STRATEGIC SCHOOL PROFILE 2001-02

Cheshire School District

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c). Data were provided by the local school district during the fall of 2001.

COMMUNITY DATA

County: NEW HAVEN
2000 Population: 28,543
1990-2000 Population Growth: 11.1%
1998 Per Capita Income: $30,778
Number of Public Schools: 7
Number of Nonpublic Schools: 3

Public School Enrollment as a Percent of Town Population: 17.3%
Public School Enrollment as % of Total Student Population: 90.0%
Percent of Adults without a High School Diploma in 1990: 14.5%
Adult Education Enrollment in 2000-01 School Year: 71
Number of Adults Receiving Diplomas in 2000-01 School Yr.: 7

Education Reference Group (ERG): B ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	1.8	4.6	22.2
	2000-01	2.1	4.3	23.6
% of K-12 Students with Non-English Home Language	2001-02	4.3	6.5	12.8
	1998-99	2.9	6.1	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2001-02	93.0	93.3	86.9
	1996-97	93.1	90.4	85.6
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2001-02	90.7	88.5	75.1
	1996-97	90.6	87.8	69.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2001-02	28.0	24.1	29.1
	1996-97	27.8	25.9	30.2

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	5,038
5-Year Enrollment Change	8.0%
Projected 2006 Enrollment	
Elementary	2,665
Middle School	832
High School	1,529
Prekindergarten, Other	99

Race/Ethnicity	Number	Percent
American Indian	4	0.1
Asian American	198	3.9
Black	72	1.4
Hispanic	55	1.1
White	4,709	93.5
Total Minority 2001-02	329	6.5
Total Minority 1996-97	234	5.0

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The Cheshire Public Schools actively participates in Project Choice. Since last year our enrollment has dropped to 24 students due to withdrawals of students moving out of New Haven, thereby losing their eligibility. In addition, space continues to be an issue for Cheshire. Our elementary and middle schools are at maximum enrollment thus unable to replenish our Project Choice numbers by adding new students this year. Cheshire's resolve to provide smooth transitions and broaden our connections to districts with greater diversity is evident.

Cheshire has continued to pursue and increase its participation in a variety of other interdistrict programs as well. In New Haven they include The Educational Center for the Arts, High School in the Community, Co-Op High School, the Sound School and its summer programs, Southern Connecticut Conference Student Exchange Programs, and Yale Summer High School. Students also attend the Rotella Magnet School in Waterbury, the Maloney Interdistrict Magnet School in Waterbury, and the Center for Creative Youth in Hartford. Project Lucid successfully completed its second and final year of a two year grant. The partnership between our Norton School and Walsh School of Waterbury was overwhelmingly successful, pairing 26 teachers and involving 600 students in developing their literacy skills through the use of a wireless computer lab, allowing on going communication among students and teachers. This included over 140 virtual video connections in real time. In addition, approximately five actual visits and collaborative events took place within the schools. Because of the great success of this grant, additional funding has been received expanding the program to a new Cheshire school, Highland, and pairing them with an additional school in Waterbury. This collaboration of diverse student groups and the professional development in literacy has not only enhanced students' literacy skills, but also broadened their positive multi-cultural experiences.

All elementary and secondary Language Arts/English/Social Studies curricula provide extensive multicultural experiences with literature and other learning materials. At the high school level participation continues to grow in programs like the SCC "World of Difference" - Diversity Dream Team and the Student Exchange Program with Wilbur Cross High School. Cheshire High also coordinates an extensive multinational student exchange program and continues to expand its annual B-1 Day providing students with a variety of activities which expand their horizon and their understanding of and communicating about diversity in its many forms; race, gender, ethnicity and socio-economic factors. Locally, cultural programs and fine arts exchanges with inner-city schools and other groups are common throughout the K-12 spectrum. Special diversity programs at each school site celebrate racial and ethnic diversity and educate students about differences in unique and compelling ways.

