

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



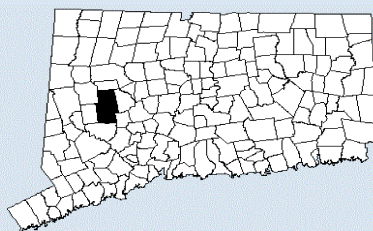
## Regional School District 14

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,716
Per Pupil Expenditures <sup>1</sup>	\$18,586
Total Expenditures <sup>1</sup>	\$32,507,450

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	891	51.9	48.4
Male	825	48.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	42	2.4	5.1
Black or African American	*	*	12.8
Hispanic or Latino	71	4.1	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	21	1.2	3.3
White	1,570	91.5	53.6
English Learners	22	1.3	7.2
Eligible for Free or Reduced-Price Meals	148	8.6	36.7
Students with Disabilities <sup>1</sup>	263	15.3	14.8

<sup>1</sup>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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	76	8.7	17	1.9
Male	*	*	53	6.4
Black or African American	*	*	0	*
Hispanic or Latino	9	11.8	*	*
White	129	8.4	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	55	17.1	27	8.2
Students with Disabilities	43	16.3	22	7.7
District	146	8.7	70	4.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 27

Number of school-based arrests: 0

<sup>2</sup>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.

<sup>3</sup>The 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 2017-18

## Regional School District 14

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	113.3
Paraprofessional Instructional Assistants	1.4
<b>Special Education</b>	
Teachers and Instructors	18.8
Paraprofessional Instructional Assistants	34.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.4
School Level	8.4
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	13.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	91.1

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	1	0.6	3.7
Hispanic or Latino	2	1.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	174	98.3	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	139	76.0	157	87.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	24	63.2	29	87.9
Students with Disabilities	18	52.9	22	68.8
District	148	75.5	168	87.5
State		69.3		80.1

<sup>2</sup>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<sup>3</sup>

	Count	Rate (%)
Autism	22	64.7
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	77	87.5
Other Health Impairment	45	88.2
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	174	78.0
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Regional School District 14

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	36	2.4	1.8
Emotional Disturbance	19	1.3	1.1
Intellectual Disability	8	0.5	0.5
Learning Disability	88	6.0	5.2
Other Health Impairment	52	3.5	3.1
Other Disabilities	15	1.0	1.1
Speech/Language Impairment	14	1.0	1.8
All Disabilities	232	15.8	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	15,757,616	8,958	9,847
Instructional Supplies and Equipment	471,684	268	287
Improvement of Instruction and Educational Media Services	2,103,051	1,196	589
Student Support Services	3,126,951	1,778	1,120
Administration and Support Services	3,559,631	2,024	1,905
Plant Operation and Maintenance	3,689,460	2,097	1,648
Transportation	1,809,563	1,095	904
Costs of Students Tuitioned Out	1,170,649	N/A	N/A
Other	818,845	466	208
Total	32,507,450	18,586	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	673,500	383	1,393
-----------------------------------	---------	-----	-------

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,204,977	43.1	33.8
Noncertified Personnel	1,094,067	14.7	14.5
Purchased Services	476,835	6.4	5.5
Tuition to Other Schools	1,170,649	15.8	23.4
Special Ed. Transportation	558,454	7.5	8.7
Other Expenditures	926,685	12.5	14.1
Total Expenditures	7,431,667	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	80.0	79.6
State	12.1	12.4
Federal	1.9	1.9
Tuition & Other	6.0	6.1

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	22	77.1	22	73.5
Black or African American	6	*	6	*
Hispanic or Latino	35	64.5	35	59.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	6	*	6	*
White	774	69.2	774	62.1
English Learners	20	58.7	20	58.1
Non-English Learners	824	69.5	824	62.4
Eligible for Free or Reduced-Price Meals	166	63.3	166	55.6
Not Eligible for Free or Reduced-Price Meals	678	70.7	678	64.0
Students with Disabilities	140	50.0	140	43.0
Students without Disabilities	704	73.1	704	66.2
High Needs	279	59.1	279	51.7
Non-High Needs	565	74.3	565	67.6
District	844	69.3	844	62.3

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.7	75.2	83.5	87.4	434	83.6
Curl Up	98.3	63.7	63.1	91.3	434	79.3
Push Up	83.5	85.0	84.5	81.6	434	83.6
Mile Run/PACER	86.1	86.7	76.7	75.7	434	81.6
All Tests - District	68.7	46.0	47.6	48.5	434	53.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Regional School District 14

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	31	90.3
Students with Disabilities	24	75.0
District	172	95.3
State		87.9

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	120	56.1
Male	97.1	98	56.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.1	201	55.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.6	29	40.8
Students with Disabilities	89.4	8	12.1
District	98.2	218	56.2
State	96.3		44.8

<sup>3</sup>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

<sup>4</sup>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.

Copyright © 2018 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2018 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2018

### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	84.0	92.6
Male	79.4	82.0
Black or African American	*	*
Hispanic or Latino	*	*
White	81.7	87.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	75.0	*
Students with Disabilities	*	*
District	82.1	88.5
State	70.9	88.3

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.3	75	46.2	50	92.3	67.6
	High Needs Students	59.1	75	39.4	50	78.7	57.5
Math Performance Index	All Students	62.3	75	41.5	50	83.1	62.7
	High Needs Students	51.7	75	34.5	50	68.9	52.0
ELA Academic Growth	All Students	58.9%	100%	58.9	100	58.9	60.7%
	High Needs Students	55.7%	100%	55.7	100	55.7	55.6%
Math Academic Growth	All Students	64.7%	100%	64.7	100	64.7	61.9%
	High Needs Students	59.5%	100%	59.5	100	59.5	55.4%
Chronic Absenteeism	All Students	8.7%	<=5%	42.7	50	85.4	10.7%
	High Needs Students	15.7%	<=5%	28.5	50	57.0	16.6%
Preparation for CCR	% Taking Courses	81.4%	75%	50.0	50	100.0	74.8%
	% Passing Exams	56.2%	75%	37.5	50	74.9	44.8%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.3%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		95.2%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		82.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		87.1%   53.0%	75%	17.7	50	35.3	96.6%   50.1%
Arts Access		17.0%	60%	14.2	50	28.4	51.2%
<b>Accountability Index</b>				<b>940.9</b>	<b>1250</b>	<b>75.3</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.3	59.1	15.2	15.9	
Math Performance Index Gap	67.6	51.7	15.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	95.2%	-1.2%	12.7%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	98.0
Math	All Students	98.9
	High Needs Students	98.0
Science	All Students	97.3
	High Needs Students	93.8

<sup>3</sup>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: \***      **State: 51.5**

#### 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 2017-18

## 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, our eagles soar with positive behaviors instilled through the Second Steps program, adult role models and the collaborative work between home, school and community. The relationships established within our building are the foundations for those outside of our school walls, as well. Enabling our students to give back to their community now, strengthens our family forever.

Woodbury Middle School believes in providing students cultural experiences through a variety of activities such as our World Cultures Club, field trips to museums, live cultural performances, and the annual Washington D.C. trip. In addition, WMS students and staff have received training in the following programs to foster a positive school climate: Restorative Practices, Wingman, Second Steps and the Anti-Defamation League.

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 2017-18

## 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.