

**STRATEGIC SCHOOL PROFILE 2007-08****Cheshire School District**

GREG FLORIO, Superintendent

Telephone: (203) 250-2420

Location: 29 Main Street

Cheshire,

Connecticut

Website: [www.cheshire.k12.ct.us/](http://www.cheshire.k12.ct.us/)


---

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: New Haven

Per Capita Income in 2000: \$33,903

Town Population in 2000: 28,543

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

1990-2000 Population Growth: 11.1%

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

Number of Public Schools: 7

District Enrollment as % of Estimated. Student Population: 91.1%

---

\*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): 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, 2007

5,120

5-Year Enrollment Change

0.2%

**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	174	3.4	5.3	28.7
K-12 Students Who Are Not Fluent in English	42	0.8	2.2	5.4
Students Identified as Gifted and/or Talented*	1,098	21.4	6.2	4.0
PK-12 Students Receiving Special Education Services in District	492	9.6	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	287	97.0	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	139	17.5	15.5	20.2

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.1
Asian American	383	7.5
Black	94	1.8
Hispanic	136	2.7
White	4,501	87.9
Total Minority	619	12.1

**Percent of Minority Professional Staff:** 2.8%

**Open Choice:** 13 students 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:** 5.1% 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 28.

---

### 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 Open Choice program. We welcomed 19 students from New Haven as members of our elementary, middle and high schools to continue our efforts to increase diversity in our schools. Cheshire reduces racial and ethnic isolation by providing opportunities for our students to learn with students from other towns through various partnership programs as well. The Southern Connecticut Conference Anti Defamation League: A World of Difference Program, Dream Team activities, Unified Sports, Model United Nations Program, and Future Leaders of America Conferences are examples of locally funded experiences to involve our students with students from more diverse communities. At the elementary level, various programs and activities were implemented including guest speakers, food festivals, helping hands, cultural assemblies, and responsive classroom strategies to foster respect, understanding and tolerance for differences. Dodd Middle School continued to take part in the Prudence Crandall Project through ACES and shared various diversity activities with the entire school population. At Cheshire High School, the entire school community continued to participate in the ninth annual B-1 (Be-One) Day to celebrate students' differences and talents through panel discussions and various activities reflecting the varied interests of the student body. The Wall that Heals was a major initiative for Cheshire during the 07-08 school year. Bringing the Vietnam Wall Memorial to Cheshire involved linking our students with community members to plan and implement the four-day learning event. It was an experience that has left an impact on our learning community regardless of race, ethnicity, or economic status.

All elementary and secondary Language Arts/English/Social Studies curricula provided multicultural experiences through literature and other learning resources. A variety of experiences for our students included school-based cultural arts programs, as well as classroom and grade level initiatives linked to learning opportunities. We continue to seek opportunities and learning experiences to broaden connections to districts with greater diversity to reduce racial, ethnic, and economic isolation.

---

## 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	71.1	52.0	81.6
Writing	76.0	63.4	66.3
Mathematics	79.1	60.0	79.8
Grade 4 Reading	72.5	55.9	75.9
Writing	76.9	62.9	71.1
Mathematics	77.5	60.3	76.1
Grade 5 Reading	82.2	62.2	84.6
Writing	91.6	64.5	98.1
Mathematics	85.2	65.9	82.7
Science	79.1	54.9	84.0
Grade 6 Reading	86.9	66.3	88.1
Writing	78.1	61.9	78.6
Mathematics	87.2	66.4	85.1
Grade 7 Reading	90.1	71.1	90.3
Writing	84.4	62.0	89.7
Mathematics	86.5	63.0	89.0
Grade 8 Reading	85.9	64.8	85.5
Writing	83.3	63.4	80.5
Mathematics	86.4	60.8	90.6
Science	82.6	58.6	83.6

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	72.0	45.5	85.4
Writing Across the Disciplines	78.7	57.9	79.2
Mathematics	76.7	50.1	88.5
Science	64.0	46.3	66.9

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
	42.1	36.1	63.6

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		93.3	77.6	
Average Score	Mathematics	549	504	82.3
	Critical Reading	531	502	76.2
	Writing	527	503	75.4

**SAT<sup>®</sup> I.** The lowest possible score on each SAT<sup>®</sup> 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 2007	96.4	92.6	53.8
Cumulative Four-Year Dropout Rate for Class of 2007	3.6	6.2	43.6
2006-07 Annual Dropout Rate for Grade 9 through 12	0.6	1.7	74.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.3	83.4
% Employed (Civilian Employment and in Armed Services)	6.5	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	299.72
Paraprofessional Instructional Assistants	37.45
Special Education	
Teachers and Instructors	46.50
Paraprofessional Instructional Assistants	87.40
Library/Media Specialists and Assistants	19.76
Staff Devoted to Adult Education	0.20
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	20.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.55
Counselors, Social Workers, and School Psychologists	21.50
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	389.50

