

STRATEGIC SCHOOL PROFILE 2010-11**Regional School District 11**

KENNETH V. HENRICI, Superintendent

Location: 304 Parish Hill Road

Telephone: (860) 455-9306

Chaplin,
ConnecticutWebsite: www.parishhill.org

This regional school district serves Chaplin, Hampton, Scotland

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: Windham

Town Population in 2000: 5,564

1990-2000 Population Growth: 14.9%

Number of Public Schools: 1

Per Capita Income in 2000: \$23,258

Percent of Adults without a High School Diploma in 2000*: 14.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.1%

District Enrollment as % of Estimated. Student Population: 88.1%

*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): F 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, 2010 274
5-Year Enrollment Change -17.7%

DISTRICT GRADE RANGE

Grade Range 7 - 12

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in District | Percent | | |
|---|--------------------|----------|------|-------|
| | | District | DRG | State |
| Students Eligible for Free/Reduced-Price Meals | 66 | 24.1 | 27.3 | 34.1 |
| K-12 Students Who Are Not Fluent in English | 0 | 0.0 | 1.9 | 5.6 |
| Students Identified as Gifted and/or Talented | 0 | 0.0 | 2.9 | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 47 | 17.2 | 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 | 0.2 | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 2 | 3.0 | 13.4 | 13.2 |

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 1 | 0.4 |
| Asian American | 1 | 0.4 |
| Black | 5 | 1.8 |
| Hispanic | 15 | 5.5 |
| Pacific Islander | 0 | 0.0 |
| White | 250 | 91.2 |
| Two or more races | 2 | 0.7 |
| Total Minority | 24 | 8.8 |

Percent of Minority Professional Staff: 2.5%

Non-English Home Language:

All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

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.

Parish Hill provides many opportunities for faculty and students to increase diversity awareness, respect differences and learn about other cultures. The school hosted a native Mandarin Chinese teacher who taught both middle/high school classes and elementary enrichment classes. She also served as a resource to our Multicultural World and World History classes. Assemblies promoting diversity included the International Mandolin Players from Europe and the Invisible Children representing the child soldiers in Africa. The Jim Linehan Dance Troup performed while sending the message of respect for differences among students. A powerful assembly called "Rachel's Challenge" discussed the effects of Columbine, the scourge of bullying, and the need to appreciate differences among all. The school supports many activities that reduce isolation including Amnesty International, the Diversity Club, MOSAICS, and our first chapter of GLAS (Gay, Lesbian and Straight students). Parish Hill also participates in foreign exchange student programs. While we did not have a student this past year, we are hosting one next year from Spain. In addition, Parish Hill participates in Project Opening Doors Advanced Placement Program. This program promotes rigorous courses and focused tutoring and support to our AP students. Our school has an open admissions policy so that any student can take challenging AP courses. As well, the College Career Pathways program allows all students to obtain community college credit for designated courses at no cost. The Pirate Pride Referral is a mechanism to honor all students "doing the right thing." Students receive a referral for a selfless act, meet with school administrators, and receive a letter of commendation. Students are then entered into monthly and yearly competition to determine the best selfless act. This program reaches all students and is not based in any way on academic proficiency.

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 | <p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p> |
|----------------------------|----------|-------|--|--|
| 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 | 83.3 | 77.8 | 42.7 | |
| Writing | 52.5 | 58.9 | 24.7 | |
| Mathematics | 75.4 | 68.4 | 50.0 | |
| Grade 8 Reading | 78.5 | 74.7 | 38.9 | |
| Writing | 55.2 | 64.8 | 19.7 | |
| Mathematics | 71.9 | 66.6 | 42.0 | |
| Science | 62.7 | 63.1 | 29.3 | |

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 | <p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p> |
|--------------------------------|----------|-------|--|--|
| Reading Across the Disciplines | 42.9 | 44.7 | 39.4 | |
| Writing Across the Disciplines | 50.0 | 61.2 | 21.1 | |
| Mathematics | 51.4 | 49.5 | 42.9 | |
| Science | 42.1 | 47.0 | 34.6 | |

