

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Dr. Robert H. Brown Middle School
Madison School District

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Location: 980 Durham 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: 5- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 593
 5-Year Enrollment Change: N/A*
 *Between 2002 and 2007, 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	16	2.7	2.4	34.2
K-12 Students Who Are Not Fluent in English	4	0.7	0.4	7.0
Students with Disabilities	58	9.8	8.2	10.9
Students Identified as Gifted and/or Talented	29	4.9	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	286	96.6	92.7	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,086	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	N/A	N/A	N/A
Grade 5	22.5	22.5	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	20	30
Computer Education	20	17
English Language Arts	162	427
Family and Consumer Science	0	1
Health	20	22
Library Media Skills ^I	11	18
Mathematics	162	198
Music	61	32
Physical Education	102	40
Science	162	98
Social Studies	162	91
Technology Education	0	2
World Languages	122	12

^IInterdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 5 in this school. Statewide, 18.8% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

Lunch

An average of 25 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	0.7	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	98.3	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	3.2	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*	20.2	24.8	28.2
# of Print Periodical Subscriptions	22	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	42.40
Paraprofessional Instructional Assistants	0.58
Special Education: Teachers and Instructors	6.30
Paraprofessional Instructional Assistants	12.30
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.93

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	12.2	10.4	13.3
% with Master's Degree or Above	85.5	82.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.7	9.5	8.6
% Assigned to Same School the Previous Year	81.8	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.

At Brown School, each teacher is equipped with a teacher computer and an e-mail account. E-mail has been the tool of choice for most parents and teachers. Teachers can also access and respond to e-mail from their home.

Additionally, each teacher is given a voice mailbox that they can access from school and home to receive and respond to parent messages.

The district and the school are committed to making school-home communication an ongoing process and not an event. In the fall of 2006 annual parent-teacher conferences were eliminated at the secondary level and parents were encouraged to make appointments with teachers and staff as needed. The results have been very positive.

At Brown each teacher is encouraged to create their own website which can be accessed from the school website which allows parents and students to preview upcoming classroom events and assignments. During the 2008-2009 school year three quarters of the Brown teaching faculty had their own website.

Additionally, to strengthen school-home communication progress reports are sent at the midpoint of each trimester and report cards are sent home every twelve weeks. Brown School also hosts evening events for parents in the fall and in the spring, PTO meetings are held monthly with the principal in attendance, the school website serves as an informational center for parents (the Brown PTO has a link from the school's homepage), and newsletters and parent mailings are sent on a regular basis. There is also a Brown School Infoline that parents may subscribe to. This Infoline is used by school administrators to send home information of relevance and importance to parents who have subscribed. Parents are encouraged to join a variety of PTO sub-committees on a voluntary basis.

The Madison Public Schools has implemented a district calendar for all school events by department and parents are encouraged to sign up to be on the e-mail listserv for the district and their respective schools.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	4.2
Black	3	0.5
Hispanic	10	1.7
White	555	93.6
Total Minority	38	6.4

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 1.2% 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 3.

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.

The Brown School Rights and Freedoms (posted in every classroom) support and encourage respect, diversity, accountability, and positive interactions between students. At Brown, we host annual cultural presentations for all students. All students at Brown School participate in a daily period of Spanish and studies across the two grades include units on all Spanish speaking countries and cultural and religious practices.

In grade 5, through hands-on activities related to Immigration and Ellis Island and current events, students are exposed to studies of people from different cultures, made aware of struggles toward equity and equality in the United States, and led to develop empathy and understanding of a diverse United States population. Students in grade six language arts classes study novels with Asian and Eastern European settings and themes. Visitors from Africa and Europe present as guest speakers to enhance cultural understandings. The Middle East unit in grade 6 social studies introduces students to a comparative study of Middle Eastern culture and religion. Students study the units through an analysis of similarities and differences to our own diverse culture in the United States.

