

STRATEGIC SCHOOL PROFILE 2008-09

Single Elementary School District Edition

Scotland Elementary School
Scotland School District

PAUL BLACKSTONE, Superintendent
 PAUL BLACKSTONE, Principal

Telephone: (860) 423-0064
 Telephone: (860) 423-0064
 Location: 68 Brook Road
 Scotland,
 Connecticut

Website: www.scotlandschool.org

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.

COMMUNITY DATA

County: Windham Per Capita Income in 2000: \$22,573
 Town Population in 2000: 1,556 Percent of Adults without a High School Diploma in 2000*: 12.9%
 1990-2000 Population Growth: 28.1% Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
 Number of Public Schools: 1 District Enrollment as % of Estimated Student Population: 97.1%

*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): 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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: PK- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 190
 5-Year Enrollment Change: 14.5%

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	44	23.2	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	1	0.5	1.8	2.3
Students with Disabilities	32	16.8	11.6	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	16	84.2	85.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	143	94.7	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	930	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	30
Computer Education ¹	10	17
English Language Arts	456	427
Family and Consumer Science ¹	10	1
Health ¹	10	22
Library Media Skills	13	18
Mathematics	207	198
Music	27	32
Physical Education	42	40
Science	87	98
Social Studies	83	91
Technology Education ¹	10	2
World Languages	0	12

¹Interdisciplinary approach

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

World Language

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

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	N/A	N/A
World Language	N/A	N/A

Average Class Size	School	DRG	State
Kindergarten	19.0	15.8	18.3
Grade 2	21.0	17.5	19.3
Grade 5	17.5	19.6	21.0
Grade 7	N/A	N/A	N/A

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	100.0	28.5	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	59.4	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.

123-01

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.4	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*	53.2	36.1	28.2
# of Print Periodical Subscriptions	21	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

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	12.30
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	3.50
Paraprofessional Instructional Assistants	11.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.50
School Level	0.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.50

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	14.1	15.2	13.3
% with Master's Degree or Above	88.9	79.2	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	9.2	8.5	8.6
% Assigned to Same School the Previous Year	83.3	88.8	83.3

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.

Home and School Communication and Support

This year many teachers used a newsletter to communicate with parents and guardians on a regular basis with special events aired on Cable TV. Some teachers also used the school website to post homework, and activities and information for parents to use at home with their children. This year the SEAT sponsored several activities to bring the community and school closer together. This year we had our bi-annual Community Conversation and conducted a Welcoming Atmosphere Walk-Through with good community involvement. Administration attended bi-weekly parent coffee hour throughout the year to discuss parent concerns and issues about the school and their children. The school readiness preschool program provided many activities for parents during the year to include visits and activities through the local library and several field trips. During the First Day back to school celebration parents were asked to sign-up for the PTO and to be volunteers. At the end of the year at the Volunteer Dinner over 40

volunteers were recognized for their contributions to the school. Our PTO is very involved in the school and sponsored many fundraisers and activities such as No TV. Week, RIF, performances by Echo Uganda and African Storytelling by Dr. Mama and the CMT breakfast club this year. These efforts are in addition to having an Open House in the fall and parent-teacher conferences twice per year as prescribed by the Parent Involvement Policy. Parents are also on the School Safety Team, the Superintendent Committee/SEAT and the Indoor Air Quality Team. This coming year all teachers will update their web page weekly. We will also be using Alert Now to provide information to parents on a regular basis.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	2	1.1
Hispanic	6	3.2
White	182	95.8
Total Minority	8	4.2

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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2008-2009 school year, Scotland Elementary School was involved in two programs that created interaction between students and teachers of diverse racial and economic backgrounds. The first program was a Sister School program with the Discovery Center which involved over 100 students in grades 4-6th, from Scotland and Verplank School in Manchester, CT. Fifth and sixth grade students from both schools stayed overnight at the YMCA Camp in Woodstock and fourth grade student's spent the day. The Discovery Center program will continue next year. Also, students in Grade 6 from Hampton, Chaplin and Scotland attended a five-day camp at Nature's Classroom. The purpose of the program was to allow students from the three schools the opportunity to become friends as they transition to the same middle school environment at PHHS. We also offered a summer school program, which stressed academics and CMT skills in the morning and sports in the afternoon. This year we had several after school and school programs to include: Academic Excellence Club, Drama Club, Arts and Crafts, All Sports, CMT Preparation classes and a Kindness Program connected to our Anti-Bullying program and 'Don't Laugh At Me' programs. The PTO also sponsored two cultural performances. These events included a performance by Echo Uganda and African storytelling by Dr. Mama

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	52.4	33.6	86.7
Grade 6	41.4	35.3	65.0
Grade 8	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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	48.0	54.6	23.9
Writing	65.4	62.5	43.4
Mathematics	36.0	62.8	5.7
Grade 4 Reading	N/A	N/A	N/A
Writing	65.0	64.2	38.2
Mathematics	N/A	N/A	N/A
Grade 5 Reading	66.7	66.0	34.8
Writing	74.3	66.5	54.3
Mathematics	80.0	68.8	66.7
Science	74.3	58.1	64.2
Grade 6 Reading	74.1	68.9	39.3
Writing	69.0	62.2	46.6
Mathematics	75.0	68.8	46.6
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
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.

