

STRATEGIC SCHOOL PROFILE 2005-06

Elementary School K-6 Edition

**George Hersey Robertson School
Coventry School District**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 503

5-Year Enrollment Change: 4.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 3- 5

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2005-06	8.5	8.5	27.6
	2002-03	13.3	13.3	28.8
% of K-12 Students with Non-English Home Language	2005-06	0.2	0.2	13.3
	2000-01	0.4	0.4	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	92.6	92.6	86.8
	2000-01	89.5	89.5	86.3
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A

Enrollment in Special Programs	Students in School	Percent in School	% in District K-6 Schools	% in State K-6 Schools
Bilingual Education and English as a Second Language Services (K-12)	0	0.0	0.0	6.7
Compensatory Education	18	3.6	3.6	24.1
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	0	0.0	0.0	1.9
Special Education	71	14.1	14.1	11.2
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	5	1.0
Asian American	2	0.4
Black	5	1.0
Hispanic	11	2.2
White	480	95.4

Total Minority 2005-06 4.6%

Total Minority 2000-01 2.3%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Our student body, faculty and staff are not racially diverse, but do represent a number of ethnic and economic groups. Viewpoints, opinions, ideologies, and philosophies vary greatly creating a need for us to create a school climate where individual qualities can flourish, be respected and appreciated as universal goals of learning, cooperation and understanding are pursued.

To progress toward these goals, we model and teach qualities of good character (trustworthiness, respect, responsibility, fairness, caring, and citizenship); we teach violence prevention; and we teach empathy and understanding through our grade level community service projects focusing on community food and personal care banks, UNICEF support for children of the world, support for children of the Lakota Indian Tribe, and the community fuel bank. Our students study cultures, perceptions, and economic restraints through our social studies program and our formal literature program featuring numerous authors relating stories from cultures around the world. We have students communicate with peers different from themselves as pen pals, and in house, our school wide initiative to differentiate instruction recognizes the differences among our students and strives to maximize each child's learning opportunities. Our students study holidays of other people attempting to understand what they hold sacred and attend programs focusing on topics such as disabilities, history, geography, music, Native American society, and literature. During the 2005/2006 school year G.H. Robertson Intermediate School students participated in many cultural enrichment programs with students from Manchester, Windham and Vernon schools.

We see isolation as a state of mind rather than one of location and consequently provide our students with a window to the diversity of society. To this end, we have scheduled students to utilize a computer lab for content related research on the internet. This is a new facility which was made possible by contributions from parents and other individuals.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	974	974	988

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-6	State K-6
Video	100.0	100.0	63.0
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	6.3	6.3	3.9
% of Computers that are High or Moderate Power	60.0	60.0	80.8
% of Computers with Internet Access, All Speeds	95.0	95.0	96.5
% of Computers with High Speed Internet Access	95.0	95.0	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

This school does not have a functional satellite link.

LIBRARY MATERIALS

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

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	22.5	22.5	27.2
% of Print Volumes Purchased in the Last Three Years	7.7	7.7	13.6
# of Print Periodical Subscriptions	11	11.0	15.1
# of Non-Print Materials	706	706.0	408.8

*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.

STAFFING RESOURCES



Average Class Size	School	District	State
Gr. K	2005-06	N/A	N/A
	2000-01	N/A	N/A
Gr. 2	2005-06	N/A	N/A
	2000-01	N/A	N/A
Gr. 5	2005-06	25.3	21.2
	2000-01	24.3	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	30.6	30.4
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	0.1	0.1
Counselors, Social Workers, and School Psychologists	1.7	1.8
Other Professionals	1.5	1.5
# of Non-Certified Instructional	13.8	10.5

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	0.0	0.0	2.6
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	13.2	13.2	12.8
% with Master's Degree or Above	81.6	81.6	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	28.9	28.9	30.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	54	54	32	No
Computer Education	0	0	17	N/A
English Language Arts	299	299	425	No
Family and Consumer Science	0	0	1	N/A
Health	28	28	23	No
Library Media Skills	28	28	19	No
Mathematics	163	163	192	No
Music	54	54	34	No
Physical Education	26	26	41	No
Science	137	137	96	No
Social Studies	137	137	96	No
Technology Education	0	0	1	N/A
World Languages	0	0	11	N/A

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 18.6% of K-6 schools offer world language instruction.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	No	No
Summer School (2005)	No	No
Other	No	No



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 interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2004-05 School Year	0.0	0.0	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	6.9	6.9	8.4
% Certified Staff Assigned to Same School the Previous Year	92.1	92.1	84.5


STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	56.5	56.5	54.4	2.0	94.3
Writing	65.4	65.4	61.0	2.4	100.0
Mathematics	54.0	54.0	56.3	4.1	100.0
Grade 4 Reading	71.7	71.7	57.8	2.8	96.4
Writing	70.5	70.5	62.8	2.8	96.1
Mathematics	62.7	62.7	58.8	3.4	96.4
Grade 5 Reading	67.4	67.4	60.9	0.0	97.1
Writing	67.1	67.1	65.0	5.6	98.3
Mathematics	67.4	67.4	60.7	0.0	100.0
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	32.5	32.5	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	94.8	94.8	96.5

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

In 2006, 54% of grade 3 students met or exceeded the state goal in math; 56.5% in reading; and 65.4% in writing. In grade 4, 62.7% met or exceeded the state goal in math; 71.7% in reading, and 70.5% in writing. In grade 5, 67.4% of students met or exceeded the state goal in math; 67.4% in reading; and 67.1% in writing.

In reading, we have completed the fourth year of a Reading At Home (RAH) program designed to supplement our regular reading instruction. Our intent is to improve student comprehension, fluency and vocabulary. At the close of this year, over 75% of our students had read a total of 10,793 chapter books. Students participate in a variety of literacy activities to promote each Reading Is Fundamental (RIF) book distribution. These activities and book distributions occur three times per year.

In writing, although progress has been quite good, we will also allocate extra time to our most challenging area, Composing and Revising. Students participate in a Young Writers contest sponsored by the local Reading Council. At this literacy event guest readers share their favorite stories and authors share their writing.

A final aspect of sustained improvement is reflected by our three year initiative to refine our child study team process and address more student learning needs in the regular classroom. We continue to maintain our reduction of referrals to Special Education with differentiated instruction.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

In an effort to supply more after school enrichment, G.H. Robertson Intermediate School offered a variety of academic and athletic programming during the 2005/2006 school year. Students were afforded an opportunity to participate in science and math based programs, in addition to many sports related clubs. During the 2005-2006 school year, G.H. Robertson Intermediate School participated in Project Expanding Horizons, an after-school reading program for grades 3-6 sponsored by the Neag Center for Gifted Education and Talent Development at the University of Connecticut. The program focused on enjoyment of reading and encouraging students to read challenging books. Teachers from G.H. Robertson Intermediate School and student volunteers from the University of Connecticut worked with the students each day to share reading interests and experiences. Many school-wide community outreach programs also took place during the school year. Student working together with their teachers raised funds for such causes as, The American Red Cross, Hurricane Katrina Fund, Coventry Fuel Bank and UNICEF.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

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