

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

John M. Moriarty School

Norwich School District

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Norwich,
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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: K - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2009: 366
5-Year Enrollment Change: -9.4%**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	217	59.3	66.7	36.7
K-12 Students Who Are Not Fluent in English	46	12.6	12.4	7.4
Students with Disabilities	34	9.3	12.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	42	82.4	73.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	278	88.8	87.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	955	992

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 half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.0	18.4	18.5
Grade 2	18.0	18.1	19.7
Grade 5	21.5	21.2	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	24	31
Computer Education	0	18
English Language Arts **	498	422
Family and Consumer Science	0	1
Health **	18	22
Library Media Skills **	24	19
Mathematics **	187	199
Music **	24	33
Physical Education **	24	41
Science **	78	97
Social Studies **	78	88
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 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	12.6	12.1	7.4
% 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	76.5	57.0	80.9

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	2.7	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	20.0	22.7	89.9
# of Print Volumes Per Student*	28.1	31.8	28.9
# of Print Periodical Subscriptions	0	1	12

*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	21.40	
Paraprofessional Instructional Assistants	2.50	
Special Education: Teachers and Instructors	1.00	
Paraprofessional Instructional Assistants	0.00	
Library/Media Specialists and/or Assistants	1.60	
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	1.00	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	9.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.2	12.0	13.6
% with Master's Degree or Above	84.0	77.8	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	5.9	6.3	8.2
% Assigned to Same School the Previous Year	96.0	89.8	86.9

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.

Moriarty School is committed to fostering an active partnership with families and the community to promote children's academic and personal growth and success. The staff supports students' learning at home with ongoing two-way communication with parents about their children's progress, assignments, and personal and social development. Parents are informed daily about homework via telephone messaging and student planners. Parents and teachers utilize daily logs to communicate students' success and needs. Parent conferences and Student Study Team meetings bring together teachers, administrators, and specialists to collaboratively identify strategies and resources at home and at school. Parents have ready access to our district, school, and PTO websites. Each teacher has developed a website informing parents of assignments, learning activities, and events. In order to assist our non-English-speaking parents, we provide written communication in Haitian Creole and Spanish. Through use of CyraCom Interpretation Services, we are able to verbally communicate in virtually any language our parents may speak. The school offers numerous opportunities for families to learn about our programs and activities. Curriculum Night and Math Night inform parents of the content and skills their children master in the content areas. Our Meet'n Greet Open House, citywide art shows and concerts, school-to-home letters, and parent conferences provide information about our programming. Our very active PTO provides enriching educational experiences through cultural programs, assemblies, and field trips and sponsors our monthly Character In Action character development program. The PTO sponsors two book fairs per year in an effort to promote literacy among students and parents. It hosts numerous evening and daytime events that bring children, their families, and school staff together for entertaining events. Teachers and the PTO actively recruit parent volunteers. Parents participate on the Wellness Committee and School Data Team.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	2.2
Asian American	17	4.6
Black	70	19.1
Hispanic	69	18.9
White	202	55.2
Total Minority	164	44.8

Percent of Minority Professional Staff: 3.3%

Non-English Home Language :

19.2% 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 12.

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.

Each year the Moriarty School student body reflects greater racial, ethnic, and socio-economic diversity. Our multicultural community consists of 2% American Indian, 5% Asian American, 21% Black, 20% Hispanic/Latino, and 52% White. Fifty-seven percent of students are eligible for free/reduced meals. A language other than English is spoken in the homes of over 10% of our students. In Moriarty's ESL/Bilingual Center, a bilingual teacher provided instruction to twenty students from Haiti, Tibet, China, Cape Verde, Bangladesh, Korea and Pakistan. Thirteen percent of our students received services in English as a Second Language. Our school community embraces diversity as a valuable force for the intellectual, social, and emotional development of all of our students. John M. Moriarty Elementary School pursues high quality opportunities to reduce racial, ethnic, and economic isolation. This year students participated in ten inter-district programs sponsored by LEARN. Moriarty schools partnered with Murphy School in Montville (gr. 2), the Mohegan School in Montville (gr. 2/3 Integrated Day, 3, and 4), the Quaker Hill School in Waterford (gr. 4 and 4/5 Integrated Day), the Juliet Long School in Ledyard (gr. 5), and the North Stonington Elementary School (gr. 5). Two service opportunities brought together our newly arrived ELL students and other Moriarty students. Twenty students in grades 3-5 participated in the Knitting Club. Seventy students joined the Garden Club and cultivated a community garden that provides food for Norwich's needy families. Seventy-five students from Moriarty and Wequonnoc Schools participated together in the BRIDGES program, which involves learning, recreation, and service.

