.8	18.9
Writing	31.7	49.1	68.2	10.2
Mathematics	43.6	53.4	72.4	13.3
Science	20.0	31.5	59.4	12.3
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.

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	97.0	95.9	96.2

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, 10 students were responsible for these incidents. These students represent 2.9% 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	0	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	3	0
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	7	0
Total	15	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Pupil progress is monitored regularly at Greeneville School. The dedicated, caring staff has high expectations for its community of learners. The staff developed new grade level and building goals and strategies related to math, reading, and writing based upon the March, 2010, Connecticut Mastery Test (CMT) results and required district testing/assessments. A School-Wide Improvement Plan (2008 - 2011) was implemented. Its main objectives focus on increasing reading and math proficiency for students in all grades and ensuring a safe and secure learning environment where all members of the school community are respected. An afterschool math and reading program for third, fourth, and fifth graders was offered. The Norwich Sunrise Rotary Club grant allowed the school to hire tutors to work with third graders in math and reading. The Houghton Mifflin math and reading programs were used in all grades. In addition, the following strategies were in place: differentiated instruction; flexible grouping for skills and interest; an enrichment block at every grade level; use of rubrics and data walls; student work stations; room arrangements that support collaboration and conversation; classroom libraries and grade level trips to the local library; appropriate use of support personnel, e.g. Learning Disability teacher; Library Technical Assistant, Reading Specialist, Early Intervention Assistant, Remedial Assistant, English Language Learner Assistants, and English Language Learner teacher; appropriate use of community volunteers, student teachers, university students, senior citizens, mentors, Norwich Sunrise Rotary Club tutors, and middle school students; Grade Level Data Teams and a School-Wide Data Team; reading comprehension strategies taught in science, library skills, social studies, home-school connection strategies/workshops.

SUPPLEMENTAL SCHOOL INFORMATION

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

The mission of Greeneville School, a community learning center, is to provide to all students the skills to become life-long learners, responsible parents, accountable citizens, informed consumers and productive workers. Educators, students, parents, guardians, family members, community members, business and civic leaders work together to accomplish this mission. Greeneville School (Grades K – 5; approximately 330 students) also celebrates the diversity of its student population. Literacy is its main focus. Students are expected to become fluent readers by third grade. Connecticut Mastery Test objectives/goals are imbedded at all grade levels. Greeneville School is also a Learn and Serve school. The staff received on-site professional development to enhance technology skills through a State technology grant. A special feature of the school is its dedicated, energetic, caring teachers and support staff. Staff members give a lot of extra time to make the school environment more enjoyable and productive for the students through Special Character education incentives and an in-house mentoring program. In addition, the Parent- Teacher Organization is very active and attendance at meetings is the highest in the school district. A school-based health clinic is located at the school to meet the needs of many students. Come visit Greeneville School – a community of learning with a shared purpose, good communication, and a climate with justice, discipline, caring, and occasions for celebration.
