

STRATEGIC SCHOOL PROFILE 2005-06

Elementary School K-6 Edition

**Simon Lake School
Milford School District**

Telephone: (203) 783-3533

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

STUDENT ENROLLMENT

Total Enrollment: 335

5-Year Enrollment Change: -14.5%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: PK- 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	32.2	14.9	27.6
	2002-03	31.6	14.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	12.5	7.1	13.3
	2000-01	5.5	4.6	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	88.8	92.4	86.8
	2000-01	89.4	90.0	86.3
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	80.6	83.0	79.2
	2000-01	86.9	85.1	74.7

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)	24	7.5	3.9	6.7
Compensatory Education	60	17.9	14.5	24.1
Full or Extended Day Kindergarten	62	N/A	N/A	N/A
Gifted and Talented Program	0	0.0	1.4	1.9
Special Education	40	11.9	11.4	11.2
Prekindergarten	14	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	22	6.6
Black	27	8.1
Hispanic	28	8.4
White	258	77.0

Total Minority 2005-06 23.0%

Total Minority 2000-01 13.8%



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.

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 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.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	1,014	1,014	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	0.0	0.7	63.0
Voice	0.0	0.0	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	2.9	3.4	3.9
% of Computers that are High or Moderate Power	49.6	50.4	80.8
% of Computers with Internet Access, All Speeds	94.0	99.4	96.5
% of Computers with High Speed Internet Access	94.0	99.4	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*	32.1	33.9	27.2
% of Print Volumes Purchased in the Last Three Years	12.9	14.5	13.6
# of Print Periodical Subscriptions	25	24.3	15.1
# of Non-Print Materials	215	212.4	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	20.7	19.0	18.3
	2000-01	15.3	17.5	18.1
Gr. 2	2005-06	17.0	18.2	19.7
	2000-01	20.3	17.4	19.5
Gr. 5	2005-06	14.0	19.9	21.2
	2000-01	21.3	20.4	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	25.9	25.9
Administrators	0.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	0.0	1.0
Counselors, Social Workers, and School Psychologists	1.7	1.7
Other Professionals	4.0	3.4
# of Non-Certified Instructional	13.0	9.5

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.5	12.4	12.8
% with Master's Degree or Above	74.3	81.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	37.1	26.5	30.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	27	30	32	No
Computer Education	20	20	17	Yes
English Language Arts	421	421	425	No
Family and Consumer Science	0	0	1	N/A
Health	30	31	23	No
Library Media Skills	24	24	19	No
Mathematics	213	213	192	No
Music	48	41	34	No
Physical Education	27	36	41	No
Science	102	99	96	No
Social Studies	102	99	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	No	Yes
In-Class Tutorial	No	Yes
After School Program	No	No
Summer School (2005)	No	Yes
Other	No	Yes



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	0.8	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	9.0	8.8	8.4
% Certified Staff Assigned to Same School the Previous Year	94.3	84.9	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	56.0	69.3	54.4	2.0	94.3
Writing	60.0	72.6	61.0	2.4	100.0
Mathematics	66.7	72.9	56.3	4.1	100.0
Grade 4 Reading	61.2	66.2	57.8	2.8	96.4
Writing	60.4	71.7	62.8	2.8	96.1
Mathematics	63.3	70.9	58.8	3.4	96.4
Grade 5 Reading	72.7	68.1	60.9	0.0	97.1
Writing	75.0	69.0	65.0	5.6	98.3
Mathematics	70.5	66.8	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	23.9	31.9	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	95.8	96.0	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.

During the 2004-2005 school year, fourth grade students participated in the 3rd Generation Connecticut Mastery Test. An analysis of the broad band results indicates that 29 out of 48 students (61%) met goal in reading, 34 out of 48 students (71%) met goal in writing, and 30 out of 48 students (63%) met goal in mathematics. The results are equal to the district in reading and writing, and 3% point below the district in mathematics.

Adequate yearly progress exceeded the state in both reading and mathematics. At Simon Lake, 86% of the students performed at or above proficiency in reading, while the state target was 57%. In mathematics, 94% of the students at Simon Lake performed at or above proficiency, while the state target was 65%.

The focus at Simon Lake is to ensure that all students continue to improve their abilities in all academic areas.

Assessment results are reviewed and discussed by school staff in an effort to develop and orchestrate an action plan. Specific 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.

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.

The Simon Lake staff is committed to improving student achievement by providing every student with the opportunity to learn basic skills according to individual needs and abilities. An academic improvement plan has been developed and the staff meets regularly to review and evaluate student progress. The Simon Lake staff is actively involved in updating and improving their professional development by participating in a variety of graduate classes, workshops and institutes.

Students at Simon Lake are immersed in comprehensive literacy and numeracy programs. 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. In grades two 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 with the goal of having all students reading on grade level by the end of third grade.

All classrooms at Simon Lake have at least 3 computers. A computer lab and two mini-labs are also used to assist with instruction, which includes remediation and enrichment. Make Your Day is a school-wide cooperative citizenship program where students are actively involved and responsible for doing what is expected and doing it the best that they can. Students are expected to follow school guidelines throughout the day, including academic performance. In meeting these expectations, students are challenged to work to their potential. Students' efforts are monitored and rewarded frequently throughout the school day. Behavioral expectations are clearly identified and teachers set expectations for the classroom and for individual time periods.

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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