

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



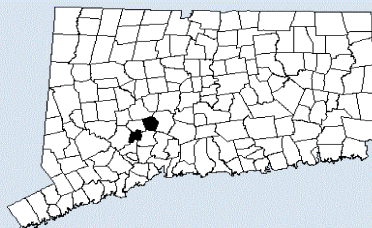
Regional School District 16

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,134
Per Pupil Expenditures ¹	\$16,249
Total Expenditures ¹	\$36,382,470

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,037	48.6	48.4
Male	1,097	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	29	1.4	5.2
Black or African American	73	3.4	12.8
Hispanic or Latino of any race	135	6.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	29	1.4	3.6
White	1,865	87.4	52.4
English Learners	32	1.5	7.6
Eligible for Free or Reduced-Price Meals	434	20.3	42.1
Students with Disabilities ³	275	12.9	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	33	3.2	24	2.3
Male	45	4.2	83	7.4
Black or African American	*	*	8	10.4
Hispanic or Latino of any race	9	6.6	13	9.0
White	63	3.4	84	4.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	37	8.5	44	8.7
Students with Disabilities	25	9.7	28	8.8
District	78	3.7	107	4.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 148

Number of school-based arrests: 7

⁴A 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.

⁵This column displays the 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	149.8
Paraprofessional Instructional Assistants	12.7
Special Education	
Teachers and Instructors	16.6
Paraprofessional Instructional Assistants	51.7
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	12.9
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	15.1
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	141.1

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	1	0.5	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	1.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	208	98.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	6	*	7	*
White	94	65.7	138	88.5
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	18	50.0	20	66.7
Students with Disabilities	10	*	13	*
District	108	62.8	152	86.4
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	14	32.6
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	61	69.3
Other Health Impairment	32	51.6
Other Disabilities	*	*
Speech/Language Impairment	24	85.7
District	144	57.4
State		67.6

³This 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	44	2.1	1.9
Emotional Disturbance	12	0.6	1.1
Intellectual Disability	8	0.4	0.5
Learning Disability	88	4.1	5.5
Other Health Impairment	63	3.0	3.2
Other Disabilities	20	0.9	1.1
Speech/Language Impairment	30	1.4	1.8
All Disabilities	265	12.4	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	2.3	8.2
Private Schools or Other Settings	10	3.8	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$20,283,412	\$9,059	\$10,545
Support services - students	\$3,099,041	\$1,416	\$1,373
Support services - instruction	\$1,835,612	\$839	\$644
Support services - general administration	\$1,558,347	\$712	\$462
Support services - school based administration	\$1,942,289	\$888	\$1,007
Central and other support services	\$732,684	\$335	\$671
Operation and maintenance of plant	\$3,957,317	\$1,809	\$1,629
Student transportation services	\$2,315,594	\$1,031	\$1,231
Food services	\$110,320	\$50	\$13
Enterprise operations	\$547,855	\$250	\$157
Minor school construction	.	.	\$65
Total	\$36,382,470	\$16,249	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,144,212	27.2	29.7
Instructional Aide Salaries	\$972,161	12.3	9.6
Other Salaries	\$665,432	8.4	10.4
Employee Benefits	\$1,047,418	13.3	13.0
Purchased Services Other Than Transportation	\$861,664	10.9	5.5
Special Education Tuition	\$1,210,815	15.3	22.6
Supplies	\$76,373	1.0	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$912,122	11.6	8.0
Equipment	\$2,323	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$7,892,519	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.7	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	74.3
State	23.7
Federal	1.9
Tuition & Other	0.1

⁴Revenue 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., 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	*	*	*	*	9	*
Black or African American	39	72.6	39	64.1	21	60.9
Hispanic or Latino of any race	72	71.2	72	65.0	42	64.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	15	*	15	*	*	*
White	988	74.6	988	70.7	426	67.1
English Learners	19	*	19	*	11	*
Non-English Learners	1,111	74.6	1,111	70.2	491	67.0
Eligible for Free or Reduced-Price Meals	223	65.4	223	60.6	103	59.1
Not Eligible for Free or Reduced-Price Meals	907	76.4	907	72.2	399	68.5
Students with Disabilities	146	51.5	146	44.7	65	48.0
Students without Disabilities	984	77.6	984	73.6	437	69.3
High Needs	324	62.1	324	56.6	147	56.8
Non-High Needs	806	79.2	806	75.2	355	70.6
District	1,130	74.3	1,130	69.9	502	66.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.9	73.8	88.0	97.1	621	86.6
Curl Up	86.3	81.5	92.0	97.8	621	89.2
Push Up	68.3	83.9	87.4	88.5	621	82.4
Mile Run/PACER	79.1	89.3	74.9	65.5	621	77.6
All Tests - District	53.2	61.9	59.4	65.5	621	60.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	27	88.9
Students with Disabilities	17	*
District	171	97.1
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	102	62.6
Male	96.8	103	55.7
Black or African American	*	7	*
Hispanic or Latino of any race	95.5	12	54.5
White	98.0	179	59.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.9	24	36.4
Students with Disabilities	75.0	*	*
District	97.4	205	58.9
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.0	94.4
Male	65.8	95.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	75.0	94.4
English Learners	75.0	*
Eligible for Free or Reduced-Price Meals	55.9	*
Students with Disabilities	55.0	*
District	75.1	94.8
State	71.0	87.8

