

STRATEGIC SCHOOL PROFILE 2011-12**Regional School District 11**

KENNETH V. HENRICI, Superintendent

Location: 304 Parish Hill Road

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Chaplin,
ConnecticutWebsite: www.parishhill.org

This regional school district serves Chaplin, Hampton, Scotland

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.

COMMUNITY DATA

County: Windham

Town Population in 2000: 5,564

1990-2000 Population Growth: 14.9%

Number of Public Schools: 1

Per Capita Income in 2000: \$23,258

Percent of Adults without a High School Diploma in 2000*: 14.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.1%

District Enrollment as % of Estimated. Student Population: 87.4%

*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.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 292
5-Year Enrollment Change -10.2%

DISTRICT GRADE RANGE

Grade Range 7 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	76	26.0	29.9	35.2
K-12 Students Who Are Not Fluent in English	0	0.0	2.1	5.6
Students Identified as Gifted and/or Talented	0	0.0	2.4	4.0
PK-12 Students Receiving Special Education Services in District	57	19.5	11.5	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	4	5.5	15.2	13.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	0	0.0
Black	6	2.1
Hispanic	15	5.1
Pacific Islander	0	0.0
White	266	91.1
Two or more races	4	1.4
Total Minority	26	8.9

Percent of Minority Professional Staff: 2.5%

Non-English Home Language:

All of this district'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.

Parish Hill Middle/High School has provided many experiences to faculty, students and the community to gain increased awareness and appreciation of individual differences and cultures. The school hosts a Diversity Club and a Gay Straight Alliance Club which promote activities throughout the year. The school hosted two powerful student assemblies (The Jim Lineham Dance troupe; I am DIRT) on making healthy choices and respecting one another despite differences. The Hampton Recreational Committee hosted a European Mandolin Orchestra and provided the school with an outstanding performance. This group will continue to annually sponsor an international performer for both school and community performances. Parish Hill is a designated Project Opening Doors (POD) school. One POD goal is to promote increased student participation in the Advanced Placement courses. As a result, Advanced Placement fees and PSAT fees are equitably funded for students. Parish Hill has made a purposeful choice to run all class meetings and extracurricular club meetings during the X block period to ensure participation by the entire student body. As well, X block is designed for weekly developmental guidance lessons centered around many topics including respect, anti-bullying, making healthy choices, student success planning, etc. Every teacher and every student is involved in the lessons or activities during the X block. Parish Hill also has a Peer Mentor club which matches students from the Psychology/Sociology class to incoming seventh graders to support their transition. Likewise, all seventh graders are enrolled in the School Success Skills program which focused on study skills, organizational skills, and school success for all students. This past year was the third year for the School Success Skills program and there has been notable improvement seen in the preparedness of students who have gone through the program. The smallness of Parish Hill provides the unique opportunity for a vast majority of students to participate in the Athletic Program. The ability to participate on an athletic team is very equitable across the student population.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	86.4	79.8	45.3	
Writing	56.2	65.6	17.4	
Mathematics	65.6	68.1	30.0	
Grade 8 Reading	83.9	76.8	49.7	
Writing	64.4	68.3	27.5	
Mathematics	85.5	67.2	72.3	
Science	71.2	61.9	47.5	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	41.0	47.5	33.8	
Writing Across the Disciplines	67.5	63.0	42.5	
Mathematics	43.2	49.2	33.8	
Science	32.5	47.1	24.6	

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
	60.7	50.6	78.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.5	77.3	
Average Score	Mathematics	495	505	36.6
	Critical Reading	536	502	76.3
	Writing	523	506	63.4

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	71.1	82.7	12.8
2010-11 Annual Dropout Rate for Grade 9 through 12	0.7	2.6	64.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.2	84.5
% Employed (Civilian Employment and in Armed Services)	14.8	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	25.90
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and/or Assistants	1.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.40
School Level	2.05
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	4.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	22.50

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	District	DRG	State
Average Years of Experience in Education	11.0	14.4	13.9
% with Master's Degree or Above	64.5	79.1	79.6

Average Class Size	District	DRG	State
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	18.4	19.1	20.3
High School	18.1	18.5	19.6

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	999	1,012	1,024

*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	1.6	1.8	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$2,849	\$10,436	\$8,576	\$8,070	\$8,469
Instructional Supplies and Equipment	\$144	\$527	\$272	\$275	\$271
Improvement of Instruction and Educational Media Services	\$110	\$402	\$416	\$242	\$482
Student Support Services	\$353	\$1,294	\$835	\$745	\$901
Administration and Support Services	\$907	\$3,322	\$1,911	\$1,555	\$1,490
Plant Operation and Maintenance	\$638	\$2,339	\$1,623	\$1,466	\$1,463
Transportation	\$417	\$1,158	\$803	\$731	\$724
Costs for Students Tuitioned Out	\$852	N/A	N/A	N/A	N/A
Other	\$223	\$816	\$358	\$168	\$165
Total	\$6,493	\$20,166	\$15,444	\$13,431	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,717	\$1,440	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,467,435	22.6	20.0	21.7

