

**STRATEGIC SCHOOL PROFILE 2009-10****Regional School District 11**

KENNETH V. HENRICI, Superintendent

Location: 304 Parish Hill Road

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Chaplin,  
ConnecticutWebsite: [www.parishhill.org](http://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](http://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: 86.4%

\*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): 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, 2009      291  
5-Year Enrollment Change      -12.6%

**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	48	16.5	25.7	32.6
K-12 Students Who Are Not Fluent in English	0	0.0	2.0	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.1	4.1
PK-12 Students Receiving Special Education Services in District	41	14.4	11.0	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	0.2
Juniors and Seniors Working 16 or More Hours Per Week	2	3.1	15.5	13.6

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.7
Asian American	1	0.3
Black	2	0.7
Hispanic	9	3.1
White	277	95.2
Total Minority	14	4.8

**Percent of Minority Professional Staff:** 2.4%

**Non-English Home Language:**

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

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Efforts to Reduce Racial, Ethnic and Economic Isolation Parish Hill continues to plan on constructing an Environmental Magnet School which will increase racial and economic diversity in the district. The application has been completed and the school is waiting for state approval. Our school has an active Diversity Club which promotes activities such as "Mix It Up Day," an activity designed to foster better understanding of cultural differences. Parish Hill students also participate in off campus activities such as the local Soup Kitchen Project along with Thanksgiving collections for needy families. Our school sponsored a wonderful assembly on "Music Across the Cultures", highlighting music from several South American and African nations. The assembly presenter shared both music and the cultural rituals of those nations. It was a highly interactive presentation with students playing various instruments from different cultures throughout the world.

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## 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
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	84.1	77.4	42.9
Writing	45.2	61.2	11.0
Mathematics	66.7	68.5	31.8
Grade 8 Reading	72.7	73.3	31.2
Writing	44.8	62.6	12.1
Mathematics	62.5	67.3	26.1
Science	64.2	62.8	32.5

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 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
Reading Across the Disciplines	35.3	45.9	29.5
Writing Across the Disciplines	29.7	59.6	8.3
Mathematics	34.4	48.7	21.2
Science	16.2	45.3	7.6

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
	53.1	50.7	52.9

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		51.0	68.5	
Average Score	Mathematics	492	508	32.6
	Critical Reading	534	503	76.7
	Writing	529	506	69.8

**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 2009	94.2	91.3	43.1
2008-09 Annual Dropout Rate for Grade 9 through 12	1.8	3.0	37.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.8	84.5
% Employed (Civilian Employment and in Armed Services)	10.2	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	28.80
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and/or Assistants	1.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.40
School Level	2.05
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	3.80
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	14.0	13.8
% with Master's Degree or Above	67.6	76.3	77.8

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	17.4	19.5	20.8
High School	14.2	18.2	19.6

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	1,012	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	1.7	2.1	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$2,759	\$8,929	\$8,280	\$7,280	\$7,829
Instructional Supplies and Equipment	\$151	\$488	\$325	\$278	\$279
Improvement of Instruction and Educational Media Services	\$105	\$341	\$393	\$290	\$459
Student Support Services	\$297	\$963	\$757	\$723	\$859
Administration and Support Services	\$901	\$2,916	\$1,841	\$1,415	\$1,426
Plant Operation and Maintenance	\$627	\$2,030	\$1,546	\$1,463	\$1,462
Transportation	\$383	\$953	\$818	\$705	\$694
Costs for Students Tuitioned Out	\$965	N/A	N/A	N/A	N/A
Other	\$211	\$681	\$346	\$182	\$162
<b>Total</b>	<b>\$6,399</b>	<b>\$18,077</b>	<b>\$14,857</b>	<b>\$12,570</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$0	\$0	\$1,821	\$1,958	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,604,411	25.1	19.5	20.7

**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	62.1	35.4	2.3	0.1
Excluding School Construction	62.1	35.4	2.3	0.1

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Equitable Distribution of Resources Region#11/Parish Hill Middle/High places a very high priority on equitable distribution of resources. After receiving departmental budget requests, the principal carefully reviews them and makes necessary revisions to ensure that departmental/student needs are met. Requests are then forwarded to the District Office for further review prior to finalization of the budget. As a comprehensive high school, resources are distributed in accordance with our vision that all disciplines are important and that equitable educational opportunities should be provided to all.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	58
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	17.0%

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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	0.9	1.0
Learning Disability	17	5.0	3.6	3.9
Intellectual Disability	2	0.6	0.5	0.5
Emotional Disturbance	13	3.8	1.1	1.0
Speech Impairment	1	0.3	2.3	2.2
Other Health Impairment*	17	5.0	1.9	2.1
Other Disabilities**	3	0.9	0.8	0.9
<b>Total</b>	<b>58</b>	<b>17.0</b>	<b>11.1</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 2008-09 with a Standard Diploma	95.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.4	4.1

## 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	35.7	31.6	78.5	67.5
	Writing	N/A	N/A	45.0	63.3
	Mathematics	N/A	N/A	64.6	68.1
	Science	N/A	N/A	64.2	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	35.3	45.9
	Writing Across the Disciplines	N/A	N/A	29.7	59.6
	Mathematics	N/A	N/A	34.4	48.7
	Science	N/A	N/A	16.2	45.3

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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		7.4

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	1.7
Private Schools or Other Settings	10	17.2

### 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	26	44.8	75.9	73.4
40.1 to 79.0 Percent of Time	20	34.5	14.0	15.3
0.0 to 40.0 Percent of Time	12	20.7	10.1	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

School Improvement Plans and Activities Parish Hill maintains a school improvement plan that is focused on improving instructional strategies and overall student achievement. The district continues to implement professional development activities based on CALI (Connecticut Accountability for Learning). In-service has been provided to all faculty members on common formative assessments and curriculum development. All teachers are given ctreports.com passwords to assist them in analyzing CMT and CAPT data. This facilitates the development of prescriptive plans for students. Regular bi-monthly writing prompts and data charting/analysis take place in the Math and English departments. Supplemental programs are in place for students needing additional support to include the Study Island computer test prep program along with focused tutoring. A Writing Lab period has also been instituted. In addition to teacher in-service, an extensive professional library has been created which provides teachers with numerous resources designed to improve instruction. Faculty professional development has been devoted to curriculum revision based on the Understanding by Design model. To ensure alignment to state standards, Parish Hill instituted the Project Opening Doors (POD) program, designed to offer more Advanced Placement courses and enhanced AP teacher professional development. The POD program enabled Parish Hill to purchase instructional materials and technological equipment needed to enhance AP instruction. Teachers also took part in extensive summer training. Furthermore, the math, science and English departments regularly conducted vertical team meetings. Focused tutoring was also provided to students after school and on Saturdays. The guidance department continues to significantly increase the number of college representative visits. Parish Hill also offers an on-site SAT Test Prep class and our school was selected as a designated test center site for November and May SAT testing. Our school continues to host the annual "Hill Fest", a school-wide interdisciplinary field day in which departments host content-related events. The day combines learning with fun and provides for hands-on relevance for subject-related material.

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