

STRATEGIC SCHOOL PROFILE 2006-07
Elementary School K-6 Edition

Meadowside School
Milford 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: 377

5-Year Enrollment Change: -5.8%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 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	2006-07	21.0	14.1	27.7
	2002-03	18.9	14.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	22.3	7.8	13.5
	2001-02	13.8	4.5	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	87.1	94.0	87.7
	2001-02	84.0	92.0	86.2
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	89.8	82.0	79.3
	2001-02	89.7	91.1	75.1

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)	38	10.1	4.0	6.9
Compensatory Education	62	16.4	11.7	23.6
Full or Extended Day Kindergarten	59	N/A	N/A	N/A
Gifted and Talented Program	8	2.1	1.8	1.8
Special Education	31	8.2	10.5	10.8
Prekindergarten	0	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	72	19.1
Black	17	4.5
Hispanic	27	7.2
White	261	69.2

STUDENT RACE/ETHNICITY

Total Minority 2006-07	30.8%
Total Minority 2001-02	18.7%

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.

Meadowside School boasts the highest population of minority students among the nine elementary schools in Milford. As a community of diverse learners, Meadowside School is adept at meeting the needs of all its children. Students from many ethnic and socio-economic backgrounds make up our school community. As a school, we embrace the differences among us and use it as a teaching tool. In an effort to acclimate our families to their new way of living, we have teamed with the Literacy Center of Milford to offer our parents ESL classes. These evening sessions afford parents child care so that they may attend a class taught by volunteers from the Literacy Center. The content of the class ranges from providing parents with essential strategies aimed at improving conversational skills and adapted to the area and its many resources. This provides our families with valuable networking opportunities and a time to share experiences. Our goal for this year it to increase the awareness of the existence of this program so that many more of our families can take advantage of this great opportunity to meet new families and network with members of the community. Our Parent Partnership team also offers reading nights for students in first and second grade. The aim of this program is to provide parents of struggling readers with the skills necessary to be successful readers in the elementary school. We would like to expand this endeavor to include our kindergarten families so that they will progress to first grade with the necessary reading readiness skills. This year, we have four second grade children enrolled from New Haven who are part of the Open Choice program. Parents of these children are encouraged to attend PTA meetings and other school events to make them feel an integral part of the community. Also, we plan on applying for the Sister Schools Interdistrict grant, as offered through ACES, to further build mutli-cultural awareness among our students.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	1,016	1,016	985

*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	0.0	1.1	64.6
Voice	0.0	0.4	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	100.0	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	2.9	3.2	3.6
% of Computers that are High or Moderate Power	100.0	100.0	89.5
% of Computers with Internet Access, All Speeds	100.0	92.7	97.3
% of Computers with High Speed Internet Access	100.0	92.7	96.1
% of Internet Computers with Filtering Software	100.0	100.0	98.6

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued**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*	31.9	32.6	28.0
% of Print Volumes Purchased in the Last Three Years	8.3	12.0	12.2
# of Print Periodical Subscriptions	35	24.1	15.1
# of Non-Print Materials	100	238.3	406.8

*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	2006-07	14.8	18.5	18.2
	2001-02	18.3	18.3	18.3
Gr. 2	2006-07	16.5	17.6	19.5
	2001-02	18.5	18.0	19.6
Gr. 5	2006-07	19.3	19.4	21.2
	2001-02	19.0	19.5	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	31.8	31.9
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.9	1.6
Other Professionals	2.6	2.6
# of Non-Certified Instructional	13.0	13.0

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Years of Experience in Connecticut and Other Locations	12.5	13.1	14.0
% with Master's Degree or Above	69.8	79.1	81.0

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/Technology Supported
	School	District	State	
Art	29	29	31	No
Computer Education*	40	40	17	Yes
English Language Arts	421	421	427	Yes
Family and Consumer Science	0	0	1	N/A
Health	28	28	23	No
Library Media Skills	24	24	18	Yes
Mathematics	213	213	195	No
Music	27	27	32	No
Physical Education	54	54	40	No
Science	90	90	97	No
Social Studies	90	90	92	No
Technology Education	0	0	1	N/A
World Languages	0	0	11	N/A

*Interdisciplinary Approach

SCHOOL PROCESSES, continued



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 (2006)	No	Yes
Other	No	Yes

World Language Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 20.0% of K-6 schools offer world language instruction.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2005-06 School Year	0.0	1.0	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	8.7	9.4	8.7
% Certified Staff Assigned to Same School the Previous Year	81.4	85.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

At Meadowside School we are committed to providing an appropriate education to the child that meets their needs as well as the needs of their families. As one example, our Parent Partnership committee has designed programs meant to help parents assist us in meeting the needs of their children. The preliminary plan for this year is to facilitate a program for our upper grade children on the topic of assisting their children with homework.

