

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



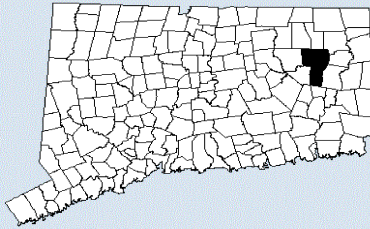
## Regional School District 11

Mr. Kenneth Henrici, Superintendent • 860-455-9306 • <http://www.parishill.org>

### District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	253
Per Pupil Expenditures <sup>1</sup>	\$20,501
Total Expenditures <sup>1</sup>	\$6,539,699

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	122	48.2	48.3
Male	131	51.8	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	6	2.4	12.8
Hispanic or Latino	24	9.5	23.0
Pacific Islander	*	*	0.0
Two or More Races	6	2.4	2.7
White	212	83.8	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	72	28.5	38.0
Students with Disabilities <sup>1</sup>	58	22.9	13.7

<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>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	15 12.9	* *
Male	8 6.1	* *
Black or African American	0 *	* *
Hispanic or Latino	* *	* *
White	* *	23 10.9
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	8 10.0	11 13.4
Students with Disabilities	* *	12 20.7
District	23 9.3	26 10.4
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

<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 2015-16

## Regional School District 11

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	23.8
Paraprofessional Instructional Assistants	0.3
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	10.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.7
School Level	4.5
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	15.0

<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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	42	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.8	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	*	*
White	23	56.1	22	81.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	12	*
Students with Disabilities	*	*	13	*
District	23	52.3	29	85.3
State		61.2		73.9

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	14	*
Other Health Impairment	15	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	41	67.2
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Regional School District 11

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

	District	State
	Count	Rate (%)
Autism	*	1.6
Emotional Disturbance	8	1.0
Intellectual Disability	*	0.5
Learning Disability	15	4.6
Other Health Impairment	18	2.8
Other Disabilities	8	1.0
Speech/Language Impairment	*	1.9
All Disabilities	61	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,702,983	10,048	9,387
Instructional Supplies and Equipment	76,708	285	318
Improvement of Instruction and Educational Media Services	113,979	424	541
Student Support Services	384,165	1,428	1,048
Administration and Support Services	986,289	3,667	1,790
Plant Operation and Maintenance	649,878	2,416	1,608
Transportation	467,661	1,361	845
Costs of Students Tuitioned Out	935,843	N/A	N/A
Other	222,193	826	194
Total	6,539,699	20,501	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524

<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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	315,839	19.9
Noncertified Personnel	136,371	8.6
Purchased Services	131,086	8.2
Tuition to Other Schools	711,264	44.7
Special Ed. Transportation	186,564	11.7
Other Expenditures	109,194	6.9
Total Expenditures	1,590,318	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.4	63.4
State	32.5	32.5
Federal	1.8	1.8
Tuition & Other	2.3	2.3

<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 2015-16

## Regional School District 11

### 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	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	11	*	11	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	*	*	*	*	*	*
White	115	67.9	114	58.5	62	59.6
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	129	67.4	128	58.1	71	58.9
Eligible for Free or Reduced-Price Meals	33	62.2	33	54.3	18	*
Not Eligible for Free or Reduced-Price Meals	96	69.2	95	59.4	53	59.6
Students with Disabilities	26	51.5	25	44.3	17	*
Students without Disabilities	103	71.4	103	61.4	54	60.4
High Needs	49	59.2	48	50.5	31	55.1
Non-High Needs	80	72.4	80	62.7	40	61.8
District	129	67.4	128	58.1	71	58.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	89.5	*	51	88.2
Curl Up	N/A	N/A	94.7	*	51	88.2
Push Up	N/A	N/A	63.2	*	51	66.7
Mile Run/PACER	N/A	N/A	81.6	*	51	82.4
All Tests - District	N/A	N/A	57.9	*	51	58.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Regional School District 11

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	51	98.0	78.7	Yes	80.6
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.1	14	34.1
Male	91.9	12	32.4
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	95.6	26	38.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	79.2	*	*
Students with Disabilities	*	*	*
District	93.6	26	33.3
State	95.6		40.7

<sup>5</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>6</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.

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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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	60.0	*
Male	57.1	*
Black or African American	57.1	*
Hispanic or Latino	57.1	*
White	59.6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	58.5	84.0
State	71.9	88.3

<sup>7</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>8</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 2015-16

## Regional School District 11

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.4	75	44.9	50	89.9	67.7
	High Needs Students	59.2	75	39.5	50	78.9	56.7
Math Performance Index	All Students	58.1	75	38.7	50	77.5	61.4
	High Needs Students	50.5	75	33.6	50	67.3	49.9
Science Performance Index	All Students	58.9	75	39.2	50	78.5	57.5
	High Needs Students	55.1	75	36.7	50	73.5	47.0
ELA Academic Growth	All Students	65.3%	100%	65.3	100	65.3	63.8%
	High Needs Students	64.1%	100%	64.1	100	64.1	58.3%
Math Academic Growth	All Students	67.2%	100%	67.2	100	67.2	65.0%
	High Needs Students	61.4%	100%	61.4	100	61.4	57.4%
Chronic Absenteeism	All Students	9.3%	<=5%	41.4	50	82.8	9.6%
	High Needs Students	8.5%	<=5%	43.0	50	86.0	15.6%
Preparation for CCR	% Taking Courses	66.7%	75%	44.4	50	88.9	67.6%
	% Passing Exams	33.3%	75%	22.2	50	44.4	40.7%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		98.0%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		80.0%	94%	85.1	100	85.1	78.6%
Postsecondary Entrance (Class of 2015)		58.5%	75%	78.0	100	78.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		69.9%   58.8%	75%	9.8	50	19.6	89.2%   50.5%
Arts Access		71.2%	60%	50.0	50	100.0	47.5%
<b>Accountability Index</b>				<b>1014.7</b>	<b>1350</b>	<b>75.2</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	72.4	59.2	13.2	16.5	
Math Performance Index Gap	62.7	50.5	12.2	18.9	
Science Performance Index Gap	61.8	55.1	6.6	17.2	
Graduation Rate Gap	91.7%	80.0%	11.7%	15.3%	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	99.3
	High Needs Students	98.1
Math	All Students	98.5
	High Needs Students	96.2
Science	All Students	100.0
	High Needs Students	100.0