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

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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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.3	75	49.5	50	99.0	67.7
	High Needs Students	62.1	75	41.4	50	82.8	58.1
Math Performance Index	All Students	69.9	75	46.6	50	93.2	63.1
	High Needs Students	56.6	75	37.7	50	75.4	52.7
Science Performance Index	All Students	66.6	75	44.4	50	88.7	63.8
	High Needs Students	56.8	75	37.9	50	75.8	54.2
ELA Academic Growth	All Students	60.9%	100%	60.9	100	60.9	59.9%
	High Needs Students	56.9%	100%	56.9	100	56.9	55.1%
Math Academic Growth	All Students	62.7%	100%	62.7	100	62.7	62.5%
	High Needs Students	50.5%	100%	50.5	100	50.5	55.2%
Progress Toward English Proficiency	Literacy	69.3%	100%	34.7	50	69.3	60.0%
	Oral	56.9%	100%	28.5	50	56.9	52.1%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.7%	<=5%	44.7	50	89.4	16.1%
Preparation for CCR	% Taking Courses	74.7%	75%	49.8	50	99.6	80.0%
	% Passing Exams	58.9%	75%	39.3	50	78.5	42.6%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		97.1%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		91.2%	94%	97.1	100	97.1	83.3%
Postsecondary Entrance (Class of 2018)		75.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.5% 60.1%	75%	40.0	50	80.1	96.4% 52.9%
Arts Access		54.6%	60%	45.5	50	91.0	51.9%
Accountability Index				1168.0	1450	80.5	

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 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?					Y
ELA Performance Index Gap	75.0	62.1	12.9	15.4	
Math Performance Index Gap	75.0	56.6	18.4	17.6	
Science Performance Index Gap	70.6	56.8	13.7	16.1	
Graduation Rate Gap	94.0%	91.2%	2.8%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.0
	High Needs Students	98.0
Math	All Students	99.0
	High Needs Students	98.0
Science	All Students	99.0
	High Needs Students	97.5

³Minimum 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: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Parents are invited on a regular basis and attend many activities at all our schools. The junior planning sessions conducted by our school counseling staff have received rave reviews. Historically and continuing today teachers and parents work collaboratively to improve our student's educational, social and emotional development. Parents are encouraged to participate in the new web-based sites Schoology and PowerSchool. Schoology provides parents with information about their child's classes, such as homework assignments, daily class updates, study guides, and group discussions. PowerSchool provides parents with access to their child's grades. Each site is accessible 24 hours a day. This year we also held a STEM night to introduce students to STEM activities. Parents volunteers for activities, such as PTO, fundraising activities, 8th grade end of year activities, and chaperoning for field trips is a staple to the success of the inter & extra circular activities and the positive school climate to rise reflective of our middle school. The elementary schools in the region have coordinated their academic efforts similar to the middle school and high school with a focus on common core alignment of curriculum. The data team process has also been initiated this school year through this process a formalized team approach with pre-determined common planning time has been respectively incorporated in the school day for staff and administration. Teachers continue to work on differentiated instruction to meet the needs of all students. Grade level teams meet regularly to ensure commonality across disciplines and the grade level to ensure all needs are being met. The elementary school have very supportive and involved parent and community groups. The parents are actively involved in fundraisers, classroom volunteer's readers, field trip chaperones and in organizing enrichment assemblies. The PTO provides the school with various cultural enrichment assemblies which provide the students with exposure to diverse topics and awareness. Many of our parents are also involved in coordinating our school book fair and assisting the teachers in numerous ways in their classrooms throughout the school year. The PTO's have created an email newsletter which goes out to parents two times per month. We have also created an annual junior republic day in which parents come into all our elementary schools to teach lesson on "soft skills". Those are the basics to personal finances, life's skills, and real-life lessons. This is now a tradition which embeds the community and parents into the education of all our children.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District (RSD) 16 has historically placed an emphasis on highlighting diversity with the integration of programs, and studies of different cultures through all areas of the curriculum. The comprehensive inter-curricular and extra-curricular programs also afford educational opportunities for its student to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. The Region support a stipend position under the title of One Region One book. The BOE has also supported under the 2COM committee yearly initiatives to support all students. In addition to quality instructional programs, our 5th graders have experienced the community's well-received DARE program, writing activities for the Grange and the Knights of Columbus ("What I Love About Prospect" and "What the American Flag Means to Me"), and state participation in the Invention Convention. Woodland students are afforded the opportunity to participate in a Work Internship Program during their junior and senior years. These programs take place in a variety of diverse settings such as hospitals, nursing homes, medical offices, restaurants and retail stores. Our community and PTO's are supportive and understanding of our efforts to help our students appreciate diversity. Individuals from our community who have different ethnic backgrounds share beliefs and traditions in our classrooms. The Superintendent and the PTO's are actively involved in supporting activities that appreciate cultural diversity and assemblies that promote the cultural arts. RSD 16 is actively involved in a recruitment program that focuses on attracting qualified minority candidates for openings in our school district. RSD 16 currently partners with the University of Bridgeport, University of New Haven, UCONN, and University of Hartford through an internship program. This program as well as job fairs reinforces our commitment to a district wide effort for all educational employees in reducing barriers to racial, ethnic, and economic isolation.

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Equitable Allocation of Resources among District Schools

The Region 16 Board of Education is committed to equitably allocating resources towards assuring the achievement, safety, and well-being of each student. The development of the budget addresses individual school needs initially and is established at local level before it is brought to the regional level for analysis. Teacher and Administrators are asked to make requests that would enhance student learning. Administrators were asked about: instructional supplies, personnel, and student programs.

Following, district office in collaboration with the Superintendent, Director of Instruction, Director of Curriculum, and Director of Finance's decisions are guided by a collective process that identifies quality education, reasonable class size, support for instruction, and integration of technology.

The school district collectively and collaboratively through a collection of site based (schools), departmental and district wide request and expenditures. All these components are considered prior to adoption of the budget. The caveat is all expenses are directly aligned to the BOE goals and the Coherence Plan; the ultimate goal is to support student achievement through an equitable an