

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Center School**East Hampton School District**

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Location: 7 Summit Street
East Hampton,
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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 4 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 288
5-Year Enrollment Change: -18.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	34	11.8	11.2	38.3
K-12 Students Who Are Not Fluent in English	0	0.0	0.9	7.7
Students with Disabilities	20	6.9	6.3	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	129	97.0	95.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,004	992

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.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	22.2	22.2	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	31
Computer Education	0	19
English Language Arts	450	426
Family and Consumer Science	0	1
Health	24	21
Library Media Skills	18	19
Mathematics	180	198
Music	24	33
Physical Education	48	41
Science	115	95
Social Studies	115	86
Technology Education	0	2
World Languages	0	14

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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.9	7.7
% of Identified 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	95.0	94.7	81.3

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.6	5.0	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	18.1	26.8	29.5
# of Print Periodical Subscriptions	19	11	12

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		17.00
	Paraprofessional Instructional Assistants		2.91
Special Education:	Teachers and Instructors		4.00
	Paraprofessional Instructional Assistants		11.30
Library/Media Specialists and/or Assistants			1.00
Administrators, Coordinators, and Department Chairs			0.00
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		9.30	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	20.9	17.0	13.7
% with Master's Degree or Above	95.5	81.8	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.7	7.4	8.7
% Assigned to Same School the Previous Year	100.0	92.5	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Center Elementary School values and encourages parent involvement in the school. Ongoing communication through a weekly newsletter keeps parents apprised of school events, areas of need for parent volunteers, and is also used to communicate academic, social and developmental learning strategies and information. Parents volunteer regularly throughout the school community, supporting classroom learning and assisting with before, during and after school events. Parents assist with hands on support for science activities, assisting students with editing their work, providing extra math support, and assisting with material preparation for projects. They support the school newspaper, student council, and music programs and share their own talents on Career Day. They form an integral part of the Center School community. Parent information is provided as warranted on selected topics. A parent evening was held to share math activities and games that can be used at home as well as school to reinforce math concepts. Parents of students asked to participate in a summer reading/math program were invited to school for training on oral reading, independent and instructional reading, and math fact fluency activities for use in the home. Information on the adoption of the SRBI (Scientific Research Based Intervention) model was provided to parents, as well as notification of services and ongoing progress monitoring. A very active Elementary PTO supports school activities, family functions, and cultural programming. Their input is valued, and their presence within the school helps foster a sense of community and connection between home and school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	2.8
Black	7	2.4
Hispanic	13	4.5
Pacific Islander	0	0.0
White	257	89.2
Two or more races	3	1.0
Total Minority	31	10.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

2.4% 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 3.

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.

Center Elementary School is committed to providing opportunities for students to increase their understanding and respect for diversity within the school setting and the community. Classroom and school activities help students learn to acknowledge and accept diversity. Use of literature and read alouds within the classroom foster student interaction and discussion. Opportunities presented in social studies such as reenactments of historical figures from diverse groups present unique learning experiences for our students. Additions of multicultural literature to the library, highlighting multicultural themes, and cultural performances assist in fostering student appreciation of diverse cultures. As a school community, the Center Elementary School faculty focuses on providing an environment that fosters student academic and social development by expecting kind, responsible actions and tolerance of diversity. These concepts are supported and consistently reinforced through our school wide positive behavior support system. Through the student council, students have had the opportunity to participate in community service projects for those less fortunate, both locally and abroad, including collections for the local food bank, fund raisers for people in Haiti and Tanzania, and making cards for local senior citizens.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	45.8	45.8	50.9	39.8
Grade 6	N/A	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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	72.3	72.3	62.5	66.7
Writing	63.0	63.0	65.5	43.3
Mathematics	73.8	73.8	67.0	59.0
Grade 5 Reading	78.5	78.5	61.4	78.2
Writing	78.2	78.2	66.8	68.4
Mathematics	80.8	80.8	72.5	63.0
Science	73.7	73.7	59.9	70.0
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	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.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	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.9	95.3	95.0

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.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
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	2	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The Center Elementary School staff has worked to improve reading instruction through the implementation of the reader's workshop. Teachers assess students on a regular basis and students are taught on their instructional level in guided reading groups. Students are taught reading within the classroom with additional services provided by our support staff including reading and special education teachers. Professional development for teachers included working with a reading consultant throughout the year to develop strategies for best practice. Work with a reading consultant will continue next year on best practices within the reader's workshop. A focus for the coming year will be improvement in student writing skills. Response to literature, academic vocabulary, writing to a variety of genres, and writing across the curriculum will be stressed. In mathematics, emphasis is on focused attention to implementation of the Everyday Math program, a research-based core program, to provide comprehensive instruction. Center Elementary School has fully implemented the SRBI (Scientific Research Based Intervention) model. Universal screens and district data assessments are used to determine the need for student intervention. Data teams meet to analyze data, discuss curriculum and instructional strategies, and focus on student learning outcomes. A school wide positive behavioral interventions and support (SWPBIS) program provides a proactive, comprehensive and systematic continuum of support designed to help all students achieve social, behavioral and learning success. Ongoing faculty training and program development will continue during the course of the school year. Increased opportunities for teachers to meet in collaborative teams, analyze data, discuss curriculum and instructional strategies, and focus on student learning outcomes are a primary focus.

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 Elementary School provides educational opportunities for upper elementary students in a caring environment that values kind and responsible behavior. Fourth and fifth graders are guided to become more independent learners and contributing school and community citizens. Through the use of Responsive Classroom techniques and our Peer Mediation program students learn the value of discussion and how to solve problems. Our Good Citizen Program promotes and recognizes responsible school citizens. Center Elementary School offers a variety of opportunities for students to develop their individual talents or interests. The Center School Press showcases student writing. Band, chorus and the school musical allow for the development of the musical arts, while art shows and displays are utilized for the visual arts. Creativity and an inquisitive mind are encouraged through participation in the Invention Convention. Community service projects through an active Student Council, intergenerational activities with the East Hampton Senior Center, and participation in the salmon restoration program help students develop an awareness of their role in the community and a sense of stewardship of the local environment.