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	96.8	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, 16 students were responsible for these incidents. These students represent 8.4% 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	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	17	0
Total	30	0

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	30
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	17.5%

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	4	2.3	0.8	0.8
Learning Disability	14	8.2	3.7	3.9
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	2	1.2	0.7	1.0
Speech Impairment	4	2.3	2.9	2.3
Other Health Impairment*	2	1.2	1.8	2.1
Other Disabilities**	4	2.3	0.7	0.9
Total	30	17.5	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	17	56.7	75.5	72.7
40.1 to 79.0 Percent of Time	13	43.3	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	64.7	65.7
Writing	N/A	N/A	69.1	64.1
Mathematics	N/A	N/A	65.4	65.7
Science	N/A	N/A	74.3	59.4

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	10.0
	% With Accommodations	90.0
% Assessed Using Skills Checklist		9.5

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.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,508	\$7,939	\$7,411	\$7,032	\$7,522
Instructional Supplies and Equipment	\$91	\$482	\$332	\$303	\$271
Improvement of Instruction and Educational Media Services	\$39	\$207	\$232	\$409	\$446
Student Support Services	\$132	\$695	\$796	\$862	\$806
Administration and Support Services	\$245	\$1,291	\$1,508	\$1,365	\$1,369
Plant Operation and Maintenance	\$169	\$889	\$1,249	\$1,339	\$1,377
Transportation	\$164	\$560	\$610	\$671	\$644
Costs for Students Tuitioned Out *	\$0	N/A	N/A	N/A	N/A
Other	\$13	\$67	\$87	\$158	\$151
Total*	\$2,363	\$12,435	\$12,897	\$12,486	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,942	\$15,482	\$1,185	\$1,677	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$4,141; Tuition Costs, \$1,662.

Total town expenditures per pupil for PK-12 are \$14,581.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$518,448	21.9	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).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	19.6	78.7	0.9	0.8
Excluding School Construction	51.9	44.4	2.0	1.7

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

School District Improvement Plans and Activities

Our preschool and kindergarten programs are working on re-accreditation through the National Association for the Education of Young Children. This year Professional Development continued to focus on Data-Driven Decision-making (DDDM) to improve student achievement. This year we made School-wide AYP on the CMT's, with a slight increase in reading, math and writing scores. The number of students at or above goal increased dramatically this year. From third to sixth grade in math and reading students at or above the state goal ranged from 36% to 80% as compared to 33% to 63% last year. In reading, fourth and sixth grade were well above the average state scores. In writing the number of students that reached proficiency ranged from 89% to 100% compared to 77% to 90% last year. Science scores in fifth grade increased from 53% to over 74% at goal and proficiency increased from 87% to 91% from 2008 to 2009. Fourth grade had 100% at proficiency in both math and writing. The average # of Editing and Revising content strands mastered (out of 2) averaged from 1.0 to 1.4 in 2009, compared to 1.0 to 1.1 in 2008. Overall, DRP scores improved from 51.9 to 60.5 in 2008 to a range of 51.3 to 64 in 2009. In reading more attention must be placed on making reader/text connections. In math the following strands were a problem at all or some grades and need additional attention: # 3. Equivalent Fractions, Decimals and Percents, (#5) Models of Operation, #11. Estimating Solutions, #15. Approximating Measures, #16. Customary and Metric Measurements, #17. Geometric Shapes and Properties, and #24 .Classification and Logical Reasoning. Improvements were made at some grade levels on the following strands: #25. Mathematical Applications, #20. Statistics and Data Analysis, (#10) Numerical Estimation Strategies, and #17. Geometric Shapes and Properties. We also have a CMT after-school program for 3rd through 6th grade students. This school year we will continue a special after school program for first-sixth grade students connected to the Scientific Research Based Intervention (SRBI) Model. Teachers continued to use DRA's, running records, SRI and Scantron to evaluate student reading performance in an effort to improve teacher instructional strategies in reading. Last year we started to make a transition to the SRBI Model and will be on-line completely this year. We also purchased a new research-based reading program for 2008-2009 and will use IEP Direct and RTI as well.

SUPPLEMENTAL SCHOOL INFORMATION

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

Supplemental School Information

Scotland Elementary School is located in rural northeastern Connecticut with a student population of around 200 students in Pre-K-6. We have a caring and veteran staff that strives to meet the needs of each child by providing them with a challenging and high quality education. Our PTO is very active and they work very hard to provide additional activities, supplies and services to the school. We have a school improvement team called the Scotland Elementary Action Team (SEAT), which sponsors the First Day Celebration, a Harvest Dance, an Italian Bistro night and a bi-yearly Community Conversation night. We have great physical education, music and art programs. We offer several after-school academic programs to include: Arts and Crafts and Drama Club and CMT Preparation classes. We have a yearly Science Fair, and a Talented and Gifted Program as well. We have a school Hot Lunch Program and a Computer Lab with state of the art software in reading and math that tracks student progress throughout the year. We have three awards assemblies each year where academic achievement is recognized. This includes the Presidential Award for 4-6th grade students. We also have a well-equipped school library and a yearly summer school program. We recently updated our math, reading and social studies programs. Last year we finished an \$11 Million dollar renovation/addition to our school. This included adding a full size gym, a state of the art science lab, new classrooms, a computer lab and an art and band room. This is in addition to a new early education wing and kitchen.
