

STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Jared Eliot School
Clinton School District**

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Location: 69 Fairy Dell Road
 Clinton,
 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: 6- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 492
 5-Year Enrollment Change: -8.2%

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	74	15.0	15.0	25.1
Students Who Are Not Fluent in English	5	1.0	1.0	3.7
Students with Disabilities	63	12.8	12.8	11.7
Students Identified as Gifted and/or Talented	65	13.2	13.2	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	312	97.5	97.5	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,065	1,016

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	N/A	N/A	N/A
Grade 7	19.7	19.7	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	33.3	33.3	34.2
World Language	69.8	69.8	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	31	33
Computer Education	31	15
English Language Arts	144	229
Family and Consumer Science	53	13
Health	31	24
Library/Media Skills	0	6
Mathematics	144	152
Music	47	24
Physical Education	53	53
Science	144	144
Social Studies	144	143
Technology Education	53	23
World Languages	144	77

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Instruction in another language starts in a later grade. Statewide, 35.2% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 21 minutes is provided for lunch during full school days.

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	1.0	1.0	3.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	79.4	79.4	76.8

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	2.2	2.2	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	25.1	25.1	21.0
# of Print Periodical Subscriptions	14	14	28

*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	39.75
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	12.93
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	3.60
School Nurses	0.93
Other Staff Providing Non-Instructional Services and Support	11.28

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	16.6	16.6	14.0
% with Master's Degree or Above	72.3	72.3	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.6	9.6	9.0
% Assigned to Same School the Previous Year	85.1	85.1	86.7

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.

At Jared Eliot Middle School, we are committed to maintaining fluid lines of communication between home and school. Monthly newsletters sent to every home include special sections such as Parent Pointers, Kids Korner, Special Events, team and special area reports. Detailed school calendars provide parents with information regarding school events. Jared Eliot's website encompasses all school activities including resource links for parents, students and teachers. Teacher's Web provides parents and students up-to-date assignment information. An outdoor display case and an electronic sign board in the cafeteria provide monthly event dates and announcements. Administrators place a welcome call to each in coming 5th grade parent and student.

Student academic growth is communicated through quarterly progress and report cards. Report cards are reviewed and commented on by an administrator. Students experiencing academic difficulties are placed on a "contract for success" and assigned a Student Assistance Team mentor for support and to liaison with all staff members. Parents are provided weekly reports on student progress by the mentor. Additionally, parents have opportunities to meet with teachers during daily cooperative team planning periods.

Jared Eliot sponsors many activities to encourage parental involvement in their child's education. These include grade six and school-wide Open Houses, fall and spring parent conferences, e-mail accessibility, team award breakfasts, student-of-the-month recognition, school assemblies, Principal Chats, Pasta Night and Walk-A-Thon fundraisers, school socials, award and promotion ceremonies.

Jared Eliot has an active parent "Friends of" group which supports school initiatives through fundraising and provides support for school-based programs. Parents are encouraged to volunteer in our school store, in the media center, and as part of our mentoring program. They also serve as chaperones for school trips, classroom guest speakers, support for individual team events such as "Pi Day" and "Taste of Eliot", and prepare luncheons for staff recognition.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	15	3.0
Black	7	1.4
Hispanic	27	5.5
White	443	90.0
Total Minority	49	10.0

Percent of Minority Professional Staff: 3.4%

Non-English Home Language: 1.0% 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 1.

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.

Jared Eliot Middle School in Clinton provided numerous activities and trips aimed at encouraging a global view and reducing isolationism. The year began with administrators calling incoming 6th grade parents and students welcoming them to Eliot followed by an Open House on August 31st for new and transfer students. An all-school assembly kicked off Eliot's 'Respect Me' campaign. Quarterly school-wide Community Central assemblies focused on the school standards of responsibility, trustworthiness, caring, and respect. Over 3/4 of the school community received recognition for service, activities, and individual efforts aimed at community involvement and awareness. Annual events reinforcing diversity and tolerance included: Daily 'Words of Wisdom' often read in students' native language, international luncheons, and intergenerational activities including visits to local nursing homes, cultural assemblies, and summer reading novels with culturally diverse themes. Field trips to Ellis Island, Boston, Goodspeed Opera House in Haddam to see '42nd Street' as well as leadership conferences, awards luncheons and dinners, peer puppeteers, and athletic and musical competitions involving schools throughout the State, exposed Eliot students to other cultures and perspectives. Additionally, Jared Eliot Student Council members traveled to New York City to participate in the United Nations 'Red Hand' campaign against child soldiers. A school-wide assembly with a former child soldier fostered continued discussions on this topic. The year concluded with a Camfel production focused on resilience and acceptance called 'Trust Me' with homerooms signing and posting pledge posters concerning respect and tolerance.

