

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Kathleen H. Ryerson Elementary School
Madison School District**PAUL J. SINICROPE, Principal
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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: 1- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 320

5-Year Enrollment Change: -19.0%*

*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	1	0.3	2.4	34.2
K-12 Students Who Are Not Fluent in English	1	0.3	0.4	7.0
Students with Disabilities	29	9.1	8.2	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.8	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	243	96.0	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.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	18.0	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

¹Interdisciplinary approach

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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.4	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	82.8	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	4.8	4.5	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	98.0	94.6
# of Print Volumes Per Student*	23.7	24.8	28.2
# of Print Periodical Subscriptions	9	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	17.90
Paraprofessional Instructional Assistants	12.45
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	9.81
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.50
Counselors, Social Workers, and School Psychologists	1.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	6.86

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	10.4	10.4	13.3
% with Master's Degree or Above	79.2	82.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.4	9.5	8.6
% Assigned to Same School the Previous Year	95.8	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.

Ryerson 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 Pot Luck Supper, Ice Cream Social, annual Fun Fair and Field Day activities just to name a few. The PTO meets monthly focusing on a featured academic or social issue which actively engages faculty members and parents in conversations. These meetings provide a venue for conversations with the staff and administration regarding new initiatives or program changes. Meetings include topics of discussion in language arts and mathematics where the specialists put on a demonstration lesson focusing on the entire curriculum and grade level expectations. Mathematics, 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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	17	5.3
Black	0	0.0
Hispanic	6	1.9
White	296	92.5
Total Minority	24	7.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 1.9% 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 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, Ryerson 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 four 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 as well as sharing 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 Ryerson School Cultural Arts Program offered a variety of activities including programs specifically designed for students to understand differences of people related to culture and tradition. A program presented by Theater of the Deaf brings forth an understanding of how handicaps are overcome. Presentations by various story tellers bring tradition and different cultures into the world of our students. Ryerson Elementary School has a successful program in place for children with autism. These children are mainstreamed as appropriate and bring to our entire school population an understanding of differences in their own peers and their understanding and acceptance of their unique skills and abilities.

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	52.4	50.5	33.6	86.7
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	79.3	81.3	54.6	92.7
Writing	93.2	88.2	62.5	98.8
Mathematics	83.9	85.8	62.8	86.5
Grade 4 Reading	85.7	83.9	60.7	93.2
Writing	89.8	86.4	64.2	97.0
Mathematics	89.5	86.0	63.6	93.7
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	98.1	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. 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.

During the 2008-09 school year Ryerson School worked toward improving services to all students by focusing on greater parent involvement in the educational process, working to meet all student's 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 a building based listserv was create, enabling the administration to efficiently and globally communicate with all households. The PTO along with the administration and staff created meetings around curriculum issues. For example, parent forums were held to discuss Math, Science and Language Arts curriculum, instruction and assessment.

During this past year, Ryerson 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.

In an effort to enhance reporting to parents, a Parent Guide to Standards Based Reporting was developed and made available to parents through the Ryerson website. This document provides parents with an explanation of the standards based reporting system utilized at the elementary level as well as specific benchmarks for each reporting period.

The Ryerson School continues to enhance and refine the grade level team time to address the learning needs of students. Specialists continue to participate in these meeting on a weekly basis to discuss curriculum, data collection and student intervention needs. We have in place a clear avenue for monitoring the progress of every student and providing each with the support needed for continued academic growth.

SUPPLEMENTAL SCHOOL INFORMATION

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

Ryerson School serves 312 students in grades one 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 Ryerson 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 students realize their potential. Students' community service awareness is expanded through the school's participation in and support of: Pennies for Patients, Cancer Care Relay for Life, Hop-a Thon, Community Food Bank, Read to Grow, Camp Totokett, and the Madison Police Toy Fund, to name a few.

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