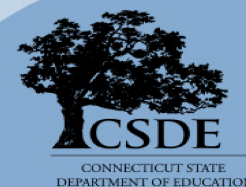


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



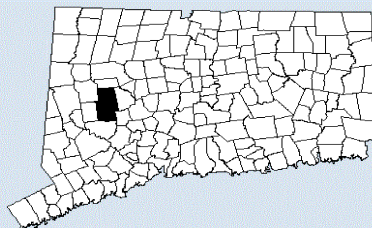
Regional School District 14

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,768
Per Pupil Expenditures ¹	\$18,737
Total Expenditures ¹	\$32,508,048

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	929	52.5	48.4
Male	839	47.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	41	2.3	5.1
Black or African American	*	*	12.9
Hispanic or Latino	66	3.7	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	15	0.8	2.9
White	1,632	92.3	54.8
English Learners	20	1.1	6.8
Eligible for Free or Reduced-Price Meals	232	13.1	35.9
Students with Disabilities ¹	233	13.2	14.3

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	96	10.6	8	0.9
Male	68	8.3	34	4.0
Black or African American	*	*	0	*
Hispanic or Latino	8	12.1	*	*
White	149	9.4	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	21.1	11	4.4
Students with Disabilities	45	17.9	13	4.8
District	164	9.5	42	2.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 49

Number of school-based arrests: Fewer than 6

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.

District Profile and Performance Report for School Year 2016-17

Regional School District 14

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	112.3
Paraprofessional Instructional Assistants	4.1
Special Education	
Teachers and Instructors	21.7
Paraprofessional Instructional Assistants	33.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.2
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	13.4
Counselors, Social Workers and School Psychologists	15.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	96.4

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	0.6	3.6
Hispanic or Latino	2	1.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	179	98.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.6

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	0	0.0	*	*
Hispanic or Latino	6	*	0	0.0
White	147	81.7	151	88.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	18	78.3	18	78.3
Students with Disabilities	17	58.6	15	75.0
District	159	82.0	154	88.0
State		63.6		77.5

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	11	42.3
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	71	85.5
Other Health Impairment	42	84.0
Other Disabilities	*	*
Speech/Language Impairment	14	*
District	148	75.1
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Regional School District 14

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	26	1.7
Emotional Disturbance	13	0.9
Intellectual Disability	*	*
Learning Disability	83	5.5
Other Health Impairment	50	3.3
Other Disabilities	*	*
Speech/Language Impairment	16	1.1
All Disabilities	201	13.4

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	16,238,735	9,221 9,663
Instructional Supplies and Equipment	457,851	260 321
Improvement of Instruction and Educational Media Services	1,918,750	1,090 578
Student Support Services	3,070,076	1,743 1,103
Administration and Support Services	3,240,426	1,840 1,861
Plant Operation and Maintenance	3,954,295	2,245 1,637
Transportation	1,849,070	1,145 877
Costs of Students Tuitioned Out	985,078	N/A N/A
Other	793,767	451 201
Total	32,508,048	18,737 16,236

Additional Expenditures

Land, Buildings, and Debt Service	283,500	161 1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	3,185,759	43.6
Noncertified Personnel	1,130,498	15.5
Purchased Services	386,299	5.3
Tuition to Other Schools	985,078	13.5
Special Ed. Transportation	575,680	7.9
Other Expenditures	1,038,919	14.2
Total Expenditures	7,302,233	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	80.7	80.5
State	12.3	12.4
Federal	1.4	1.5
Tuition & Other	5.5	5.6

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).

District Profile and Performance Report for School Year 2016-17

Regional School District 14

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	*	*	*	*	*	*
Asian	26	72.8	26	71.2	11	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	38	62.5	38	57.4	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	808	69.1	808	61.1	392	61.6
English Learners	20	53.3	20	52.0	8	*
Non-English Learners	862	69.3	862	61.5	419	61.8
Eligible for Free or Reduced-Price Meals	108	59.7	108	54.0	51	57.5
Not Eligible for Free or Reduced-Price Meals	774	70.3	774	62.3	376	62.1
Students with Disabilities	131	51.8	131	42.6	62	45.9
Students without Disabilities	751	72.0	751	64.6	365	64.2
High Needs	225	56.6	225	49.0	105	50.8
Non-High Needs	657	73.2	657	65.5	322	65.1
District	882	69.0	882	61.3	427	61.6

