

**STRATEGIC SCHOOL PROFILE 2009-10****Regional School District 01**

PATRICIA CHAMBERLAIN, Superintendent

Location: 246 Warren Turnpike Rd  
Falls Village,  
Connecticut

Telephone: (860) 824-0855

Website: [www.region1schools.org](http://www.region1schools.org)

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

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).

**COMMUNITY DATA**

County: Litchfield

Town Population in 2000: 15,668

1990-2000 Population Growth: -0.1%

Number of Public Schools: 1

Per Capita Income in 2000: \$35,912

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

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

District Enrollment as % of Estimated. Student Population: 78.0%

\*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.

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.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      510  
5-Year Enrollment Change      -16.8%

**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	74	14.5	12.9	32.6
K-12 Students Who Are Not Fluent in English	0	0.0	0.7	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.7	4.1
PK-12 Students Receiving Special Education Services in District	65	12.7	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	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	36	15.4	12.9	13.6

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	3	0.6
Black	8	1.6
Hispanic	20	3.9
White	479	93.9
Total Minority	31	6.1

**Percent of Minority Professional Staff:** 1.5%

**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 3.

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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 Housatonic Valley Regional High School continue to provide numerous program 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 in Costa Rica, Ecuador and Ghana. A faculty member volunteered in Haiti. Additionally many programs in each of our schools focus on enlightening 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, % 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 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	51.5	45.9	55.3
Writing Across the Disciplines	64.8	59.6	51.9
Mathematics	61.3	48.7	59.8
Science	46.6	45.3	43.2

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
	40.6	50.7	23.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		60.0	68.5	
Average Score	Mathematics	524	508	57.4
	Critical Reading	528	503	69.8
	Writing	522	506	56.6

**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, Class of 2009	92.6	91.3	33.1
2008-09 Annual Dropout Rate for Grade 9 through 12	1.4	3.0	47.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	78.7	84.5
% Employed (Civilian Employment and in Armed Services)	20.0	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	46.00
Paraprofessional Instructional Assistants	2.81
Special Education	
Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	4.53
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	3.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.60
School Nurses	0.87
Other Staff Providing Non-Instructional Services and Support	47.24

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	17.0	15.1	13.8
% with Master's Degree or Above	86.8	79.5	77.8

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	N/A	N/A	N/A
High School	16.6	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	984	1,026	1,006

\*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	1.3	1.8	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$5,209	\$9,386	\$8,280	\$7,407	\$7,829
Instructional Supplies and Equipment	\$221	\$398	\$325	\$320	\$279
Improvement of Instruction and Educational Media Services	\$439	\$792	\$393	\$410	\$459
Student Support Services	\$786	\$1,416	\$757	\$912	\$859
Administration and Support Services	\$1,007	\$1,814	\$1,841	\$1,419	\$1,426
Plant Operation and Maintenance	\$1,399	\$2,520	\$1,546	\$1,482	\$1,462
Transportation	\$196	\$223	\$818	\$715	\$694
Costs for Students Tuitioned Out	\$801	N/A	N/A	N/A	N/A
Other	\$320	\$576	\$346	\$189	\$162
<b>Total</b>	<b>\$10,377</b>	<b>\$18,399</b>	<b>\$14,857</b>	<b>\$13,230</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$548	\$987	\$1,821	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,041,177	19.7	19.3	20.7

**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	83.9	12.2	2.9	1.0
Excluding School Construction	83.2	12.8	3.1	1.0

## 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.

Housatonic Valley Regional High, a single school district, serves students in grades 9-12 from the towns of North Canaan, Cornwall, Salisbury, Sharon, Kent and Falls Village with each elementary school having its own separate school board. The district central office plans the budget process in a timely manner to involve all constituents-from the classroom teacher to the department chairs to the building Principal to the Business Manager, Assistant Superintendent and Superintendent. Enrollment and long range planning steer budget decisions. Once the Region One Board approves a draft budget, the district's Business Manager travels throughout the 277 square mile district presenting the budget proposal to the towns' Board of Selectmen and Board of Finance. We are fortunate to receive the community support to provide a diverse range of academic, athletic, and extracurricular programs for its 500+ students. Organizations such as Partners in Education and the 21st Century Fund have consistently been instrumental in supplementing educational opportunities and teacher training sessions that would not have been possible without their generosity. Our title funding and local curriculum funding has allowed us to create a new and improved freshmen advisory program. We continue to support our model Positive Behavior Intervention Support Initiative (PBIS).

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	79
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.3%

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	8	1.5	0.9	1.0
Learning Disability	41	7.9	3.8	3.9
Intellectual Disability	1	0.2	0.4	0.5
Emotional Disturbance	9	1.7	0.7	1.0
Speech Impairment	3	0.6	2.7	2.2
Other Health Impairment*	9	1.7	1.9	2.1
Other Disabilities**	8	1.5	0.7	0.9
<b>Total</b>	<b>79</b>	<b>15.3</b>	<b>11.2</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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	88.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.4	4.1

## 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	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	16.7	13.8	51.5	45.9
	Writing Across the Disciplines	21.1	16.8	64.8	59.6
	Mathematics	25.0	16.7	61.3	48.7
	Science	9.1	13.0	46.6	45.3

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	9.1
	% With Accommodations	90.9
% Assessed Using Skills Checklist		9.1

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	1	1.3
Private Schools or Other Settings	13	16.5

### 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	49	62.0	74.9	73.4
40.1 to 79.0 Percent of Time	18	22.8	18.0	15.3
0.0 to 40.0 Percent of Time	12	15.2	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

We continue with our successful initiatives from last year in Region One. Each of our school principals worked with their faculties creating action plans that addressed student improvement unique to each school under "best" teaching practices. Housatonic Valley Regional High School completed their Long Range Plan that identified goals to be addressed for students' needs for the academic demands for this century. An endowed fund for Region One, the 21st Century Fund, has moved forward in the renovation of an Ag-Ed Building on campus that will become a Science and Technology Center. The center will provide a great advantage for our students to expand their skills in science and technology.

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