Connecticut State Department of Education

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

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Regional School District 14

Dr. Joseph Olzacki, Superintendent • 203-263-4339 • http://www.ctreg14.org

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,592
Per Pupil Expenditures[1]	$20,159
Total Expenditures[1]	$33,625,438

[1] *Expenditure data reflect the 2018-19 school year.*
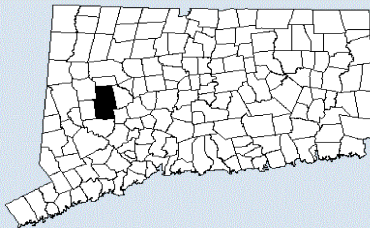
Community Information

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.

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[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	840	52.8	48.4
Male	752	47.2	51.6
American Indian or Alaska Native	7	0.4	0.3
Asian	27	1.7	5.2
Black or African American	14	0.9	12.7
Hispanic or Latino of any race	95	6.0	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	29	1.8	3.8
White	1,420	89.2	51.1
English Learners	18	1.1	8.3
Eligible for Free or Reduced-Price Meals	276	17.3	43.3
Students with Disabilities[3]	253	15.9	16.0

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

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

[3] 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[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/Expulsion[5] Count	Suspension/Expulsion[5] Rate (%)
Female	74	8.9	8	0.9
Male	59	8.0	26	3.4
Black or African American	0	*	0	*
Hispanic or Latino of any race	10	10.9	*	*
White	117	8.4	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	14.5	13	3.8
Students with Disabilities	32	12.5	18	6.3
District	133	8.5	34	2.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 590

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.

[4] 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	110.0
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	17.8
Paraprofessional Instructional Assistants	38.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.2
School Level	8.8
Library/Media	
Specialists (Certified)	3.6
Support Staff	0.0
Instructional Specialists Who Support Teachers	14.9
Counselors, Social Workers and School Psychologists	15.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	99.6

[1] 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	1	0.6	4.0
Hispanic or Latino of any race	3	1.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	173	97.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	*
Hispanic or Latino of any race	9	*	*	*
White	141	90.4	124	89.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	21	91.3	25	86.2
Students with Disabilities	17	73.9	23	82.1
District	160	91.4	131	89.1
State		75.8		84.8

[2] 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[3]

	Count	Rate (%)
Autism	24	68.6
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	79	85.9
Other Health Impairment	33	80.5
Other Disabilities	6	*
Speech/Language Impairment	9	*
District	157	74.1
State		67.8

[3] 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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	35	2.6	2.0
Emotional Disturbance	11	0.8	1.1
Intellectual Disability	6	0.4	0.5
Learning Disability	92	6.8	5.7
Other Health Impairment	41	3.0	3.3
Other Disabilities	25	1.8	1.1
Speech/Language Impairment	10	0.7	1.8
All Disabilities	220	16.2	15.6

[1] 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[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	3.2	8.2
Private Schools or Other Settings	8	3.6	5.0

[2] 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[3]: 2018-19

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$18,662,382	$11,188	$10,923
Support services - students	$3,103,802	$1,883	$1,277
Support services - instruction	$1,725,062	$1,047	$682
Support services - general administration	$680,686	$413	$467
Support services - school based administration	$1,804,861	$1,095	$1,021
Central and other support services	$1,672,289	$1,015	$679
Operation and maintenance of plant	$3,792,596	$2,301	$1,718
Student transportation services	$2,014,483	$1,352	$1,288
Food services	$169,278	$103	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$33,625,438	$20,159	$17,629

[3] 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	$2,887,317	38.4	28.5
Instructional Aide Salaries	$967,540	12.9	10.1
Other Salaries	$299,982	4.0	11.1
Employee Benefits	$912,901	12.2	13.0
Purchased Services Other Than Transportation	$394,172	5.2	5.7
Special Education Tuition	$1,281,252	17.1	22.5
Supplies	$63,046	0.8	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$706,799	9.4	8.0
Equipment	.	.	0.2
All Other Expenditures	$390	0.0	0.1
Total	$7,513,400	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.3	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	81.6
State	11.3
Federal	1.5
Tuition & Other	5.6

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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[1]

	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

[1] 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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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	47	91.5
Students with Disabilities	34	88.2
District	194	97.4
State		88.5

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

[2] 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:
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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	85.6	87.2
Male	62.8	82.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	74.3	85.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	62.8	76.5
Students with Disabilities	57.6	*
District	74.3	85.3
State	71.5	87.5

[3] 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.