All classes at Brown School are heterogeneously grouped and we practice a full inclusion model for students with learning exceptionalities. Special education teachers support students in classes and engage in co-teaching in the language arts and math classrooms at both grade levels.

In annual Adopt -A -Family Christmas tradition, students in both grades adopt a needy family in the New Haven area and provide gifts for all members in the family. Additionally, each year our PTO organizes students to volunteer at the Branford Soup Kitchen. This has been a long tradition at Brown School.

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	52.6	52.6	35.3	86.0

*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	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 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	86.2	85.9	66.0	89.0
Writing	88.9	88.6	66.5	93.8
Mathematics	88.0	87.7	68.8	88.1
Science	79.5	79.2	58.1	84.2
Grade 6 Reading	93.7	93.4	68.9	97.6
Writing	83.7	82.8	62.2	89.0
Mathematics	94.8	94.4	68.8	97.6

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	97.6	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, 14 students were responsible for these incidents. These students represent 2.3% 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	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	1	0
Physical/Verbal Confrontation	4	2
Fighting/Battery	2	2
Property Damage	4	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	17	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Since the fall of 2005 the Dr. Robert H. Brown Middle School has been involved in the New England Association of Schools and Colleges (NEASC) Accreditation process, and in the spring of 2008 accreditation was obtained. The visiting team's final report (2007) serves as the framework for school improvement efforts. Building level professional development time has been and will continue to be dedicated to developing timelines and action plans related to the recommendations and commendations from the NEASC Final Report. Teacher professional development was a focus for the 2008-2009 school year. Based on school survey results from staff and the NEASC Report, a two day in-service on Differentiating Instruction was planned and attended by Brown School Staff. The work of teachers to plan for differentiation in the classroom supports continued school improvement work in the area of SRBI and implementing appropriate Tier 1 supports in the general education classroom.

In the area of school improvement, the Brown School parent population is represented. Ongoing communication with school and home keeps parents informed and the parents are represented by the Brown PTO Executive Board to discuss all aspects of the school community. Additionally, general meetings are held at four different times of the year for parents to attend.

In the areas of language arts and math, the reading/language arts specialist was increased from a half-time position to full time for the 2008-2009 school year and Brown School added a math intervention paraprofessional position for the 2008-2009 school year to help address student reading and math deficits as we adopt a Response to Intervention Model in the middle school.

Parents and students were surveyed regarding various aspects of school success. Results from the surveys are used to plan school improvement and this data is reviewed annually with all staff. At Brown School, a School Resource Team was started in the fall of 2008. This committee's purpose is to plan school improvement and serve as a liaison between administration and faculty.

SUPPLEMENTAL SCHOOL INFORMATION

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

Brown Middle School had a population of 593 students during the 2008-2009 school year. Working collaboratively with administration and faculty at Polson Middle School (grades 7 and 8) a comprehensive middle school program for students in grades five through eight has been established.

As a result of the diligent efforts of core teachers, instructional specialists, and subject area coordinators, the number of students mastering the core curricula as demonstrated on the Connecticut Mastery Test, 4th Generation, has been at or above state goal in reading, mathematics and writing with good consistency and improvement in scores. Additionally, Annual Yearly Progress (AYP) was met. The consistent progress on the 4th generation CMT reflects implementation of both district and middle school based initiatives to develop the core curriculum and emphasis on effective instructional strategies.

Outside of the classroom students were involved in extracurricular activities through intramural program offerings throughout the school year. Additionally, the academic intramural program provides a variety of opportunities for students to engage in fun and interesting content related activities. Finally, community service is an integral part of the school community led by members of the student council and content teachers. Fundraising for children with cancer, breast cancer, and St. Jude's Hospital has helped increase empathy among Brown School students. A school-wide theme during 2008-09 was "Leave It Better." To this end, students participated in school initiatives that promoted kindness, respect, environmentalism, and doing good work at the school, community, and state level.
