

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Simon Lake School
Milford School District**DONALD J. BUSCA, Principal
Telephone: (203) 783-3533Location: 59 Devonshire Road
Milford,
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, 2008: 363
5-Year Enrollment Change: -3.5%**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	93	25.6	13.9	34.2
K-12 Students Who Are Not Fluent in English	17	5.4	3.5	7.0
Students with Disabilities	30	8.3	11.1	10.9
Students Identified as Gifted and/or Talented	3	0.8	1.5	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	40	81.6	82.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	224	84.8	91.3	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,016	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	17.0	17.4	18.3
Grade 2	15.5	17.3	19.3
Grade 5	18.3	20.6	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	30
Computer Education	20	17
English Language Arts	421	427
Family and Consumer Science	0	1
Health	30	22
Library Media Skills	24	18
Mathematics	213	198
Music	48	32
Physical Education	54	40
Science	102	98
Social Studies	102	91
Technology Education	0	2
World Languages	0	12

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	5.4	3.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	73.3	77.0	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	3.0	3.1	3.3
% of Computers with Internet Access	100.0	97.9	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	24.7	32.7	28.2
# of Print Periodical Subscriptions	25	22	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	22.80
Paraprofessional Instructional Assistants	5.50
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	6.50
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)	3.00
Counselors, Social Workers, and School Psychologists	1.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	6.00

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	13.2	14.0	13.3
% with Master's Degree or Above	92.6	86.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.0	9.6	8.6
% Assigned to Same School the Previous Year	92.6	86.6	83.3

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's website is devoted to homework pages.

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

The partnership between home and school is a key component to our success as a school community. We encourage our parents and other family members to be an active part of their child's education through participation in the PTA and school sponsored activities, providing engaging learning activities at home, as well as maintaining communication with teachers regarding their child's progress.

A monthly newsletter, The Explorer, is sent to the Simon Lake School community. This publication includes pertinent news and events about the school, and suggestions for parents on how they can help their children be more successful as learners. In addition, our school website includes information for parents which includes teacher web pages that post messages and homework assignments, and a PTA page which provides useful information.

We were granted a parent reading partnership mini-grant that provided books, manipulatives, a parent guide and a series of workshops conducted by our reading staff that offered training in early literacy strategies for parents to assist their children with reading at home.

Parents of English language learners were offered classes to help them improve their basic oral language and literacy skills. The classes also provided suggestions for supporting their child's learning at home.

Parents and community volunteers work with students and teachers at Simon Lake School to help improve reading and writing achievement. The PTA provides a variety of enrichment activities and cultural programs for our students and community. They contribute to our Reading is Fundamental program and hosted three very successful book fairs.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	41	11.3
Black	27	7.4
Hispanic	41	11.3
White	253	69.7
Total Minority	110	30.3

Percent of Minority Professional Staff: 0.0%

Open Choice: 3 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: 13.7% 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 23.

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.

Simon Lake Elementary School is proud to offer an environment where students work, play, share, and learn from students and staff who bring a wealth of cultural and ethnic heritage to our learning community. Students participate in a variety of activities throughout the year to further develop our school community's understanding and respect for individual differences.

Multi-ethnic literature is woven into our language arts curriculum and used as a tool for students to explore and celebrate various cultures. Numerous classroom books have been purchased to support students understanding of diverse cultures. The school library collection includes literature, tales, legends and history that represent the diversity of races and cultures including Pacific Rim, African, Central and South America, Arabic, European and Native Black American.

The Simon Lake School PTA makes available a number of professional multicultural programs celebrating a variety of cultural experiences. These programs include stories, music, plays, and history. Field trips are also planned throughout the year that expose students to many diverse cultures.

Economic, ethnic, and racial isolation is dealt with on a daily basis at Simon Lake Elementary School. Lessons involving cultural issues such as prejudice and discrimination are introduced to students. Our art and music curriculums also reflect a multicultural influence upon our society; various songs from all over the world are sung at our programs, and student artwork, with its basis in various disciplines, is displayed around the school throughout the year.

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	15.2	28.8	33.6	18.1
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	51.8	62.3	54.6	43.7
Writing	71.4	76.0	62.5	65.6
Mathematics	75.0	71.6	62.8	69.3
Grade 4 Reading	42.9	67.9	60.7	26.0
Writing	45.2	71.9	64.2	22.8
Mathematics	52.4	64.1	63.6	32.3
Grade 5 Reading	58.6	74.1	66.0	37.8
Writing	56.7	71.8	66.5	34.1
Mathematics	56.9	71.4	68.8	30.2
Science	60.0	61.0	58.1	52.0
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.

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	98.9	96.4	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, 2 students were responsible for these incidents. These students represent 0.5% 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	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	2

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The focus at Simon Lake Elementary School is to ensure that all students continue to improve their abilities in all academic areas. Assessment results are reviewed and discussed regularly by school staff in an effort to develop and orchestrate an Academic Improvement Plan. Specific goals and objectives are determined with target areas that need to be improved upon and support plans for students who require additional strategies/scaffolding are implemented. Classroom instruction is continually refined in order to foster students' highest performance and achievement.

A school literacy team meets regularly to review student progress and make recommendations for adjustments to instruction. The team is comprised of the principal, special education teachers, reading teachers, and regular education teachers. A Child Study Team meets monthly to discuss struggling students. The CST supports the teacher with the struggling student and helps to identify strategies to be implemented in the classroom.

Our special education program focuses on the same academic goals within individual education plans. We continue to expand our differentiated instruction strategies to better serve all students in an inclusive setting. In addition, a software system has been implemented district-wide to manage the creation and modification of Individualized Education Programs for students with disabilities.

Grade one students that are identified as at risk for reading are given individual instruction in our Reading Recovery program. Simon Lake has two highly trained Reading Recovery teachers. Simon Lake Elementary School is one of the first schools in Connecticut to offer the Leveled Literacy Intervention Program developed by Lesley University in Cambridge, Massachusetts. This is a small group instructional model for children in Kindergarten and Grades 1 and 2. The program is offered by two highly trained teachers and is designed as an additional safety net for students who find reading and writing difficult to learn. In grade three through five, a Read for Success program supports students who are not accelerating in reading. The program focuses on providing individual and small group instruction in addition to classroom instruction during the reading block. Instruction is based on frequently assessed needs that are determined by a school literacy team, with the goal of having all students reading on grade level by the end of third grade.

SUPPLEMENTAL SCHOOL INFORMATION

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