[4] 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

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	8.5%	<=5%	12.2%
	High Needs Students	13.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	90.4%	75%	80.4%
On-track to High School Graduation		98.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		96.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		74.3%	75%	71.5%
Arts Access		25.9%	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[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	94.0%	96.0%	-2.0%	10.9%	N

[1] 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.
[2] 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

Narratives

School District Improvement Plans and Parental Outreach Activities

The school is finalizing a community-wide project to develop our Vision of a Learner, which will articulate the community vision of the most important skills and attributes of the Region 14 graduate. This description based on community input will drive our district priorities. The district will continue to routinely contact parents to determine needs, such as technology to access distance learning, in order to ensure all families have the needed technology to access our instruction. The district has surveyed homes to determine the impact of distance learning on families and students, and uses the data to determine staff professional learning to better help families and students. Regular communication from each school is sent to families via our PowerSchool messaging to inform parents of our policies, programs, and other school events. Our website has been revised to be more user friendly and is routinely updated with new communications. Schools have scheduled opportunities to engage with families, including a fall Open House, and parent conferences throughout the year to discuss student progress. The district has purchased digital devices for all students with the technology to allow families to continue access to learning using programs from home, such as Google Meet and the iReady literacy program.

Bethlehem Elementary School has expanded its role with "Caring for Bethlehem," a community organization and assistance program for food security, emergency energy aid, clothing, and holiday assistance. Acting as a liaison, the school district has proved a critical resource for families in communicating and providing registration materials to all families in need of aid. Nonnewaug's Athletic Council held fundraisers for the local food banks. Our district realizes that providing for our families' basic needs ensures they have the resources to participate in school. Our district-wide counseling and guidance director ensures and records calls, letters and/or home visits that are made to families when students are not engaged in schoolwork, or routinely absent. Student Service staff participates regularly in professional learning opportunities to increase service delivery capacity in areas such as trauma training, specialized literacy programs, online data collection programs, and assessment training for identifying special needs students.

The leadership team has developed a district strategy map that focuses on research-based high quality instructional priorities to improve teaching and learning. The strategy map aligns with Board of Education goals and Region 14 Mission and Vision statement to emphasize 21st century skills, including communicating, critical and creative thinking and collaborative problem-solving. The strategy map outlines an instructional model for every classroom to develop a student-centered culture, that emphasizes effective feedback, student engagement and clear, rigorous expectations.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Elementary schools are implementing the Social and Emotional Learning program, Ruler, through Yale's Center for Emotional Intelligence. The program educates students, staff and parents about emotions and related skills and aims to embed principles of emotional intelligence into daily practice, including empathy and kindness. A team of secondary staff will also be trained this year to begin district-wide adoption of the program. We believe that real learning is only possible and optimized when all students feel safe and comfortable socially and emotionally.

The guiding principles of Woodbury Middle School are "The Warrior Way" and include characteristics of Respect, Responsibility, and Relationships. These principles lead our school, stressing the importance of respecting ourselves and others while emphasizing the need for kindness and acceptance of others and their differences. The Warrior Way is embedded in our Alliance Leadership program, extracurricular and athletic programs, and clubs.

Nonnewaug High School is also the first high school to have the Wingman program in which student leaders participate in training and then lead advisory groups for freshmen students which include discussions on equity and focus on building relationships between students. In June, twelve students participated in a student forum to discuss the racial tension in our nation resulting in the creation of a student-led Equality Association. The association's student-created goal is "to spread awareness of social injustices and to teach of racial, cultural, and religious history so that everybody at Nonnewaug can feel welcomed, no matter who they are."

Curricular units focus on equity and inclusion, from incorporating works from those with diverse backgrounds to partnering with more racially-diverse schools and organizations on academic projects.

Staff has had ongoing district-wide training in equity, led by Dr. John Ramos. In addition, we have had several speakers and workshops on religious tolerance. Our schools work with the ADL and Voices of Hope CT to educate and alleviate isolation due to xenophobia or racism, as well as antisemitism and NHS participates in "Words Hurt", as led by the ADL.

Equitable Allocation of Resources among District Schools

Region 14 is committed to providing comparable district resources across its four schools. This commitment is demonstrated in a multi-phase budget process: planning, preparation, adoption, and implementation. During planning, building principals work with grade levels and departments to develop school improvement plans which are grounded in student achievement results and professional learning needs of teachers.

The improvement plans drive the budget preparation process as school and district teams work to identify resources needed to achieve system goals. The Board of Education adopts a budget that aligns with its goals and supports the system's effort to "Inspire Excellence". During the budget adoption process, the Superintendent and Board of Education members hold community meetings to discuss improvement initiatives and funding needs.

After adoption we consistently examine, analyze, and monitor the use of resources across all levels to ensure comparable distribution of resources.