

DRAFT

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Second Hill Lane School**Stratford School District**

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 Telephone:

Location: 65 Second Hill Ln.
 Stratford,
 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: PK - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 671
 5-Year Enrollment Change: -2.5%

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	318	47.4	45.3	41.3
K-12 Students Who Are Not Fluent in English	82	13.8	6.0	8.1
Students with Disabilities	98	14.6	8.7	11.2
Students Identified as Gifted and/or Talented	7	1.0	3.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	74	72.5	79.6	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	485	98.2	97.5	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,005	999

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 full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	20.4	19.6	18.9
Grade 2	20.8	20.3	19.8
Grade 5	21.5	21.1	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	29	33
Computer Education **	12	19
English Language Arts **	468	429
Family and Consumer Science	0	0
Health **	18	20
Library Media Skills **	29	20
Mathematics **	169	201
Music **	29	35
Physical Education **	71	43
Science **	104	99
Social Studies **	70	90
Technology Education **	6	3
World Languages	0	15

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.

** 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	13.8	6.0	8.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	59.4	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.6	81.8	79.2

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	2.6	2.6	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	19.3	31.9	29.7
# of Print Periodical Subscriptions	25	11	10

*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		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.
General Education: Teachers and Instructors	39.90	
Paraprofessional Instructional Assistants	1.00	
Special Education: Teachers and Instructors	8.00	
Paraprofessional Instructional Assistants	15.00	
Library/Media Specialists and/or Assistants	1.20	
Administrators, Coordinators, and Department Chairs	2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00	
Counselors, Social Workers, and School Psychologists	2.70	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	13.90	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.0	12.0	13.7
% with Master's Degree or Above	84.0	88.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	11.8	8.8	9.1
% Assigned to Same School the Previous Year	90.0	85.1	84.3

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 website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Second Hill Lane School has an active home communication program. The school website is online and updated regularly. Information on the website includes school activities, awards and recognitions, the curriculum, the school calendar, the performance of the school through data, links to the faculty and media center, the school improvement plan, and a page for the P.T.A. Parents can access student grades and current assignments for children in grades four through six by using our Parent Portal. On the first day of school, all children received a "Family Handbook" that lists school and District policies, schedules, student expectations, and other necessary information. Each trimester a school newsletter is published that details school activities and upcoming events. E-Blasts and Wednesday Weekly packages are sent home on Tuesday night and Wednesday night respectively. All teachers are encouraged to respond to parent communication within twenty-four hours of a request. Types of communication vary, yet usually are in the form of a phone conversation, a written note, a journal entry, or an e-mail. Second Hill Lane sponsors events, such as "Literacy Night", where children and adults learn together in the classroom, "Book Fair Night" where families can come in to read and perhaps purchase materials, and an "English Language Learner" event where children and parents enjoy celebrating each other's cultures. Also, adults have the opportunity to sign up for basic English classes. Parents and volunteers are welcome at Second Hill Lane. Many adults have assisted children as readers, teacher assistants, and interpreters. Room captains and many parents help organize field trips and special classroom events. P.T.A. funding allows Second Hill Lane to host various cultural events and assemblies throughout the school year. At Second Hill Lane there is an active "Dads' Club" that sponsors fun activities for children and parents throughout the year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.6
Asian American	22	3.3
Black	121	18.0
Hispanic	188	28.0
Pacific Islander	0	0.0
White	318	47.4
Two or more races	18	2.7
Total Minority	353	52.6

Percent of Minority Professional Staff: 6.3%

Non-English Home Language :

20.3% 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 16.

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.

