

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-8 Edition

**Kennelly School
Hartford School District**

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Location: 180 White Street
 Hartford,
 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: PK- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 799
 5-Year Enrollment Change: -2.1%

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	N/A	>95.0	>95.0	34.2
K-12 Students Who Are Not Fluent in English	96	12.2	14.7	7.0
Students with Disabilities	59	7.4	10.8	10.9
Students Identified as Gifted and/or Talented	7	0.9	0.6	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	8	9.2	35.0	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	554	79.4	71.4	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	992	988

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 full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	21.8	19.2	18.3
Grade 2	19.0	19.0	19.3
Grade 5	24.3	20.4	21.0
Grade 7	24.5	20.3	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	98.7	99.2	34.2
World Language	98.7	86.6	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art ¹	27	30
Computer Education	0	17
English Language Arts ¹	503	427
Family and Consumer Science	0	1
Health ¹	16	22
Library Media Skills	11	18
Mathematics	220	198
Music	27	32
Physical Education ¹	54	40
Science ¹	67	98
Social Studies ¹	67	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary approach

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	12.2	14.7	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	93.2	89.6	80.3

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	4.1	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	15.0	18.2	28.2
# of Print Periodical Subscriptions	35	24	13

*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	45.50
Paraprofessional Instructional Assistants	5.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	15.00

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	16.5	13.1	13.3
% with Master's Degree or Above	56.9	55.9	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.0	6.7	8.6
% Assigned to Same School the Previous Year	82.4	75.6	83.3

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.

Eleanor B. Kennelly School recognizes, provides, and celebrates parental support and involvement in many different ways. Kennelly School utilizes monthly newsletters, emails, personal calls, and multimodal communication services which is able to contact all parents with important, time-sensitive messages. Letters and messages are sent in both English and Spanish. In addition, the family resource aide assists families and students with school policies, programs, and needs. Kennelly ensures that all students use a daily agenda that allows parents and teachers to share progress on a daily basis. Conferences, progress reports, and report cards are scheduled each trimester for all students. Report cards are hand delivered to parents during trimester conferences. Kennelly also encourages parent service and volunteerism through its PTO, School Governance Council, and grade level activities. In addition, parent workshops are held throughout the year focusing on how parents can support student literacy, study skills, and behavior management. Kennelly also uses an online program to support students in numeracy and literacy which can be accessed and monitored by parents at home using the internet. Parents of Kennelly's eighth grade students are given support in navigating through an involved process of applying to the many high school choices. Parent workshops are held after school to walk the parents through the entire process, to assist parents in filling out applications, and to answer any questions.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.8
Asian American	6	0.8
Black	199	24.9
Hispanic	553	69.2
White	35	4.4
Total Minority	764	95.6

Percent of Minority Professional Staff: 21.7%

Non-English Home Language: 45.6% 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 8.

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.

Eleanor B. Kennelly School is committed to reducing racial, ethnic, and economic isolation through multiple experiences and programs. All 800+ students have access to grade level experiences and trips which bring Kennelly students in contact with students from different towns and areas of the state. These experiences aim to pair urban and suburban/rural students together while engaged in authentic learning experiences. For example, 5th grade students work with Glastonbury students through the Connecticut Historical Society. Intermediate and middle school students attend City Slickers which pairs inner-city youth with suburban youth as they learn horseback riding. Science students attend field trips with other schools using the resources of the Maritime Education Network. Primary grade students have taken advantage of a grant through Holcomb Farm Nature Center which pairs Kennelly students with students from Terryville, Simsbury, and West Granby. Finally, each year 6th grade students present school-wide multi-media assemblies which celebrate black history and multiculturalism. Students sing, dance, and narrate stories that celebrate the diversity of the school and community.

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	9.5	26.5	33.6	7.6
Grade 6	12.1	25.2	35.3	9.2
Grade 8	26.1	26.2	36.8	33.3

*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	24.4	18.1	54.6	14.3
Writing	39.8	36.5	62.5	18.3
Mathematics	33.3	27.0	62.8	14.2
Grade 4 Reading	21.8	21.2	60.7	9.4
Writing	35.1	30.4	64.2	11.7
Mathematics	23.9	25.3	63.6	8.4
Grade 5 Reading	27.2	23.2	66.0	9.7
Writing	50.5	30.9	66.5	25.0
Mathematics	46.2	31.8	68.8	18.2
Science	15.8	15.6	58.1	10.4
Grade 6 Reading	29.8	35.1	68.9	12.6
Writing	47.7	34.3	62.2	31.0
Mathematics	42.4	34.5	68.8	20.4
Grade 7 Reading	45.2	44.8	74.9	16.4
Writing	42.2	36.1	62.9	26.7
Mathematics	32.6	30.4	66.0	19.7
Grade 8 Reading	56.3	34.1	68.4	31.4
Writing	51.4	36.7	66.5	29.6
Mathematics	20.8	23.1	64.5	10.5
Science	23.0	21.5	60.6	21.9

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	96.4	94.8	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 2007-08 school year, 151 students were responsible for these incidents. These students represent 18.1% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	18	0
Theft	1	0
Physical/Verbal Confrontation	34	2
Fighting/Battery	73	0
Property Damage	6	0
Weapons	1	0
Drugs/Alcohol/Tobacco	5	0
School Policy Violations	146	1
Total	286	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Eleanor B. Kennelly School is committed to high achievement for all students through universal academic and social supports and interventions. The School Governance Council which is comprised of 6 parents and 6 teachers have developed the school improvement plan which focuses on literacy, numeracy, writing, science, parent collaboration, and school climate. The plan specifically outlines goals to implement a literacy intervention team which uses the expertise and services of reading teachers, special education teachers, ESL teachers, and classroom teachers to provide additional, focused support in reading instruction. Every student, in each grade level, has access to literacy intervention which provides timely, flexible support based on assessment data and teacher/parent recommendations. Additional supports are provided before and after school using tutors, study skill groups, and test-prep programs. Kennelly's student support faculty, meets weekly to monitor, evaluate, and provide direct assistance to classroom teachers and students in addition to providing the direct support for students with Individual Educational Plans. Special Education teachers work with classroom teachers and the literacy intervention team to ensure appropriate and timely support and intervention. Other supports at Kennelly include an early intervention process named Partnering for Student Success that includes a team of social workers, special education teachers, parents, and a speech and language pathologist. The focus of the team is to provide a concentrated effort to provide struggling students with supports that will ensure success in the classroom environment.

SUPPLEMENTAL SCHOOL INFORMATION

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

Eleanor B. Kennelly School utilizes the positive behavior intervention and supports framework. The faculty and staff expect that all community members of the school will be safe, respectful, and responsible. Classroom lessons, student incentives, and professional development for faculty and parents support the on-going work of our school-wide, universal student expectations. Kennelly students are offered a variety of extra-curricular activities which include dance, technology, and the arts through faculty led groups and community organizations such as La Casa and OPMAD. Every year 6th grade students take part in a week long environmental and team building experience at Nature's Classroom in Ivoryton, CT. Kennelly's music department leads a premier, award winning drumline which has participated in city and statewide parades and adjudications. In addition, students are involved in CPEP, an after school activity in which students learn the fundamentals of engineering. Every year student's compete in the district and state science fair. Students participate in a Leadership Team which enables students to have input in the decision making process as well as organizing many charity events. Finally, Kennelly focuses academic instruction through a professional learning community. Grade level and subject area teams collaborate and share common instructional practices, curricula, and assessments. The Unified Arts Team collaborates to provide enrichment experiences outside of the classroom for students which include art shows, webpage design, instrumental lessons, and wellness/fitness training.
