

STRATEGIC SCHOOL PROFILE 2007-08
Elementary School K-6 Edition

Flanders School
East Lyme School District

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Location: 167 Boston Post Road
East Lyme,
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
School Grade Range: K- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 399
5-Year Enrollment Change: -11.7%*
*Between 2002 and 2007, grades changed

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	12	3.0	7.5	33.1
K-12 Students Who Are Not Fluent in English	12	3.0	1.9	7.3
Students with Disabilities	33	8.3	8.6	10.8
Students Identified as Gifted and/or Talented	5	1.3	0.8	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	65	95.6	88.7	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	301	91.2	88.5	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	970	987

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 and extended-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.0	16.2	18.1
Grade 2	20.8	18.1	19.3
Grade 5	N/A	N/A	N/A

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	27	30
Computer Education	5	13
English Language Arts	424	495
Health	20	20
Library Media Skills	27	18
Mathematics	242	198
Music	27	31
Physical Education	27	36
Science	91	71
Social Studies	68	69
World Languages	12	5
	N/A	N/A
	N/A	N/A

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.

*Interdisciplinary Approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.0	1.9	7.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	93.9	80.0	79.1

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	5.1	3.9	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	41.6	47.0	27.7
# of Print Periodical Subscriptions	39	29	16

*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	22.90
Paraprofessional Instructional Assistants	8.80
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and Assistants	1.40
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.40

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	13.5	12.7	13.2
% with Master's Degree or Above	67.9	75.0	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.1	9.0	8.7
% Assigned to Same School the Previous Year	71.4	72.0	72.5

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.

Home and school communication is a key component at Flanders Elementary School. Our relationships are both formal and informal connections between the family and our school. We encourage parents and the community to visit, volunteer or share a talent.

- Staff communicates on a regular basis by phone, email, newsletters or on their website.
- Parents are provided with a school handbook, a calendar of events, classroom news and school wide weekly newsletters, report cards, and information from the PTA on special events. Information is posted on our website.
- Family / community events such as our Flanders Coffee Houses are a part of our school culture.
- Conferences are scheduled twice a year and at other times requested by teachers or parents to review progress and student needs.
- Kindergarten orientation in the spring assists families with transitions and provides them with general information.
- August classroom visitations communicate expectations, relieve anxiety, answers questions and establish relationships.
- Our PTA is a vital part of our school community supporting activities in the classrooms, enrichment activities after school, field trips, Family Nights, Reading Night, numerous Fun Nights, Breakfast with Mom, Breakfast with Dad events and numerous other activities.
- Our family Resource Center provides our parents with resources and strategies that support our students at the early stages of development. It hosts informative parenting sessions, play groups, and other activities to encourage parental involvement.
- Parents volunteer in the classroom, assist in the art room, instrumental music room and library, assist with field trips, orientations, fundraisers, special family nights, mentor students, and provide opportunities for cultural and enrichment programs. Both community members and parents have helped to provide cultural activities to support our curriculum.
- Partnerships such as Pfizer allow its members to share their science expertise with our students on a regular basis.
- A Before and After school program, and a Kindergarten Enrichment Program (KEP) is offered and provides parents/guardians child care and minimizes the number of transitions children experience during the day.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	49	12.3
Black	3	0.8
Hispanic	7	1.8
White	339	85.0
Total Minority	60	15.0

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 6.3% 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.

Throughout the school year we strive to improve our children's understanding of the larger world. Classrooms participate in the inter-district programs and develop relationships with counterparts from other urban areas. Our social studies curriculum builds on similarities and differences among us. Spanish is taught along with cultural customs. Students explore, listen and perform songs from diverse cultures in music. In language arts, books are chosen that delve into a variety of topics, such as the homeless, and inner-city life. Multi-cultural curricular materials, celebrations and resources are utilized throughout the grades. Parents and community members are used as resource speakers to help explain unique aspects of their background and culture. Students research ancestors studying differences and similarities among people. Other topics include Japanese internment, the Great Depression, Native Americans, Veteran's Day, Martin Luther King, and other historical events. Though our efforts, we hope not only to help students become aware of similarities and differences, but also appreciate and celebrate them.

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	43.2	45.4	33.8	72.1
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	65.4	69.5	52.0	70.6
Writing	83.3	80.8	63.4	88.1
Mathematics	83.3	77.2	60.0	89.5
Grade 4 Reading	75.9	81.0	55.9	82.5
Writing	81.6	83.2	62.9	84.7
Mathematics	77.0	81.0	60.3	77.7
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	97.2	97.2	96.4

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 2006-07 school year, 7 students were responsible for these incidents. These students represent 1.6% of the estimated number of students who attended this school at some point during the 2006-07 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, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	9	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

We are continuing to add new teachers and besides assigning mentors, we will be providing professional development for this specific group prior to the start of school and on a regular basis throughout the year. The school improvement team will continue to address new and continuing goals for our school by targeting areas in need of improvement. Our CMT's show that most of our students meet, or exceed state averages. We will continue to target areas where the increase has not been as high as in writing. Professional development this year will include sessions focusing on diversity in our school, the STEPS program in mathematics, and inquiry approach to science. Our commitment to Responsive Classroom continues to be central to our school's operational focus. Teachers are meeting bi-weekly both at the grade level and cross grade levels to standardize the analysis of assessment results and frequency of practice and to create data walls. Common language and strategies are being taught. Individualized intervention plans will continue to be developed and implemented based on assessments and CMT results. Strategies to differentiate the instructional practices in the classroom will continue to be a part of our professional development. Parents have been serving as guest teachers, sharing their expertise in academic areas such as science and have helped to provide cultural activities to support our curriculum. The Family Resource Center will continue to host sessions and develop materials to educate and inform parents and the community.

SUPPLEMENTAL SCHOOL INFORMATION

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

As a Responsive Classroom School we focus on the social curriculum as well as the academic. We believe cognitive growth occurs through social interaction. We view curriculum and instruction as a way to develop a child's knowledge in all areas-physical, social, emotional, ethical, and intellectual. We know that we must support a student's learning, and encourage a genuine love of learning. The beliefs, values, and norms that guide the staff's behavior include:

- Fostering a diversity of ideas, teaching styles, and learning styles.
- Working with parents to support a learning community with high expectations.
- Improving student performance over time.
- Supporting healthy dialog regarding best practice in relation to teaching and learning.
- Believing in and celebrating hard work, academic excellence and social responsibility.

All new staff members are trained each year in the Responsive Classroom approach and families are provided with informational sessions. Our school day begins with a morning television broadcast developed by students. Classrooms begin the day with a Morning Meeting, which models cooperation, responsibility, empathy, self control, and a caring community. A school wide meeting is held monthly. A Before and After School Child Care Program, Kindergarten Enrichment Program (extended day opportunity for kindergarten students), are in place supported by fees paid by parents. The revenue generated from these programs are used for early literacy programs, professional development, enrichment activities, and for additional equipment and materials.

Filename: ELEMA090.DOC
Directory: J:\SSPbox\SSP Internet 2007-08
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 45-01
Subject:
Author: csde
Keywords:
Comments:
Creation Date: 12/2/2008 11:01 AM
Change Number: 1
Last Saved On: 12/2/2008 11:01 AM
Last Saved By: csde
Total Editing Time: 0 Minutes
Last Printed On: 12/3/2008 9:06 AM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,381 (approx.)
Number of Characters: 13,265 (approx.)