

STRATEGIC SCHOOL PROFILE 2007-08

Middle and Junior High School Edition

East Lyme Middle School**East Lyme School District**

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Location: 31 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
 School Grade Range: 5- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 913
 5-Year Enrollment Change: -8.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	65	7.1	7.1	23.6
Students Who Are Not Fluent in English	4	0.4	0.4	3.8
Students with Disabilities	133	14.6	14.6	11.6
Students Identified as Gifted and/or Talented	54	5.9	5.9	7.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	657	92.1	92.1	92.3

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	985	1,017

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.

Average Class Size	School	District	State
Grade 5	18.3	18.3	20.9
Grade 7	16.7	16.7	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	32.4	32.2	31.2
World Language	1.2	1.2	46.4

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	24	40
Computer Education	0	21
English Language Arts	169	171
Family and Consumer Science	24	17
Health	0	24
Mathematics	169	149
Music	57	15
Physical Education	70	55
Reading	0	95
Science	169	144
Social Studies	169	144
Technology Education	24	26
World Languages	70	97

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 5 in this school. Statewide, 18.4% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

E indicates elective, I indicates integrated courses.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.4	0.4	3.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	56.1	56.1	74.4

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	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.4	2.4	2.7
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	94.7
# of Print Volumes Per Student*	26.5	26.5	20.5
# of Print Periodical Subscriptions	85	85	27

*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	59.90
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	8.70
Paraprofessional Instructional Assistants	28.00
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	16.30

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	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	14.7	14.7	13.8
% with Master's Degree or Above	79.2	79.2	75.5
Classroom Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	9.5	9.5	9.0
% Assigned to Same School the Previous Year	79.2	79.2	74.9

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.

East Lyme Middle School is committed to supporting the family's role in the education of our students. East Lyme Middle Schools has a webpage on the East Lyme School District website, www.eastlymeschools.org containing many links designed to facilitate home/school communication and support. Email addresses of all staff are available on the website. Each Friday a newsletter is posted providing the parents with the most updated information and notification of school activities and events. Each team has a webpage, posting specific team events and information. Teachers post messages and homework on team homework hotlines daily. Homework club is offered for those students needing support and would benefit from a structured environment to complete homework. Student-led conferences are held to assist students with self-regulating learning as well as involving families in the process. Progress reports are sent to parents reporting student progress. Student Study Teams are available to support individual students with academic and behavioral needs. Career Day invited many parents and community members to meet with our 7th and 8th grade students to discuss an array of careers. Visitation Days are scheduled each year for parents to visit our school providing an opportunity to observe classrooms and interact with staff. Parents are welcomed volunteers on our many field trips and school activities. The Parent Teacher Organization is instrumental in cultivating parent involvement in our school in addition to providing enriching program experiences for our students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	1.0
Asian American	79	8.7
Black	22	2.4
Hispanic	32	3.5
White	771	84.4
Total Minority	142	15.6

Percent of Minority Professional Staff: 1.2%

Non-English Home Language: 4.9% 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 17.

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.

East Lyme Middle School continues to provide its students with multiple learning experiences and opportunities to reduce racial, ethnic and economic isolation.

East Lyme Middle School was accepted into the O' Ambassador project sponsored by Oprah Angels and Free the Children. Our students studied global issues that impact children in struggling counties. Fundraisers heighten community awareness.

Cultural based speakers visited students throughout the year. Holocaust survivors helped to personalize the topics of the "Price of Prejudice" unit. Other speakers addressed African culture, China culture, Cajun music and African drumming. Eighth graders participated in a cultural exchange with Pulaski Middle School in New Britain that included reciprocal school visits.

Community service activities involved collections of clothing, gifts for soldiers in Baghdad and the Walter Reed Army Hospital, a walk-a-thon for breast cancer research, and donations of food and other goods to local charities. The Social Studies curriculum, which focuses on cultures around the world, facilitated many activities, lessons and events to educate our students about diverse racial, ethnic and economic backgrounds.

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	N/A	N/A	N/A	N/A
Grade 6	41.0	41.0	35.4	63.4
Grade 8	45.3	45.3	37.0	71.5

*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 4 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
Grade 5 Reading	78.6	78.2	62.2	79.8
Writing	78.1	77.7	64.5	72.5
Mathematics	83.2	82.8	65.9	78.9
Science	80.1	79.7	54.9	89.2
Grade 6 Reading	84.0	84.0	66.3	84.1
Writing	75.8	75.8	61.9	78.3
Mathematics	82.8	82.8	66.4	79.7
Grade 7 Reading	88.9	88.9	71.1	87.8
Writing	76.6	76.6	62.0	77.1
Mathematics	82.0	82.0	63.0	80.7
Grade 8 Reading	79.4	79.1	64.8	72.2
Writing	73.0	72.7	63.4	61.3
Mathematics	76.7	76.4	60.8	73.1
Science	77.6	77.0	58.6	76.3

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.com.

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 Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.4	97.4	96.5

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, 52 students were responsible for these incidents. These students represent 5.4% 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	9	0
Personally Threatening Behavior	12	0
Theft	2	1
Physical/Verbal Confrontation	3	0
Fighting/Battery	6	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	45	0
Total	78	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Areas of need and plans for improvement include the following:

- Training and implementation of RtI
- All subject areas will integrate instruction in reading, comprehension skills, the writing process and holistic scoring
- School team to attend Positive Behavior Support (PBS) workshops
- Research and planning on the development of a Developmental Guidance Program
- Special Education resources reallocated to support an inclusive service delivery model
- Continued development of differentiated lesson plans and differentiated instruction
- Intervention plans developed for students not reaching proficient levels on the CMT
- SMARTboards training continues as use increased throughout the school
- The new Literacy Specialist will support staff with grade level reading tasks, instruction and assessment strategies and training.

SUPPLEMENTAL SCHOOL INFORMATION

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

MathCounts Team was awarded the State Championship, with one student competing nationally. MATH after-school program supported students requiring additional math instruction. Nineteen after school clubs were offered including a newly formed Fishing Club. This is a CT DEP program known as “Get Hooked on Fishing, Not on Drugs”. Students held a SAMJAM and presented science mini-lessons to students, parents, and staff. Pfizer continues to be a valued partner with mini-grant support, volunteer grant funds, SAMJAM, and guest speakers. A math project integrating linear equations raised \$17,000 for breast cancer research. Acceptance into O’Ambassador project, which raised \$3,000 for children in East Africa. Activities were integrated into the district Social Studies curriculum. Students and teachers presented the schools involvement in the O’Ambassador program to the EL Rotary and Board of Education. Spotlight visit organized by NELMS. The fifth year of our school-wide celebration of Veterans Day included guest speakers, military families, and conversations with soldiers stationed overseas. Staff values strong home-school communication through the homework hotline, parent-student-teacher meetings, parent-teacher emails, web-based newsletter, team newsletters, progress reports, and report cards. Students and staff attended CAS Leadership Symposium. Staff presented math unit/walk-a-thon at the NELMS Conference. Peer Helpers and Student Leader’s assisted in many school functions and mentored students. Learning strands provided CEU’s for teachers ie; SMARTboards - Geometric Thinking, Video Production, 7 Habits of Highly Effective Teams, Website Development - Reading Strategies Across Disciplines, Inquiry-Based Learning, Health and Mental Risk Reduction for Students, and Differentiated Math Instruction. Each team maintained a technology plan which included multiple experiences for students to develop the district’s technology competencies. Responsive Classroom and Advisory programs help students develop academic and social skills. Life Arts programs offer excellent instruction in areas of World Language, Music, Physical Education, Life Skills, Visual Arts and Tech Ed.

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