

STRATEGIC SCHOOL PROFILE 2012-13**Regional School District 11**

Kenneth V. Henrici, Superintendent

Location: 304 Parish Hill Road

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Chaplin,
ConnecticutWebsite: www.p Parish Hill.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

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: 88.3%

*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): 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, 2012 280
5-Year Enrollment Change -3.8%

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	74	26.4	30.5	36.7
K-12 Students Who Are Not Fluent in English	0	0.0	2.0	5.8
Students Identified as Gifted and/or Talented	0	0.0	2.2	3.8
PK-12 Students Receiving Special Education Services in District	50	17.9	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	8	11.4	15.1	12.7

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.4
Asian American	1	0.4
Black	8	2.9
Hispanic	12	4.3
Pacific Islander	0	0.0
White	251	89.6
Two or more races	7	2.5
Total Minority	29	10.4

Percent of Minority Professional Staff: 2.5%

Non-English Home Language:

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

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.

Parish Hill entered into a cooperative agreement with an adjoining urban town to accept tuition students. A Memorandum of Understanding was established with Windham Public Schools to tuition 10 students to Parish Hill starting with the 2013-2014 school year. Recruitment of students occurred in May. This interdistrict cooperative program will promote diversity in our school and student population. The school has a strongly developed Advisory Program. Grade specific lessons for each of the six grades are developed and conducted weekly. Many of the lessons are centered on topics such as diversity, anti-bullying, respect and responsibility. At the middle school level, an extensive anti-bullying curriculum is delivered. At least five extracurricular clubs address diversity and equity including Anti-bullying Club, Diversity Club, Model UN, Peer Mentors and Peer Mediation. Parish Hill continued their involvement with Project Opening Doors in an effort to increase the successful participation of all students in the Advanced Placement courses. In cooperation with the Hampton Recreation and Community Activity Commission, an international musical group is hosted annually at Parish Hill. The International Mandolin Orchestra from Germany performed for our students as well as answered questions related to the German culture.

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	88.9	78.9	64.6
Writing	62.1	64.9	28.5
Mathematics	81.1	65.4	73.4
Grade 8 Reading	77.4	76.2	32.9
Writing	54.7	67.2	13.8
Mathematics	77.8	65.0	58.5
Science	58.5	60.4	27.7

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 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	38.0	48.5	25.0
Writing Across the Disciplines	64.8	62.1	36.4
Mathematics	57.1	52.4	44.7
Science	48.1	48.8	38.3

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
	63.2	51.1	77.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		50.0	78.5	
Average Score	Mathematics	523	503	65.4
	Critical Reading	512	499	54.1
	Writing	500	504	39.1

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 2012	95.2	84.8	77.2
2011-12 Annual Dropout Rate for Grade 9 through 12	0.0	2.1	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.7	82.6
% Employed (Civilian Employment and in Armed Services)	14.3	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	25.90
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and/or Assistants	1.00
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)	1.00
Counselors, Social Workers, and School Psychologists	4.00
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	14.4	13.9
% with Master's Degree or Above	74.2	81.1	79.8

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	19.0	18.3	20.2
High School	14.7	17.4	18.8

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	1,103	1,035	1,027

*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	1.6	1.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$2,517	\$8,620	\$8,821	\$8,246	\$8,570
Instructional Supplies and Equipment	\$102	\$349	\$279	\$310	\$257
Improvement of Instruction and Educational Media Services	\$109	\$372	\$425	\$275	\$471
Student Support Services	\$401	\$1,374	\$860	\$775	\$950
Administration and Support Services	\$1,068	\$3,659	\$2,002	\$1,611	\$1,547
Plant Operation and Maintenance	\$794	\$2,720	\$1,635	\$1,488	\$1,459
Transportation	\$404	\$1,070	\$861	\$811	\$765
Costs for Students Tuitioned Out	\$822	N/A	N/A	N/A	N/A
Other	\$219	\$751	\$362	\$175	\$170
Total	\$6,437	\$19,565	\$15,744	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,882	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,514,735	23.5	20.6	21.8

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	60.5	35.6	3.7	0.2
Excluding School Construction	60.5	35.6	3.7	0.2

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.

Parish Hill provides for equitable allocation of resources amongst the departments. All department members, through the department chairperson, have input in the development of the budget. Departments submit their budget requests to administration and meetings are held for further discussion. Adjustment of budgets occur as needed. All efforts are made to meet the majority of departmental requests. As Parish Hill is a combined middle/high school, efforts are made to equally distribute resources across all grade levels.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	69
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	21.0%

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	4	1.2	1.3	1.3
Learning Disability	26	7.9	3.8	4.0
Intellectual Disability	1	0.3	0.5	0.4
Emotional Disturbance	11	3.3	1.3	1.0
Speech Impairment	3	0.9	2.1	2.0
Other Health Impairment*	17	5.2	2.3	2.4
Other Disabilities**	7	2.1	0.9	1.0
Total	69	21.0	12.1	12.1

*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 2011-12 with a Standard Diploma	100.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	50.0	34.5	82.8	69.2
	Writing	5.3	19.9	58.2	64.4
	Mathematics	38.5	29.0	79.3	65.5
	Science	25.0	21.3	58.5	61.3
CAPT	Reading Across the Disciplines	30.0	15.7	38.0	48.5
	Writing Across the Disciplines	23.1	16.7	64.8	62.1
	Mathematics	N/A	N/A	57.1	52.4
	Science	23.1	14.6	48.1	48.8

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	13.6
	% With Accommodations	86.4
CAPT	% Without Accommodations	23.1
	% With Accommodations	76.9
% 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	1.4
Private Schools or Other Settings	10	14.5

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	40	58.0	73.7	72.0
40.1 to 79.0 Percent of Time	18	26.1	15.9	16.4
0.0 to 40.0 Percent of Time	11	15.9	10.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Parish Hill is in the process of preparing for its 10 year NEASC visitation. Several staff members have volunteered to be a part of a NEASC visitation committee to other schools to gain skills and knowledge in preparation for the visit. A school-wide goal towards this visit is the revision of our curriculum in consistent format (Understanding by Design). Extensive curriculum writing occurred over the year. The faculty developed new school wide rubrics for the school's Core Values and Beliefs and the academic and civic/social expectations. These new rubrics will roll out in the fall of 2013. A research paper writing initiative was established across all grade levels using the school wide writing rubric. This initiative will continue to grow to include all subject content areas for writing across the curriculum. Parish Hill continues to meet in data teams. Monthly CAPT/CMT prompts are conducted along with progress monitoring of all students towards success on the tests.
