

**STRATEGIC SCHOOL PROFILE 2008-09**

Single Elementary School District Edition

**Sharon Center School**  
**Sharon School District**

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 Sharon,  
 Connecticut

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Litchfield                      Per Capita Income in 2000: \$45,418  
 Town Population in 2000: 2,968              Percent of Adults without a High School Diploma in 2000\*: 11.0%  
 1990-2000 Population Growth: 1.4%              Percent of Adults Who Were Not Fluent in English in 2000\*: 0.6%  
 Number of Public Schools: 1              District Enrollment as % of Estimated Student Population: 92.5%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: PK- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 196  
 5-Year Enrollment Change: -27.9%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	29	14.8	11.5	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	0.9	7.0
Students Identified as Gifted and/or Talented	0	0.0	1.8	2.3
Students with Disabilities	38	19.4	11.6	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	19	90.5	85.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	159	97.0	92.8	84.8
Homeless	0	0.0	0.1	0.2

## PROGRAM AND INSTRUCTION

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.

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	975	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	30
Computer Education	27	17
English Language Arts	321	427
Family and Consumer Science	0	1
Health <sup>1</sup>	15	22
Library Media Skills <sup>1</sup>	27	18
Mathematics	135	198
Music	45	32
Physical Education	54	40
Science	90	98
Social Studies	87	91
Technology Education	0	2
World Languages	42	12

<sup>1</sup>Interdisciplinary approach

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

### 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 20 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	23.5	34.2
World Language	64.7	49.0

Average Class Size	School	DRG	State
Kindergarten	11.5	15.8	18.3
Grade 2	13.5	17.5	19.3
Grade 5	10.0	19.6	21.0
Grade 7	12.0	19.5	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.9	7.0
% of 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	57.9	79.6	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](http://www.iconn.org).

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## DISTRICT STAFF

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	1.2	2.7	3.3
% of Computers with Internet Access	100.0	98.4	99.0
% of Computers that are High or Moderate Power	100.0	91.3	94.6
# of Print Volumes Per Student*	82.2	36.1	28.2
# of Print Periodical Subscriptions	38	15	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.

Page 3

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	22.90
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	6.62
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.40
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.20

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	12.4	15.2	13.3
% with Master's Degree or Above	77.8	79.2	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	9.8	8.5	8.6
% Assigned to Same School the Previous Year	81.5	88.8	83.3

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**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.

We value the critical role that families play in the educational process and view parents as partners in our children's education. From that viewpoint we strive to keep two-way communication active and ongoing throughout the year. We maintain both a school and a regional website. These sites have calendars, events and individual pages for staff members, providing links for routine parent-teacher communication via e-mail. We host an annual open house at the beginning of the year providing parents with the big-picture for the upcoming year. We encourage parent participation in both our monthly Board of Education and Parent Teacher Organization Meetings (PTO). The PTO sponsors an annual Back-to-School picnic that is attended by students, parents, families, faculty and staff members. Teachers and Principal frequently send home updates (e-mail and paper) and invite parental feedback on school events.

The PTO sponsors numerous assemblies, field trips and other enrichment activities for the students. Our Librarian, Judy Gafney coordinates a program called "Everybody Wins" that matches parents and community volunteers with students to read and eat lunch together on a weekly basis. It has been a very positive program.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	1.0
Black	3	1.5
Hispanic	1	0.5
White	190	96.9
Total Minority	6	3.1

**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.

Sharon Center School is a district of one school. We enroll students in grades Pre-K through grade 8, offering a traditional program of studies. Our last official enrollment count in October 2008 showed 196 students. We graduated seventeen eighth graders, proudly sending them off to ninth grade at Housatonic Valley Regional High School. This past year we had two sections of most grades, singletons in first, sixth and eighth grade. Both the State of CT and New England School Development Council, NESDEC predict an overall increase in Pre-K-8 enrollment in their ten-year projections.

Along with five other elementary schools, we finance a Regional High School covering a 250 square mile radius, a Superintendent's Office, and a Pupil Services Department. The funding from the local towns is based on a percentage basis. Each board of education presents a budget to the board of finance and to the community. A hearing is held in April and the first town vote is in May. The board of education presents their budget placing priorities and needs in front of the public. Voters must then decide if they can afford those priorities. About ninety-eight percent of our funding is through local taxation. About two percent of our funding comes from the State of Connecticut and Federal funding. Since we are the only public school in our district of one, there is no concern regarding equitable allocation of resources.