Cheshire is an equal opportunity employer. We participate in minority job fairs year round. The Cheshire Public Schools is committed to increasing the diversity of our staff and student population.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)	
# of Certified Staff	
Teachers	333.1
Administrators	26.0
Library/Media Staff	8.0
Other Professionals	41.6
% Minority 2001-02	1.9
% Minority 1996-97	1.3
# Non-Certified Instructional	115.5

Average Class Size		**District**	**ERG**	**State**
Grade K	2001-02	18.6	18.7	18.3
	1996-97	17.1	19.3	19.2
Grade 2	2001-02	18.4	20.2	19.6
	1996-97	17.7	20.4	20.5
Grade 5	2001-02	20.8	21.8	21.5
	1996-97	22.6	22.0	21.7
Grade 7	2001-02	25.0	21.5	21.9
	1996-97	23.7	21.6	22.2
High School	2001-02	19.4	20.7	19.9
	1996-97	22.1	21.4	20.5

Professional Staff Experience and Training	**District**	**ERG**	**State**
Average Number of Years Experience in Connecticut	14.6	13.0	13.7
% with Master's Degree or Above	81.1	80.0	77.5
% Trained as Mentors, Assessors, or Cooperating Teachers	26.9	26.5	23.9

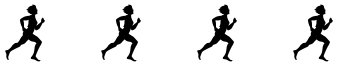
DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	1,029	979	982
Middle School	1,022	1,008	1,009
High School	1,033	987	998

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.9	4.4	4.4
Students Per Teacher	15.1	14.2	14.0
Teachers Per Administrator	12.8	14.1	13.5

STUDENT PERFORMANCE



Physical Fitness	District	ERG	State
% Passing All 4 Tests	49.6	41.7	34.4

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal		District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Grade 4	Reading	78	77	76	57.9
	Writing	78	75	76	61.2
	Mathematics	86	87	79	61.0
	All Three Tests	64.9	62.6	60.6	42.8
Grade 6	Reading	85	85	83	63.6
	Writing	89	86	78	60.0
	Mathematics	85	88	80	61.0
	All Three Tests	73.5	75.3	66.3	45.4
Grade 8	Reading	88	85	84	66.3
	Writing	83	86	75	58.8
	Mathematics	79	81	76	55.4
	All Three Tests	73.1	73.0	63.9	44.0
Participation Rate		98.2	97.4	97.6	95.0

In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.

Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	**District 2000-01**	**District 2001-02**	**ERG 2001-02**	**State 2001-02**
Reading Across the Disciplines	67	62	64	44.8
Writing Across the Disciplines	72	75	68	51.0
Mathematics	61	73	65	44.1
Science	60	66	60	43.2
All Four Tests	35.1	43.6	38.8	23.7
Participation Rate	99.1	94.8	95.3	92.4

In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT® I: Reasoning Test	**Class of 1996**	**Class of 2001**		
	District	**District**	**ERG**	**State**
% of Graduates Tested	91.4	95.3	92.8	77.6
Mathematics: Average Score	530	527	537	503
Mathematics: % Scoring 600 or More	27.2	26.7	30.3	22.1
Verbal: Average Score	533	525	529	502
Verbal: % Scoring 600 or More	29.6	24.8	26.4	20.5

Dropout Rates	**District**	**ERG**	**State**
Cumulative Four-Year Rate for Class of 2001	3.9	4.2	11.2
2000-01 Annual Rate for Grades 9 through 12	0.9	1.1	3.0
1995-96 Annual Rate for Grades 9 through 12	1.4	1.7	4.6

Activities of Graduates	**Class of**	**# in District**	**District %**	**ERG %**	**State %**
Pursuing Higher Education	2001	280	87.0	89.3	79.1
	1996	240	90.3	87.4	75.8
Employed or in Military	2001	18	5.6	7.4	17.1
	1996	16	6.0	9.0	18.7
Unemployed	2001	0	0.0	0.9	0.7
	1996	0	0.0	0.2	1.4

DISTRICT REVENUES/EXPENDITURES 2000-01

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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**	**All ERG Districts**	**All Districts**
Instructional Staff and Services	$25,772	$5,187	$5,495	$5,207	$5,495
Instructional Supplies and Equipment	$1,153	$232	$247	$232	$250
Improvement of Instruction and Educational Media Services	$1,812	$365	$359	$448	$351
Student Support Services	$2,528	$509	$524	$580	$521
Administration and Support Services	$4,429	$891	$938	$953	$946
Plant Operation and Maintenance	$4,593	$924	$943	$947	$936
Transportation	$2,475	$470	$417	$370	$418
Costs for Students Tuitioned Out	$883	N/A	N/A	N/A	N/A
Other	$639	$129	$115	$110	$112
Total	$44,283	$8,830	$9,261	$9,017	$9,228
Additional Expenditures					
Land, Buildings, and Debt Service	$4,747	$955	$1,118	$1,010	$1,136
Adult Education	$90	$1,268	N/A	$541	$712