In an effort to keep their families updated, our teachers post homework assignments and related messages on their website on a daily basis. Progress reports go home and the mid-way point of every marking period to keep parents informed of their child's academic and social progress. Our teachers are strongly encouraged to communicate their concerns and celebrations to their parents on a regular basis so that nothing is a surprise at the end of the marking period.

Meadowside School is a diverse learning community. Approximately 24% of our students come from families where English is not the primary language. As such, we offer weekly ESL classes that are taught by volunteers from the Literacy Center of Milford. Child care is provided. Communication skills, supporting their child at home and working with the school community are just some of the topics discussed.

Our Parent Teacher Association has been instrumental in creating a supportive parent that provides our students with an array of learning based activities. PTA allocates a specific, per-pupil, dollar amount that teachers can use to schedule curricular related field trips, invite visiting authors to inspire and motivate our your learners or ask world renowned story tellers to regale our school with tales from Africa, Asia and South America. School wide reading nights, book bees and book fairs are more examples of how

STUDENT PERFORMANCE

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 All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	65.5	60.4	52.3	1.6	92.6
	72.2	74.4	60.8	0.0	93.9
	70.9	72.0	59.4	0.0	96.0
Grade 4 Reading	67.2	67.7	57.0	0.0	95.2
	67.2	71.2	65.1	0.0	96.8
	55.2	70.0	62.3	0.0	100.0
Grade 5 Reading	67.5	68.2	61.4	2.6	98.7
	76.3	71.8	64.6	2.3	98.5
	68.8	72.5	66.0	4.5	95.8
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

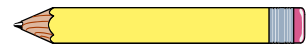


These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

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 K-6	State K-6
% on October 1, 2006	98.4	93.9	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	15.8	34.4	33.5	0.0	86.6
Grade 6	N/A	N/A	N/A	0.0	93.8

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our Academic Improvement Plan (AIP) was designed to improve instruction and student learning. Our work this year revolved around a focus on student need, assessment results and implementation of effective, high yield, strategies. It became clear as the year went on that we need to focus more of our attention on developing an effective agenda for our Wednesday meetings that address student concerns. It also became clear that we need to dedicate more time for our regular education, special education and reading teachers to collaborate. Additionally, as a result of completing The Seven Disciplines of Instruction, we realize that more focus must be placed on using data more effectively and as a planning tool rather than an instrument which outlines student progress. We intend to focus our energy on building the capacity of our staff so that they may be equipped with the necessary tools to adjust their instruction to fit the needs of their children. Over the summer, we will be reviewing our test scores and assess the best plan for next year. It is clear that we need to raise the bar in the area of writing. We must do this in order to ensure that all students are able to meet the rigorous academic standards they will face in the middle and high schools. In the area of reading, we must maintain our focus on identified power standards that will raise the level of proficiency. We will maintain our goal of 85% of all students at or above proficient in reading but must work on implementing the proper strategies to do so. As such, we will be developing AIP's in reading, writing and math for the 2007 – 2008 school year. Also, as outlined in the Seven Disciplines survey, we will be focusing on developing a plan to address the needs of our instructional program at Meadowside.

In order to improve the effectiveness of our special education, service delivery, we will be moving towards a more inclusive practice where special education and regular education teachers team teach and collaborate regularly to come up with methods that best address student needs. This endeavor will require time, patience and the ability to see what is the right thing to do for the sake of the learner. Our CST process has also been revamped so that we can devise and implement more effective strategies within the regular education classroom.

SUPPLEMENTAL SCHOOL INFORMATION

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

In an effort to prepare our students for learning in the 21st century we have paired with Junior Achievement of South Central Connecticut to bring mentors into our K-5 classrooms to bring authentic learning experiences to our classrooms. The focus of Junior Achievement is authentic learning and entrepreneurship. We have also allied with Big Brothers, Big Sister to pair some of our neediest children with academic tutors in an effort to provide stability and support.

Meadowside School celebrates student learning each month through our Student Achievement award assemblies. Each month, students are recognized for both their academic and social achievements. Our student achievement committee receives student nominations and prepares a bulletin board in the main hallway to celebrate their accomplishments. Additionally, cross-grade buddy projects, and peer tutoring are some of the overt methods we are using to introduce students to one another. There are many other subtle approaches we are taking in our school climate, which transforms these meetings into friendships and understanding.

Over the past two years, Meadowside has built an extensive and comprehensive after-school enrichment program. Chess, sign language, Spanish club and karate club have been piloted and have emerged as successful, well attended programs. Parents pay for each of these activities but their value and outcomes far outweigh the nominal fee. It is our hope that we can expand our program to provide all of our children a unique after-school learning opportunity.

To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.
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