

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Sharon Center School**Sharon 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: 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: 93.8%

*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
School Grade Range: PK- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 219
5-Year Enrollment Change: -19.2%

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	30	13.7	10.3	33.1
K-12 Students Who Are Not Fluent in English	2	1.0	0.8	7.3
Students Identified as Gifted and/or Talented	1	0.5	2.0	2.3
Students with Disabilities	38	17.4	11.8	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	14	73.7	82.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	178	93.2	94.5	86.8
Homeless	0	0.0	0.0	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	973	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	31
Computer Education	24	17
English Language Arts	360	425
Family and Consumer Science	0	1
Health	12	23
Library Media Skills	24	18
Mathematics	120	199
Music	24	33
Physical Education	48	40
Science	186	97
Social Studies	120	92
Technology Education	0	1
World Languages	72	10

*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 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 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	41.7	31.2
World Language	63.9	46.4

Average Class Size	School	DRG	State
Kindergarten	9.5	15.7	18.1
Grade 2	10.0	16.8	19.3
Grade 5	17.0	19.9	20.9
Grade 7	11.4	19.6	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	0.8	7.1
% of Gifted and/or Talented Students Who Received Services	0.0	42.6	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	52.6	80.3	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	1.1	3.0	3.4
% of Computers with Internet Access	99.0	97.6	98.3
% of Computers that are High or Moderate Power	99.0	92.3	91.7
# of Print Volumes Per Student*	79.2	34.2	27.7
# of Print Periodical Subscriptions	36	15	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	23.40
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	5.69
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.50
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	12.3	15.0	13.2
% with Master's Degree or Above	77.8	81.0	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	7.2	8.9	8.7
% Assigned to Same School the Previous Year	77.8	78.5	72.5

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. We strive to keep two-way communications active and ongoing throughout the year. We maintain both a school and regional base website. These sites have calendars, event and individual pages for staff members providign links for routine parent-teacher communication via e-mail. We host an annual Open House at the beginning of the year providing parents with big picture for the coming year. We encourage parent participation in our monthly Board meetings and PTO. The PTO sponsors and annual Back-To-School picnic that is attended by students, parents, families, faculty and staff members. Teachers and the Principal frequently send home updates and invite parently feedback on school events. The PTO sponsors numerous assemblies, field trips and other enrichment activitites for the students. Our Librarian coordinates a program called, "Everybody Wins" that matches pareants and community volunteers with students to read and eat lunch together on a weekly basis. It has been a very positive program. Our Wellness Action Plan Committee surveyed parents and identified emotional wellness as an area of interest. In response to the survey results, we organized several evening workshops on challenges of parenting in the 21st century.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	0.9
Black	6	2.7
Hispanic	4	1.8
White	207	94.5
Total Minority	12	5.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 1.0% 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 1.

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 , a district of one school, enrolls students from Pre-K through grade 8, offering a traditional program of studies. Along with five other elementary schools in Region One, we help finance a regional high school. Our efforts to reduce racial, ethnic and economic isolation are somewhat limited due to our geographic location. We strive to engage our students in programs that promote understanding of diverse cultures. Programs such as Nature's Classroom, Grade 4 Arts Day, eighth grade class field trips all play a role to enhance diversity. Additionally, we seek opportunities to bring our students assemblies that promote and understanding of different cultures and countries. Cultural studies are taught through their social studies program and foreign language programs.

