

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

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Cheshire,  
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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).

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**COMMUNITY DATA**

County: New Haven

Town Population in 2000: 28,543

1990-2000 Population Growth: 11.1%

Number of Public Schools: 7

Per Capita Income in 2000: \$33,903

Percent of Adults without a High School Diploma in 2000\*: 11.2%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.2%

District Enrollment as % of Estimated. Student Population: 89.0%

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\*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.

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District Reference Group (DRG): B 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2010      4,792  
 5-Year Enrollment Change      -7.0%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	283	5.9	8.4	34.1
K-12 Students Who Are Not Fluent in English	43	0.9	2.0	5.6
Students Identified as Gifted and/or Talented*	962	20.1	6.4	4.0
PK-12 Students Receiving Special Education Services in District	470	9.8	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	237	91.9	91.3	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	164	20.9	12.1	13.2

\*100.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.1
Asian American	428	8.9
Black	92	1.9
Hispanic	174	3.6
Pacific Islander	0	0.0
White	4,088	85.3
Two or more races	3	0.1
Total Minority	704	14.7

**Percent of Minority Professional Staff:** 2.1%

**Open Choice:**

14 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

5.4% 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 28.

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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.

A major focus in our efforts to reduce racial, ethnic, and economic isolation during the 2010 – 2011 school year was to continue the process of connecting our learners with students from other communities through meaningful educational opportunities. Among the experiences that took place included having second grade students from Highland School develop a relationship with their “sister” school, Franklin Elementary in Stratford. Students from both schools participated in letter writing throughout the school year and visited with each other on a regular basis via Skype technology. The culminating activity involved traveling to Franklin Elementary School for a “reading day and field day” experience. At Dodd Middle School, twenty 8th grade students collaborated with grade 6 students from Washington Middle School in Meriden to create a walking tour of the historical sites in Hartford. The students met throughout the school year and worked together using various technology, (Google Docs, Skype, and video production tools) to finalize the video tour of various Hartford sites. In addition, students from Cheshire High School participated in the program ENOUGH (Education Necessity Opportunity Understanding Giving Helping). The focus of this club was to provide students from different backgrounds the opportunity to learn about various cultures and religions. During 2010 – 2011 the group expanded its role to include a more global awareness by working to assist with relief efforts for disasters around the world. High school students took part in educational experiences and community fund raising activities to build awareness of world events centered on misunderstanding of cultures, religion, and ideology. ENOUGH was recognized by Secretary of State Clinton for its fine work and efforts. The Cheshire Public Schools continued to participate in the Open Choice program and offered additional seats during the 2010 – 2011 school year for students from New Haven. Our schools continued to provide learning experiences, in partnership with parent organizations, which supported our efforts to 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. Students at Dodd participated in Rachel’s Challenge, a program committed to developing empathy and compassion for all people. Hundreds of middle school students signed a pledge to kindness and subsequently joined Chain Link clubs. In addition, students participated in numerous community service projects as a result of the Rachel’s Challenge program. At Cheshire High School, the eleventh annual “Be One Day” was held to educate students and staff members about the diversity in our school community. We plan to continue the process of implementing meaningful and productive experiences that will help broaden our connections with students from other districts and plan to build on the activities that were successful this school year to enhance student learning and understanding of differences to reduce racial, ethnic, and economic isolation for the students in the Cheshire Public Schools.

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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	<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	75.7	58.4	79.4	
Writing	76.1	61.1	72.0	
Mathematics	72.8	63.0	59.0	
Grade 4 Reading	70.8	62.5	52.1	
Writing	83.4	65.5	82.3	
Mathematics	83.3	67.0	75.6	
Grade 5 Reading	80.7	61.4	81.0	
Writing	85.2	66.8	84.0	
Mathematics	89.1	72.5	81.6	
Science	81.1	59.9	79.1	
Grade 6 Reading	93.6	76.0	91.1	
Writing	84.6	65.2	85.1	
Mathematics	92.0	71.3	89.3	
Grade 7 Reading	89.8	77.8	72.0	
Writing	76.1	58.9	72.8	
Mathematics	81.6	68.4	64.1	
Grade 8 Reading	91.6	74.7	85.4	
Writing	85.5	64.8	78.3	
Mathematics	86.1	66.6	78.3	
Science	86.3	63.1	86.0	

**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>.</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>
Reading Across the Disciplines	65.5	44.7	79.5	
Writing Across the Disciplines	83.2	61.2	85.7	
Mathematics	74.2	49.5	86.5	
Science	66.9	47.0	78.2	

**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
	63.1	51.0	74.1

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.3	70.6	
Average Score	Mathematics	559	510	87.8
	Critical Reading	541	505	80.2
	Writing	536	510	73.3

**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	93.9	81.8	87.8
2009-10 Annual Dropout Rate for Grade 9 through 12	0.3	2.8	78.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.5	84.8
% Employed (Civilian Employment and in Armed Services)	2.3	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	270.81
Paraprofessional Instructional Assistants	41.80
Special Education	
Teachers and Instructors	46.10
Paraprofessional Instructional Assistants	89.24
Library/Media Specialists and/or Assistants	17.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	18.14
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.50
Counselors, Social Workers, and School Psychologists	21.00
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	202.20

