

STRATEGIC SCHOOL PROFILE 2008-09**Regional School District 11**

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Location: 304 Parish Hill Road

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

Per Capita Income in 2000: \$23,258

Town Population in 2000: 5,564

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

1990-2000 Population Growth: 14.9%

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

Number of Public Schools: 1

District Enrollment as % of Estimated. Student Population: 88.8%

*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): 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, 2008

309

5-Year Enrollment Change

-11.5%

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	50	16.2	22.6	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	2.0	5.2
Students Identified as Gifted and/or Talented	0	0.0	2.7	4.0
PK-12 Students Receiving Special Education Services in District	45	14.6	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	10	11.2	20.0	19.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	2	0.6
Black	5	1.6
Hispanic	11	3.6
White	290	93.9
Total Minority	19	6.1

Percent of Minority Professional Staff: 4.8%

Non-English Home Language: 0.3% 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 1.

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.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Regional District #11 has worked hard to reduce racial, ethnic, and economic isolation. The district made a concerted effort to recruit minority teachers by expanding advertising efforts to areas with traditionally higher minority populations. We also have an on-going magnet school planning committee whose charge is to study the magnet concept, solicit community input, and produce an operational plan for a potential magnet school in Regional District #11. We have already had numerous meetings with the state's magnet school director and a meeting with the state facilities director. Our operations plan is virtually complete and will be sent to the state. We will continue to study this concept and make final recommendations. In addition, the district has an all-inclusive Diversity Day, in which students learn about different cultures and ethnic groups. The goal is to foster a greater appreciation of diversity. Furthermore, students have participated in off campus diversity activities, including the Willimantic Soup Kitchen Project and Thanksgiving collections to give to needy families.

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	65.3	74.9	16.6
Writing	52.0	62.9	16.6
Mathematics	56.3	66.0	19.1
Grade 8 Reading	72.7	68.4	42.6
Writing	50.0	66.5	14.8
Mathematics	65.2	64.5	34.8
Science	62.1	60.6	32.3

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	37.5	47.4	25.0
Writing Across the Disciplines	43.8	55.0	19.8
Mathematics	39.4	47.8	29.8
Science	36.4	42.8	30.5

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
	42.9	36.2	66.3

SAT [®] I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		57.1	74.5	
Average Score	Mathematics	477	507	24.0
	Critical Reading	521	503	64.3
	Writing	511	506	49.6

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 2008	94.6	92.1	48.1
Cumulative Four-Year Dropout Rate for Class of 2008	4.2	6.6	49.6
2007-08 Annual Dropout Rate for Grade 9 through 12	0.6	2.5	69.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	74.3	84.1
% Employed (Civilian Employment and in Armed Services)	25.7	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	26.75
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	6.00
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	2.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	5.00
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	12.0	13.7	13.6
% with Master's Degree or Above	56.3	74.0	76.1

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	18.8	19.6	20.5
High School	14.3	19.1	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	999	999	1,007

*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	1.8	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$2,636	\$9,059	\$7,913	\$6,983	\$7,522
Instructional Supplies and Equipment	\$123	\$422	\$320	\$294	\$271
Improvement of Instruction and Educational Media Services	\$102	\$351	\$386	\$273	\$446
Student Support Services	\$394	\$1,354	\$720	\$695	\$806
Administration and Support Services	\$1,014	\$3,484	\$1,828	\$1,317	\$1,369
Plant Operation and Maintenance	\$713	\$2,450	\$1,517	\$1,310	\$1,377
Transportation	\$496	\$1,006	\$788	\$670	\$644
Costs for Students Tuitioned Out	\$692	N/A	N/A	N/A	N/A
Other	\$168	\$577	\$331	\$184	\$151
Total	\$6,338	\$18,864	\$14,310	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$2,027	\$2,326	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,364,299	21.5	19.8	20.5

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	66.8	30.8	2.0	0.3
Excluding School Construction	66.8	30.8	2.0	0.3

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 AND SCHOOLS

The District Board of Education and school administration makes every effort to provide equitable allocation of resources. The proposed budget is crafted by district and school administrators after consultation with key staff members. The proposed budget is then sent to the Board of Education where any funding reductions or revisions are discussed in a public meeting. All departments are provided equal and/or proportional resources.

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	17.3%

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	5	1.4	0.8	0.8
Learning Disability	19	5.3	3.7	3.9
Intellectual Disability	4	1.1	0.5	0.5
Emotional Disturbance	11	3.1	1.1	1.0
Speech Impairment	1	0.3	2.3	2.3
Other Health Impairment*	19	5.3	1.9	2.1
Other Disabilities**	3	0.8	0.9	0.9
Total	62	17.3	11.1	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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	68.8	65.7
	Writing	N/A	N/A	51.0	64.1
	Mathematics	N/A	N/A	60.6	65.7
	Science	N/A	N/A	62.1	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	37.5	47.4
	Writing Across the Disciplines	N/A	N/A	43.8	55.0
	Mathematics	N/A	N/A	39.4	47.8
	Science	N/A	N/A	36.4	42.8

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	20.0
	% With Accommodations	80.0
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% 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	0	0.0
Private Schools or Other Settings	11	17.7

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	33	53.2	74.5	72.7
40.1 to 79.0 Percent of Time	18	29.0	15.3	16.1
0.0 to 40.0 Percent of Time	11	17.7	10.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

A comprehensive school improvement plan has been collaboratively developed by administration and staff. The focal point of the plan is to improve student achievement through adoption of the principles of the Connecticut Accountability for Learning (CALI) initiative. A focused, longer range professional development plan has been devised and implemented which has data-driven decision-making, common formative assessments and effective teaching strategies as its cornerstone. Teachers will be receiving training in ctreports.com with the ultimate goal of having all staff proficient in analyzing and charting data, setting goals based on the data, and formulating instructional strategies to address areas of concern. We have also made graduation requirements much more rigorous, increasing total credits needed to graduate, increasing distribution requirements, and including a Senior Capstone Project.

During the last several years, certified and non-certified staff have been trained in inclusive education. We have also made a concerted effort to involve parents in all facets of school decision-making. Parents serve on district committees and all meetings and minutes are posted on the district website. Furthermore, we have subscribed to Connect-Ed, a web-based parent notification program which vastly improved parental communication.
