

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



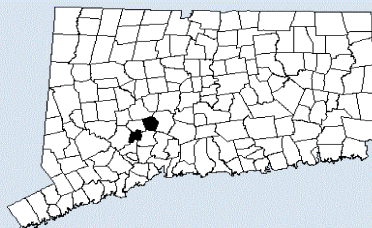
Regional School District 16

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,211
Per Pupil Expenditures ¹	\$15,885
Total Expenditures ¹	\$36,694,913

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	1,096	49.6	48.4
Male	1,115	50.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	35	1.6	5.1
Black or African American	68	3.1	12.9
Hispanic or Latino	127	5.7	24.0
Pacific Islander	*	*	0.1
Two or More Races	20	0.9	2.9
White	1,957	88.5	54.8
English Learners	17	0.8	6.8
Eligible for Free or Reduced-Price Meals	323	14.6	35.9
Students with Disabilities ¹	313	14.2	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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	65	6.1	10	0.9
Male	78	7.2	104	9.2
Black or African American	*	*	*	*
Hispanic or Latino	15	11.5	7	5.3
White	119	6.3	99	5.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	52	17.9	29	8.5
Students with Disabilities	33	11.7	30	8.8
District	143	6.6	114	5.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	151.1
Paraprofessional Instructional Assistants	7.1
Special Education	
Teachers and Instructors	15.6
Paraprofessional Instructional Assistants	49.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	12.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	6.5
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	14.6
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	133.5

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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	0.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	211	98.6	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.4	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	*	*	*	*
Hispanic or Latino	*	*	8	*
White	88	57.5	105	67.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	40.0	8	*
Students with Disabilities	*	*	15	55.6
District	96	56.1	118	68.2
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	20	52.6
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	73	78.5
Other Health Impairment	44	66.7
Other Disabilities	*	*
Speech/Language Impairment	44	91.7
District	187	68.5
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	44	2.0	1.7
Emotional Disturbance	6	0.3	1.0
Intellectual Disability	8	0.4	0.5
Learning Disability	93	4.2	4.9
Other Health Impairment	66	3.0	2.9
Other Disabilities	19	0.9	1.1
Speech/Language Impairment	58	2.6	1.8
All Disabilities	294	13.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,473,676	8,178	9,663
Instructional Supplies and Equipment	550,799	244	321
Improvement of Instruction and Educational Media Services	2,053,659	909	578
Student Support Services	2,142,474	948	1,103
Administration and Support Services	4,484,622	1,985	1,861
Plant Operation and Maintenance	4,525,185	2,003	1,637
Transportation	2,490,329	1,076	877
Costs of Students Tuitioned Out	1,374,742	N/A	N/A
Other	599,427	265	201
Total	36,694,913	15,885	16,236

Additional Expenditures

Land, Buildings, and Debt Service	6,552,715	2,901	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 (%)	Percent of Total (%)
Certified Personnel	2,091,709	27.3	34.6
Noncertified Personnel	1,501,740	19.6	14.6
Purchased Services	781,772	10.2	5.8
Tuition to Other Schools	1,204,688	15.7	21.8
Special Ed. Transportation	1,095,600	14.3	8.5
Other Expenditures	991,432	12.9	14.7
Total Expenditures	7,666,941	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.8	68.7
State	35.6	29.5
Federal	1.4	1.7
Tuition & Other	0.2	0.2

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).

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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	*	*	*	*	0	N/A
Asian	15	*	15	*	9	*
Black or African American	30	74.2	30	65.9	15	*
Hispanic or Latino	69	68.9	69	63.6	22	55.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	1028	72.1	1022	68.0	453	56.1
English Learners	24	58.2	22	56.3	10	*
Non-English Learners	1125	72.3	1121	67.9	493	56.1
Eligible for Free or Reduced-Price Meals	154	63.9	152	60.2	66	53.7
Not Eligible for Free or Reduced-Price Meals	995	73.3	991	68.8	437	56.1
Students with Disabilities	146	52.9	145	46.7	52	40.4
Students without Disabilities	1003	74.8	998	70.7	451	57.6
High Needs	283	59.9	279	55.4	111	48.4
Non-High Needs	866	76.0	864	71.6	392	57.9
District	1149	72.0	1143	67.7	503	55.8

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	85.9	71.4	79.4	74.7	669	78.0
Curl Up	93.2	88.1	85.3	93.5	669	90.0
Push Up	86.4	91.1	72.9	65.6	669	79.4
Mile Run/PACER	87.6	85.7	62.9	61.0	669	74.7
All Tests - District	76.3	64.9	42.4	51.9	669	59.2
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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48	87.5
Students with Disabilities	22	81.8
District	186	94.1
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	99.4	93	52.0
Male	96.4	71	43.0
Black or African American	*	*	*
Hispanic or Latino	100.0	*	*
White	97.7	153	49.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	13	35.1
Students with Disabilities	84.1	6	13.6
District	98.0	164	47.7
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.