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	32.7	32.7	35.3	49.3
Grade 8	29.5	29.5	36.8	41.5

*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	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	80.1	80.1	68.9	68.3
Writing	65.1	65.1	62.2	54.5
Mathematics	71.2	71.2	68.8	52.4
Grade 7 Reading	83.8	83.8	74.9	71.0
Writing	76.9	76.9	62.9	78.5
Mathematics	74.7	74.7	66.0	66.5
Grade 8 Reading	85.4	84.9	68.4	83.3
Writing	78.5	77.5	66.5	71.9
Mathematics	78.4	77.9	64.5	69.8
Science	71.5	70.6	60.6	63.1

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	95.9	95.9	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, 10 students were responsible for these incidents. These students represent 2.2% 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	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	3	0
Theft	2	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	12	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Jared Eliot Middle School staff analyzed CMT data, identified areas of concern, developed professional learning communities (PLC's) with shared strategies, delineated student target groups and developed assessment tools to measure growth as part of a school-wide improvement plan. Twelve half-day professional development days focused on reviewing and revising the improvement plans, identifying effective strategies, common assessments, and evaluating data, as part of charting student growth. Staff also participated in professional development activities concerning RTI (Response to Intervention) which resulted in the development of a 3-tier academic and behavioral intervention pyramid. To continue student improvement in literacy and math proficiency, co-taught classes with the reading and math specialists continued with mainstream teachers. As part of the RTI initiative, a Literacy Lab was developed resulting in a 40% reading fluency growth for serviced students. Students on the cusp of meeting CMT goals were encouraged to attend a 6-week daily program called 'Morning Blast' designed to reinforce skills prior to the March CMT. Writing within the content areas continued as a school-wide improvement initiative. Other professional development activities focused on data analysis and effective strategy implementation, technology integration, and PLC reports of progress. Smart boards were fully implemented with teachers providing professional development training and activities to their colleagues. The School Improvement Plan for the 09-10 year will focus on initiating a Math Lab as part of the RTI intervention plan, systematically introducing and evaluating keyboarding as a skill, evaluating assessment tools and data as it effects instructional strategies, integrating additional technological tools, rolling out Power School as the new administrative software program, and furthering the development of the PLC model to actuate positive student achievement.

SUPPLEMENTAL SCHOOL INFORMATION

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

In 2008 the Jared Eliot Mentoring program was revitalized with 8 adult/student matches. Jazz Band and Performing Arts Plus in addition to Concert/Symphonic Band and Chorus offered students diverse performing opportunities. Eliot music groups performed at an adjudicated event and received numerous awards including gold and platinum certificates. Eliot teams successfully participated in basketball, soccer, field hockey, baseball, softball, and cheerleading. Games and activities with area schools promoted good sportsmanship and team spirit. One hundred ten students were selected 'Students of the Month' based on qualities of effort, respect, and acts of kindness. Co-taught remedial classes, After-Hours programs with over 30 activities, Homework Club, the Academic Academy, school socials, the RTI Literacy Lab, and student/faculty book chats sustained academic and social gains. The Eliot Student Assistance team linked supportive adults with students resulting in student achievement. Principal Hour, Parent Information Nights, and a school web page with informational links for parents and students promoted discourse between the school, students, and parents. Monthly newsletters contained elements devoted entirely to parent and student interests. Eliot continued to participate in Connecticut's 'Character Counts' program as an element of our anti-bullying program. Quarterly Community Centrals reinforced the concept of the school as a community and provided opportunities to celebrate student and staff achievements. Students in 6th grade spent a week 'growing' at Nature's Classroom. Community-centered activities such as Eliot Pasta Night, Walk -A-Thon, Open Houses, conferences, Talent Show, award breakfasts, socials, Book Fairs and Chats, Peer Puppeteers and Art exhibitions involved students, staff, and parents. The Class of 2009 enjoyed seeing '42nd Street' at the Good Speed Opera House, a dinner cruise on the Ct. River, as well as class activities at Holiday Hill followed by promotion exercises on June 24th.
