

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**J. Milton Jeffrey Elementary School
Madison School District**

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Location: 331 Copse Road
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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: K- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 604

5-Year Enrollment Change: 0.2%*

*Between 2002 and 2007, was redistricted, 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	4	0.7	2.4	34.2
K-12 Students Who Are Not Fluent in English	1	0.2	0.4	7.0
Students with Disabilities	44	7.3	8.2	10.9
Students Identified as Gifted and/or Talented	2	0.3	1.8	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	194	97.0	97.0	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	360	89.1	92.7	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,022	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	20.3	20.3	18.3
Grade 2	18.4	18.7	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	24	29
Computer Education	15	14
English Language Arts	470	496
Health	21	19
Library Media Skills ¹	27	18
Mathematics	183	198
Music	24	30
Physical Education	40	36
Science	85	70
Social Studies	85	68
World Languages	36	6
	N/A	N/A
	N/A	N/A

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 1 in this school. Statewide, 7.9% of elementary and middle schools that serve Grade 1 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

¹Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.4	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	95.5	94.7	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	6.3	4.5	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	91.7	98.0	94.6
# of Print Volumes Per Student*	26.3	24.8	28.2
# of Print Periodical Subscriptions	13	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	29.40
Paraprofessional Instructional Assistants	20.75
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	3.08
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.27

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	7.8	10.4	13.3
% with Master's Degree or Above	81.6	82.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.4	9.5	8.6
% Assigned to Same School the Previous Year	84.2	86.0	83.3

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.

Jeffrey School enjoys the benefit of a very active parent population due in part to frequent and detailed communication between home and school. Teachers share monthly newsletters which are posted to their individual link on the school's webpage, detailing specific events and curricular areas. Curricular web links are available to assist parents in providing appropriate support at home. All teachers are available through voicemail and e-mail and promptly respond to parent communiqués. The district and school based listservs act to immediately inform parents of emergencies as well as planned events.

Parents take on a wide variety of roles which help to support and enrich students' academic and social lives. Numerous volunteers participate as guest readers, room coordinators, library and computer helpers, and organizers of special events held during and after school hours.

The Parent Teacher Organization (PTO) is a vital group that undertakes projects including the annual Book Fair, Welcome Back Picnic, Yearly "Luau" event, after-school workshops, and Field Day activities. The PTO meets regularly focusing on a featured academic or social issue which actively engages faculty members and parents in conversations. These meetings also provide a venue for conversations with the staff and administration regarding new initiatives or program changes. Meetings include overviews where parents get an opportunity to experience all curricular areas in a hands-on way. Parents are actively engaged in the mini-lessons and are encouraged to ask questions regarding the curriculum, program and/ or materials and leave with helpful hints to support their child's learning. Science and Language Arts information provide parents with an opportunity to learn about the State Frameworks and Expected Performances, as well as suggestions for home support, particularly in the area of reading with their child. Our music program subscribes to an "Informance" process, allowing parents to experience an actual class lesson where they are invited to become active participants. Jeffrey School embraces the value and benefits of the home-school connection as a vital part of the culture and climate of the building.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	17	2.8
Black	6	1.0
Hispanic	11	1.8
White	569	94.2
Total Minority	35	5.8

Percent of Minority Professional Staff: 2.1%

Non-English Home Language: 1.7% 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 5.

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.