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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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.0	97.6
Male	71.7	84.6
Black or African American	*	*
Hispanic or Latino	*	*
White	75.6	92.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	58.1	*
Students with Disabilities	26.1	*
District	75.8	92.6
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

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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	72.0	75	48.0	50	96.0	67.1
	High Needs Students	59.9	75	39.9	50	79.9	55.9
Math Performance Index	All Students	67.7	75	45.1	50	90.2	62.2
	High Needs Students	55.4	75	36.9	50	73.8	50.5
Science Performance	All Students	55.8	75	37.2	50	74.4	55.3
	High Needs Students	48.4	75	32.2	50	64.5	45.2
ELA Academic Growth	All Students	55.3%	100%	55.3	100	55.3	55.4%
	High Needs Students	47.3%	100%	47.3	100	47.3	49.8%
Math Academic Growth	All Students	63.1%	100%	63.1	100	63.1	61.7%
	High Needs Students	51.0%	100%	51.0	100	51.0	53.7%
Chronic Absenteeism	All Students	6.6%	<=5%	46.7	50	93.5	9.9%
	High Needs Students	13.7%	<=5%	32.6	50	65.1	15.8%
Preparation for CCR	% Taking Courses	62.2%	75%	41.5	50	82.9	70.7%
	% Passing Exams	47.7%	75%	31.8	50	63.6	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)		94.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.8%	94%	97.7	100	97.7	82.0%
Postsecondary Entrance (Class of 2016)		75.8%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.2% 59.2%	75%	39.5	50	78.9	92.0% 51.6%
Arts Access		49.7%	60%	41.4	50	82.8	50.5%
Accountability Index				1037.1	1350	76.8	

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	75.0	59.9	15.1	16.7	
Math Performance Index Gap	71.6	55.4	16.3	18.7	
Science Performance Index Gap	57.9	48.4	9.6	16.6	
Graduation Rate Gap	94.0%	91.8%	2.2%	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	96.4
	High Needs Students	93.7
Math	All Students	95.9
	High Needs Students	92.4
Science	All Students	99.0
	High Needs Students	97.4

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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

.Entering the 2017-2018 school year, we have a new District Strategic Improvement Plan. It reinforces our commitment to continuous improvement, student success, and a school year that supports the needs of our students, the wants of our community, and clear academic expectations defined by accountability at the highest level of teaching and learning. Our staff was extremely active this summer as our faculty was engaged in professional learning activities, summer curriculum writing, extended school year programs, summer school courses, and educational leadership planning activities. Our mission is to provide high quality and educational opportunities through the use of research-based traditional, experiential, and creative instructional practices to ensure that all students become inquisitive, lifelong learners with the 21st Century skills necessary to be successful. Region 16 schools will implement an Academic Coherence Plan that reflects adult and student expectations in learning, instruction, technology integration, 21st century skills and post-secondary readiness. The cornerstone of student work will reflect Collaboration, Creativity, Critical Thinking, and Communication.

Newly created curricular programs and components to support parents and students: .• District K-3 phonics and spelling program for K-3. • Increased opportunities for AP and ECE course opportunities . • Transition from Reading Consultants to full-time interventionists and teacher coaches . • Common assessments K-12. • Strong K-8 intervention programs. • Moving from teacher-centered to student-centered instruction with blended learning . • Implement of state math curricula at the high school. • Building teacher capacity with engaging, relevant professional development. • Teachers who are willing to embrace curricular changes and role of technology

Special Education specifically, new program initiatives and support resources and services:. • Full-time Assistant Director of Special Education hired at the beginning of the school year to support consistency and coherence throughout the District in the area of Special Education.

- Transition from current IEP data system to newer more efficient program (Frontline IEP).
- Budget for a part time school counselor at the elementary level to ensure strong support of social emotional needs for K-5.
- Budget for a part time secretary to support case managers with the IEP scheduling and paperwork.
- Continuation of weekly SpEd meetings at each building to increase communication and build capacity. • SRBI process for preschool has been refined and improved to provide early intervention and appropriate assessment prior to referral for special education.
- Special Education Leadership Team met monthly to develop coherent strategic plan for the district.
- Development & support of Learning Center Classrooms at all schools, with special focus on the newly developed Learning Center Classroom at Prospect Elementary School.
- Leadership Committee has created a coherent strategic plan to guide special education work. • Unified Sports teams at the Woodland Regional High School. • Peer Buddies at Woodland Regional High School, creating strong relationships with our students.

Parent Engagement:. Newly created website. Fully integrated Schoology menu to engage parents, provide current and update student academic data

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District 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. The Region has also fully implemented PBIS in K-8 grades district-wide. We have also established community meetings in both elementary schools to highlight all students and all talents often celebrating diversity and exemplar students.

We have also created a collaborative with an elementary and middle school in a urban district to encourage while supporting diversity. Laurel Ledge Elementary school and Long River Middle School has created a partnership with a K-8 school in New Haven. This will involve school visits and regular google hangouts and student-student interactions to expose our students to different cultures and climates.

There has also been contracted professional learning experiences for staff, parents, and students. Harriet Beecher Stowe presentations have taken place in our schools, and forums on diversity and acceptance have taken place during and after school hours in our schools. These experiences have continued with a prescribed emphasis on purchasing curriculum focused books and resources on this theme.

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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 make requests for instructional supplies, personnel, and student programs. Budget surveys of community wants are incorporated into decisions.

Following, district office in collaboration with the Superintendent, 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, 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 District Strategic Plan; the ultimate goal is to support student achievement.