

STRATEGIC SCHOOL PROFILE 2006-07

Elementary School K-3 Edition

**Center School
Litchfield School District**

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

STUDENT ENROLLMENT

Total Enrollment: 352

5-Year Enrollment Change: -14.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: PK- 3

SCHOOL NEED

| Current and Past School Need | Year | School | District K-3 Schools | State K-3 Schools |
|--|-------------|---------------|-----------------------------|--------------------------|
| % of Students Eligible for Free/Reduced-Price Meals | 2006-07 | 4.8 | 4.8 | 12.7 |
| | 2002-03 | 3.2 | 3.2 | 14.3 |
| % of K-12 Students with Non-English Home Language | 2006-07 | 0.3 | 0.3 | 5.4 |
| | 2001-02 | 0.3 | 0.3 | 5.8 |
| % of Students above Entry Grade who Attended this School the Previous Year | 2006-07 | 94.9 | 94.9 | 92.7 |
| | 2001-02 | 91.6 | 91.6 | 89.4 |
| | Year | School | District | State |
| % of Kindergarten Students who Attended Preschool, Nursery School or Headstart | 2006-07 | 77.2 | 77.2 | 79.3 |
| | 2001-02 | 71.6 | 71.6 | 75.1 |

| Enrollment in Special Programs | Students in School | Percent in School | % in District K-3 Schools | % in State K-3 Schools |
|--|---------------------------|--------------------------|----------------------------------|-------------------------------|
| Bilingual Education and English as a Second Language Services (K-12) | 0 | 0.0 | 0.0 | 3.2 |
| Compensatory Education | 71 | 20.2 | 20.2 | 18.4 |
| Full or Extended Day Kindergarten | 4 | N/A | N/A | N/A |
| Gifted and Talented Program | 0 | 0.0 | 0.0 | 0.2 |
| Special Education | 46 | 13.1 | 13.1 | 11.4 |
| Prekindergarten | 17 | N/A | N/A | N/A |

| Race/Ethnicity | Number | Percent |
|-----------------|--------|---------|
| American Indian | 3 | 0.9 |
| Asian American | 7 | 2.0 |
| Black | 4 | 1.1 |
| Hispanic | 17 | 4.8 |
| White | 321 | 91.2 |

STUDENT RACE/ETHNICITY

| | |
|-------------------------------|------|
| Total Minority 2006-07 | 8.8% |
| Total Minority 2001-02 | 2.9% |

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 1,500 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. The Native American unit and Children Around the World unit emphasize cultures and similarities and differences between people. Through Project Pride we have established a school-wide priority of respecting others.

SCHOOL RESOURCES

| Instructional Time* | School | District K-3 | State K-3 |
|-------------------------------------|--------|--------------|-----------|
| Total Hours of Instruction Per Year | 970 | 970 | 977 |

*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-3 | State K-3 |
|---|--------|--------------|-----------|
| Video | 100.0 | 100.0 | 69.1 |
| Voice | 100.0 | 100.0 | 69.6 |
| Internet Access | 100.0 | 100.0 | 99.6 |
| Multi-Room Network (LAN) | 100.0 | 100.0 | 85.4 |

| Computers | School | Dist K-3 | State K-3 |
|---|--------|----------|-----------|
| # of Students Per Academic Computer | 4.0 | 4.0 | 4.8 |
| % of Computers that are High or Moderate Power | 100.0 | 100.0 | 78.3 |
| % of Computers with Internet Access, All Speeds | 100.0 | 100.0 | 97.5 |
| % of Computers with High Speed Internet Access | 100.0 | 100.0 | 96.7 |
| % of Internet Computers with Filtering Software | 100.0 | 100.0 | 99.9 |

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued**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-3 | State K-3 |
|--|---------------|-----------------|------------------|
| # of Print Volumes Per Student* | 25.5 | 25.5 | 23.8 |
| % of Print Volumes Purchased in the Last Three Years | 17.8 | 17.8 | 11.8 |
| # of Print Periodical Subscriptions | 20 | 20.0 | 8.7 |
| # of Non-Print Materials | 145 | 145.0 | 451.5 |

