

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-3 Edition

**Center School
Litchfield School District**ANDRIENNE LONGOBUCCO, Principal
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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: PK- 3**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 348
5-Year Enrollment Change: -2.2%**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	21	6.0	6.7	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	0.0	7.0
Students with Disabilities	42	12.1	13.5	10.9
Students Identified as Gifted and/or Talented	24	6.9	7.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	79	87.8	87.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	217	90.8	92.1	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	980	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.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.0	15.0	18.3
Grade 2	19.5	19.5	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	40	29
Computer Education	20	14
English Language Arts	495	496
Health	20	19
Library Media Skills	30	18
Mathematics	181	198
Music	50	30
Physical Education	39	36
Science	60	70
Social Studies	45	68
World Languages	0	6

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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.0	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	78.6	85.7	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	3.8	3.7	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	25.2	25.4	28.2
# of Print Periodical Subscriptions	20	17	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	26.20
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.84

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	14.4	15.0	13.3
% with Master's Degree or Above	86.7	84.3	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.8	8.8	8.6
% Assigned to Same School the Previous Year	73.3	71.7	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

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

Before the school year begins, each classroom teacher holds an Open House to meet parents and students. The first week into school there is a Meet the Teacher Night to discuss the learning expectations and schedules. Many formal and informal ways of communicating take place such as frequent newsletters, phone conversations, conferences, e-mails and information on the website. The PTO provides money for enriching experiences for our children. We offer workshops throughout the year for parents in areas that affect the learning needs of their child.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	9	2.6
Black	2	0.6
Hispanic	18	5.2
White	318	91.4
Total Minority	30	8.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

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.

In an effort to increase and expand interactions among students with varying backgrounds, our rural school has to look at a variety of ways to address this issue. In each classroom we have 1500 books, many of which focus on backgrounds that are different from what is typical for our children. An appreciation of other cultures besides our own has been an emphasis through PTO cultural enrichment programs. Understanding that all children are equal and should be treated with respect is a cornerstone of our school. We strive to instill in our students respect for all.

STUDENT PERFORMANCE AND BEHAVIOR

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	66.7	66.7	54.6	69.7
Writing	67.1	67.1	62.5	56.2
Mathematics	76.9	76.9	62.8	71.9

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	97.4	97.1	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, 1 student was responsible for these incidents. This student represents 0.3% 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	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Supplemental skills in the areas of language arts and math have been strengthened to align with Scientific Research-Based Instruction (SRBI) guidelines. Along with this process is a stringent teacher assistance team process which reviews students in need and formulates action plans on each student and regularly reviews the plans and progress. Grade level data teams are being trained to review student work regularly. There is elevated intervention before a student is referred to special education. It is our belief that all identified students with disabilities should be part of typical classrooms as much as possible. The district long-term plan includes a goal of differentiated instruction for all students, which is also a prominent goal for Center School.

SUPPLEMENTAL SCHOOL INFORMATION

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

Center School is nestled in the historic northwest corner of Connecticut on a site near the town's center and green. Over the years, our school has been chosen for many honors over the years including National Blue Ribbon School, Connecticut Association of Schools (CAS) Outstanding School and is the first elementary school in New England to undergo reaccreditation twice through the New England Association of Schools and Colleges (NEASC). Our honors are taken seriously as you walk through our child-centered school. Our caring teachers maintain a high quality level of instruction. Our Reader's and Writer's Workshop approach is evidence of our individualized approach to each student. Integrated instruction reflects high-level learning. Our children learn to become self-assessors. The commitment to technology is evident in the fully networked building with video and data access. Each classroom has Internet access, and there are two fully networked and equipped computer labs with Smart Boards in the school.
