

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 1**

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

Location: 246 Warren Turnpike Rd
Falls Village,
Connecticut

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.

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: 76.8%

*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): 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, 2007 560
5-Year Enrollment Change -5.1%

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	67	12.0	9.7	28.7
K-12 Students Who Are Not Fluent in English	0	0.0	0.5	5.4
Students Identified as Gifted and/or Talented	0	0.0	4.3	4.0
PK-12 Students Receiving Special Education Services in District	51	9.1	11.3	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	42	14.8	20.0	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	1	0.2
Black	6	1.1
Hispanic	8	1.4
White	543	97.0
Total Minority	17	3.0

Percent of Minority Professional Staff: 1.5%

Non-English Home Language: 1.3% 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.

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.

All seven schools that comprise Region One School District, Canaan, Cornwall, North Canaan, Salisbury, Sharon, Kent, and the Housatonic Valley Regional High School provide numerous programs to ensure each and every student is exposed to international cultures, ethnic customs, and diverse people. For example ten high school students visited China to visit our Sister School. Another example is the students' involvement in the Water for Africa project. Two of our elementary schools, Canaan and Cornwall have been involved with the Mekele School for the Blind in Ethiopia raising funds for Braille books. Many programs exist in each of our schools to educate and enlighten our pupils not only to foreign lands, but to those cultures that thrive right here in the United States such as American Indians, Amish people, and clusters within our urban areas.

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.

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 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	44.1	45.5	40.0
Writing Across the Disciplines	66.1	57.9	50.8
Mathematics	55.6	50.1	46.9
Science	48.7	46.3	43.8

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
	38.9	36.1	54.5

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.0	77.6	
Average Score	Mathematics	501	504	43.8
	Critical Reading	532	502	76.9
	Writing	518	503	66.9

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 2007	87.8	92.6	11.5
Cumulative Four-Year Dropout Rate for Class of 2007	11.3	6.2	8.3
2006-07 Annual Dropout Rate for Grade 9 through 12	1.1	1.7	48.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	74.4	83.4
% Employed (Civilian Employment and in Armed Services)	21.7	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	46.60
Paraprofessional Instructional Assistants	1.68
Special Education	
Teachers and Instructors	5.80
Paraprofessional Instructional Assistants	3.87
Library/Media Specialists and Assistants	2.87
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	4.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.80
School Nurses	0.87
Other Staff Providing Non-Instructional Services and Support	51.24

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	17.3	14.5	13.6
% with Master's Degree or Above	84.9	78.1	75.6

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	N/A	N/A	N/A
High School	16.4	18.7	18.6

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	1,005	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	2.0	2.3	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	Secondary Districts	DRG	State
Instructional Staff and Services	\$4,881	\$8,639	\$7,517	\$6,656	\$7,159
Instructional Supplies and Equipment	\$206	\$365	\$337	\$302	\$266
Improvement of Instruction and Educational Media Services	\$387	\$685	\$380	\$364	\$429
Student Support Services	\$644	\$1,140	\$674	\$810	\$761
Administration and Support Services	\$991	\$1,754	\$1,722	\$1,264	\$1,271
Plant Operation and Maintenance	\$1,159	\$2,051	\$1,521	\$1,301	\$1,322
Transportation	\$177	\$210	\$728	\$622	\$601
Costs for Students Tuitioned Out	\$683	N/A	N/A	N/A	N/A
Other	\$344	\$610	\$310	\$154	\$145
Total	\$9,472	\$16,530	\$13,655	\$11,756	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$555	\$982	\$2,722	\$1,899	\$1,882

Special Education Expenditures	
Total Expenditures	\$1,992,410
Percent of Total PK-12 Expenditures Used for Special Education	21.0%

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	85.7	10.3	3.4	0.6
Excluding School Construction	84.9	10.9	3.6	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.

Regionally, our grade four students participated in the 14th Annual Arts Day at the Hotchkiss School, hosting over 3,000 grade four students. Performances and educational enrichment opportunities occur in each school with supplemental funding from the Educational Collaborative, our six endowment building funds which promote enrichment opportunities for our public school children.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	63
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.2%

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	6	1.1	0.7	0.7
Learning Disability	31	5.5	3.9	4.0
Intellectual Disability	1	0.2	0.4	0.5
Emotional Disturbance	8	1.4	0.7	1.0
Speech Impairment	3	0.5	3.0	2.4
Other Health Impairment*	6	1.1	1.9	2.1
Other Disabilities**	8	1.4	0.7	0.9
Total	63	11.2	11.2	11.5

*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 2006-07 with a Standard Diploma	76.9	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	4.9	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	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	44.1	45.5
	Writing Across the Disciplines	N/A	N/A	66.1	57.9
	Mathematics	N/A	N/A	55.6	50.1
	Science	N/A	N/A	48.7	46.3

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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	18.2
	% With Accommodations	81.8
% Assessed Using Skills Checklist		N/A

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	1.6
Private Schools or Other Settings	11	17.5

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	39	61.9	74.4	71.6
40.1 to 79.0 Percent of Time	16	25.4	18.8	16.6
0.0 to 40.0 Percent of Time	8	12.7	6.8	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

While each of our schools have specific goals, we all continue to build goals with the intent to improve student achievement. Housatonic Valley Regional High School created a committee to respond to the report from New England Association of Schools and Colleges (NEASC) to achieve full accreditation. The high school faculty and administration continues to work hard to address the seven strands for school improvement: Mission, Curriculum, Instruction, Assessment, Leadership and Organization, School Resources, and Community Resources. Another significant course of action is the Board's establishment of a Long Range Planning Committee to address future needs of the high school, pupil services and central office. A facilitator has been working with this committee, whose members represent the six towns in Region One to create a Long Range Plan that will prepare students for life and work beyond school. All seven of our schools met the performance criteria established by the No Child Left Behind federal regulations. School-wide academic achievement continues in each individual school.
