

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



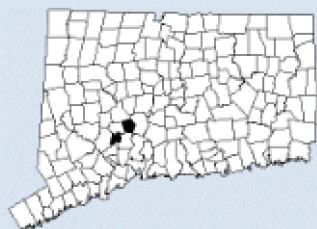
Regional School District 16

Michael Yamin, Superintendent • 203-758-6671 • <http://www.region16ct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,898
Per Pupil Expenditures	\$20,848
Total Expenditures	\$41,696,145

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	963	50.7	48.4
Male	935	49.3	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	79	4.2	12.4
Hispanic or Latino of any race	231	12.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	60	3.2	4.8
White	1,495	78.8	45.1
English Learners/Multilingual Learners	44	2.3	11.3
Eligible for Free or Reduced-Price Meals	502	26.4	44.8
Students with Disabilities	315	16.6	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	71	7.7	19	2.0
Male	71	7.8	79	8.3
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	28	12.6	23	9.6
White	104	7.2	66	4.4
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	64	14.6	40	7.5
Students with Disabilities	37	12.7	33	9.5
All Students - District	142	7.7	98	5.1
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 234
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	147.6
General Education Paraprofessionals	29.3
Special Education Teachers and Instructors	14.6
Special Education Paraprofessionals	39.4
District Central Office Administrators	5.0
School Level Administrators	12.2
Library/Media Specialists (Certified)	5.0
Library/Media Support Staff	1.2
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	185.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	3	1.5	4.9
Hispanic or Latino of any race	3	1.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	200	97.1	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	19	9.2	6.8
Teachers	16	9.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino of any race	*	*	13	*
White	102	83.6	121	89.6
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	23	76.7	30	96.8
Students with Disabilities	14	66.7	26	81.3
All Students - District	128	83.7	148	90.8
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	16	34.0
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	87	68.0
Other Health Impairment	51	71.8
Other Disabilities	0	0
Speech/Language Impairment	16	76.2
All Disabilities - District	179	61.7
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	48	2.5	2.9
Emotional Disability	14	0.7	1.1
Intellectual Disability	7	0.4	0.6
Learning Disability	128	6.7	6.5
Other Health Impairment	73	3.8	3.6
Other Disabilities	8	0.4	1.1
Speech/Language Impairment	27	1.4	2.0
All Disabilities	305	16.0	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	13	4.3	8.2
Private Schools or Other Settings	8	2.6	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$24,491,019	\$12,246	\$13,471
Support services - students	\$2,708,518	\$1,408	\$1,826
Support services - instruction	\$2,063,364	\$1,072	\$972
Support services - general administration	\$1,558,366	\$810	\$568
Support services - school based administration	\$2,187,079	\$1,137	\$1,274
Central and other support services	\$945,016	\$491	\$761
Operation and maintenance of plant	\$4,120,141	\$2,141	\$2,125
Student transportation services	\$2,955,901	\$1,431	\$1,695
Food services	.	.	\$10
Enterprise operations	\$666,741	\$347	\$219
Total	\$41,696,145	\$20,848	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,358,770	25.1	26.4
Instructional Aide Salaries	\$1,605,897	17.1	10.1
Other Salaries	\$352,182	3.7	10.5
Employee Benefits	\$1,211,435	12.9	13.3
Purchased Services Other Than Transportation	\$568,179	6.0	6.8
Special Education Tuition	\$1,911,546	20.3	22.8
Supplies	\$64,463	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,339,112	14.2	8.7
Equipment	.	.	0.2
All Other Expenditures	\$500	0.0	0.1
Total	\$9,412,083	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	22.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	73.3
State	24.5
Federal	1.8
Tuition & Other	0.4

