

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



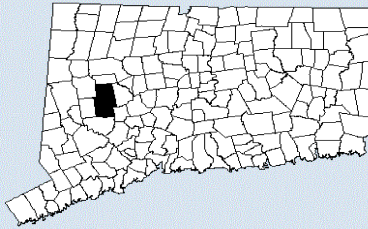
Regional School District 14

Ms. Anna Cutaia-Leonard, Superintendent • 203-263-4339 • <http://www.ctreg14.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,803
Per Pupil Expenditures ¹	\$16,931
Total Expenditures ¹	\$31,643,460

¹Expenditure data reflect the 2013-14 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 * When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	952	52.8	48.3
Male	851	47.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	39	2.2	4.7
Black or African American	19	1.1	12.9
Hispanic or Latino	49	2.7	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	1,685	93.5	57.2
English Language Learners	23	1.3	6.3
Eligible for Free or Reduced-Price Meals	193	10.7	37.6
Students with Disabilities ¹	197	10.9	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	23	2.5	7	0.7
Male	12	1.5	18	2.1
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	30	1.8	*	*
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	3.1	*	*
Students with Disabilities	7	3.7	8	3.7
District	35	2.0	25	1.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 30

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	125.2
Paraprofessional Instructional Assistants	9.6
Special Education	
Teachers and Instructors	19.8
Paraprofessional Instructional Assistants	36.4
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	6.4
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	8.2
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.1
Other Staff Providing Non-Instructional Services/Support	91.6

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.5	3.5
Hispanic or Latino	3	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	180	97.8	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	140	77.3	163	86.2
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	10	*	13	*
Students with Disabilities	12	*	11	40.7
District	150	76.9	167	85.2
State		58.4		73.8

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	8	32.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	62	92.5
Other Health Impairment	34	91.9
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	132	76.3
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	25	1.6	1.5
Emotional Disturbance	14	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	67	4.4	4.4
Other Health Impairment	37	2.4	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	20	1.3	1.9
All Disabilities	175	11.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	6.3	8.1
Private Schools or Other Settings	10	5.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,652,312	8,304	9,134
Instructional Supplies and Equipment	523,358	278	334
Improvement of Instruction and Educational Media Services	1,641,754	871	498
Student Support Services	2,763,881	1,466	1,001
Administration and Support Services	2,978,023	1,580	1,694
Plant Operation and Maintenance	3,654,258	1,939	1,572
Transportation	1,948,319	1,105	813
Costs of Students Tuitioned Out	1,688,734	N/A	N/A
Other	792,821	421	186
Total	31,643,460	16,931	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,073,519	570	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,781,407	36.7	35.1
Noncertified Personnel	1,312,641	17.3	14.2
Purchased Services	166,144	2.2	5.2
Tuition to Other Schools	1,688,734	22.3	22.0
Special Ed. Transportation	694,834	9.2	8.6
Other Expenditures	943,249	12.4	14.9
Total Expenditures	7,587,009	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.1	80.5
State	12.8	12.1
Federal	1.9	2.0
Tuition & Other	5.2	5.4

⁴Revenue 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 Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	16	*	16	*	*	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino	20	65.8	20	60.7	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	821	70.9	820	63.0	405	62.5
English Language Learners	14	*	14	*	6	*
Non-English Language Learners	856	70.9	855	62.9	419	62.4
Eligible for Free or Reduced-Price Meals	88	63.0	87	54.6	46	58.7
Not Eligible for Free or Reduced-Price Meals	782	71.6	782	63.8	379	62.6
Students with Disabilities	117	51.5	117	43.7	61	47.9
Students without Disabilities	753	73.8	752	65.9	364	64.6
High Needs	194	58.1	193	49.7	100	53.3
Non-High Needs	676	74.4	676	66.7	325	64.9
District	870	70.8	869	62.9	425	62.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.2	66.0	77.0	91.9	458	82.3
Curl Up	93.0	83.0	61.9	91.9	458	82.8
Push Up	85.9	54.7	83.2	83.8	458	77.5
Mile Run/PACER	87.5	84.0	76.1	62.2	458	77.7
All Tests - District	70.3	36.8	47.8	50.5	458	52.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	24	83.3	.		.
District	211	96.7	94.0	Yes	94.0
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	84.3	117	54.2
Male	60.6	61	34.9
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	74.9	173	46.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	48.4	7	22.6
Students with Disabilities	*	*	*
District	73.7	178	45.5
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.9	92.4
Male	71.4	83.1
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	81.1	88.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	85.2	*
Students with Disabilities	54.5	*
District	81.3	88.5
State	72.6	88.8

