

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

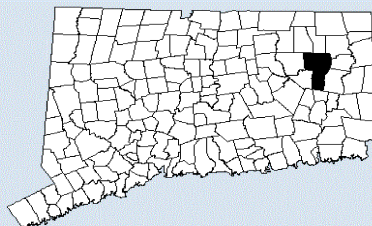


## Regional School District 11

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### District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	207
Per Pupil Expenditures <sup>1</sup>	\$24,953
Total Expenditures <sup>1</sup>	\$6,687,434

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	90	43.5	48.4
Male	117	56.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	14	6.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	179	86.5	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	91	44.0	43.3
Students with Disabilities <sup>3</sup>	41	19.8	16.0

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

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

<sup>3</sup> Students 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	9	7.3
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	15	8.3	6	3.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	12	18.2	*	*
Students with Disabilities	8	21.1	*	*
District	22	10.5	9	4.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 23

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

<sup>4</sup> 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.

<sup>5</sup> This column displays 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 2019-20

## Regional School District 11

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	21.6
Paraprofessional Instructional Assistants	7.0
<b>Special Education</b>	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	7.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	7.3
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.2
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	32.5

<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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	39	100.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.9	10.4

### Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	21	77.8	20	80.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	7	*	*	*
Students with Disabilities	*	*	*	*
District	26	78.8	23	79.3
State		75.8		84.8

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	13	*
Other Health Impairment	8	*
Other Disabilities	0	0
Speech/Language Impairment	0	0
District	26	51.0
State		67.8

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2019-20

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	18	7.3	5.7
Other Health Impairment	13	5.3	3.3
Other Disabilities	6	2.4	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	51	20.7	15.6

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,566,824	\$13,309	\$10,923
Support services - students	\$420,818	\$1,870	\$1,277
Support services - instruction	\$243,047	\$1,080	\$682
Support services - general administration	\$281,254	\$1,250	\$467
Support services - school based administration	\$495,616	\$2,203	\$1,021
Central and other support services	\$260,129	\$1,156	\$679
Operation and maintenance of plant	\$670,021	\$2,978	\$1,718
Student transportation services	\$475,824	\$6,896	\$1,288
Food services	\$21,795	\$97	\$12
Enterprise operations	\$252,106	\$1,120	\$163
Minor school construction	.	.	\$59
Total	\$6,687,434	\$24,953	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$255,576	15.5	28.5
Instructional Aide Salaries	\$166,674	10.1	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$96,634	5.9	13.0
Purchased Services Other Than Transportation	\$136,196	8.3	5.7
Special Education Tuition	\$817,368	49.7	22.5
Supplies	\$9,293	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$163,386	9.9	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$1,645,127	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.6	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	68.6
State	27.4
Federal	3.3
Tuition & Other	0.7

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

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# District Profile and Performance Report for School Year 2019-20

## Regional School District 11

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	8	*
District	42	95.2
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	70.0	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	71.0	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	69.2	*
State	71.5	87.5

<sup>3</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>4</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 2019-20

## Regional School District 11

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	10.5%	<=5%	12.2%
	High Needs Students	15.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	79.0%	75%	80.4%
On-track to High School Graduation		93.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		95.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		69.2%	75%	71.5%
Arts Access		59.3%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	.	.	10.9%	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.

*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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Regional School District 11