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	66.2	29.8	3.3	0.6
Excluding School Construction	66.2	29.8	3.3	0.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

Parish Hill has a systematic budgetary process which allows for the input of all stakeholders in the building. All departments submit their requested budget, have opportunity to discuss and advocate for any changes and make modifications accordingly. A curriculum cycle exists which equitably assigns years for textbook purchases for the departments. Parish Hill also has a long term technology plan, including the gradual and equitable distribution of SmartBoards across classrooms. Currently, two thirds of the classrooms are equipped with SmartBoards for classroom use. Parish Hill utilizes federal grants extensively to promote equitable professional development opportunities for all faculty members.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	70
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	21.1%

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	5	1.5	1.2	1.2
Learning Disability	28	8.5	3.7	3.9
Intellectual Disability	0	N/A	N/A	N/A
Emotional Disturbance	11	3.3	1.2	1.0
Speech Impairment	2	0.6	2.1	2.1
Other Health Impairment*	20	6.0	2.1	2.2
Other Disabilities**	4	1.2	0.9	1.0
Total	70	21.1	11.6	11.7

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

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	68.8	36.0	85.2	70.4
	Writing	20.8	21.5	60.2	66.3
	Mathematics	47.1	31.8	75.0	68.4
	Science	30.0	23.0	71.2	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	41.0	47.5
	Writing Across the Disciplines	N/A	N/A	67.5	63.0
	Mathematics	N/A	N/A	43.2	49.2
	Science	N/A	N/A	32.5	47.1

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.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	96.0
	% With Accommodations	4.0
CAPT	% Without Accommodations	80.0
	% With Accommodations	20.0
% Assessed Using Skills Checklist		1.8

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	8	11.4

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	42	60.0	74.3	72.1
40.1 to 79.0 Percent of Time	19	27.1	15.6	16.3
0.0 to 40.0 Percent of Time	9	12.9	10.0	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Parish Hill has several preventative truancy interventions including a monthly attendance review committee, a bi-weekly "Hands Up" middle school meeting for early identification of students at risk, a truancy officer through the local RESC agency, a Student Assistance Team and and referral to the PPT process as necessary as well as referral to Juvenile Court. The Peer Mentor Program provides support and transition assistance to identified seventh grade students. Annually in the spring, there are extensive transition meetings held by Student Services personnel and Special Education personnel with the three sending elementary school towns to discuss upcoming students in need and to develop appropriate interventions. Parish Hill embraces data-driven- decision- making to monitor student progress, identify students in need of additional support and to develop prescriptive programs for those students. Writing and math labs have been created both as mandatory rotation selections or supplemental periods of instruction. As a result, the school has seen notable improvement in their CAPT and CMT scores, including being designated as one of the top ten schools in the state for most improvement. The school adopted new Core Values and Beliefs as part of the NEASC accreditation process. The creation was an all-inclusive effort incorporating input from faculty, students and parents. The school also completed the development of School Safety Climate surveys which will be distributed in the 2012-13 school year for feedback and subsequent programs or interventions. A key focus for the year was the examination of the teacher evaluation process. A committee made up of teachers and administrators met regularly to review new plans. Several members attended professional development on the new state evaluation plan. As a result, a hybrid model will be piloted in 2012-13 school year along with continued development of a final evaluation plan for subsequent years. In the area of special education, Parish Hill focused on identifying and implementing assessment tools to expand the use of data-driven decision making to ensure increase learning for all students. AimsWeb and NovaNet universal screening assessments have been used to assist in the planning of differentiated instruction based on student need. The graduation requirements of the school have been increased to four credits in mathematics (with Algebra 1, Geometry, and Algebra 2 required) and the introduction of the Senior Capstone Project. Supports for all students include differentiated class offerings in mathematics, new Senior English classes to support the Capstone Project, advisory activities, and after school support. Staff capacity has also been increased through the use of targeted professional development in the areas of differentiated instruction, common core standards, and behavioral interventions. This year the school created a truancy review board which met monthly to review student attendance data. The board developed a systematic process for parental notification of attendance issues, withholding of academic credit, appeals, Student Assistance Team (SAT) intervention (including holistic analysis of data with the grade 7 and grade 8 teams), SAT referral to PPT, and truancy referrals. A contract with EastConn has been entered into for the shared services of a truancy officer to resolve particularly challenging truancy cases.
