

STRATEGIC SCHOOL PROFILE 2011-12**Regional School District 01**

PATRICIA CHAMBERLAIN, Superintendent

Location: 246 Warren Turnpike Rd
Falls Village,
Connecticut

Telephone: (860) 824-0855

Website: 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.

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: 77.3%

*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): 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, 2011 463
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	94	20.3	14.9	35.2
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	3.3	4.0
PK-12 Students Receiving Special Education Services in District	56	12.1	11.1	11.5
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	30	17.8	15.3	13.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	0.4
Black	6	1.3
Hispanic	21	4.5
Pacific Islander	0	0.0
White	422	91.1
Two or more races	12	2.6
Total Minority	41	8.9

Percent of Minority Professional Staff: 1.5%

Non-English Home Language:

1.7% 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 5.

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 Region One School District. All of our seven schools work collaboratively to provide enrichment programs, provide diverse course offerings, participate in field trips both nationally and internationally, full participation in the AFS student exchange program, sister-school programs with China and community service. Region One offers programs such as French, German, Spanish clubs; FFA, Habitat for Humanity, Model UN, Quiz Bowl, Envirothon, Robotics and Rotary Interact. Our K-8 schools participated in Water for Africa. Participation continues in various state-wide events and assemblies to expand interactions with students not only from across the state, but across the country as well.

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	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 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	56.2	47.5	59.4	
Writing Across the Disciplines	74.6	63.0	58.2	
Mathematics	61.6	49.2	64.7	
Science	52.6	47.1	48.5	

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
	60.4	50.6	77.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		74.8	77.3	
Average Score	Mathematics	516	505	55.7
	Critical Reading	510	502	51.9
	Writing	518	506	57.3

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 2011	83.3	82.7	30.8
2010-11 Annual Dropout Rate for Grade 9 through 12	1.8	2.6	30.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	68.1	84.5
% Employed (Civilian Employment and in Armed Services)	23.5	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	43.60
Paraprofessional Instructional Assistants	2.56
Special Education	
Teachers and Instructors	6.00
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	3.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.00
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	15.4	13.9
% with Master's Degree or Above	86.5	81.8	79.6

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	15.4	17.4	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	984	1,013	1,024

*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	1.0	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$5,348	\$10,653	\$8,576	\$8,407	\$8,469
Instructional Supplies and Equipment	\$235	\$468	\$272	\$300	\$271
Improvement of Instruction and Educational Media Services	\$486	\$968	\$416	\$412	\$482
Student Support Services	\$777	\$1,548	\$835	\$905	\$901
Administration and Support Services	\$974	\$1,939	\$1,911	\$1,532	\$1,490
Plant Operation and Maintenance	\$1,262	\$2,514	\$1,623	\$1,547	\$1,463
Transportation	\$226	\$283	\$803	\$768	\$724
Costs for Students Tuitioned Out	\$819	N/A	N/A	N/A	N/A
Other	\$425	\$848	\$358	\$178	\$165
Total	\$10,553	\$20,855	\$15,444	\$14,452	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$537	\$1,069	\$1,717	\$1,107	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,091,777	19.8	20.1	21.7

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	84.9	10.7	4.1	0.3
Excluding School Construction	85.3	10.1	4.3	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.

Technology connected to all of our seven schools has enabled all schools in Region One to expand communications. Each of our schools has their own Website to share school information, calendars, and Boards of Education information. iPad programs are being initiated in our schools to enable all students in Region One schools to share learning skills and communications. Our schools present programs such as online safety as an example of ongoing efforts to improve school climate and culture both in our schools and in the homes.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	65
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.8%

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	6	1.3	1.1	1.2
Learning Disability	30	6.4	3.6	3.9
Intellectual Disability	1	0.2	0.4	0.4
Emotional Disturbance	7	1.5	0.7	1.0
Speech Impairment	1	0.2	2.5	2.1
Other Health Impairment*	11	2.3	1.9	2.2
Other Disabilities**	9	1.9	0.8	1.0
Total	65	13.8	11.1	11.7

*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 2010-11 with a Standard Diploma	81.3	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	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	56.2	47.5
	Writing Across the Disciplines	41.7	18.2	74.6	63.0
	Mathematics	50.0	15.4	61.6	49.2
	Science	33.3	13.6	52.6	47.1

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	0.0
	% With Accommodations	0.0
CAPT	% Without Accommodations	13.3
	% With Accommodations	86.7
% 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	1	1.5
Private Schools or Other Settings	8	12.3

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	41	63.1	74.3	72.1
40.1 to 79.0 Percent of Time	16	24.6	18.2	16.3
0.0 to 40.0 Percent of Time	8	12.3	7.5	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The CAPT scores among all of our seven schools are among the highest in the state. Student failure rates and behavior referrals continue to decrease. Our nationally recognized PBIS program, is now in its fifth year. We received NEAS&C accreditation at our high school. We engage in instructional practices and formative, summative assessments, the integration of academic expectations into the curricula; our PD programs focus on instructional strategies, assessment practices, along with the integration of technology into classroom learning activities. Region One has a partnership with Salisbury Forum, Global Village Media, Kent Memorial Library and extensive partnerships through our Agricultural Science and Technology Programs. Region One took great pride in the opening of the Mahoney Hewat Science and Technology Center where advanced programs in those disciplines will be offered. Special Education and regular education teachers continue team-taught classes, more time is spent with disabled students learning with non-disabled peers. Region One's ALPPS program, which provides behavior management programming in small group settings has made a strong positive impact on the lives of the students involved.