### Narratives

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

Parish Hill Middle High School has a robust Parent-Teacher-Student-Association (Parish Hill Action and Community Team - PHACT) that works tirelessly to engage parents and community members in decision-making opportunities and to promote all that is exceptional about Parish Hill. In 2018, Parish Hill staff were awarded the Connecticut Parent Teacher Association Middle School and High School Teacher of the Year, as well as Middle School Principal of the Year. In 2019, the Connecticut Parent Teacher Association awarded the school with the Superintendent, High School Principal, Assistant Principal, and High School and Middle School Teacher of the Year Awards in recognition of notable contributions to the school and community. In 2020, Parish Hill was fortunate to receive the Connecticut Parent Teacher Association Middle School and High School Teacher of the Year awards. Our Director of Special Education worked with service providers to consolidate services and found novel and cost-effective ways to provide Special Education services. Annual transition meetings are held by Student Services and Special Education personnel with the district's three sending elementary schools to plan programs to meet the specific needs of our incoming students. Parish Hill accepts out of district students at a base tuition rate of \$7900 a year, making Parish Hill an attractive alternative to districts and families who are seeking a small/supportive high school to receive individualized services. Parish Hill universally screens all students to determine learning needs and employs data-driven decision-making to monitor student progress, identify students in need of support, and develop prescriptive programs. ELA, Math, and Enrichment labs service students in need of intervention and advance students who are at or above grade level. The school has several preventative truancy interventions that include monthly attendance review meetings, Peer Mentoring programs, a Student Council that advises faculty, and a vibrant Advisory Program that pairs small groups of students to an adult for the purpose of creating an all-inclusive family-style atmosphere. Recent revisions to school-wide rubrics have been instrumental in improving student academic and civic-social growth. Regular data team meetings, bi-weekly updates to grades on PowerSchool, and our weekly Happenings on the Hill newsletters have kept parents informed of and engaged in significant school matters. The school website is updated regularly and a mass communication system, Blackboard Connect, sends school messages via email, text, and voice. Students and parents make use of the PowerSchool Parent Portal as a communication tool between home and school. The school has an annual open house, two parent teacher conferences, junior-senior parent planning night, and a financial aid seminar for college bound students and families. Parents attend middle school team meetings and Seventh Grade Parent Nights held in June. Families and members of the community look forward to the annual Veterans' Day Luncheon in the fall and the Senior Citizen Luncheon in the spring. Parents and families also attend the Eighth Grade Commencement and Awards Ceremony in June. Parish Hill appreciates strong parent booster groups in athletics and music. Additionally, parents have been the driving force in organizing the annual Washington DC trip.

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

The PHACT-PTA provided Parish Hill staff and community members with free Mental Health First Aid Certification training, courtesy of Hartford Health Care. Recently, the NAACP led a whole-school assembly and met with students to speak about racism from historical and contemporary perspectives. Representatives from the Hero Center led a whole-school assembly and aired the film Etched in Glass about the life of Steve Ross in honor of International Holocaust Remembrance Day. The social worker and student leaders led school-wide "Starts with Hello" and "Say Something" movements sponsored by The Sandy Hook Promise. Regular assemblies are held featuring area speakers and for the purpose of staging student recognitions. Over the summer, a group of staff convened to form a curriculum review committee to incorporate cultural diversity and varied perspectives into all areas of the curriculum. A cooperative agreement was established with Windham and Brooklyn to accept reduced tuition students to Parish Hill Middle High School, adding to the diversity in the school and increasing student population. Many students take various World Language (Chinese, German, etc.) courses and other academic courses not offered at school through online virtual distance learning platforms. The school has developed a strong advisory program featuring weekly grade specific lessons centered on topics such as diversity, anti-bullying, respect and responsibility. Parish Hill uses The Second Step curriculum for all middle school students through push-in lessons. Extracurricular clubs such as the Anti-Bullying Club, Diversity Club, Model UN, Peer Mentors, and GSA address diversity and equity. Parish Hill utilizes an open enrollment policy in an effort to increase participation of students in the Advanced Placement courses. The school social worker attends cultural competency training to address homeless student needs and rights, and organizes the Adopt-A-Family and Helping Hands initiatives to help feed and clothe those less fortunate in the district. Several students and families attended cultural trips to France and Spain, and Quebec via the World Language Department. Seventh and eighth students are eligible to attend the Windham STEM Academy via lottery system and ACT Magnet HS in Willimantic.

# District Profile and Performance Report for School Year 2019-20

## 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, community members, the PTA and all departments ensure district resources are allocated in an equitable and consistent manner.