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	70.8	75	94.4	100	94.4	67.9
	High Needs Students	58.1	75	77.5	100	77.5	56.7
Math Performance Index	All Students	62.9	75	83.9	100	83.9	59.3
	High Needs Students	49.7	75	66.2	100	66.2	47.8
Science Performance Index	All Students	62.2	75	83.0	100	83.0	56.5
	High Needs Students	53.3	75	71.1	100	71.1	45.9
Chronic Absenteeism	All Students	2.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	4.2%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	81.1%	75%	50.0	50	100.0	66.1%
	% Passing Exams	45.5%	75%	30.3	50	60.7	37.3%
On-track to High School Graduation		92.8%	94%	49.4	50	98.7	85.6%
4-year Graduation All Students (2014 Cohort)		96.7%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		91.2%	94%	97.0	100	97.0	77.6%
Postsecondary Entrance (Class of 2014)		81.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		79.9% 52.2%	75%	17.4	50	34.8	87.6% 51.0%
Arts Access		22.3%	60%	18.6	50	37.2	45.7%
Accountability Index				1038.8	1250	83.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.4	58.1	16.2	17.3	
Math Performance Index Gap	66.7	49.7	17.0	19.6	
Science Performance Index Gap	64.9	53.3	11.6	17.2	
Graduation Rate Gap	94.0%	91.2%	2.8%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.7
	High Needs Students	98.5
Math	All Students	97.6
	High Needs Students	98.0
Science	All Students	100.0
	High Needs Students	100.0

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 52.7 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Annually, each school and department in Region 14 develops its own School/Department Improvement Plan, which supports the Board of Education's goals and is based on the district's strategic priorities. Each plan is focused on increasing student achievement and building teacher capacity. Plans are shared with parents who are encouraged to provide feedback and suggestions. The Superintendent regularly updates the Board of Education members on the progress of district-wide improvement plans.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District 14 provided teachers and students with opportunities to learn about diversity and to reduce racial and ethnic isolation throughout the system. While there is little diversity within the school system, staff members create multi-cultural opportunities for students to experience.

At Bethlehem Elementary School, students participated in "Traveling Days" throughout the school year. The school selected a different location in the world to visit. Teachers introduced their classes to a new country as they learned about the people, customs, food and other aspects of their lives.

Parents of students with a direct link to the country and culture being studied often visited classes to share their experiences and answer questions.

At Mitchell Elementary School, multicultural programs included artistic expressions of many cultures in art and music classes, especially the development of arts through the history of the United States. Cultural and ethnic observances are presented to students in natural and informative presentations throughout the school year. Enrichment includes a Latin Culture Club and visiting artists from South Africa.

At Woodbury Middle School, the social studies curriculum delves deeply into the study of China, Japan, Africa, and India. Each country is studied in depth, providing students with numerous opportunities to learn about the country, its people, and its culture. Guest speakers are common, as are trips out into the community to sample cuisine at ethnic restaurants. Our study of world languages also begins at the middle school, and our curriculum emphasizes the study of cultures and customs. After school clubs include our Multicultural Club that explores cuisines, dress, and customs of a variety of countries. The many members of this club also have direct experience with speakers, performers, and artists.

Though there is limited diversity within the communities of Bethlehem and Woodbury, Nonnewaug High School is one of the state's designated Agriscience schools. As such, students from twenty-six surrounding communities apply for acceptance into the program. The program contributes to considerably greater diversity among our high school students and helps to reduce not only racial, but also economic, isolation.

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Equitable Allocation of Resources among District Schools

There is a commitment in Region 14 to providing comparable district resources across its four schools. This commitment is demonstrated in a five phase budget process – planning, preparation, adoption, implementation, and evaluation. During planning, building principals work with grade levels and departments to develop school improvement plans which are grounded in student achievement results and professional learning needs of teachers. These improvement plans drive the budget preparation process as school and district teams work to identify the necessary resources to achieve system goals. The Board of Education adopts a budget that aligns with its goals and supports the system’s effort to “Inspire Excellence”. During the budget adoption process, the Superintendent and Board of Education members hold community meetings to discuss improvement initiatives and funding needs. After adoption we consistently examine, analyze, and monitor the use of resources across all levels to ensure comparable distribution of resources.