

STRATEGIC SCHOOL PROFILE 2004-05

Elementary School K-6 Edition

John Lyman School
Regional School District 13

KAREN M BRIMECOMBE, Principal

Telephone: (860) 349-7240

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 351

5-Year Enrollment Change: 32.5%*

*Between 1999 and 2004, grades changed

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K-4

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	3.1	3.9	28.1
	2002-2003	1.9	4.4	28.8
% of K-12 Students with Non-English Home Language	2004-2005	1.1	0.6	13.1
	1999-2000	0	0	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	91.4	92.1	87.4
	1999-2000	92.1	94.4	85.1
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	91.5	88.1	77.0
	1999-2000	N/A	N/A	N/A

Enrollment in Special Programs	Students in School	Percent in School	% in District K-6 Schools	% in State K-6 Schools
Bilingual Education and English as a Second Language Services (K-12)	2	0.6	0.3	5.9
Compensatory Education	30	8.5	11.6	23.5
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	0	0.0	0.0	1.9
Special Education	31	8.8	11.6	11.3
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	7	2.0
Black	2	0.6
Hispanic	3	0.9
White	338	96.3

Total Minority 2004-2005 3.7%

Total Minority 1999-2000 2.3%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Having lost the availability of funding for the Connecticut State Department of Education Interdistrict Grant, John Lyman School explored the possibility of continuing aspects of a smaller scaled partnership with New Haven's Edgewood School, but was unsuccessful in doing so. Continued efforts have been made to seek partnerships that will serve to reduce racial isolation.

The John Lyman staff continued to make a conscious effort to make use of rich multicultural literature, music and dance to instill understanding of and appreciation for diversity. Throughout the year and throughout various areas of the curriculum, awareness and appreciation for various cultures is woven. Nowhere is that more evident than in the Grade 1/2 study of Family Heritage. During the 2004-2005 school year, students had opportunities to deepen their understanding of the cultures of their classmates' families through wonderfully rich family presentations and to extend their Family Heritage study through weaving with Sarah Haskell or sign language with Eileen Dulen-Jennings.

In addition to these efforts, Lyman teachers and counseling staff continued to do an outstanding job of providing awareness of social issues, continuing efforts as a "bully-proof" school. Tolerance lessons and follow-up discussions took place in all classrooms with counseling staff and occasional updates were published in the Integrated Update newsletter to keep parents' informed.

The John Lyman School Senate, in an effort to assist the wider community and reduce economic isolation, conducted its annual food collection drive once again. Items collected were delivered to Amazing Grace in Middletown to benefit area citizens in need. The food drive, which started in late Fall, continued until March. Senators gave updates at weekly school-wide assemblies concerning the amount of food collected. In addition, the staff made a yearlong commitment to provide specific monthly food donations to Amazing Grace.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	981	996	989

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-6	State K-6
Video	100.0	100.0	59.0
Voice	100.0	100.0	69.0
Internet Access	100.0	100.0	95.9
Multi-Room Network (LAN)	100.0	100.0	72.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.5	3.2	4.0
% of Computers that are High or Moderate Power	50.5	60.1	73.8
% of Computers with Internet Access, All Speeds	91.9	80.8	92.3
% of Computers with High Speed Internet Access	91.9	80.8	90.5
% of Internet Computers with Filtering Software	100.0	100.0	98.0

This school does not have a functional satellite link.

LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	33.5	29.2	26.1
% of Print Volumes Purchased in the Last Three Years	11.3	7.1	14.9
# of Print Periodical Subscriptions	14	13.7	15.9
# of Non-Print Materials	589	532.3	412.5

*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.

STAFFING RESOURCES



Average Class Size		School	District	State
Gr. K	2004-2005	14.8	16.0	18.5
	1999-2000	N/A	N/A	N/A
Gr. 2	2004-2005	17.3	18.4	19.5
	1999-2000	19.1	18.6	19.8
Gr. 5	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	24.1	24.1
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	0.6	0.6
Counselors, Social Workers, and School Psychologists	1.2	1.4
Other Professionals	0.9	0.1
# of Non-Certified Instructional	10.0	10.0

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.5	13.3	12.9
% with Master's Degree or Above	84.8	80.2	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	30.3	27.9	29.6