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 |
|--|----------|-------|---|
| | 70.8 | 51.0 | 91.0 |

| SAT® I: Reasoning Test Class of 2010 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | 54.3 | 70.6 | |
| Average Score | Mathematics | 479 | 510 | 24.4 |
| | Critical Reading | 512 | 505 | 52.7 |
| | Writing | 527 | 510 | 64.9 |

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, Adjusted Cohort Rate 2010 | 91.7 | 81.8 | 67.9 |
| 2009-10 Annual Dropout Rate for Grade 9 through 12 | 0.7 | 2.8 | 59.0 |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 85.7 | 84.8 |
| % Employed (Civilian Employment and in Armed Services) | 14.3 | 9.1 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|-------|
| General Education | |
| Teachers and Instructors | 25.00 |
| Paraprofessional Instructional Assistants | 0.00 |
| Special Education | |
| Teachers and Instructors | 5.60 |
| Paraprofessional Instructional Assistants | 3.00 |
| Library/Media Specialists and/or Assistants | 1.00 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 0.40 |
| School Level | 2.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 0.00 |
| Counselors, Social Workers, and School Psychologists | 4.00 |
| School Nurses | 1.00 |
| Other Staff Providing Non-Instructional Services and Support | 22.50 |

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 | 11.0 | 14.3 | 13.9 |
| % with Master's Degree or Above | 62.5 | 76.3 | 79.0 |

| 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 | 17.8 | 19.8 | 20.6 |
| High School | 13.4 | 17.8 | 19.3 |

| 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 | 977 | 1,010 | 1,010 |

*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 | 1.9 | 2.1 | 2.2 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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 | \$2,864 | \$9,841 | \$8,456 | \$7,870 | \$8,237 |
| Instructional Supplies and Equipment | \$158 | \$542 | \$275 | \$275 | \$300 |
| Improvement of Instruction and Educational Media Services | \$109 | \$375 | \$392 | \$265 | \$463 |
| Student Support Services | \$282 | \$970 | \$792 | \$744 | \$872 |
| Administration and Support Services | \$857 | \$2,946 | \$1,891 | \$1,396 | \$1,459 |
| Plant Operation and Maintenance | \$623 | \$2,141 | \$1,459 | \$1,434 | \$1,410 |
| Transportation | \$406 | \$1,076 | \$824 | \$710 | \$692 |
| Costs for Students Tuitioned Out | \$999 | N/A | N/A | N/A | N/A |
| Other | \$224 | \$769 | \$330 | \$168 | \$159 |
| Total | \$6,522 | \$19,411 | \$15,034 | \$13,047 | \$13,780 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$0 | \$0 | \$1,847 | \$1,470 | \$1,616 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$1,573,294 | 24.1 | 20.0 | 21.5 |

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 | 67.1 | 29.3 | 2.7 | 0.9 |
| Excluding School Construction | 67.1 | 29.3 | 2.7 | 0.9 |

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.

Equitable Allocation of Resources Fiscal year 2010-2011 provided many budgetary challenges due to difficult financial times in our feeder towns. All departments presented fiscally responsible budgets which met the needs of our students. All teachers and administrators accepted salary freezes. Parish Hill creatively used grant monies to maintain and improve services to students. Federal grants funded a writing lab and a math lab for students in need of supplemental help. A Perkins Grant funded a major renovation of our Culinary Arts Room. A College Career Pathways grant purchased new classroom computer tables for our newly renovated CAD lab. Furthermore, Project Opening Doors funded books, materials and training for our Advanced Placement courses. In addition, Parish Hill received a \$5000 grant for being designated as one of ten "emerging schools" regarding Secondary School Reform in Connecticut. The monies will support the development of Student Success Plans.