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	40.0	33.8	65.6
Grade 6	52.0	35.4	82.7
Grade 8	50.0	37.0	79.7

*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	48.0	52.0	27.0
Writing	60.0	63.4	25.8
Mathematics	40.0	60.0	8.0
Grade 4 Reading	N/A	N/A	N/A
Writing	59.1	62.9	24.5
Mathematics	45.8	60.3	14.5
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	88.0	66.3	90.5
Writing	60.0	61.9	32.1
Mathematics	76.0	66.4	57.1
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	77.8	64.8	62.9
Writing	63.9	63.4	37.7
Mathematics	67.6	60.8	45.3
Science	75.7	58.6	60.4

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	96.4

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. In the 2006-07 school year, 7 students were responsible for these incidents. These students represent 2.9% of the estimated number of students who attended this school at some point during the 2006-07 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, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	1	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	8	1

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	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	1.4	0.7	0.7
Learning Disability	14	6.8	3.9	4.0
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	0	0.0	0.7	1.0
Speech Impairment	6	2.9	3.0	2.4
Other Health Impairment*	1	0.5	1.9	2.1
Other Disabilities**	6	2.9	0.7	0.9
Total	30	14.5	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	2	6.7

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	17	56.7	74.4	71.6
40.1 to 79.0 Percent of Time	10	33.3	18.8	16.6
0.0 to 40.0 Percent of Time	3	10.0	6.8	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	19.0	20.4	67.9	62.1
Writing	19.0	19.3	62.9	63.0
Mathematics	9.1	22.6	57.5	62.7
Science	N/A	N/A	75.9	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	60.0
	% With Accommodations	40.0
	% Assessed Using Skills Checklist	12.0

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	\$2,178	\$9,468	\$7,141	\$6,656	\$7,159
Instructional Supplies and Equipment	\$91	\$397	\$314	\$302	\$266
Improvement of Instruction and Educational Media Services	\$123	\$537	\$219	\$364	\$429
Student Support Services	\$270	\$1,175	\$732	\$810	\$761
Administration and Support Services	\$431	\$1,873	\$1,370	\$1,264	\$1,271
Plant Operation and Maintenance	\$459	\$1,997	\$1,146	\$1,301	\$1,322
Transportation	\$260	\$727	\$575	\$622	\$601
Costs for Students Tuitioned Out *	\$76	N/A	N/A	N/A	N/A
Other	\$32	\$138	\$62	\$154	\$145
Total*	\$3,920	\$16,970	\$12,187	\$11,756	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$276	\$1,198	\$1,737	\$1,899	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$5,764; Tuition Costs, \$1,765.

Total town expenditures per pupil for PK-12 are \$16,903.

Special Education Expenditures

Total Expenditures	\$560,239
Percent of Total PK-12 Expenditures Used for Special Education	14.3%

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	92.8	2.9	4.2	0.1
Excluding School Construction	93.6	1.9	4.5	0.1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The school community worked toward implementing school improvement goals in reading and wellness. The faculty participated in professional development focused on reading instruction with literacy staff developers Gaby Layden and Donna Santman. Our goal is to provide instruction that meets the needs of all learners and maximizes individual student achievement in reading, with support for this program coming from the REAP grant. The Wellness Action Planning Committee, comprised of students, parents, teachers and a school administrator met and implemented components of the action plan. These initiatives will continue through 2008 and 2009. Sharon Center School demonstrates continuous improvement on the CMT. We utilize the CMT as an indicator of students who need remediation as well as develop plans to monitor the progress of all of our students. We continue to target reading as the content area for continuous improvement.

SUPPLEMENTAL SCHOOL INFORMATION

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

Music teachers Nicole Stickle and David Poirier prepared students for several amazing choral, band and jazz band performances during the year. The year ended with our newly formed marching band performing in the town's Memorial Day Parade. Their performance contributed greatly to the success of the event. Our coaches, Jennifer Barto, Jessica Bate, Susan Bayer, Jason Conway, Mark Pastre, Steven Muthig and Scott Pastre provided amazing opportunities for our middle school students to participate in soccer, basketball, softball, baseball and cheerleading. Sharon Center School offers opportunities for students to learn both in and out of their classrooms. Thanks to the generous support of the Board of Education, PTO, Connecticut Commission on Culture and Tourism, Sharon Audubon Society, parents, community members, faculty and staff, we have participated in many exciting enrichment opportunities throughout the year.