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	41	70.0	41	69.0	17	*
Hispanic or Latino of any race	124	64.8	124	63.2	58	65.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	24	76.7	24	69.6	12	*
White	782	73.7	782	72.2	328	74.1
English Learners/Multilingual Learners	52	61.2	52	60.8	20	61.9
Non-English Learners/Non-Multilingual Learners	941	73.0	941	71.4	404	72.6
Eligible for Free or Reduced-Price Meals	247	66.9	247	64.9	107	67.8
Not Eligible for Free or Reduced-Price Meals	746	74.1	746	72.8	317	73.5
Students with Disabilities	163	52.7	163	48.7	71	48.7
Students without Disabilities	830	76.2	830	75.2	353	76.8
High Needs	373	63.4	373	61.2	159	63.2
Non-High Needs	620	77.7	620	76.6	265	77.4
All Students - District	993	72.3	993	70.8	424	72.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	92.8	90.1	86.4	97.6	545	91.6
Curl Up	84.2	92.1	92.4	100.0	544	91.9
Push Up	80.6	89.4	86.4	86.9	544	85.8
Mile Run/PACER	94.2	88.7	78.0	86.8	543	87.1
All Tests - District	69.1	71.5	62.9	81.8	543	71.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	13	*
White	131	93.1
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	34	91.2
Students with Disabilities	22	59.1
All Students - District	149	93.3
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	112	67.5
Male	86	57.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	21	56.8
White	165	64.2
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	26	42.6
Students with Disabilities	*	*
All Students - District	198	62.7
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	89.4	92.9
Male	74.3	91.5
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	82.0	92.3
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	71.0	85.7
Students with Disabilities	*	*
All Students - District	81.4	92.3
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.3	75	48.2	50	96.5	64.7
ELA Performance Index	High Needs Students	63.4	75	42.3	50	84.5	54.9
Math Performance Index	All Students	70.8	75	47.2	50	94.4	61.1
Math Performance Index	High Needs Students	61.2	75	40.8	50	81.6	50.6
Science Performance Index	All Students	72.1	75	48.1	50	96.1	62.6
Science Performance Index	High Needs Students	63.2	75	42.1	50	84.3	52.1
ELA Academic Growth	All Students	62.7%	100%	62.7	100	62.7	60.6%
ELA Academic Growth	High Needs Students	57.1%	100%	57.1	100	57.1	55.7%
Math Academic Growth	All Students	64.5%	100%	64.5	100	64.5	62.3%
Math Academic Growth	High Needs Students	59.4%	100%	59.4	100	59.4	55.9%
Progress Toward English Proficiency	Literacy	81.5%	100%	40.7	50	81.5	58.7%
Progress Toward English Proficiency	Oral	77.8%	100%	38.9	50	77.8	55.7%
Chronic Absenteeism	All Students	7.7%	<=5%	44.6	50	89.1	17.2%
Chronic Absenteeism	High Needs Students	13.3%	<=5%	33.4	50	66.8	24.8%
% Taking CCR Courses	All Students	87.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	62.7%	75%	41.8	50	83.5	47.2%
On-track to High School Graduation	All Students	98.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.3%	94%	99.2	100	99.2	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	88.5%	94%	94.1	100	94.1	87.3%
Postsecondary Entrance (Class of 2024)	All Students	81.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	71.1%	75%	47.4	50	94.8	49.0%
Arts Access	All Students	60.9%	60%	50.0	50	100.0	55.1%
Accountability Index				1202.5	1450	82.9	

Physical Fitness Estimated Participation Rate - District: 97.1% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.4	11.6	16.9	N
Math Performance Index Gap	75.0	61.2	13.8	18.4	N
Science Performance Index Gap	75.0	63.2	11.8	18.2	N
Graduation Rate Gap	94.0%	88.5%	5.5%	8.6%	N

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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.2
ELA	High Needs Students	99.0
Math	All Students	99.2
Math	High Needs Students	99.0
Science	All Students	99.5
Science	High Needs Students	99.4

Minimum participation standard is 95%.

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

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: 58.3

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Family & Community Engagement as Partners in Learning. Purpose: Collaborate with the Region 16 District-wide Leadership Committee to strengthen home-school partnerships and foster meaningful family and community involvement in student learning.

Key Components: Develop and offer parent learning opportunities (e.g., SOR workshops, book studies, and unstructured play sessions) to build families' capacity to support learning.

Provide families with resources and training focused on promoting academic development and student independence at home.

Cultivate mentorship and relationship-building between staff, students, and families to create a supportive and inclusive school community.

.Timeline: Summer Committee Work, Fall. Description: Strengthen collaboration between schools, families, and the community. By offering learning opportunities, sharing resources, and fostering meaningful connections, the district will empower families to actively support their children's education. Emphasis will be placed on building trust, enhancing communication, and creating ways for families to engage with the curriculum and school activities.

Outcome: Increase opportunities for parents to engagement

Efforts to Reduce Racial, Ethnic and Economic Isolation

Now Accepting Non-Resident Student Applications for 2025–2026. Experience the excellence of Regional School District 16 Public Schools! We are now accepting tuition-paying, non-resident student applications for the 2025–2026 school year.

At Region 16, we believe in Empowering All Learners to Thrive. In partnership with families and our community, our mission is to provide high-quality educational opportunities in a safe, supportive environment. We aim to equip all students with the skills and confidence to succeed in an ever-changing world.

Our district is proud to be one of the top-ranked school systems in the state, known for our strong academic programs, outstanding teaching staff, and our commitment to developing well-rounded students through academics, the arts, athletics, and community involvement.

Region 16 offers a comprehensive curriculum that goes beyond the classroom. We are dedicated to educating the whole student—academically, socially, and emotionally. Our schools are progressive and innovative, offering small class sizes and nurturing learning environments that support every child's growth and success.

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Equitable Allocation of Resources among District Schools

Concerns about resource allocation and over-identification, implementation, and staffing of special education programs. Student identification practices and staffing decisions are often based at the school building level. When decisions are made at the school level, unless there is a clear and coherent culture of collaboration including common language and needs, special education management may become fragmented.

The culture that Region 16 is fostering is one of accountability and inclusion. Research shows that districts with a distinct separation between general education and special education have higher costs and less satisfactory student results. Districts that foster a culture with increased focus on inclusion and alignment with the general education curriculum had lower costs and better student outcomes. Create a collaborative environment so general education staff understand the instructional needs of all learners, and all promote a collaborative spirit that outlines the strengths and weaknesses of the entire instructional program.

The current expectation is that special education instruction and services are integrated into the general education environment,

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	2	13.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	4	26.7	32.0
Retired	4	26.7	23.7
Teach/Admin in Other CT Dist	3	20.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	6.7	1.2
Took Job Related To Education	1	6.7	2.3
TOTAL	15		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.