

**STRATEGIC SCHOOL PROFILE 2010-11****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: 79.8%

\*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, 2010      502  
5-Year Enrollment Change      -18.1%

**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	100	19.9	13.7	34.1
K-12 Students Who Are Not Fluent in English	0	0.0	0.7	5.6
Students Identified as Gifted and/or Talented	0	0.0	3.5	4.0
PK-12 Students Receiving Special Education Services in District	58	11.6	10.9	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	0.3
Juniors and Seniors Working 16 or More Hours Per Week	31	10.1	13.9	13.2

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	3	0.6
Black	2	0.4
Hispanic	18	3.6
Pacific Islander	0	0.0
White	471	93.8
Two or more races	8	1.6
Total Minority	31	6.2

**Percent of Minority Professional Staff:** 1.6%

**Non-English Home Language:**

1.4% 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 4.

---

### 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.

Students from all socioeconomic levels are fully integrated into our school district. Working collaboratively with six elementary schools, HVRHS continues to offer enrichment programs, provide extensive diverse course offerings, participate in field trip activities inclusive of national and world travel, AFS exchange program, sister school partnerships in China, community service, music, theatre, arts, and athletic programs. We had three AFS exchange students from Germany, Spain, and China. We offer programs such as: French, German, and Spanish Clubs; FFA; Habitat for Humanity; Model UN; Housy Helping Hands; Quiz Bowl; Envirothon; Robotics, and Rotary Interact. Our French and German students place highly on national exams. Our Envirothon team, composed of culturally and economically diverse team members, placed first in the state and sixth in North America. We continue to offer multicultural programs throughout the year. Students also have opportunities to travel to China, Germany, and Quebec. We participated in Water for Africa, and we continue to raise funds for a number of philanthropic concerns. Our nationally recognized Agricultural Education Science and Technology program attracts students from all six communities and tuition-paying students from MA, NY and a neighboring school district. Students from varying backgrounds work collaboratively to enhance the opportunities and issues in agriculture-related fields not only for their own education, but also for the community at large. Our agricultural, academic, leadership, Robotics, technology, music, and three world travel groups offered experiences for national and international travel. We participate in various statewide events and assemblies to continue our interactions with students from across the state and country. Our Civic Life program combines the highest standards and expectations in Social Studies and English to produce topical documentaries that have been shown throughout the state.

---

## 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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> 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	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	

**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 <a href="http://www.ctreports.com">www.ctreports.com</a>. To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	51.8	44.7	50.0	
Writing Across the Disciplines	72.3	61.2	56.4	
Mathematics	55.8	49.5	49.6	
Science	47.5	47.0	40.6	

**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
	35.1	51.0	17.5

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		62.9	70.6	
Average Score	Mathematics	507	510	43.5
	Critical Reading	503	505	45.8
	Writing	510	510	47.3

**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	83.8	81.8	29.8
2009-10 Annual Dropout Rate for Grade 9 through 12	1.8	2.8	26.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	68.6	84.8
% Employed (Civilian Employment and in Armed Services)	23.8	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	42.00
Paraprofessional Instructional Assistants	2.56
Special Education	
Teachers and Instructors	3.60
Paraprofessional Instructional Assistants	4.68
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	2.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	0.87
Other Staff Providing Non-Instructional Services and Support	18.26

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	16.0	15.2	13.9
% with Master's Degree or Above	87.5	81.0	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	N/A	N/A	N/A
High School	17.9	17.1	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	984	1,027	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	1.4	1.8	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	\$5,490	\$10,764	\$8,456	\$7,996	\$8,237
Instructional Supplies and Equipment	\$199	\$389	\$275	\$280	\$300
Improvement of Instruction and Educational Media Services	\$356	\$699	\$392	\$396	\$463
Student Support Services	\$881	\$1,728	\$792	\$924	\$872
Administration and Support Services	\$1,013	\$1,986	\$1,891	\$1,460	\$1,459
Plant Operation and Maintenance	\$1,158	\$2,270	\$1,459	\$1,405	\$1,410
Transportation	\$225	\$276	\$824	\$727	\$692
Costs for Students Tuitioned Out	\$576	N/A	N/A	N/A	N/A
Other	\$325	\$638	\$330	\$179	\$159
<b>Total</b>	<b>\$10,222</b>	<b>\$19,811</b>	<b>\$15,034</b>	<b>\$13,766</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$542	\$1,064	\$1,847	\$1,611	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,924,918	18.8	20.1	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	84.2	11.6	3.6	0.5
Excluding School Construction	85.2	10.4	3.8	0.5