<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: N/A**

**State: 51.4**

#### 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 2015-16

## Regional School District 11

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Extensive transition meetings are held by Student Services and Special Education personnel with our three sending elementary schools to develop intervention and support plans that promote a smooth student transition to our school. Parish Hill accepts out of district students who receive special education services, who experience success by getting their needs met in a small school setting. Parish Hill does universal screening and uses data-driven-decision-making to monitor all student progress and to identify students in need of additional support. Writing and math labs have been created for additional instruction depending on need. As a result, the school has seen significant improvement in SBA, SAT and science CAPT-CMT scores. Parish Hill has several preventative truancy interventions including a monthly attendance review committee. The Peer Mentor Program provides support and transition assistance to identified students. Implementation of our Core Values and Beliefs has resulted in an all-inclusive school climate as evidenced by a significant reduction in student disciplinary and attendance issues. The school conducted School Safety Climate surveys to guide creation of programs and interventions. The new teacher evaluation process was modified and the PDEC created a year-long professional development plan. The revision of curriculum in a uniform format (Understanding by Design) is an ongoing process. The faculty has implemented school wide rubrics that include academic and civic-social expectations. Parish Hill is in the second year of its two-year Self-Study in preparation for a NEASC decennial visitation in fall 2016. Teachers update PowerSchool on a regular basis for parents to monitor grades and assignments, and school counselors send out a weekly newsletter called Happenings on the Hill. The Parish Hill website is updated regularly to include department specific activities. A mass communication system, Blackboard Connect, sends regular school related updates via voice and email. Students are given homework agendas and handbooks at the start of each school year as a communication tool between home and school. The school hosts an annual Open House, has two Parent-Teacher conference days per year, hosts Senior and Junior Planning Nights along with a financial aid seminar for college preparedness. Parents attend team meetings whereby they are afforded the opportunity to meet with their child's core teachers to discuss academic progress at any time. Parents attend seventh grade parent nights in June and August for incoming students. Parents and families attend our eighth grade commencement and awards ceremony in June. The principal held foundational meetings to re-establish a PTO and generated support by establishing PHACT (Parish Hill Action Community Team) that culminated in three Parish Hill themed floats featuring a pirate ship that marched in the annual Willimantic Boom-Box Parade. Parish Hill has strong parent booster groups in athletics and music. Parents attend the annual Month of the Young Adolescent Luncheon, are invited to the annual Veterans Day Luncheon for those who served in the military, are invited to the annual Senior Citizen Luncheon and are recruited to speak at our annual Career Day. A parent group has been the driving force in organizing the annual Washington DC Trip for our middle school students.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Parish Hill entered into a cooperative agreement with an adjoining urban town to accept tuition students. A Memorandum of Understanding was established with Windham Public Schools to tuition 10 students to Parish Hill starting with the 2014-2015 school year. This inter-district cooperative program promotes diversity in our school and increased our student population. Thirty-five students took courses not offered at Parish Hill, most through Fuel Ed, an online virtual distance learning platform. The school continues a strong advisory program featuring weekly grade specific lessons for students in grades 7-12. Lessons are centered on topics such as diversity, anti-bullying, respect and responsibility. All students and staff participate in each week's lesson. The Second Step curriculum is delivered to all middle school students through push-in lessons. At least five extracurricular clubs address diversity and equity including the Anti-bullying Club, Diversity Club, Connecticut Youth Forum, Model United Nations featuring field trips to the United Nations Building in New York City and a meeting with mission leaders, Peer Mentors and Peer Mediation. The clubs are open to all middle and high school students. Each club is advised by two staff members. Parish Hill continued their involvement with Project Opening Doors in an effort to increase participation of all students in the Advanced Placement courses. An assembly hosted by renowned motivational speaker Mr. Mark Mainella was held to increase student awareness of the effect of bullying. All high school students and staff were involved in the inter-active assembly. The social worker attended cultural competency training to address homeless student needs and rights. Several students and families attended a trip to Canada via the Foreign Language Department and experienced the culturally rich Carnivale in Quebec City. Seventh and eighth grade students are eligible to attend the Windham STEM Elementary school via lottery system. The Art, English and World Language Departments collaborate to celebrate French and Spanish traditions, for example, mask-making on Day of the Dead.

# District Profile and Performance Report for School Year 2015-16

## Regional School District 11

### **Equitable Allocation of Resources among District Schools**

Parish Hill Middle/High School is the only school within Regional School District 11. Regular meetings with administration, special education, student services, and all departments ensures district resources are allocated within Parish Hill in an equitable and consistent manner.