

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

Simon Lake 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: 343

5-Year Enrollment Change: -5.5%

**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	2006-07	31.2	14.1	27.7
	2002-03	31.6	14.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	12.8	7.8	13.5
	2001-02	6.9	4.5	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	96.0	94.0	87.7
	2001-02	93.8	92.0	86.2
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	86.3	82.0	79.3
	2001-02	93.3	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)	27	8.2	4.0	6.9
Compensatory Education	0	0.0	11.7	23.6
Full or Extended Day Kindergarten	51	N/A	N/A	N/A
Gifted and Talented Program	4	1.2	1.8	1.8
Special Education	36	10.5	10.5	10.8
Prekindergarten	15	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	30	8.7
Black	31	9.0
Hispanic	28	8.2
White	253	73.8

STUDENT RACE/ETHNICITY

Total Minority 2006-07 26.2%

Total Minority 2001-02 15.7%

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.

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.

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	1,016	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	64.7	92.7	97.3
% of Computers with High Speed Internet Access	64.7	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*	31.6	32.6	28.0
% of Print Volumes Purchased in the Last Three Years	13.8	12.0	12.2
# of Print Periodical Subscriptions	25	24.1	15.1
# of Non-Print Materials	215	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	22.3	18.5	18.2
	2001-02	11.3	18.3	18.3
Gr. 2	2006-07	16.5	17.6	19.5
	2001-02	19.3	18.0	19.6
Gr. 5	2006-07	15.0	19.4	21.2
	2001-02	21.0	19.5	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	26.9	25.9
Administrators	1.0	0.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	0.0
Counselors, Social Workers, and School Psychologists	1.5	1.7
Other Professionals	3.7	4.0
# of Non-Certified Instructional	9.0	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	11.6	13.1	14.0
% with Master's Degree or Above	63.9	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	Yes
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	No	Yes
In-Class Tutorial	No	Yes
After School Program	No	No
Summer School (2006)	No	No
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	2.2	1.0	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	8.8	9.4	8.7
% Certified Staff Assigned to Same School the Previous Year	77.8	85.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative 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 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.

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 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 two very successful book fairs.

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	53.0	60.4	52.3	1.6	92.6
Writing	71.2	74.4	60.8	0.0	93.9
Mathematics	78.8	72.0	59.4	0.0	96.0
Grade 4 Reading	57.7	67.7	57.0	0.0	95.2
Writing	74.5	71.2	65.1	0.0	96.8
Mathematics	70.6	70.0	62.3	0.0	100.0
Grade 5 Reading	62.5	68.2	61.4	2.6	98.7
Writing	68.8	71.8	64.6	2.3	98.5
Mathematics	70.8	72.5	66.0	4.5	95.8
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

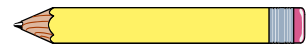


These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

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	95.0	93.9	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	14.8	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.

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. Our initial analysis of the broad band results of the 2007 CMT indicate that 80% of the students in grade 3, 79% of the students in grade 4, and 81% of the students in grade 5 performed at the proficient level or higher in reading. The results also indicate that 53% of the grade 3 students, 57% of the grade 4 students, and 63% of the grade 5 students performed at or above goal in reading. In comparison to the 2006 results, grade 4 students performing at or above goal increased 1% and grade 5 students performing at or above goal increased 7%. In mathematics, 91% of the students in grade 3, 90% of the students in grade 4, and 83% of the students in grade 5 performed at the proficient level or higher. The results also indicate 79% of the grade 3 students, 71% of the grade 4 students, and 71% of the students in grade 5 performed at or above goal in mathematics. This is a significant gain in grade level performance. In comparison to the 2006 results, grade 4 students performing at or above goal increased 4% and grade 5 students performing at or above goal increased 8%. The data from grade level and district assessments indicate academic gains at all levels in targeted goals. Targeted (laser-like) differentiated instruction had a positive effect on student achievement. Reading Recovery and Leveled Literacy had a significant impact on student performance. Seven students, who were in Reading Recovery, are reading on or above grade level. Twelve students (100%), who were in the Leveled Literacy program, are reading on or above grade level at the end of the school year. This year, grade 3-5 students who were in Read for Success received intervention through the Reader's Workshop model. All the participating students made gains. In grade 3, ten out of fourteen students made at least one year's gain. In grade 4, two out of six students successfully exited the intervention program. In grade 5, one out of four students successfully exited the intervention program.

SUPPLEMENTAL SCHOOL INFORMATION

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

<p>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.</p>

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