*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 | 2006-07 | 12.8 | 12.8 | 18.2 |
| | 2001-02 | 13.5 | 13.5 | 18.3 |
| Gr. 2 | 2006-07 | 21.0 | 21.0 | 19.5 |
| | 2001-02 | 17.5 | 17.5 | 19.6 |

| School Staff Count Full-Time Equivalent | 2006-07 | 2005-06 |
|--|----------------|----------------|
| # of Certified Staff | | |
| Teachers | 22.0 | 22.5 |
| Administrators | 1.0 | 1.0 |
| Department Chairs | 0.0 | 0.0 |
| Library/Media Staff | 1.0 | 1.0 |
| Counselors, Social Workers, and School Psychologists | 1.7 | 1.5 |
| Other Professionals | 5.7 | 4.5 |
| # of Non-Certified Instructional | 11.0 | 9.6 |

| Professional Staff Race/Ethnicity | 2006-07 | 2005-06 | 2001-02 |
|--|----------------|---------------------|------------------|
| % Minority | 0.0 | 0.0 | 0.0 |
| Professional Staff Experience and Training | School | District K-3 | State K-3 |
| Average Years of Experience in Connecticut and Other Locations | 15.9 | 15.9 | 15.3 |
| % with Master's Degree or Above | 82.4 | 82.4 | 80.9 |

SCHOOL PROCESSES

| Selected Subject Areas, Grade 2 | Estimated Hours of Instruction Per Year | | | Computer/Technology Supported |
|--|--|-----------------|--------------|--------------------------------------|
| | School | District | State | |
| Art* | 40 | 40 | 30 | Yes |
| Computer Education* | 24 | 24 | 14 | Yes |
| English Language Arts* | 500 | 500 | 497 | Yes |
| Health* | 20 | 20 | 20 | Yes |
| Library Media Skills* | 30 | 30 | 18 | Yes |
| Mathematics* | 181 | 181 | 194 | Yes |
| Music* | 40 | 40 | 31 | Yes |
| Physical Education* | 45 | 45 | 35 | Yes |
| Science* | 45 | 45 | 71 | Yes |
| Social Studies* | 45 | 45 | 69 | Yes |
| World Languages | 0 | 0 | 4 | N/A |

*Interdisciplinary Approach



| 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 | Yes | Yes |
| After School Program | No | No |
| Summer School (2006) | No | No |
| Other | No | No |

World Language Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 3.2% of K-3 schools offer world language instruction.

| Student and Teacher Statistics | School | District K-3 | State K-3 |
|---|---------------|---------------------|------------------|
| % of Students Retained in Grade after 2005-06 School Year | 1.2 | 1.2 | 1.7 |
| Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time | 10.2 | 10.2 | 9.2 |
| % Certified Staff Assigned to Same School the Previous Year | 82.4 | 82.4 | 82.8 |

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

Center School has a very active parent volunteer program. Each year, parents donate approximately 2,000 hours of service to our children. This allows parents to come into the classroom to support instruction and learn about their child's learning. 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.

STUDENT PERFORMANCE

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 All Schools in State | |
|----------------------------|--------|----------|-------|-------------------------|-----------|
| | | | | Lowest % | Highest % |
| Grade 3 Reading | 65.9 | 65.9 | 52.3 | 1.6 | 92.6 |
| Writing | 76.1 | 76.1 | 60.8 | 0.0 | 93.9 |
| Mathematics | 65.9 | 65.9 | 59.4 | 0.0 | 96.0 |



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 K-3 | State K-3 |
|----------------------|--------|--------------|-----------|
| % on October 1, 2006 | 96.3 | 96.3 | 95.3 |



SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Last year our school, along with Litchfield Intermediate School, worked to adopt a new math program. The curriculum is up-to-date with the state frameworks, as are all of the subject area curriculums in our school. There were many parent meetings to address concerns and needs of students in math, which fed into the math program decision. Supplemental skills in math provided an additional support for students in need.

Supplemental skills in the areas of language arts and math have been strengthened over the past year. 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. 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. As a Nationally Recognized School of Excellence – A National Blue Ribbon School, we live our philosophy that schools are for kids. Our school has been chosen as a Connecticut Award for Excellence recipient and the CAS Outstanding School and is accredited by the New England Association of Schools and Colleges. 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 a computer, TV monitor and Internet access, along with 2 fully networked and equipped computer labs. The active Volunteer Program involving parents and community members shows our commitment to the idea that it takes a village to raise a child.

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| <p>To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site. For the school/district website, see litchfieldschools.org/lcs/lcs.html</p> |
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