STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Lillie B. Haynes School

East Lyme School District

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Location: 29 Society Road
Niantic,
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: K- 4

STUDENT ENROLLMENT
Enrollment on October 1, 2008: 366
5-Year Enrollment Change: 19.6%

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	43	11.7	9.8	34.2
K-12 Students Who Are Not Fluent in English	4	1.1	1.4	7.0
Students with Disabilities	39	10.7	9.2	10.9
Students Identified as Gifted and/or Talented	3	0.8	1.6	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	49	79.0	90.1	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	265	87.2	89.9	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	970	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 half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.5	16.4	18.3
Grade 2	18.3	17.8	19.3
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	**School**	**State**
Art	27	29
Computer Education [I]	5	14
English Language Arts	424	496
Health I	20	19
Library Media Skills [I]	27	18
Mathematics	240	198
Music	27	30
Physical Education	27	36
Science	91	70
Social Studies	68	68
World Languages	12	6
	N/A	N/A
	N/A	N/A

[I]Interdisciplinary 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 25 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	1.1	1.4	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	74.4	80.0	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	4.6	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*	30.0	47.2	28.2
# of Print Periodical Subscriptions	30	27	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	20.65
	Paraprofessional Instructional Assistants	7.50
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	15.50
Library/Media Specialists and/or Assistants		1.20
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		0.60
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		11.90

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	13.0	12.5	13.3
% with Master's Degree or Above	76.0	70.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.7	8.9	8.6
% Assigned to Same School the Previous Year	76.0	80.0	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.

At Haynes School, we view parents/guardians as equal partners in providing our children with meaningful educational experiences. Our Parent Teacher Association (PTA) is instrumental in supporting both instructional and enrichment activities in our school. The PTA sponsors parent workshops, our grades 3-4 homework club, playground equipment and facilities, enrichment programs (movement and dance in grades K and 1, literacy plays in grade 2, South American song, dance, and cultural activities in grade 3, and curriculum plays in grade 4), and provides refreshments and childcare for morning and evening family programs.

For working parents/guardians, our Before (Sunrisers), After (Sunsetters), Kindergarten Enrichment Programs (KEP) minimize the number of transitions their children experience during the day and provides them with enriching activities while supervised by highly qualified staff.

Descriptions of our curriculum, school programs, and homework assignments are made available to our school community on our website. Our weekly newsletter, The Buzz, is published to keep parents/guardians informed of events and activities at Haynes School as well as to recognize the contributions of our school community members.

Kindergarten readiness and literacy/math workshops are opportunities for parents/guardians to learn about the curriculum, classroom expectations, and how they can support learning at home.

Parents/Guardians serve as volunteers in the classroom, lunchroom, library, and as readers, presenters, and tutors. At the end of the school year, a volunteer recognition event celebrates the contributions of all volunteers in our school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	1	0.3
Asian American	33	9.0
Black	16	4.4
Hispanic	14	3.8
White	302	82.5
Total Minority	64	17.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 3.6% 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.

Haynes School's students interact daily with students from the district's special services preschool program which occupies a wing at our school and the LEARN Program which services students with disabilities from our region. This experience helps our students understand individual differences and demonstrate compassion for others. All students participated in "Anti-Bullying Week" in November. In Kindergarten, students experienced; books about the life of Martin Luther King, Jr., Kwanza art activities and texts, traditions and artifacts of India, and activities about Chinese New Year. In first grade, parents discuss their careers/jobs. During second grade, students study Pilgrims and Native Americans, various international holidays, customs and traditions. Third graders study different countries and cultures and parents are encouraged to visit classes and share their culture, traditions, and ethnic food. Students communicate via email with schools in Ireland and students from Japan visit classrooms and teach about their culture. Additionally, third grade students work closely with Teaching Artists from Brazil and Mexico to learn about the customs, culture, and historical significance of dances and musical instruments of these countries. Students demonstrate their knowledge, understanding, and appreciation of these countries by building their own instruments, creating their own music, then perform for the entire school. In fourth grade, students study Native Americans and visit the Mashantucket Museum and Research Center. Spanish is taught in grades 1-4 with students learning about Hispanic cultures around the world.

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	56.6	53.0	33.6	90.5
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	70.6	74.1	54.6	75.3
Writing	77.1	84.2	62.5	76.5
Mathematics	73.5	81.3	62.8	66.3
Grade 4 Reading	73.7	80.6	60.7	71.3
Writing	83.1	85.4	64.2	86.9
Mathematics	74.0	79.9	63.6	65.8
Grade 5 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
Science	N/A	N/A	N/A	N/A
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	97.3	97.0	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. 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	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Lillie B. Haynes Elementary School's School Improvement Process (SIP) Team is composed of two classroom teachers, a special education teacher, the Reading Recovery Teacher, the Language Arts Consultant, the Principal, and a parent. The SIP Team guides the school improvement process as well as plans and implements professional development activities to address school goals.

During the past four years, we have focused on improving literacy instruction for all students. Our SIP Team has planned several professional development activities for staff to address two goals which are designed to support improved literacy instruction at our school. The first goal is to provide our teachers with formal opportunities to discuss the implementation of new teaching strategies and/or instructional programs in Language Arts and to share "best practices." The second is for teachers to focus on clearly defined Language Arts benchmarks for student performance by grade level.

This year, the SIP Team continued to implement action plans which include analyzing student data from both the Connecticut Mastery Test (CMT) and ongoing literacy assessments. From this data, our grade level teams have been targeting their instruction to improve the literacy skills of all children, monitoring student progress, documenting school accountability, with special education students receiving additional support.

SUPPLEMENTAL SCHOOL INFORMATION

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

Haynes School is a community of students, parents and staff who believe that the best environment in which to educate students is one that respects the individual and his/her right to be treated with kindness and acceptance in a cooperative atmosphere. Competition is limited, creativity is encouraged and collaboration is valued for students and adults. Diversity enriches us. Therefore, students and adults are expected to treat each other with respect. A natural outgrowth of respect for individual differences is the study of Dr. Howard Gardner's Theory of Multiple Intelligences. The staff draws on his theory in the planning of lessons, student projects and assessment activities. Students are made aware of Gardner's theory and encouraged to use their strengths and to explore other areas of intelligence as well. The arts provided opportunities to enhance student abilities and intelligences. The teaching staff continues to study the Theory of Multiple Intelligences to improve ways to teach. Program planning and staff development develop strategies and activities that integrate grade level curriculum topics into arts lessons and use the arts to teach those curriculum topics in grade level classes. The Haynes PTA sponsors an Arts in Education Enrichment Program that brings artists into the school with curriculum related experiences for students and staff. To decrease transitions, a Before and After School Child Care Program, and an extended day opportunity for kindergarten students, Kindergarten Enrichment Program, are in place supported by fees paid by parents. Surplus revenue funds are used for early literacy programs, professional development, enrichment activities, and for additional equipment and materials. A monthly listing of curriculum topics and special events informs parents of topics to be taught in the next month, which encourages compatible family activities.