

STRATEGIC SCHOOL PROFILE 2011-12**Cheshire School District**

GREG FLORIO, Superintendent

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Cheshire,
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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.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 28,543

1990-2000 Population Growth: 11.1%

Number of Public Schools: 7

Per Capita Income in 2000: \$33,903

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

Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%

District Enrollment as % of Estimated. Student Population: 90.0%

*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): B 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 4,784
5-Year Enrollment Change -6.9%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	338	7.1	9.1	35.2
K-12 Students Who Are Not Fluent in English	45	1.0	2.0	5.6
Students Identified as Gifted and/or Talented*	976	20.4	6.8	4.0
PK-12 Students Receiving Special Education Services in District	467	9.8	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	260	98.9	91.3	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	74	8.4	11.3	13.0

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.1
Asian American	431	9.0
Black	99	2.1
Hispanic	183	3.8
Pacific Islander	0	0.0
White	4,054	84.7
Two or more races	10	0.2
Total Minority	730	15.3

Percent of Minority Professional Staff: 2.3%

Open Choice:

18 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

5.8% 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 29.

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.

The Cheshire Public Schools continued to participate in the Project Open Choice program. Additional seats were offered and accepted by students from the New Haven Public Schools to increase our connection with a more diverse population. The Cheshire Public Schools continued to emphasize methods to reduce racial, ethnic, and economic isolation by connecting our learners with students from other communities through various learning opportunities and experiences. Students from every seventh grade team at Dodd Middle School participated in the ACES Prudence Crandall Project that included two days of diversity activities and training with students from Hamden, Fair Haven, New Haven, and Wallingford. Cheshire High School students participated in organized events with other schools in the Southern Connecticut Conference including A World of Difference, Dream Team, and a Diversity Club. Highland School developed a relationship with their "sister" school, Franklin Elementary in Stratford. Students from both schools took part in letter writing throughout the school year and visited each other on a regular basis via Skype technology. The culminating activity included a field trip to the Festival of Culture at the Orange Fair grounds. While on this field trip, Highland students were able to meet and spend time with pen pals. Our schools continued to provide learning experiences, in partnership with parent organizations, which supported our efforts to learn about different cultures, customs, and traditions. Guest speakers, food festivals, focused assemblies, and cultural arts programs were among the activities that took place at the kindergarten and elementary level. Students at Dodd continued to participate in Rachel's Challenge, a program committed to developing empathy and compassion for all people. Hundreds of middle school students signed a pledge to kindness and subsequently joined Chain Link clubs. In addition, students participated in numerous community service projects throughout the school year as a result of the Rachel's Challenge program. At Cheshire High School, the twelfth annual "Be One Day" was held to educate students and staff members about the diversity in our school community. In addition, an after school program entitled ENOUGH (Education Necessity Opportunity Understanding Giving Helping) took place. This program offered an opportunity for students from different cultural backgrounds to come together weekly to learn about various cultures and traditions. We plan to expand our efforts to provide meaningful and productive experiences that will help broaden our connections with students from other districts and plan to build on the activities that were successful this school year to enhance student learning and understanding of differences to reduce racial, ethnic, and economic isolation for the students in the Cheshire Public Schools.

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
Grade 3 Reading	72.6	59.2	69.4
Writing	81.0	62.7	86.9
Mathematics	83.6	66.5	78.8
Grade 4 Reading	80.9	64.1	80.0
Writing	83.3	65.3	82.5
Mathematics	87.1	68.0	81.9
Grade 5 Reading	82.9	67.6	72.9
Writing	86.8	68.1	87.5
Mathematics	88.3	71.6	79.2
Science	81.8	63.9	72.6
Grade 6 Reading	93.8	74.1	94.6
Writing	91.3	67.4	96.4
Mathematics	92.3	69.3	92.8
Grade 7 Reading	92.7	79.8	78.6
Writing	83.1	65.6	78.3
Mathematics	84.2	68.1	71.9
Grade 8 Reading	92.5	76.8	83.0
Writing	88.5	68.3	86.9
Mathematics	84.8	67.2	70.4
Science	84.8	61.9	86.3

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."

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
Reading Across the Disciplines	65.4	47.5	73.7
Writing Across the Disciplines	83.0	63.0	79.1
Mathematics	72.1	49.2	85.0
Science	69.0	47.1	80.6

For more detailed 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."

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
	58.2	50.6	68.6

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		88.4	77.3	
Average Score	Mathematics	553	505	87.0
	Critical Reading	545	502	84.7
	Writing	539	506	77.1

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	94.9	82.7	85.7
2010-11 Annual Dropout Rate for Grade 9 through 12	0.2	2.6	87.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.9	84.5
% Employed (Civilian Employment and in Armed Services)	3.5	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	272.24
Paraprofessional Instructional Assistants	45.10
Special Education	
Teachers and Instructors	45.90
Paraprofessional Instructional Assistants	83.37
Library/Media Specialists and/or Assistants	17.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	18.74
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.50
Counselors, Social Workers, and School Psychologists	21.60
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	201.70

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	15.0	14.5	13.9
% with Master's Degree or Above	83.2	86.9	79.6

Average Class Size	District	DRG	State
Grade K	18.6	17.9	18.5
Grade 2	21.2	19.8	19.7
Grade 5	22.4	21.9	21.6
Grade 7	24.0	20.9	20.3
High School	19.6	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	807	973	993
Middle School	1,021	1,019	1,024
High School	1,001	999	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*	3.0	2.8	2.8
Middle School	1.4	2.1	2.2
High School	2.8	2.3	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	\$36,182	\$7,541	\$8,464	\$8,216	\$8,469
Instructional Supplies and Equipment	\$1,184	\$247	\$267	\$249	\$271
Improvement of Instruction and Educational Media Services	\$2,184	\$455	\$487	\$541	\$482
Student Support Services	\$3,984	\$830	\$901	\$970	\$901
Administration and Support Services	\$6,007	\$1,252	\$1,468	\$1,434	\$1,490
Plant Operation and Maintenance	\$6,288	\$1,310	\$1,471	\$1,420	\$1,463
Transportation	\$3,850	\$777	\$735	\$649	\$724
Costs for Students Tuitioned Out	\$2,100	N/A	N/A	N/A	N/A
Other	\$876	\$183	\$165	\$166	\$165
Total	\$62,654	\$13,023	\$14,238	\$13,971	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,866	\$597	\$1,290	\$1,120	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,662,918	23.4	20.9	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	79.6	14.8	4.9	0.7
Excluding School Construction	79.6	14.6	5.1	0.7

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.