Our efforts to reduce racial, ethnic, and economic isolation continue to be somewhat limited due to our geographic isolation. We look for opportunities that promote understanding of diverse cultures.

## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	50.0	33.6	83.8
Grade 6	18.8	35.3	20.9
Grade 8	29.4	36.8	40.7

\*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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	57.1	64.2	18.8
Mathematics	52.4	63.6	17.7
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	75.0	74.9	36.3
Writing	66.7	62.9	43.3
Mathematics	79.2	66.0	66.2
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	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.gov](http://www.ctreports.gov).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	96.4	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, 5 students were responsible for these incidents. These students represent 2.2% 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](http://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	5	0

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

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	26
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.5%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	3	1.7	0.8	0.8
Learning Disability	9	5.0	3.7	3.9
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	0	0.0	0.7	1.0
Speech Impairment	8	4.5	2.9	2.3
Other Health Impairment*	2	1.1	1.8	2.1
Other Disabilities**	4	2.2	0.7	0.9
Total	26	14.5	11.1	11.6

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	0	0.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	19	73.1	75.5	72.7
40.1 to 79.0 Percent of Time	7	26.9	18.1	16.1
0.0 to 40.0 Percent of Time	0	0.0	6.4	11.2

**Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal.** The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. 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. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	66.0	65.7
Writing	N/A	N/A	55.7	64.1
Mathematics	N/A	N/A	64.6	65.7
Science	N/A	N/A	63.9	59.4

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

<b>Participation in State Assessments of Students with Disabilities Attending District Schools</b>		
CMT	% Without Accommodations	6.7
	% With Accommodations	93.3
% Assessed Using Skills Checklist		5.6

### **DISTRICT EXPENDITURES AND REVENUES, 2007-08**

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> <b>(in 1000s)</b>	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>Elementary Districts</b>	<b>DRG</b>	<b>State</b>
Instructional Staff and Services	\$2,270	\$10,367	\$7,411	\$7,032	\$7,522
Instructional Supplies and Equipment	\$76	\$346	\$332	\$303	\$271
Improvement of Instruction and Educational Media Services	\$152	\$693	\$232	\$409	\$446
Student Support Services	\$282	\$1,288	\$796	\$862	\$806
Administration and Support Services	\$553	\$2,524	\$1,508	\$1,365	\$1,369
Plant Operation and Maintenance	\$468	\$2,136	\$1,249	\$1,339	\$1,377
Transportation	\$277	\$788	\$610	\$671	\$644
Costs for Students Tuitioned Out *	\$61	N/A	N/A	N/A	N/A
Other	\$39	\$177	\$87	\$158	\$151
<b>Total*</b>	<b>\$4,177</b>	<b>\$19,427</b>	<b>\$12,897</b>	<b>\$12,486</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$260	\$1,187	\$1,185	\$1,677	\$1,759

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$6,227; Tuition Costs, \$1,923.

Total town expenditures per pupil for PK-12 are \$18,700.

<b>Special Education Expenditures</b>	<b>District Total</b>	<b>Percent of PK-12 Expenditures Used for Special Education</b>		
		<b>District</b>	<b>DRG</b>	<b>State</b>
	\$551,908	13.2	19.0	20.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
Including School Construction	94.4	3.1	2.4	0.1
Excluding School Construction	95.1	2.2	2.6	0.1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Faculty members worked toward implementing school improvement goals in reading and wellness in 2008-2009. We also worked with strength based behaviorist Charlie Appelstein in order to assist our students with behavior challenges. The reading and wellness initiatives will continue in 2009-2010 and will be joined by Response to Intervention (RtI) and Positive Behavior Support (PBS) goals, both mandated, targeted initiatives to improve behavior and academics on a school-wide basis.

Our school demonstrates continuous improvement on the Connecticut Mastery Tests. Student achievement continues to compare well with our reference group. We utilize the CMT as an indicator of students who need remediation as well as develop plans to monitor the progress of all students. Further, we have utilized the CMT results to look at curriculum alignment and improvement of instruction.

We are most proud of our students' accomplishments!

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

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