

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Juliet W. Long School
Ledyard School District**

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Location: 1854 Route 12
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 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: 3- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 351

5-Year Enrollment Change: -10.0%

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	15	4.3	6.6	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	1.5	7.0
Students with Disabilities	29	8.3	10.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	247	91.1	88.6	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	961	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.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	19.8	18.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art ¹	27	30
Computer Education ¹	27	17
English Language Arts ¹	430	427
Family and Consumer Science	0	1
Health ¹	18	22
Library Media Skills ¹	21	18
Mathematics ¹	180	198
Music	27	32
Physical Education	27	40
Science ¹	108	98
Social Studies ¹	96	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary 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 30 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	0.0	1.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	89.7	69.2	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	3.7	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	60.6	94.6
# of Print Volumes Per Student*	44.7	40.2	28.2
# of Print Periodical Subscriptions	20	14	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	21.40
Paraprofessional Instructional Assistants	3.45
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	7.85
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.75
Counselors, Social Workers, and School Psychologists	1.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.57

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	21.5	15.8	13.3
% with Master's Degree or Above	86.2	89.1	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.6	12.0	8.6
% Assigned to Same School the Previous Year	89.7	89.3	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 Juliet W. Long School a monthly newsletter noting upcoming events and activities is published by the school administration. Articles detailing instructional initiatives are also included. These newsletters are distributed to families and posted on the school's website. Teachers regularly share information about their instruction via classroom newsletters.

We encourage parents/guardians to share their email addresses with us. We have found this to be an effective way to reach parents/guardians during the school day and after school. Teachers also share their school email addresses with families. This has improved our home-school communication greatly.

Each fall a Parent Information Night is conducted. During that presentation teachers share their instructional objectives and their classroom expectations. While formal parent teacher conferences are held each December, teachers schedule additional conferences throughout the year when needs arise. Written progress reports may also be sent home to families.

Incoming third grade students visit our school in mid-June to see their new classrooms. Parents/guardians are invited to visit Juliet W. Long School in late August before school begins.

Parents and community volunteers contribute many hours to our school programs. Our dedicated Parent Teacher Organization has been instrumental in providing enriching experiences for our students through cultural programs, field trips and hands-on science programs. Our PTO hosts two large and effective book fairs.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	2.3
Asian American	14	4.0
Black	24	6.8
Hispanic	20	5.7
White	285	81.2
Total Minority	66	18.8

Percent of Minority Professional Staff: 2.6%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

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.

Juliet W. Long School's administration and faculty provide many opportunities to students as we work to reduce racial, ethnic and economic isolation.

Most of our classroom teachers have been trained in Responsive Classroom and implemented components of this program in their classrooms. Morning meetings provide time for students to communicate and share with one another and with their teachers. Teachers and students have ongoing discussions about appreciating diversity and building a community of learners.

Our sixth grade classes read Maniac Magee, which delves into homelessness, racial prejudice and socioeconomical differences in people. At Thanksgiving and Christmas several classes donate the makings for holiday dinners for families in need in Ledyard.

Multicultural literature is shared with students throughout the year. Teachers also welcome opportunities for students and parents to share information about their cultural backgrounds with their classes. Since we have many military families, our students may have lived in different parts of the United States or in different countries. We enjoy hearing about their experiences in these other locations.

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	29.0	27.1	33.6	43.7
Grade 6	49.0	41.2	35.3	79.1

*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	74.0	66.0	54.6	81.9
Writing	72.7	67.1	62.5	69.0
Mathematics	85.3	77.1	62.8	88.9
Grade 4 Reading	68.6	68.0	60.7	60.8
Writing	73.2	73.7	64.2	62.7
Mathematics	83.1	73.9	63.6	83.2
Grade 5 Reading	89.2	79.1	66.0	94.8
Writing	89.5	79.1	66.5	94.4
Mathematics	86.0	74.1	68.8	83.8
Science	80.0	70.7	58.1	86.4
Grade 6 Reading	86.0	81.4	68.9	81.1
Writing	78.7	72.5	62.2	80.1
Mathematics	88.5	80.4	68.8	83.5

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	96.6	97.3	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. In the 2007-08 school year, 1 student was responsible for these incidents. This student represents 0.3% of the estimated number of students who attended this school at some point during the 2007-08 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, 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	1	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Building school administrators and district administrators visit classrooms on a regular basis. These walkthroughs provide us with opportunities to see student learning in action. Two questions guide our discussions following these walkthroughs- Who is doing the work? How is the material presented connected to our curricula?

Student work is collected and reviewed with teachers at regularly scheduled grade level meetings. Building administrators also examine student work in collaboration with the district language arts consultant, the assistant superintendent and the building language arts consultant.

Our professional development is building based. Teachers participate in professional development workshops during late August and on scheduled early dismissal days. Teachers are also released for other training opportunities throughout the year. During those occasions, substitute teachers are hired to cover classes. Our district consultants (language arts and math/science) also provide training after school in one hour blocks. Teacher input is given serious consideration when developing and scheduling these sessions.

Our special education teachers, our remedial reading teachers, and our speech and language pathologist provide much of their support to students in their regular education classrooms.

Our 3-6 inquiry based science curriculum was implemented during the 2006-2007 school year. Students are really enjoying this hands on approach to science and it is having a positive impact on student learning. In March 2009 80% of our fifth graders scored at goal or better on the science Connecticut Mastery Test (CMT).

On the March 2009 CMTS 88.5% of our sixth graders scored at goal or better in math while 86% scored at goal or better in reading. In writing 78.7% of our sixth graders achieved goal or better.

SUPPLEMENTAL SCHOOL INFORMATION

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

We have a strong caring staff of teachers, aides, custodians, secretaries, nurses and administrators. Many of our students are from military families and bring with them a variety of cultures and experiences.

Our Parent Teacher Organization is certainly remarkable! We truly appreciate all of the programs and resources it makes available to our students and staff.

Our school shares a campus with our middle school (grades 7 & 8) and our sister school Gales Ferry School (grades K-2). This close proximity affords us with many opportunities for students from both these schools to interact with our students. Middle school students in the Be A Teacher program, high school interns, and college students interested in education as a possible career also devote many hours to Juliet W. Long School.

We enjoy a strong partnership with our local libraries. In late spring the town's children's librarian helps us kick off the annual summer reading program. Then, she returns in late September to publicly recognize the summer reading program participants. During the year the town librarian and our school librarian work closely with our teachers and order books and other materials that support our curricula.
