

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Sayles Elementary School**Sprague 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© 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.

COMMUNITY DATA

County: New London Per Capita Income in 2000: \$20,796
Town Population in 2000: 2,971 Percent of Adults without a High School Diploma in 2000*: 15.8%
1990-2000 Population Growth: -1.2% Percent of Adults Who Were Not Fluent in English in 2000*: 1%
Number of Public Schools: 1 District Enrollment as % of Estimated Student Population: 89.7%
*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F 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.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 351
5-Year Enrollment Change: 0.0%

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	100	28.5	21.8	33.1
K-12 Students Who Are Not Fluent in English	3	1.0	2.9	7.3
Students Identified as Gifted and/or Talented	0	0.0	0.8	2.3
Students with Disabilities	29	8.3	11.5	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	31	88.6	78.3	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	225	80.4	90.2	86.8
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	182	181
Total Hours per Year	976	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	31
Computer Education	27	17
English Language Arts	405	425
Family and Consumer Science	0	1
Health	13	23
Library Media Skills	13	18
Mathematics	135	199
Music	27	33
Physical Education	27	40
Science	108	97
Social Studies	108	92
Technology Education	0	1
World Languages	27	10

*Interdisciplinary Approach

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

World Language

Formal instruction (at least 1 hour per week) in Italian starts in Grade 6 in this school. Statewide, 31.7% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 22 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	31.7	31.2
World Language	100.0	46.4

Average Class Size	School	DRG	State
Kindergarten	17.5	16	18.1
Grade 2	18.0	17.8	19.3
Grade 5	25.0	19.7	20.9
Grade 7	21.0	19.7	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	1.0	2.9	7.1
% 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	88.9	80.8	79.1

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	
		DRG	State
# of Students Per Computer	3.3	3.8	3.4
% of Computers with Internet Access	98.1	91.8	98.3
% of Computers that are High or Moderate Power	100.0	93.1	91.7
# of Print Volumes Per Student*	23.8	32.7	27.7
# of Print Periodical Subscriptions	24	13	16

*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.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	24.50
Paraprofessional Instructional Assistants	5.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and Assistants	1.50
Administrators, Coordinators, and Department Chairs	
District Central Office	1.20
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	17.80

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	12.2	13.2	13.2
% with Master's Degree or Above	64.3	72.7	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	11.4	8.2	8.7
% Assigned to Same School the Previous Year	82.1	71.1	72.5

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.

The Sprague Board of Education and the Superintendent had goals to encourage greater parental/family involvement and communication. We accomplish the follow: Annual open house, Parent/Teacher conferences (95% attendance), daily S.A.T. meetings, preschool and kindergarten visits, Core Knowledge Day, two concerts/plays, over 100 PPT meetings, newsletters from the principal, a Sayles school website, e-mail between teachers and parents (i.e. homework, behavior, expectations, etc.), attendance meetings and parent volunteer programs. Also we had special parent meetings for at-risk students and retention recommendations. Initiated the "Welcoming Atmosphere Walk Through Program".

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.9
Asian American	5	1.4
Black	25	7.1
Hispanic	27	7.7
White	291	82.9
Total Minority	60	17.1

Percent of Minority Professional Staff: 9.1%

Non-English Home Language: 3.2% 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 5.

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 Sprague Publicschool System as provided opportunities for teachers and students to increase awareness of diversity, greater sensitivity and experiences to connect ethnic and economic groups.

1. Continued to provide an Italian world language program in grades K-8.
 2. Several students participated in a summer science camp at Mitchell College in New London that was sponsored by the New London Science and Technology Magnet School.
 3. Eighth grade students traveled to Boston to experience an urban environment.
 4. Second grade students researched holiday customs around the world.
 5. 8th grade students visit and can choose to attend high school in Norwich, Windham, Montville and New London.
 6. Intensive staff development centered on ensuring that all children become proficient readers by the end of second grade, regardless of racial, ethnic or economic background.
 7. Implemented an intervention/enrichment block for grades K-8 to ensure that students receive support or challenging activities according to need.
 8. Free Pre-k program and transportation to students of all economic, racial and ethnic backgrounds, including children with disabilities. Accredited by the New England Assoc. for the Education of Young Children in Nov. 2007.
 9. The school is a "Friend of Core Knowledge". Core Knowledge focuses on developing background knowledge and vocabulary required for proficient literacy and has been shown to improve the level of achievement in groups of students from lower socioeconomic groups.
 10. The school researched its core reading program and adopted a new core reading program that provides explicit, sequential instruction to address the needs of economically disadvantaged students.
 11. Students presented information about other countries and cultures in school-wide international day.
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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	14.7	33.8	18.0
Grade 6	56.8	35.4	88.9
Grade 8	56.4	37.0	89.1