Second Hill Lane School actively pursues ways to bring together students and families of varying racial, ethnic, and cultural backgrounds. The entire school faculty is aware of the unique diversities, ethnic, and cultural differences that exist in our school, our district, and our community. The English Language Learners program is an integral part of our school with approximately 100 students representing twenty different countries and cultures. Second Hill Lane operates under a “full-inclusion” policy where children with special needs or in special programs spend at least 80% of their academic time in homeroom classes. School activities and programs have emphasized diversity, and students are taught to identify the similarities that exist among all peoples. A number of our students attend inter-district summer school programs. Currently, the minority population represents 53% of the student body. A variety of activities and projects are undertaken in the classrooms throughout the year. Teachers continually focus on working together, reflecting, and multicultural diversity. The art and music curricula reflect the multiculturalism present in our society. Efforts continue to bring all families together through PTA programs and school socials, thus providing an opportunity for caring and sharing. The PTA also provides funding for programs that address the ethnic and cultural backgrounds of many of our students. The ELL program utilizes funding from grants to sponsor “family” nights and for Saturday and summer learning programs. Our P.T.A. funds field trip experiences for all children. Many opportunities for fundraising occur during the year to fund free activities provided by the P.T.A. A school uniform is in place that includes inexpensive clothing choices for children. SHL is sponsoring a buy-down program and free “gently-used” items for families that cannot afford uniform clothes.

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	61.0	64.3	52.0	68.2
Grade 6	56.5	65.9	50.6	64.0

*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	52.5	54.7	56.9	43.2
Writing	62.2	59.9	60.0	51.0
Mathematics	46.2	57.5	61.4	27.9
Grade 4 Reading	59.0	62.8	62.6	42.4
Writing	55.6	62.1	63.0	37.2
Mathematics	53.2	64.0	65.1	31.8
Grade 5 Reading	62.8	60.7	66.9	43.8
Writing	59.6	57.5	65.6	39.0
Mathematics	66.7	61.4	69.2	46.1
Science	65.2	63.8	62.3	54.0
Grade 6 Reading	72.5	73.5	73.3	47.9
Writing	65.7	67.5	65.1	52.9
Mathematics	50.0	61.8	67.0	26.7

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	97.6	97.3	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 2011-12 school year, 33 students were responsible for these incidents. These students represent 4.4% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	3	0
Theft	2	0
Physical/Verbal Confrontation	15	7
Fighting/Battery	3	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	1
Total	32	8

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

School improvement concentrates on academic achievement, data informed decision-making, and school climate. Our SRBI plan uses a team that meets regularly to determine actions required for children to achieve. SHL has a faculty leadership and School Climate Committee that look into instructional needs and student motivation. A Parent Advisory Committee and student leadership team also assist in developing plans for improvement at Second Hill Lane. The school participates in regular “Common Assessments” developed by the District to inform instruction. These monthly assessments provide rich data which, through extensive analysis by data-teams, provides insight into instructional needs and information for creating Common Formative Assessments and differentiated instruction. Grade-level data teams meet every week in kindergarten, grade one, and grade two, and every other week in grades three, four, five, and six. Second Hill Lane has adopted “Make Your Day” as a citizenship program for students. This program is designed to instill reflection and responsibility in children as they learn in school. The program requires participation by parents and guardians to be successful. The school schedule allows opportunities for team meeting and planning, both horizontal and vertical data teaming, and collaboration. Tutor programs run on a “flex” schedule and meet from 8:30 to 9:00 and until 4:00 p.m. once a week to allow children to receive instruction in small groups. Many teachers have participated in after-school activities, extra-help, and clubs to motivate children to learn. IEP Direct has been implemented to manage the creation and modification of the Individualized Education Programs for students with disabilities. The results have led to clear IEP's that are communicated to parents in a timely fashion.

SUPPLEMENTAL SCHOOL INFORMATION

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

Second Hill Lane School’s student enrollment of approximately 710 students represents a diverse population and reflects a minority enrollment of approximately 53%. Second Hill Lane School’s professional and support staff are committed to providing each student with the opportunity to learn skills according to individual needs and abilities. The education of each child is paramount and is a shared responsibility among teachers, parents, and the community. Expectations are high, and the children strive to meet those standards. Children that experience difficulty are provided support services to enable them to continue to meet those standards. Professional development of staff continues to be directed toward supporting all teachers with curriculum initiatives. Collaboration/inclusion of all students in each grade is a major focus. The PTA supports our school in all areas, i.e., classroom teachers, library media services, cultural programs, field trips, and other exciting programs. Second Hill Lane School actively engages in the community by participating in fund-raisers and special family activities.. Second Hill Lane is the only school in-district that houses a pre-school program for children aged three to five with special needs. Many services in occupational and physical therapy are provided by school specialists. One portion of the early learning/pre-school program provides support for children with severe autism .Collectively, there are over 100 adults working in the building daily.
