

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



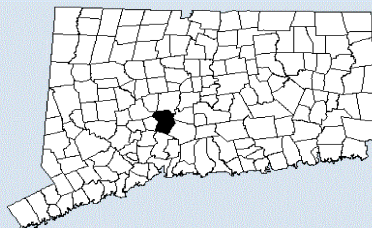
Cheshire School District

Dr. Greg Florio, Superintendent • 203-250-2400 • www.cheshire.k12.ct.us/

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 10 |
| Enrollment | 4,551 |
| Per Pupil Expenditures ¹ | \$14,139 |
| Total Expenditures ¹ | \$65,391,659 |

¹Expenditure data reflect the 2013-14 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 2,220 | 48.8 | 48.3 |
| Male | 2,331 | 51.2 | 51.6 |
| American Indian or Alaska Native | 12 | 0.3 | 0.2 |
| Asian | 436 | 9.6 | 4.7 |
| Black or African American | 135 | 3.0 | 12.9 |
| Hispanic or Latino | 190 | 4.2 | 22.1 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 35 | 0.8 | 2.5 |
| White | 3,743 | 82.2 | 57.2 |
| English Language Learners | 50 | 1.1 | 6.3 |
| Eligible for Free or Reduced-Price Meals | 372 | 8.2 | 37.6 |
| Students with Disabilities ¹ | 495 | 10.9 | 13.3 |

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ² | | Suspension/Expulsion ³ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 93 | 4.2 | 19 | 0.8 |
| Male | 89 | 3.9 | 123 | 5.2 |
| Black or African American | * | * | 13 | 9.4 |
| Hispanic or Latino | 11 | 6.0 | 8 | 4.1 |
| White | 146 | 3.9 | 110 | 2.9 |
| English Language Learners | * | * | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 43 | 11.3 | 33 | 7.9 |
| Students with Disabilities | 60 | 12.4 | 44 | 7.9 |
| District | 182 | 4.1 | 142 | 3.1 |
| State | | 10.6 | | 7.2 |

Number of students in 2013-14 qualified as truant under state statute: 9

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Cheshire School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 277.7 |
| Paraprofessional Instructional Assistants | 48.1 |
| Special Education | |
| Teachers and Instructors | 48.2 |
| Paraprofessional Instructional Assistants | 100.6 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 4.0 |
| School Level | 20.1 |
| Library/Media | |
| Specialists (Certified) | 7.0 |
| Support Staff | 11.7 |
| Instructional Specialists Who Support Teachers | 14.9 |
| Counselors, Social Workers and School Psychologists | 22.6 |
| School Nurses | 8.6 |
| Other Staff Providing Non-Instructional Services/Support | 193.5 |

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 3 | 0.7 | 1.0 |
| Black or African American | 2 | 0.5 | 3.5 |
| Hispanic or Latino | 7 | 1.7 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.0 |
| White | 391 | 97.0 | 91.8 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Low | |
| State High Poverty Quartile Schools | 97.9 |
| State Low Poverty Quartile Schools | 99.6 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 7.5 | 9.2 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | * | * | 7 | * |
| Hispanic or Latino | * | * | 8 | * |
| White | 185 | 55.7 | 323 | 89.7 |
| English Language Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 10 | 37.0 | 25 | 80.6 |
| Students with Disabilities | 15 | 25.9 | 36 | 62.1 |
| District | 216 | 56.4 | 372 | 89.6 |
| State | | 58.4 | | 73.8 |

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 36 | 57.1 |
| Emotional Disturbance | 11 | 31.4 |
| Intellectual Disability | 6 | 22.2 |
| Learning Disability | 90 | 71.4 |
| Other Health Impairment | 89 | 74.8 |
| Other Disabilities | 9 | 31.0 |
| Speech/Language Impairment | 50 | 87.7 |
| District | 291 | 63.8 |
| State | | 69.7 |