*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	36.4	52.0	10.4
Writing	66.7	63.4	38.7
Mathematics	36.4	60.0	6.1
Grade 4 Reading	56.3	55.9	36.1
Writing	68.8	62.9	49.1
Mathematics	43.8	60.3	13.2
Grade 5 Reading	74.1	62.2	59.3
Writing	63.0	64.5	31.5
Mathematics	51.9	65.9	13.6
Science	48.1	54.9	21.6
Grade 6 Reading	67.6	66.3	32.1
Writing	61.8	61.9	38.1
Mathematics	67.6	66.4	36.3
Grade 7 Reading	82.5	71.1	56.8
Writing	60.0	62.0	32.9
Mathematics	72.5	63.0	53.5
Grade 8 Reading	77.5	64.8	61.6
Writing	77.5	63.4	63.5
Mathematics	72.5	60.8	51.6
Science	77.5	58.6	69.2

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	State Elementary Schools
% Present on October 1	96.6	96.4

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. 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, 2006-07		
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	0	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	51
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.3%

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	0.7	0.6	0.7
Learning Disability	12	2.7	3.8	4.0
Intellectual Disability	5	1.1	0.5	0.5
Emotional Disturbance	5	1.1	1.2	1.0
Speech Impairment	9	2.0	2.3	2.4
Other Health Impairment*	11	2.4	2.0	2.1
Other Disabilities**	6	1.3	0.8	0.9
Total	51	11.3	11.2	11.5

*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	7	13.7

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	35	68.6	70.9	71.6
40.1 to 79.0 Percent of Time	9	17.6	18.2	16.6
0.0 to 40.0 Percent of Time	7	13.7	10.9	11.8

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	66.5	62.1
Writing	N/A	N/A	66.5	63.0
Mathematics	N/A	N/A	58.7	62.7
Science	N/A	N/A	65.7	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT 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."

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.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.8
	% With Accommodations	84.2
	% Assessed Using Skills Checklist	15.8

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$2,326	\$6,901	\$7,141	\$6,567	\$7,159
Instructional Supplies and Equipment	\$114	\$338	\$314	\$282	\$266
Improvement of Instruction and Educational Media Services	\$40	\$119	\$219	\$246	\$429
Student Support Services	\$304	\$901	\$732	\$662	\$761
Administration and Support Services	\$507	\$1,506	\$1,370	\$1,231	\$1,271
Plant Operation and Maintenance	\$345	\$1,024	\$1,146	\$1,282	\$1,322
Transportation	\$536	\$1,073	\$575	\$632	\$601
Costs for Students Tuitioned Out *	\$749	N/A	N/A	N/A	N/A
Other	\$26	\$77	\$62	\$166	\$145
Total*	\$4,947	\$13,742	\$12,187	\$11,296	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$182	\$541	\$1,737	\$2,587	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$6,333; Tuition Costs, \$2,135.

Total town expenditures per pupil for PK-12 are \$13,004.

Special Education Expenditures

Total Expenditures	\$2,106,603
Percent of Total PK-12 Expenditures Used for Special Education	33.3%

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).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	51.0	45.6	3.2	0.2
Excluding School Construction	49.6	47.0	3.2	0.2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The PreK-8 school has a "Plan for Continuous Improvement in Student Achievement." There are scheduled assessments and data analysis of the assessments. There is a 45 minutes period four times a week for all students in K-8 for intervention and enrichment. The students who need intervention receive targeted instruction and those who have solid skills work on enrichment activities such as Renzulli Learning. The special education students participate fully in the intervention and enrichment programs and their needs are addressed. The Special education staff strategically deliver targeted intervention to students.

The Principal and Asst. Superintendent hold individual parent meeting with the parents of student identified as at-risk. Research based strategies are shared and meaningful dialogue and planning for increased student achievement occur.

Below is a summary of the NCLB results from the March 2008 CMT's from our students in grades 3-8 and grade 10 (CAPT) The % at or above the proficient level is called "making adequate yearly progress (AYP)"

Whole district grades 3-8 Math (82% needed) 89.5 met goal, Reading (79% needed) 86.4 met goal, writing - met goal

Subgroup - Economically Disadvantaged - grades 3-8 (53 students) Math (82% needed) 76.3 met goal, Reading (79% needed) 76.5 met goal,

CAPT - Grade 10: Math (80% needed) 96.1 met goal Reading (81% needed) 100% met goal.

SUPPLEMENTAL SCHOOL INFORMATION

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