## 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.

Technology has enabled the school to strengthen communication between the home and the school. The school's recently-revised website allows the community easy access to notices, forms, menus, calendars, and includes teacher pages, school information, and Board of Education information. The staff makes use of Google applications for education which allows further communication possibilities among staff and home. The school has taken aggressive measures to reduce the amount of paper used for communications by developing a one-to-one iPad program for teachers and students that will be fully implemented during the 2013-14 school year. This step, in addition to the implementation of PowerSchool as a grade book and communications portal for parents, will dramatically decrease the number of mailings and copies that have been the traditional forms of communication. Technology is integrated in all student learning experiences and the faculty seeks opportunities for students to learn important 21st century skills with the assistance of technology. Parents are highly involved in the life of the school, participating as supporters of cultural events, activity mentors, athletics volunteers, and consultants on committees. Families are, in turn, supported by programs from the local youth service bureau that include informational evenings on pertinent topics (such as parenting in the cyber age). The school itself sponsored presentations on online safety as a component of its efforts to improve climate and culture both in school and at home.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	68
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.3%

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	1.6	N/A	1.1
Learning Disability	33	6.4	N/A	3.9
Intellectual Disability	1	0.2	N/A	0.4
Emotional Disturbance	6	1.2	N/A	1.0
Speech Impairment	1	0.2	N/A	2.2
Other Health Impairment*	9	1.8	N/A	2.1
Other Disabilities**	10	2.0	N/A	0.9
<b>Total</b>	<b>68</b>	<b>13.3</b>	<b>N/A</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 2009-10 with a Standard Diploma	76.9	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	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	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	51.8	44.7
	Writing Across the Disciplines	35.7	17.3	72.3	61.2
	Mathematics	N/A	N/A	55.8	49.5
	Science	6.7	13.1	47.5	47.0

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	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		0.0

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	2	2.9
Private Schools or Other Settings	8	11.8

### 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	45	66.2	N/A	74.1
40.1 to 79.0 Percent of Time	17	25.0	N/A	14.9
0.0 to 40.0 Percent of Time	6	8.8	N/A	11.0

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

Housatonic Valley Regional High School continued to embrace improvement goals, noting significant success. Our CAPT scores are among the highest in the state, and our Freshmen Academy has extended to Sophomore and Junior year as we help students to plan for college and post-graduate life. Our student failure rate and our behavior referrals continue to decline, and our PBIS initiative, now in its fifth year, has been recognized as a statewide model. Our NEAS&C five-year progress report was accepted, and our continued accreditation secured. The district continues to emphasize the development of formal K-12 written curricula including instructional practices and formative and summative assessments, the integration of academic expectations into the curricula, a professional development program focusing on instructional strategies, assessment practices, and the integration of technology into the classroom learning activities, and the commitment to expand instructional practices to increase higher order thinking and problem solving skills, and student-centered instruction for all students. Parents and students have numerous opportunities to interact with the community. We have a partnership with the Salisbury Forum, Global Village Media, Kent Memorial Library, and extensive partnerships through our Agricultural Science and Technology programs. We have an annual blood drive, Hoops for Heart, a Blue and Gold at the White art show, AFS programs, musical theater and drama productions, Envirothon, Robotics, Academic Bowl, CT Geographic Olympiad, China partnership, athletics and the 21st century program. We are proud to open the Mahoney Hewat Science and Technology Center for use in the fall. We continue to promote school spirit and the sense of community for school growth. For example, we continue our Student and Athlete of the Week programs, celebrating students who exemplify our core values and beliefs, and we work with the community for our building and grounds improvement projects. We had several spirit functions and assemblies throughout the year. Students with special needs are integrated and supported by the student body. Special education and regular education teachers continue our team-taught classes, continue our progress with time spent by disabled students with non-disabled peers, and collaborate to assist students who no longer require special education classes. Additionally, our ALPPS program, an initiative to provide behavioral programming in a small-group setting has made a significant impact on the lives of the students involved. HVRHS has developed a vision for its future that is committed to student success in academic, social, and civic realms. Our core values pervade our decision-making and relationships. As we look to the challenges of the future, we prepare students to become active citizens in an evolving global community. Our efforts to expose students to a wide range of opportunities allows us to meet the diverse needs of our population, and as we rewrite our curriculum to include the Common Core State Standards, we remain cognizant of the need to produce adaptable, 21st century learners. Our SRBI Committee continues to address the need for reliable data as a source of information to impact instruction, and we expect that these efforts, in conjunction with the Instructional Rounds performed by teachers, will result in a culture of collaboration that is characterized by respect, responsibility, and safety.

---