Revenue Sources, % 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**
With School Construction	75.2	22.8	1.1	0.9
Without School Construction	79.3	18.5	1.2	1.0

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	**District**		**ERG**		**State**	
	Per Pupil	**% Change**	**Per Pupil**	**% Change**	**Per Pupil**	**% Change**
Elementary and Middle						
Total	$6,821	6.7	$7,268	4.8	$7,669	4.5
Salaries and Benefits	$5,634	7.2	$5,949	3.0	$6,263	4.2
Supplies	$340	3.7	$408	13.3	$430	8.3
Equipment	$42	-49.4	$138	16.0	$139	7.8
High School						
Total	$8,783	5.9	$8,752	N/A	$8,585	N/A
Salaries and Benefits	$6,777	4.4	$7,045	N/A	$6,873	N/A
Supplies	$481	15.1	$514	N/A	$511	N/A
Equipment	$124	-1.6	$163	N/A	$166	N/A

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. Each year the Cheshire Board of Education takes a "zero based" approach to budgeting. Each school submits requests for supplies, materials, textbooks and equipment based on needs for the coming year. Those requests are reviewed by Central Office staff and the Board of Education to determine the level of funding for the next school year. As curriculum is approached on a districtwide basis, monies to support curriculum must be allocated equitably. 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 items. For example, a large purchase of equipment required to open a new classroom at one school would make one school's budget greater in a given year than a school without the need to open a new classroom due to enrollment changes. Students with special needs are evaluated on an individual basis and decisions to purchase the appropriate materials, supplies and equipment to meet their individual education programs are made based on that information.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The Cheshire Public Schools, through a strategic planning initiative, established two major goals to ensure continued improvement in student accomplishment. They are: 1) the use of differentiated and small group instruction; and 2) the development and use of authentic assessment tools to improve instruction. Improving the instructional skills and strategies of staff is intended to better meet the needs of a broader range of students. The development of an assessment plan designed to establish consistent expectations for student performance across the grades, includes classroom assessments such as Developmental Reading Assessment (DRA), math skills and performance tasks increases our knowledge of students' mastery areas. The development of pre-assessment tools in the content areas of science and social studies for grades 1-8 was added this year to the assessment plan. These data support and inform classroom instructional practice and provide ongoing districtwide data to monitor progress throughout the year. In addition, our statewide CMT results confirmed areas of growth and identified instructional improvement areas.

Our reading intervention plan in grades K-8 identifies students in need of additional small group instruction beyond the classroom. In a guided reading format, students benefit from two to three additional half-hour sessions per week, connected to and enhancing classroom instruction. The development of the district's Literacy Plan outlines significant professional development for teachers and sets the stage for improved instructional practice throughout our K-8 classrooms. Cheshire's reading performance is strong. We have moved closer to our goal of increasing the numbers of students achieving mastery in reading to the mid to upper eighties this year by achieving 77% in grade 4, 85% in grade 6 and 85% in grade 8. Writing continues to be a strength for our district as confirmed by our 75% mastery in grade 4, 86% in grade 6, and 86% in grade 8.

Cheshire has great confidence in its K-8 mathematics program and has demonstrated its quality through the analysis of student performance. We have identified and implemented the use of more effective teaching materials and improved instructional practices. Ongoing inservice training supports teacher development and includes classroom coaching models to ensure successful implementation. Our instructional program continues to be affirmed as successful as indicated by our students' strong performance in mathematics with fourth grade at 87%, sixth grade at 88% and eighth grade at 81% of students meeting the state goal.

Cheshire High School is proud of the continued high level of performance as indicated by our strong SAT 2002 results. The mean verbal score was 529 and the mean math score was 532. These scores represent a 95% rate of participation. Another indicator of sustained improvement in high school accomplishments is the offering of 18 different Advanced Placement level courses. From those 18 courses, 169 Advanced Placement examinations were administered resulting in 77% of students achieving scores of 3 or higher.