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	29.0	34.6	50.3	13.2
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	37.7	42.7	57.0	22.5
Writing	30.2	33.6	58.3	13.4
Mathematics	46.6	47.9	62.4	24.2
Grade 4 Reading	50.8	40.9	59.9	36.1
Writing	50.8	39.9	63.6	31.1
Mathematics	55.6	42.0	67.0	30.3
Grade 5 Reading	46.3	44.1	61.8	29.8
Writing	53.6	49.1	68.2	27.6
Mathematics	56.7	53.4	72.4	23.8
Science	27.5	31.5	59.4	18.6
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.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 Elementary Sch.	State Elementary Sch.
% Present on October 1	97.0	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 2008-09 school year, 27 students were responsible for these incidents. These students represent 6.1% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	13	0
Theft	2	2
Physical/Verbal Confrontation	26	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	11	0
Total	54	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The primary thrust for school improvement has been to advance students' reading performance. Our fourth and fifth grade teams are commended for raising the achievement of their students. Cohort analysis indicates a 15% increase in the number of students attaining proficiency from grade four on the '09 CMT to the '10 CMT as fifth graders. Also, there is a 15% increase in the number of students attaining goal from the '09 CMT as third graders to the '10 CMT as fourth graders. Last year's implementation of the Comprehension Toolkit in grades three through five resulted in an increase in the number of students performing at/above goal in the fourth and fifth grades. Analysis of CMT and district assessment results indicates we need now to focus on building students' fluency. Our literacy facilitator has initiated the Poetry Academy and other strategies to promote fluency. Students needing additional support receive remedial assistance via our Early Intervention and after school tutorial programs. The increased emphasis on non-fiction reading, daily reading for pleasure via Sustained Silent Reading, and incentive programs also helped to bolster students' reading proficiency. In math, our students made substantial progress over a two-year span. There was a 19% increase in the number of fifth graders achieving at goal on the '10 Math CMT over their performance as fourth graders and a 14% increase in the number of fourth graders achieving at goal on the '10 Math CMT over their performance as third graders. Our School-Wide Data team, grade-level collaboration, and the use of data driven decision making provide ongoing analysis and evaluation of student assessment data to inform and improve instruction. Improvements of the Special Education servicing include tighter alignment with our reading and math programs, more pre-teaching of math concepts and strands, and intensified collaboration with classroom teachers. Parental involvement in school improvement is accomplished by promoting parents to helping their children in learning activities at home and our PTO's sponsoring of educational assemblies and events and assisting with funding of field trips. Parent and community volunteers assist in the classroom and provide needy students with opportunities for more individual assistance. The PTO's feedback and support help sustain the total school community's involvement in improving student performance

SUPPLEMENTAL SCHOOL INFORMATION

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

The John M. Moriarty Elementary School has a total enrollment of 427 students in grades kindergarten through five. Supplementing our rigorous and rich curriculum is a plethora of educational, cultural and recreational programs. Reading, a school priority, is encouraged through programs such as Reading Counts, the Governor's Reading Challenge, Sustained Silent Reading, and Dr. Seuss Night. Moriarty students' achievement in mathematics has been a relative strength. Our math program builds a solid foundation of basic skills for more complex problem solving and conceptual understanding. Participation in the All City Chorale, Art Show, and school concerts develops students' appreciation of the arts. Through their involvement in inter-district programs sponsored by LEARN, Moriarty students learn about local history, social justice, the environment, and mathematics. Character education is fostered through a variety of school-wide and class initiatives. The Character In Action, D.A.R.E., and Second Step programs promote students' social and character development, encourage collaborative problem solving, and help make Moriarty a safe, caring, and affirming place in which to learn and grow. Participation in service opportunities including kindergarten chaperones, the Girl Scouts, and charitable activities helps students develop responsibility and a sense of civic connectedness. The PBS initiative promises to improve school climate and enhance children's school experience. The outstanding efforts of our very active Parent Teacher Organization forge a more enriching, multi-dimensional school experience for students and complement the goals and initiatives of the school. In addition to funding educational and cultural presentations, the P.T.O. sponsors a variety of recreational activities and field trips for students and special fun events for families.
