Connecticut State Department of Education

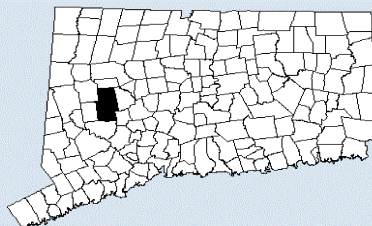# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	1,768
Per Pupil Expenditures[1]	$18,082
Total Expenditures[1]	$32,022,980

[1]Expenditure data reflect the 2014-15 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 2016)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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.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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	935	52.9	48.3
Male	833	47.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	41	2.3	4.9
Black or African American	18	1.0	12.8
Hispanic or Latino	48	2.7	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	1,648	93.2	55.9
English Learners	20	1.1	6.4
Eligible for Free or Reduced-Price Meals	163	9.2	38.0
Students with Disabilities[1]	190	10.7	13.7

[1]Students 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	65	7.1	14	1.5
Male	43	5.3	28	3.3
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	98	6.1	37	2.2
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	23	10.5	12	5.2
Students with Disabilities	28	12.7	11	4.6
District	108	6.3	42	2.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 23

Number of school-based arrests: Fewer than 6

[2]A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	122.4
Paraprofessional Instructional Assistants	11.9
Special Education	
Teachers and Instructors	20.9
Paraprofessional Instructional Assistants	36.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	7.2
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	86.7

[1]In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.6	3.5
Hispanic or Latino	3	1.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	176	97.8	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	*	*
White	*	*	154	89.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	14	60.9	11	*
Students with Disabilities	10	*	14	66.7
District	121	69.9	165	88.2
State		61.2		73.9

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	10	41.7
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	61	87.1
Other Health Impairment	27	84.4
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	118	73.8
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	24	1.6	1.6
Emotional Disturbance	11	0.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	70	4.7	4.6
Other Health Impairment	34	2.3	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	15	1.0	1.9
All Disabilities	165	11.1	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	15,755,291	8,807	9,387
Instructional Supplies and Equipment	487,333	272	318
Improvement of Instruction and Educational Media Services	1,621,244	906	541
Student Support Services	2,833,892	1,584	1,048
Administration and Support Services	3,090,852	1,728	1,790
Plant Operation and Maintenance	4,032,194	2,254	1,608
Transportation	1,899,548	1,155	845
Costs of Students Tuitioned Out	1,517,255	N/A	N/A
Other	785,371	439	194
Total	32,022,980	18,082	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	660,063	369	1,524

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,896,318	38.4	35.1
Noncertified Personnel	1,272,308	16.9	14.5
Purchased Services	291,543	3.9	5.5
Tuition to Other Schools	1,517,255	20.1	21.6
Special Ed. Transportation	640,280	8.5	8.3
Other Expenditures	920,269	12.2	15.0
Total Expenditures	7,537,973	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	80.1	80.4
State	12.7	12.2
Federal	1.7	1.7
Tuition & Other	5.6	5.7

[4]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 Correction).

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	*	*	*	*	0	N/A
Asian	16	*	16	*	13	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	18	*	18	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	779	70.2	778	63.7	399	63.4
English Learners	15	*	15	*	7	*
Non-English Learners	807	70.6	806	64.0	416	63.7
Eligible for Free or Reduced-Price Meals	111	64.8	111	58.4	63	57.6
Not Eligible for Free or Reduced-Price Meals	711	71.1	710	64.5	360	64.5
Students with Disabilities	114	52.6	114	44.9	64	46.4
Students without Disabilities	708	73.1	707	66.7	359	66.5
High Needs	213	59.2	213	52.5	120	52.5
Non-High Needs	609	74.1	608	67.6	303	67.8
District	822	70.2	821	63.7	423	63.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

[1]NAEP 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.0	73.1	62.6	87.3	399	76.4
Curl Up	86.7	72.0	75.8	89.1	399	81.5
Push Up	83.8	53.8	52.7	90.9	399	71.7
Mile Run/PACER	84.8	83.9	74.7	86.4	399	82.7
All Tests - District	66.7	35.5	34.1	59.1	399	49.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	25	100.0	.		.
Students with Disabilities	24	91.7	.		.
District	189	98.4	94.0	Yes	94.0
State[4]		87.2			

[1]The 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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6] Rate (%)	Meeting Benchmark	
		Count	Rate (%)
Female	99.5	119	58.3
Male	96.8	57	36.5
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.8	171	49.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	10	26.3
Students with Disabilities	*	*	*
District	98.3	176	48.9
State	95.6		40.7

[5]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

[6]Participation 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.
Copyright © 2016 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2015 Entrance[7] Rate (%)	Class of 2014 Persistence[8] Rate (%)
Female	79.6	92.6
Male	75.0	87.9
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	77.4	90.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.0	*
Students with Disabilities	*	*
District	77.8	91.0
State	71.9	88.3

[7]College 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.

[8]College 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

Next Generation Accountability Results

These statistics are the 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	70.2	75	46.8	50	93.7	67.7
	High Needs Students	59.2	75	39.5	50	78.9	56.7
Math Performance Index	All Students	63.7	75	42.5	50	84.9	61.4
	High Needs Students	52.5	75	35.0	50	70.0	49.9
Science Performance Index	All Students	63.4	75	42.3	50	84.6	57.5
	High Needs Students	52.5	75	35.0	50	70.0	47.0
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	63.8%
	High Needs Students	57.0%	100%	57.0	100	57.0	58.3%
Math Academic Growth	All Students	55.0%	100%	55.0	100	55.0	65.0%
	High Needs Students	49.2%	100%	49.2	100	49.2	57.4%
Chronic Absenteeism	All Students	6.3%	<=5%	47.5	50	95.0	9.6%
	High Needs Students	11.2%	<=5%	37.6	50	75.2	15.6%
Preparation for CCR	% Taking Courses	79.4%	75%	50.0	50	100.0	67.6%
	% Passing Exams	48.9%	75%	32.6	50	65.2	40.7%
On-track to High School Graduation		96.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		98.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		91.3%	94%	97.1	100	97.1	78.6%
Postsecondary Entrance (Class of 2015)		77.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		76.7% | 49.9%	75%	16.6	50	33.2	89.2% | 50.5%
Arts Access		19.4%	60%	16.2	50	32.3	47.5%
Accountability Index				**1010.2**	**1350**	**74.8**	

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	74.1	59.2	14.9	16.5	
Math Performance Index Gap	67.6	52.5	15.1	18.9	
Science Performance Index Gap	67.8	52.5	15.3	17.2	
Graduation Rate Gap	94.0%	91.3%	2.7%	15.3%	N

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

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

	Subject/Subgroup	Participation Rate (%)[3]
ELA	All Students	99.2
	High Needs Students	98.2
Math	All Students	99.0
	High Needs Students	98.2
Science	All Students	99.5
	High Needs Students	98.4

[3]Minimum participation standard is 95%.

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: 53   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The leadership team has invested time in developing a district strategy map that focuses on instructional priorities, which will lead to improved teaching and learning.

The strategy map aligns with Board of Education goals and makes visible the through-line from adult actions to improvements in student learning.

The power of the strategy map is that it outlines an instructional model that the district strives to develop in every classroom in the areas of culture, feedback and student engagement.

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. 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.

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 from a variety of countries. The many members of this club also have direct experience with speakers, performers, and artists.

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. Curriculum and instructional programs emphasize learning about various cultures and beliefs.

Students in grades K-8 participate in the Second Step Program, which focuses on social-emotional skills, including making friends, managing emotions, and solving problems to set them on the path for social success and academic readiness.

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.