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 68 | 1.5 | 1.5 |
| Emotional Disturbance | 35 | 0.8 | 1.0 |
| Intellectual Disability | 27 | 0.6 | 0.5 |
| Learning Disability | 127 | 2.8 | 4.4 |
| Other Health Impairment | 119 | 2.6 | 2.6 |
| Other Disabilities | 32 | 0.7 | 1.0 |
| Speech/Language Impairment | 65 | 1.4 | 1.9 |
| All Disabilities | 473 | 10.5 | 13.0 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 15 | 3.2 | 8.1 |
| Private Schools or Other Settings | 21 | 4.4 | 5.4 |

²Grades K-12

Overall Expenditures:³ 2013-14

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 37,531,994 | 8,170 | 9,134 |
| Instructional Supplies and Equipment | 1,560,098 | 340 | 334 |
| Improvement of Instruction and Educational Media Services | 2,595,062 | 565 | 498 |
| Student Support Services | 3,973,568 | 865 | 1,001 |
| Administration and Support Services | 6,212,393 | 1,352 | 1,694 |
| Plant Operation and Maintenance | 6,321,792 | 1,376 | 1,572 |
| Transportation | 4,011,422 | 842 | 813 |
| Costs of Students Tuitioned Out | 2,206,890 | N/A | N/A |
| Other | 978,440 | 213 | 186 |
| Total | 65,391,659 | 14,139 | 15,289 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 2,664,985 | 580 | 1,272 |
|-----------------------------------|-----------|-----|-------|

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 6,339,739 | 41.3 | 35.1 |
| Noncertified Personnel | 2,990,959 | 19.5 | 14.2 |
| Purchased Services | 758,714 | 4.9 | 5.2 |
| Tuition to Other Schools | 2,118,936 | 13.8 | 22.0 |
| Special Ed. Transportation | 676,895 | 4.4 | 8.6 |
| Other Expenditures | 2,464,254 | 16.1 | 14.9 |
| Total Expenditures | 15,349,497 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2013-14

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 81.1 | 80.9 |
| State | 16.3 | 16.4 |
| Federal | 1.8 | 1.9 |
| Tuition & Other | 0.8 | 0.8 |

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2014-15

Cheshire School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

| | English Language Arts(ELA) | | Math | | Science | |
|--|----------------------------|------|-------|------|---------|------|
| | Count | DPI | Count | DPI | Count | DPI |
| American Indian or Alaska Native | 7 | * | 7 | * | * | * |
| Asian | 243 | 86.2 | 243 | 79.5 | 123 | 70.8 |
| Black or African American | 73 | 72.2 | 73 | 59.9 | 28 | 57.2 |
| Hispanic or Latino | 100 | 75.4 | 100 | 60.6 | 48 | 59.8 |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | 14 | * | 14 | * | * | * |
| White | 2057 | 78.8 | 2054 | 68.7 | 980 | 64.7 |
| English Language Learners | 24 | 62.7 | 24 | 60.0 | 13 | * |
| Non-English Language Learners | 2470 | 79.4 | 2467 | 69.3 | 1175 | 65.2 |
| Eligible for Free or Reduced-Price Meals | 188 | 67.2 | 187 | 58.5 | 94 | 56.4 |
| Not Eligible for Free or Reduced-Price Meals | 2306 | 80.2 | 2304 | 70.0 | 1094 | 65.6 |
| Students with Disabilities | 297 | 57.3 | 295 | 48.6 | 144 | 49.4 |
| Students without Disabilities | 2197 | 82.2 | 2196 | 71.9 | 1044 | 67.0 |
| High Needs | 454 | 62.2 | 452 | 53.8 | 226 | 52.7 |
| Non-High Needs | 2040 | 83.0 | 2039 | 72.6 | 962 | 67.8 |
| District | 2494 | 79.2 | 2491 | 69.2 | 1188 | 64.9 |

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| | NAEP 2015 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | | | |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 25% |