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	14.7	13.6	13.6
% with Master's Degree or Above	76.8	82.7	75.6

Average Class Size	District	DRG	State
Grade K	16.4	18.3	18.1
Grade 2	17.9	19.8	19.3
Grade 5	21.0	22.3	20.9
Grade 7	21.7	21.2	20.5
High School	18.9	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,012	988	987
Middle School	1,021	1,022	1,017
High School	1,001	977	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*	3.9	3.6	3.4
Middle School	3.3	2.7	2.7
High School	3.3	3.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$32,532	\$6,308	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$1,090	\$211	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$2,026	\$393	\$443	\$491	\$429
Student Support Services	\$3,423	\$664	\$764	\$803	\$761
Administration and Support Services	\$5,046	\$978	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$5,731	\$1,111	\$1,329	\$1,365	\$1,322
Transportation	\$3,005	\$551	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$1,311	N/A	N/A	N/A	N/A
Other	\$918	\$178	\$147	\$159	\$145
<b>Total</b>	<b>\$55,081</b>	<b>\$10,683</b>	<b>\$12,203</b>	<b>\$11,984</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,385	\$656	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$12,156,271
Percent of Total PK-12 Expenditures Used for Special Education	22.0%

**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	81.3	16.1	1.8	0.8
Excluding School Construction	82.0	15.4	1.7	0.8

---

### 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. Each year the Cheshire Board of Education takes a “zero based” approach to budgeting. Each school submits requests for supplies, materials, textbooks and equipment based on needs for the coming year. Those requests are reviewed by Central Office staff and the Board of Education to determine the level of funding for the next school year. As curriculum is approached on a districtwide basis, monies to support curriculum must be allocated equitably. 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 items. For example, a large purchase of equipment required to open a new classroom at one school would make one school’s budget greater in a given year than a school without the need to open a new classroom due to enrollment changes. Students with special needs are evaluated on an individual basis and decisions to 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	487
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.6%

---

<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	40	0.8	0.9	0.7
Learning Disability	148	2.9	3.5	4.0
Intellectual Disability	18	0.4	0.3	0.5
Emotional Disturbance	33	0.7	0.6	1.0
Speech Impairment	99	2.0	2.2	2.4
Other Health Impairment*	116	2.3	2.2	2.1
Other Disabilities**	33	0.7	0.6	0.9
<b>Total</b>	<b>487</b>	<b>9.6</b>	<b>10.4</b>	<b>11.5</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 2006-07 with a Standard Diploma	80.6	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.6	2.8

## 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	33.3	20.4	81.7	62.1
	Writing	30.5	19.3	81.8	63.0
	Mathematics	38.5	22.6	83.8	62.7
	Science	36.1	22.2	80.9	56.8
CAPT	Reading Across the Disciplines	21.2	11.4	72.0	45.5
	Writing Across the Disciplines	14.7	16.3	78.7	57.9
	Mathematics	26.5	14.7	76.7	50.1
	Science	24.2	14.4	64.0	46.3

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	22.1
	% With Accommodations	77.9
CAPT	% Without Accommodations	14.3
	% With Accommodations	85.7
% Assessed Using Skills Checklist		13.0

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	5.7

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	347	71.3	75.0	71.6
40.1 to 79.0 Percent of Time	85	17.5	17.7	16.6
0.0 to 40.0 Percent of Time	55	11.3	7.3	11.8

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

The Cheshire Public Schools Strategic Planning Initiative provides a framework for school and district improvement plans for the next several years. An important component of this planning was the Cheshire Strategic Planning Initiative Council representing staff members, teachers, parents, administrators and community members. The Council met monthly to review and discuss school district initiatives and to help monitor building-level action plans. Parent involvement in this planning process was vital to our success. During the 2007-2008 year, the Council focused on developing strategies for eliciting feedback on our school district's mission, vision and goals. The group developed survey questions that will be used as part of the ten-year review and strategic plan evaluation process. Building based strategic initiatives continued to link to district goals designed to enhance the teaching and learning process. Our major initiatives continued to emphasize: 1) differentiating teaching and learning activities to support and challenge students with different learning styles and varying needs and interests; 2) fostering an understanding of the Cheshire Public Schools' performance standards; and 3) using student assessment data to guide instructional decisions. We expanded the number of professional development activities aligned with our district initiatives to provide ongoing opportunities for learning for our teachers. Using an online professional development management system we offered over 80 activities after school.

In the area of special education, our district continued to emphasize increasing the inclusion of all students with disabilities in the regular classroom setting. We have increased the number of special education support staff working in co-teaching situations and have hired various support staff to support this initiative. We expanded the professional development activities offered by SERC to foster a collaborative co-teaching culture so the students with special needs could be successful in the regular classroom. In addition, professional development workshops were planned to include special education teachers and classroom teachers learning together about curriculum, instruction and assessment.

---