During the 2008/09 school year, Jeffrey School developed and implemented classroom and school-wide activities to address diversity within the school and community. Our goal has been to promote an understanding of different cultures and traditions and to learn to accept differences in people. Our third grade unit of study of different countries provided our students with opportunities to explore and understand different cultures and traditions in our diverse world. Each of the five third grade classes focused their International study on a country's folkways as well as their customs, food, shelter, clothing, education, geography, economics and literature. Families were invited to school where the children presented their research on the various countries and shared music and dance from around the world. Secular and religious holiday studies throughout the grades focused on activities to help develop an acceptance and respect for the different cultures through art as the children studied and made masks that represented different cultures. Our music program focused on teaching children about music and dance of different cultures. The Jeffrey School Cultural Arts Program offered a variety of activities including a program specifically designed for the kindergarten population entitled, "Kids On The Block" focusing on understanding individual differences. Jeffrey School has developed and implemented a school wide "family" structure creating smaller and more individualized interactions across grade levels. The use of the "Second Step" program across grade levels has helped to foster appreciation of differences of all types. Jeffrey School students have reached out to the local community, greater New Haven community, and internationally to support fundraising efforts to assist families in need. Efforts such as a food and clothing drive and a campaign to support the Smile Train organization have educated and raised awareness among our students regarding the diversity of needs within and beyond the scope of the Madison community.

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	54.6	50.5	33.6	89.0
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	77.1	81.3	54.6	88.2
Writing	85.3	88.2	62.5	90.8
Mathematics	84.0	85.8	62.8	86.6
Grade 4 Reading	86.0	83.9	60.7	93.5
Writing	91.7	86.4	64.2	98.4
Mathematics	89.8	86.0	63.6	94.1
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	97.5	97.6	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, 2 students were responsible for these incidents. These students represent 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	2	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the 2008-09 school year Jeffrey School worked toward improving services to all students by focusing on greater parent involvement in the educational process, working to meet all students' needs through expanded data collection and analysis and expanded support programs, and by providing positive behavioral support to the entire student body. In an effort to provide timely information to parents, the use of a building based listserv was enhanced, enabling the administration to efficiently and globally communicate with all households. The PTO along with the administration and staff created meetings around curriculum issues. Parents were invited to participate in the curriculum through activities such as, the Music "Informance" program, building based Art Show, and Field Days developed by the physical education staff. During this past year, Jeffrey School continued to expand its RtI program components with a focus on math and language arts support from intervention to acceleration. Both special education and regular education teachers worked with varied student groups targeting specific skill areas and utilizing a progress monitoring protocol to ensure efficacy of instruction. Enrichment opportunities were expanded to respond to accelerated learners in the areas of math, language arts and science. Jeffrey School partnered with Southern Connecticut State University to provide a summer reading clinic for identified "at risk" students. This data driven program yielded not only positive results for the students, but has opened the door for an on-going collaborative effort between the resources of the university and Jeffrey School. In an effort to enhance reporting to parents, a Parent Guide to Standards Based Reporting was developed and made available to parents through the Jeffrey website. This document provides parents with an explanation to the standards based reporting system utilized at the elementary level as well as specific benchmarks for each reporting period. During this past school year, the Jeffrey School enhanced its "family structure" to respond to articulated needs around vertical teaming and developing stronger bonds across grade levels. This structure brought the same classes across grade levels together on a regular basis. This will continue for the coming school year with greater frequency of occurrence and with a focus on mentoring opportunities.

SUPPLEMENTAL SCHOOL INFORMATION

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

Jeffrey School served 642 students in grades kindergarten through four. Staff, parents, and community members work collaboratively to create a developmentally appropriate learning experience. It is our belief that each student is unique and has an individual pattern of growth. Education at Jeffrey School promotes students' intellectual, social, emotional, and psychomotor development. This development is addressed through an integrated curriculum with a focus on thinking skills, communication, and multicultural education. Learning is exploratory, hands-on, interactive, and language based. A partnership with parents and the community exists in order to help each student realize his/her potential. Students' community service awareness is expanded through the school's participation in and support of; the Smile Train Charity, and purchase of acreage in the Rain Forest, Cancer Care Relay for Life, Jump Rope for Heart, Community Food Bank, and Read to Grow to name a few. Helping students to broaden their understanding of the greater world around them has provided educational opportunities that have reached beyond the academic curriculum and have assisted them in the incorporation of valuable life lessons.

As we progress toward the year 2010, Jeffrey School's program reflects societal changes and incorporates educational research into practice with a commitment to educational excellence, character development, and challenging each student and teacher to develop the skills necessary to succeed in this ever changing and challenging world.