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 72.3 | 70.8 | 78.5 | 86.1 | 1,432 | 77.0 |
| Curl Up | 86.9 | 89.8 | 95.8 | 98.4 | 1,432 | 92.8 |
| Push Up | 71.7 | 71.6 | 85.6 | 92.8 | 1,432 | 80.6 |
| Mile Run/PACER | 87.2 | 87.1 | 86.7 | 78.3 | 1,432 | 84.7 |
| All Tests - District | 50.1 | 53.2 | 60.6 | 68.1 | 1,432 | 58.2 |
| All Tests - State | 50.8 | 51.0 | 50.3 | 51.9 | | 51.0 |

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

| | 2013-14 | | | | 2014-15 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | * | * | . | | . |
| Hispanic or Latino | * | * | . | | . |
| English Language Learners | * | * | . | | . |
| Eligible for Free or Reduced-Price Meals | 43 | 83.7 | . | | . |
| Students with Disabilities | 55 | 70.9 | 76.5 | No | 78.4 |
| District | 389 | 95.4 | 94.0 | Yes | 94.0 |
| State ⁴ | | 87.0 | | | |

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 87.7 | 230 | 61.3 |
| Male | 78.0 | 226 | 53.4 |
| Black or African American | 66.7 | * | * |
| Hispanic or Latino | * | * | * |
| White | 83.8 | 406 | 58.7 |
| English Language Learners | * | * | * |
| Eligible for Free or Reduced-Price Meals | 60.3 | 12 | 20.7 |
| Students with Disabilities | 34.1 | 7 | 15.9 |
| District | 82.6 | 456 | 57.1 |
| State | 67.2 | | 37.3 |

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

| | Class of 2014 | Class of 2013 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 86.9 | 95.9 |
| Male | 79.8 | 94.2 |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | 83.4 | 95.3 |
| English Language Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 76.1 | 89.3 |
| Students with Disabilities | 64.2 | 86.7 |
| District | 83.4 | 95.1 |
| State | 72.6 | 88.8 |

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator | | Index/Rate | Target | Points | Max | % Points | State Average |
|---|---------------------|---------------|--------|---------------|-------------|-------------|---------------|
| ELA Performance Index | All Students | 79.2 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| | High Needs Students | 62.2 | 75 | 82.9 | 100 | 82.9 | 56.7 |
| Math Performance Index | All Students | 69.2 | 75 | 92.2 | 100 | 92.2 | 59.3 |
| | High Needs Students | 53.8 | 75 | 71.8 | 100 | 71.8 | 47.8 |
| Science Performance Index | All Students | 64.9 | 75 | 86.5 | 100 | 86.5 | 56.5 |
| | High Needs Students | 52.7 | 75 | 70.3 | 100 | 70.3 | 45.9 |
| Chronic Absenteeism | All Students | 4.1% | <=5% | 50.0 | 50 | 100.0 | 10.6% |
| | High Needs Students | 10.9% | <=5% | 38.3 | 50 | 76.5 | 17.3% |
| Preparation for CCR | % Taking Courses | 73.7% | 75% | 49.1 | 50 | 98.2 | 66.1% |
| | % Passing Exams | 57.1% | 75% | 38.1 | 50 | 76.2 | 37.3% |
| On-track to High School Graduation | | 91.0% | 94% | 48.4 | 50 | 96.8 | 85.6% |
| 4-year Graduation All Students (2014 Cohort) | | 95.4% | 94% | 100.0 | 100 | 100.0 | 87.0% |
| 6-year Graduation - High Needs Students (2012 Cohort) | | 94.0% | 94% | 100.0 | 100 | 100.0 | 77.6% |
| Postsecondary Entrance (Class of 2014) | | 83.6% | 75% | 100.0 | 100 | 100.0 | 72.8% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 94.2% 58.2% | 75% | 38.8 | 50 | 77.6 | 87.6% 51.0% |
| Arts Access | | 22.3% | 60% | 18.6 | 50 | 37.2 | 45.7% |
| Accountability Index | | | | 1085.0 | 1250 | 86.8 | |