Included in the Cheshire Board of Education Policy Manual is a statement that each student in the school district shall be supplied with the appropriate level of material and resources to assure adequate opportunities to achieve academic success. Schools develop their resource needs based on the annual strategic initiatives set forth in each school strategic plan which is connected to the major objectives set forth by the Board of Education in its strategic plan. There is continuity and connectedness among all school plans, therefore, the development of budgets for resources to support teaching and learning is done so in a highly collaborative manner. Although supplies are allocated based on curriculum needs and enrollment and a per pupil average at each grade level, in some years schools will receive a greater amount of money based on specific needs and unique circumstances such as changes in enrollment levels. Students with special needs are evaluated on an individual basis and decisions to provide adequate support and purchase the appropriate materials, supplies and equipment to meet their individual education programs are made based on that information.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	468
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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	64	1.3	1.3	1.2
Learning Disability	124	2.6	3.2	3.9
Intellectual Disability	23	0.5	0.3	0.4
Emotional Disturbance	45	0.9	0.6	1.0
Speech Impairment	66	1.4	1.7	2.1
Other Health Impairment*	115	2.4	2.2	2.2
Other Disabilities**	31	0.7	0.7	1.0
Total	468	9.8	10.0	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	70.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	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	50.0	36.0	86.1	70.4
	Writing	40.2	21.5	85.6	66.3
	Mathematics	48.6	31.8	86.7	68.4
	Science	50.0	23.0	83.4	62.9
CAPT	Reading Across the Disciplines	19.4	14.5	65.4	47.5
	Writing Across the Disciplines	31.1	18.2	83.0	63.0
	Mathematics	27.8	15.4	72.1	49.2
	Science	32.6	13.6	69.0	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	42.7
	% With Accommodations	57.3
CAPT	% Without Accommodations	8.7
	% With Accommodations	91.3
% Assessed Using Skills Checklist		6.2

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	28	6.0

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	294	62.8	75.7	72.1
40.1 to 79.0 Percent of Time	111	23.7	16.5	16.3
0.0 to 40.0 Percent of Time	63	13.5	7.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Cheshire Public Schools Strategic Planning Initiative underwent a major evaluation, analysis and revision during the 2011-2012 school year. The Cheshire Strategic Planning Initiatives Council (CSPI) developed a survey to gain input and feedback from all school community members including students, teachers, parents, community members, and business leaders in our community. The purpose for the survey was to provide the Board of Education with important information regarding the current implementation of our strategic plan and its relevance for the future and our school district to help our students meet the challenges of the next decade. Over 1000 responses to the survey questions were reviewed by our members of our Strategic Planning Initiatives Council to help make recommendations for revisions to our plan. A Community Forum made up of students, teachers, parents, community members, and business leaders was held on May 26, 2011 to review the survey results as well as CSPI recommendations to help finalize our plan to be presented to our Board of Education for approval. Our updated Strategic Plan emphasizes five areas of focus: Curriculum, Instruction, Student Work, Assessment, and Resources. Our initiatives include: identifying the essential content within the Common Core State Standards and align curriculum accordingly; designing lessons that develop the student behaviors outlined within the Cheshire Performance Standards; integrating more web-based experiences and assignments that provide authentic problems, real world scenarios, and increasing levels of challenge that align with the essential ideas of each curricular area; increasing the use of teaching strategies that engage learners and enhance motivation (e.g. flexible grouping, co-teaching, choice, and active learning, etc.); expanding and refining the use of effective differentiated instruction for diverse learners; using effective intervention strategies to increase the percentage of students working at or above grade level, with a special emphasis on primary grade reading; engaging students in rigorous learning tasks that embody the Cheshire Performance Standards; creating and implementing individual student plans that begin in the intermediate grades to foster postsecondary and college guidance and support the capstone experience; enhancing student exposure, respect, and appreciation for cultural diversity in order to prepare students for global citizenship; using the Cheshire Curriculum Council review process to analyze and evaluate the extent to which curriculum revisions align with the Common Core State Standards and the Cheshire Performance Standards; revising and implementing a teacher evaluation system that aligns with the Connecticut Common Core of Teaching and focuses on the use of research-based instructional strategies, evidence of learning progress, coaching, feedback, observations, and collaboration; analyzing student assessment data and make instructional decisions that address individual student needs; developing a plan and monitor the instructional impact of personal computing devices in the elementary, middle school, and high school classroom; increasing the use of nonfiction reading and writing materials and content-based web resources to enhance student understanding and application of essential concepts, academic vocabulary, and related world events and issues; and improving communication between families, students, and faculty using current and emerging technology. We continued to place emphasis on important 21st century skills as outlined in the Cheshire Public Schools' performance standard expectations to help our students acquire the skills needed to be successful in a dynamic and ever-changing world. Our three-year technology plan was updated and emphasized our desire to provide access to technology for our students and teachers through a "Bring Your Own Device" program to support the use of technology to enhance teaching and learning.