SCHOOL PROCESSES

Selected Subject Areas, Grade 2	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art*	27	27	30	No
Computer Education	0	0	15	N/A
English Language Arts*	494	498	502	No
Health*	18	18	22	No
Library Media Skills	16	16	19	No
Mathematics*	220	220	186	No
Music*	27	27	30	No
Physical Education	27	27	36	No
Science*	72	72	69	No
Social Studies*	80	76	70	No
World Languages	0	0	4	N/A
	N/A	N/A	N/A	
	N/A	N/A	N/A	

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 19.2% of K-6 schools offer world language instruction.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2004)	No	No
Other	No	No



Interactive Distance Learning

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2003-04 School Year	1.1	0.4	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	5.4	7.1	8.2
% Certified Staff Assigned to Same School the Previous Year	84.8	87.2	82.1


STUDENT PERFORMANCE

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
Grade 4 Reading	63.8	58.9	52.8
Writing	72.5	68.4	63.3
Mathematics	61.3	58.3	56.8
All Three Tests	47.5	40.6	41.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	100.0	99.1	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	32.5	36.5	33.3
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2004	98.9	98.5	96.4

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

John Lyman School students continued to demonstrate sustained improvement in all academic and social areas, as measured by assessments of student work and growth toward revised benchmarks. Grade 3 students took the Released Form Third Generation Connecticut Mastery Test (CMT) at the same time Grade 4 students took the Connecticut Mastery Test. Once results were received, specific academic intervention strategies were planned for individual students who scored below goal in any subtest of the CMT and class strategies were developed for any subtest mastered by fewer than 80% of students in a class. These plans were used regularly and progress was reviewed at family conference time in the spring and again at the end of the year.

All teachers made use of phonemic awareness instruction, early literacy strategies and techniques, in accordance with District 13 practices. Growth by primary grade students was continuously monitored through ongoing individual assessment. Students exhibiting a need or performing below expectation benefited from individual or small group remedial reading and/or such reading interventions as H.O.T. Readers, which integrated music, movement and literacy instruction for kindergarten and first grade students. Many teachers participated in study groups focused on differentiated instruction and strategies to improve reading comprehension. Students throughout the grades evidenced deeper understanding of both fiction and nonfiction text through book group discussions and writing.

Students evidenced their achievement through other activities as well. Approximately 90% of fourth graders participated in the Continental Math League, exhibiting excellence in Math on league tests. In addition, many third and fourth graders participated in Odyssey of the Mind, appealing to their various areas of interest and allowing them expanded opportunities to problem solve in creative and collaborative ways. One team placed first place for the state of Connecticut and competed at the Odyssey of the Mind World finals.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Interdisciplinary Teaching and Learning, project work and arts integration continue to be both hallmarks and areas of excellence in the multi-aged Integrated Day Program at John Lyman School. A H.O.T. School, Lyman is a collaborative learning community in which partnership with parents is evidence by support of the John Lyman Parents' Association and the Interdisciplinary Planning Team, composed of teachers, related arts teachers, parents and administrator, which plans and facilitates artist residencies. Through 2004-2005 artist residencies, students in first and second grade extended their *Family Heritage* study through weaving with Sarah Haskell or sign language with Eileen Dulen-Jennings while third and fourth grade students deepened their understanding of *Simple Machines* learned in science labs through a residency with mime Robert Rivest. *Dear Edwina*, a musical, was performed in May by students from Lyman and Memorial Schools.

Exploration of technology applications by teachers and a *Best Buy Technology Grant* awarded to a Grade 3/4 teacher resulted in expanded student use of technology for all aspects of project work. Particularly noteworthy was an I-movie by a Grade 1/2 class about the integration of the District's Core Ethical Values in their class constitution.

Third and fourth graders continued to take on leadership and service roles which made them feel responsible, connected, contributing members of the Lyman community. A variety of activities built a strong sense of connectedness. A partnership between a Lyman graduate and the Trail Committee improved the Lyman Nature Trail, helped him achieve his Eagle Scout status and exemplified the strong bonds that permeate the John Lyman School community.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

Filename: ELEMA505.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\File3
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 213-05
Subject:
Author: CSDE
Keywords:
Comments:
Creation Date: 12/12/2005 3:10 PM
Change Number: 1
Last Saved On: 12/12/2005 3:10 PM
Last Saved By: CSDE
Total Editing Time: 0 Minutes
Last Printed On: 1/9/2006 2:52 PM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,200 (approx.)
Number of Characters: 12,057 (approx.)