| Gap Indicators | Non-High Needs Rate ¹ | High Needs Rate | Size of Gap | State Gap Mean + 1 Stdev ² | Is Gap an Outlier? ² |
|-------------------------------|----------------------------------|-----------------|-------------|---------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 62.2 | 12.8 | 17.3 | |
| Math Performance Index Gap | 72.6 | 53.8 | 18.8 | 19.6 | |
| Science Performance Index Gap | 67.8 | 52.7 | 15.0 | 17.2 | |
| Graduation Rate Gap | 94.0% | 94.0% | 0.0% | 15.2% | N |

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

| Subject/Subgroup | | Participation Rate (%) |
|------------------|---------------------|------------------------|
| ELA | All Students | 98.7 |
| | High Needs Students | 96.8 |
| Math | All Students | 98.6 |
| | High Needs Students | 96.4 |
| Science | All Students | 99.9 |
| | High Needs Students | 99.6 |

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 51.1

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2014-15

Cheshire School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Cheshire Public Schools Strategic Planning Initiative for 2014-2015 focused on the implementation of our strategic goals within five categories: curriculum, instruction, student work, assessment, and technology. Our Strategic Planning Council is comprised of teachers, parents, administrators, and community members. The Council met regularly during the school year to monitor plan implementation and to make adjustments as needed. Parents play an integral role in setting strategic goals and providing input in the decision-making process. The Council developed a new initiative related to personalized learning to be considered for implementation by our Board of Education for next school year. The personalized learning initiative focuses on working collaboratively as a learning community to research, plan, and initiate the integrated use of academic standards, assessments, instructional strategies, resources and grouping practices for the implementation of a K-12 personalized learning approach to support advances in academic achievement and learner engagement.

Our current strategic 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 and engage learners and enhance motivation (e.g. flexible grouping, co-teaching, choice, and active learning, etc.); expanding 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 post-secondary 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Cheshire Public Schools' efforts to reduce racial, ethnic, and economic isolation emphasized providing our students with varied and diverse learning experiences to support an appreciation for an understanding of differences. Students from Dodd Middle School participated in various programs to support growth in student understanding of differences including CAPTivating Kids, Rachel's Challenge, and Let's Get Real program: Anti-Defamation League (ADL) - Peer Leaders. All elementary schools in Cheshire continued to provide learning experiences in partnership with parent organizations. These programs were planned to support and enrich our efforts to help students 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.

At Cheshire High School, the Truth about Hate program was presented to all 9th and 10th graders. Twenty Cheshire High School students took part in a 1/2 day training in order to be part of the presentation. The program addressed bias and discrimination through various activities, scenarios, and simulations. Comments by students about the Truth about Hate program confirmed that it was highly effective in helping them gain a greater understanding of the impact that words and actions can have on others especially when involving prejudice and acts of discrimination. The annual "Be One Day" was held at Cheshire High School to educate students and staff members about the diversity in our school community. In addition, the Leadership Conference took place in the spring with student leaders from Cheshire, Meriden, and New Britain working together to foster leadership skills and friendships.

The Cheshire Public Schools continued to participate in the Project Open Choice program offering ten additional seats to students from the New Haven Public Schools. Currently, 30 students from New Haven are enrolled in Cheshire in Grades 1-12. We continue to seek methods to improve our efforts to provide learning community members with experiences to reduce racial, ethnic, and economic isolation.

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Cheshire School District

Equitable Allocation of Resources among District Schools

Cheshire Board of Education Policy states 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 curricular programs and annual strategic initiatives in the school strategic plan. Those strategic initiatives are connected to the major objectives set forth by the Board of Education in its strategic plan. This process assures that there is continuity among individual school plans. The development of budgets for instructional resources to support teaching and learning is done 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 a school may 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.