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	87.6	72.9	74.6	85.2	468	79.7
Curl Up	93.8	80.6	92.1	99.2	468	91.2
Push Up	86.6	52.7	57.9	89.1	468	70.9
Mile Run/PACER	86.6	88.4	67.5	71.9	468	78.4
All Tests - District	70.1	38.0	43.9	56.3	468	51.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Regional School District 14

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	0
Eligible for Free or Reduced-Price Meals	20	90.0
Students with Disabilities	20	85.0
District	185	96.8
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.5	128	59.0
Male	97.4	81	53.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.9	199	56.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	20	43.5
Students with Disabilities	91.8	7	14.3
District	98.6	209	56.6
State	96.1		43.5

³College 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

⁴Participation 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 © 2017 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	84.4	95.6
Male	58.8	85.2
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	73.3	92.1
English Learners	73.3	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	72.4	91.7
State	72.0	88.5

⁵College 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.

⁶College 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

District Profile and Performance Report for School Year 2016-17

Regional School District 14

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.0	75	46.0	50	92.0	67.1
	High Needs Students	56.6	75	37.7	50	75.5	55.9
Math Performance Index	All Students	61.3	75	40.9	50	81.7	62.2
	High Needs Students	49.0	75	32.6	50	65.3	50.5
Science Performance	All Students	61.6	75	41.1	50	82.1	55.3
	High Needs Students	50.8	75	33.9	50	67.7	45.2
ELA Academic Growth	All Students	54.5%	100%	54.5	100	54.5	55.4%
	High Needs Students	44.0%	100%	44.0	100	44.0	49.8%
Math Academic Growth	All Students	47.6%	100%	47.6	100	47.6	61.7%
	High Needs Students	39.1%	100%	39.1	100	39.1	53.7%
Chronic Absenteeism	All Students	9.5%	<=5%	41.0	50	82.0	9.9%
	High Needs Students	17.8%	<=5%	24.4	50	48.8	15.8%
Preparation for CCR	% Taking Courses	84.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	56.6%	75%	37.8	50	75.5	43.5%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		96.8%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		90.7%	94%	96.5	100	96.5	82.0%
Postsecondary Entrance (Class of 2016)		72.4%	75%	96.5	100	96.5	72.0%
Physical Fitness (estimated part rate) and (fitness)		84.2% 51.1%	75%	17.0	50	34.0	92.0% 51.6%
Arts Access		17.6%	60%	14.7	50	29.3	50.5%
Accountability Index				945.1	1350	70.0	

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	73.2	56.6	16.6	16.7	
Math Performance Index Gap	65.5	49.0	16.6	18.7	
Science Performance Index Gap	65.1	50.8	14.3	16.6	
Graduation Rate Gap	94.0%	90.7%	3.3%	12.0%	N

¹If 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.

²If 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	97.9
Math	All Students	99.2
	High Needs Students	97.9
Science	All Students	98.9
	High Needs Students	96.5

³Minimum 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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

Regional School District 14

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

BES is a community that embraces all students and staff members. Teachers spend time discussing family traditions around the holidays (food, customs, and celebrations). Every student has at least one trusted adult in the building who they feel safe sharing concerns and asking for support. The BES PTO, Student Council and staff facilitate a number of fundraisers for the food bank and families throughout the year. .At Mitchell Elementary School, "Be Kind" greets you in a myriad of places. MES promotes positive behaviors among staff and students through the Second Steps curriculum. There is a focus on empathy and compassion. Students are exposed to events in our community and in our world to encourage them to give back. Through various donations as well as by creating relationships with others outside the school building Mitchell enables the students and staff to be aware. Through this awareness, comes the education and the ability to look past differences and be a family.

.Woodbury Middle School believes in providing students cultural experiences through opportunities such as our World Cultures Club, which celebrates a variety of cultures, field trips to museums, Shanghai Acrobats, Phantom of the Opera, trips out of the country and to Washington D.C. In addition, WMS students and staff have received training in Wingman, Restorative Practices and Second Steps to foster a positive school climate and support all individuals feeling connected to school. . Nonnewaug High School naturally reduces racial, ethnic and social isolation by welcoming students from 23 additional communities. Our clubs and councils participate in a variety of activities that involve students in service to their communities, helping others while widening our students' understanding of the difficulties faced by many. For example, through our Trick-or-Treat Street, students collect for the food bank raising money to help offset private citizens' fuel costs. NHS promotes students' involvement in new school activities to further expand their circles.

District Profile and Performance Report for School Year 2016-17

Regional School District 14

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 multi-phase budget process - planning, preparation, adoption, and implementation. 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.