SPECIAL EDUCATION

| | |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | 62 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 19.0% |

| 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 | 5 | 1.5 | 1.1 | 1.1 |
| Learning Disability | 18 | 5.5 | 3.6 | 3.9 |
| Intellectual Disability | N/A | N/A | N/A | N/A |
| Emotional Disturbance | 15 | 4.6 | 1.1 | 1.0 |
| Speech Impairment | 2 | 0.6 | 2.2 | 2.2 |
| Other Health Impairment* | 18 | 5.5 | 2.0 | 2.1 |
| Other Disabilities** | 4 | 1.2 | 0.9 | 0.9 |
| Total | 62 | 19.0 | 11.4 | 11.6 |

*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 2009-10 with a Standard Diploma | N/A | N/A |
| 2009-10 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 3.9 |

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 | 58.8 | 33.0 | 80.8 | 68.6 |
| | Writing | 25.0 | 19.3 | 53.9 | 63.7 |
| | Mathematics | 38.5 | 33.4 | 73.6 | 68.2 |
| | Science | 36.4 | 21.2 | 62.7 | 61.5 |
| CAPT | Reading Across the Disciplines | N/A | N/A | 42.9 | 44.7 |
| | Writing Across the Disciplines | N/A | N/A | 50.0 | 61.2 |
| | Mathematics | N/A | N/A | 51.4 | 49.5 |
| | Science | 36.4 | 13.1 | 42.1 | 47.0 |

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 | 5.0 |
| | % With Accommodations | 95.0 |
| CAPT | % Without Accommodations | 8.3 |
| | % With Accommodations | 91.7 |
| % Assessed Using Skills Checklist | | 3.1 |

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 | 0 | 0.0 |
| Private Schools or Other Settings | 8 | 12.9 |

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 | 32 | 51.6 | 76.5 | 74.1 |
| 40.1 to 79.0 Percent of Time | 21 | 33.9 | 13.9 | 14.9 |
| 0.0 to 40.0 Percent of Time | 9 | 14.5 | 9.6 | 11.0 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During the 2010-2011 school years, there was a concentrated effort to increase our CAPT and CMT scores. Bi-monthly prompts were administered in all classrooms. Data was charted monthly to identify students in need of supplemental instruction in math and writing labs. The results were a dramatic increase in our CAPT scores, particularly for the special education population, and a notable increase in CMT scores. Professional development included workshops on Scientific Research-Based Interventions and training designed to improve outcomes for special education students. Parish Hill is also focusing on more frequent student assessments, using evaluation tools such as Aims Web and Nova Net, an online student assessment and credit recovery program. The position of Director of Special Education has been restructured to have a full-time in-house administrator. This has been extremely helpful in assisting students at the PPTs; closely monitoring student progress; ensuring familiarity with Tier 1, 2 and 3 services, and improving accessibility with teachers and case managers. One of the first tasks of the Director was to survey parents of special education students regarding special education services. Departmental vertical teams have been meeting in grades 7-12. We have reached out to the feeder three elementary schools and have initiated teaming with the sixth grades. The meetings have been invaluable in identifying common themes and areas for alignment. Our school has also initiated a mandatory yearly research paper for every grade. The goal is to have students prepared for the rigorous, mandatory Senior Capstone Project in which a 10-12 paper is required. Parish Hill once again made student graduation requirements more rigorous. In addition to the now mandated Senior Capstone Project, students will now be required to take and pass Algebra I, Geometry, and Algebra II. Parish Hill was identified as one of ten "emerging schools" in Secondary School Reform and was awarded a State Department of Education Grant. Our team has representatives including teachers, parent and administration. Our Student Assistance team meets weekly and actively engages parents in the student planning process. The Middle School Team has a dedicated time available to meet with parents. Our school hosts two Parent /Teacher conferences and an Open House. Our PowerSchool program informs parents about homework assignments and grades. Our automated Connect Ed telephone messaging system keeps parents informed of school information. Our PTO continues to be source of support for our school, providing mini-grants for programming, sponsoring speakers, hosting Career Day and showing appreciation for faculty through an annual luncheon.
