

**STRATEGIC SCHOOL PROFILE 2008-09****Regional School District 01**

PATRICIA CHAMBERLAIN, Superintendent  
Telephone: (860) 824-0855

Location: 246 Warren Turnpike Rd  
Falls Village,  
Connecticut

Website: [www.hvrhs.org](http://www.hvrhs.org)

This regional school district serves Canaan, Cornwall, Kent, North Canaan, Salisbury, Sharon

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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, testing services, or the US Census. 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: \$35,912

Town Population in 2000: 15,668

Percent of Adults without a High School Diploma in 2000\*: 11.2%

1990-2000 Population Growth: -0.1%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.7%

Number of Public Schools: 1

District Enrollment as % of Estimated. Student Population: 80.7%

\*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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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 555  
5-Year Enrollment Change -6.1%

**DISTRICT GRADE RANGE**

Grade Range 9-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	66	11.9	11.1	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	0.6	5.2
Students Identified as Gifted and/or Talented	0	0.0	3.8	4.0
PK-12 Students Receiving Special Education Services in District	64	11.5	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	68	25.2	18.7	19.0

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	1	0.2
Black	6	1.1
Hispanic	15	2.7
White	533	96.0
Total Minority	22	4.0

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:** 1.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

All seven schools that comprise Region One School District, Canaan, Cornwall, North Canaan, Salisbury, Sharon, Kent and the Housatonic Valley Regional High School continue to provide numerous programs to ensure each and every student is exposed to international cultures, ethnic customs, and diverse people. For example, we continue with our China Partnership, Water for Africa Project, students traveled to Greece, Quebec and Italy. We celebrate many international customs such as Cinco de Mayo, Oktoberfest and Mardi Gras. Our AFS Program continues to be very strong with students from Columbia, Thailand and Russia living with local families attending Housatonic Valley Regional High School. Students from our high school have lived and studied abroad this year in Costa Rica, Ecuador and Ghana. Additionally, many programs in each of our schools focus on programs that enlighten our students to other cultures that have become major populations here in the United States.

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## STUDENT PERFORMANCE

**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	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
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	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.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.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	51.1	47.4	49.2
Writing Across the Disciplines	67.2	55.0	61.1
Mathematics	59.0	47.8	55.7
Science	46.8	42.8	46.6

For more detailed 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.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	39.7	36.2	55.8

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		71.4	74.5	
Average Score	Mathematics	505	507	44.2
	Critical Reading	513	503	56.6
	Writing	510	506	47.3

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	92.0	92.1	32.1
Cumulative Four-Year Dropout Rate for Class of 2008	7.1	6.6	28.5
2007-08 Annual Dropout Rate for Grade 9 through 12	0.4	2.5	81.8

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.3	84.1
% Employed (Civilian Employment and in Armed Services)	16.7	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	45.40
Paraprofessional Instructional Assistants	1.75
Special Education	
Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	4.59
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.60
School Level	4.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.00
School Nurses	0.87
Other Staff Providing Non-Instructional Services and Support	49.32

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	17.2	14.6	13.6
% with Master's Degree or Above	82.7	77.2	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	17.8	18.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	984	1,007	1,007

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1.8	2.0	2.4

\*Excludes schools with no grades above kindergarten.

## 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	Secondary Districts	DRG	State
Instructional Staff and Services	\$4,993	\$8,884	\$7,913	\$7,032	\$7,522
Instructional Supplies and Equipment	\$219	\$389	\$320	\$303	\$271
Improvement of Instruction and Educational Media Services	\$384	\$683	\$386	\$409	\$446
Student Support Services	\$703	\$1,250	\$720	\$862	\$806
Administration and Support Services	\$972	\$1,729	\$1,828	\$1,365	\$1,369
Plant Operation and Maintenance	\$1,132	\$2,015	\$1,517	\$1,339	\$1,377
Transportation	\$199	\$233	\$788	\$671	\$644
Costs for Students Tuitioned Out	\$873	N/A	N/A	N/A	N/A
Other	\$360	\$640	\$331	\$158	\$151
<b>Total</b>	<b>\$9,834</b>	<b>\$17,223</b>	<b>\$14,310</b>	<b>\$12,486</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$549	\$976	\$2,027	\$1,677	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,045,814	20.8	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	84.2	12.2	3.0	0.6
Excluding School Construction	83.3	12.9	3.2	0.6

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

While the downturn in the economy is still upon us, and resources are limited, the balance for educational programming will continue to present challenges. Notwith standing, we shall continue to aggressively manage our resources and opportunities to maintain quality educational programming for all of our seven schoools. We are very fortunate to have strong support of our communities and our boards of education, all of which are deeply committed to public education.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	72
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.8%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	8	1.4	0.8	0.8
Learning Disability	36	6.4	3.7	3.9
Intellectual Disability	1	0.2	0.4	0.5
Emotional Disturbance	9	1.6	0.7	1.0
Speech Impairment	1	0.2	2.9	2.3
Other Health Impairment*	7	1.2	1.8	2.1
Other Disabilities**	10	1.8	0.7	0.9
<b>Total</b>	<b>72</b>	<b>12.8</b>	<b>11.1</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## STATE ASSESSMENTS

**Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	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
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	N/A	N/A	51.1	47.4
	Writing Across the Disciplines	N/A	N/A	67.2	55.0
	Mathematics	N/A	N/A	59.0	47.8
	Science	15.0	10.6	46.8	42.8

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.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		11.8

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 and CAPT.

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	11	15.3

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	41	56.9	75.5	72.7
40.1 to 79.0 Percent of Time	21	29.2	18.1	16.1
0.0 to 40.0 Percent of Time	10	13.9	6.4	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Several important initiatives were very successful in Region One this year. Each of our school principals worked with their faculties and created action plans that addressed school improvements that were unique to each school under "best" teaching practices. Housatonic Valley Regional High School continued with an indepth Long Range Plan that identified key goals to be addressed for student needs for the academic deamands of this century. The Long Range Planning Committee is nearing the final stages of the process. An endowed fund for Region One, the 21st Century Fund, has been the driving force for renovation of an old Ag-Ed building on campus to become a Science and Technology Center. Needless to say, this will provide a great advantage for our students to expand their skills in science and technology.

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