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	14.4	13.9
% with Master's Degree or Above	81.6	86.1	79.0

Average Class Size	District	DRG	State
Grade K	18.4	17.5	18.4
Grade 2	20.4	19.8	19.9
Grade 5	22.7	22.1	21.2
Grade 7	23.7	21.3	20.6
High School	19.9	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,009	992	992
Middle School	1,021	1,019	1,017
High School	1,001	987	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*	3.4	3.1	3.1
Middle School	2.4	2.3	2.4
High School	2.8	2.5	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	\$35,526	\$7,181	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$1,046	\$211	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$2,189	\$442	\$477	\$512	\$463
Student Support Services	\$3,907	\$790	\$875	\$936	\$872
Administration and Support Services	\$5,733	\$1,159	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$5,657	\$1,144	\$1,421	\$1,384	\$1,410
Transportation	\$3,693	\$708	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$1,833	N/A	N/A	N/A	N/A
Other	\$909	\$184	\$161	\$162	\$159
<b>Total</b>	<b>\$60,493</b>	<b>\$12,196</b>	<b>\$13,878</b>	<b>\$13,518</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,523	\$712	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,114,242	23.2	20.5	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	79.8	15.2	4.3	0.7
Excluding School Construction	80.5	14.6	4.1	0.8

## 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.

Included in the Cheshire Board of Education Policy Manual is a statement 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. The model used in developing the Board of Education each year is a "zero based" approach. Each school submits requests for staffing, supplies, materials, textbooks and equipment based on needs for the coming year. Those requests are reviewed by the administration and the Board of Education to determine the level of funding for the next school year. Curriculum is approached on a district-wide basis; therefore monies to support curriculum initiatives are assessed each year based on need. Although supplies are allocated based on curriculum needs and enrollment and a per pupil average at each grade level, in some years schools will 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.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	460
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

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	55	1.2	1.2	1.1
Learning Disability	124	2.6	3.3	3.9
Intellectual Disability	21	0.4	0.3	0.4
Emotional Disturbance	33	0.7	0.5	1.0
Speech Impairment	74	1.6	1.8	2.2
Other Health Impairment*	118	2.5	2.2	2.1
Other Disabilities**	35	0.7	0.7	0.9
<b>Total</b>	<b>460</b>	<b>9.7</b>	<b>10.0</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	69.0	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	48.7	33.0	84.1	68.6
	Writing	37.1	19.3	81.9	63.7
	Mathematics	46.5	33.4	84.2	68.2
	Science	35.0	21.2	83.9	61.5
CAPT	Reading Across the Disciplines	23.3	14.1	65.5	44.7
	Writing Across the Disciplines	37.8	17.3	83.2	61.2
	Mathematics	31.0	15.8	74.2	49.5
	Science	24.3	13.1	66.9	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	20.8
	% With Accommodations	79.2
CAPT	% Without Accommodations	20.4
	% With Accommodations	79.5
% Assessed Using Skills Checklist		10.9

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	30	6.5

### 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	295	64.1	78.0	74.1
40.1 to 79.0 Percent of Time	106	23.0	14.9	14.9
0.0 to 40.0 Percent of Time	59	12.8	7.1	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Cheshire Public Schools Strategic Planning Initiative provides a framework for school and district improvement plans and outlines action plan steps to improve the teaching and learning process. The plan provides for continuous and long term improvement by linking district, school and individual growth plans to a common set of initiatives. Our Strategic Plan emphasizes: 1) differentiating teaching and learning activities to support and challenge students with different learning styles and varying needs and interests; 2) fostering an understanding of the Cheshire Public Schools' performance standards; and 3) using student assessment data to guide instructional decisions. An important component to school and district improvement is our Cheshire Strategic Planning Initiative Council. Our council is made up of teachers, staff members, parents, community members, and administrators that meet monthly to review and discuss progress related to school and district initiatives. During the 2010 – 2011 school year, we created a district plan for the continued implementation of Scientific Research-based Interventions to help low performing students meet standards. We plan to devote a portion of three professional development days to provide time for content area teachers to meet and discuss student needs aligned with universal assessment results as outlined in our SRBI plan. We continue to place emphasis on important 21st century skills as outlined in our performance standard expectations to help our students acquire the skills needed to be successful in a dynamic and diverse world. In addition, we continue to utilize two technology applications to help us in our quest to accomplish our goals by using data more efficiently through Pearson's INFORM and PowerSchool. These applications will allow teachers to review, analyze, and share student assessment data and use this information linked with their daily observations of student learning and teaching experience to guide interventions and instructional strategies to meet individual student needs. PowerSchool also enhances our ability to communicate our goals with parents at the high school and middle school levels so that we work in concert with them as partners to help all students achieve their fullest potential. To summarize, we plan to use what we know about effective teaching and learning to support enhanced instruction through the more timely use of data and collaborative practices.

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