

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

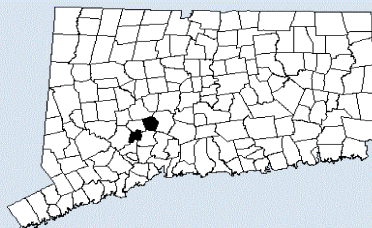


Regional School District 16

203-758-6671 • www.region16ct.org

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,352
Per Pupil Expenditures ¹	\$13,921
Total Expenditures ¹	\$34,176,377

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,186	50.4	48.3
Male	1,166	49.6	51.6
American Indian	*	*	0.2
Asian	35	1.5	4.6
Black or African American	54	2.3	12.9
Hispanic or Latino	110	4.7	21.2
Pacific Islander	0	0.0	0.0
White	2,147	91.3	58.4
Two or More Races	*	*	2.3
English Language Learners	28	1.2	5.7
Eligible for Free or Reduced-Price Meals	306	13.0	37.3
Students with Disabilities ¹	307	13.1	12.8

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	59	5.1	16	1.3
Male	54	4.8	74	6.2
Black or African American	*	*	*	*
Hispanic or Latino	7	6.4	*	*
White	104	5.0	80	3.7
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	38	13.0	33	10.2
Students with Disabilities	25	8.1	30	8.2
District	113	4.9	90	3.8
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

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	145.5
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	15.6
Paraprofessional Instructional Assistants	35.6
Administrators, Coordinators and Department Chairs	
District Central Office	4.4
School Level	11.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.4
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	16.2
School Nurses	4.7
Other Staff Providing Non-Instructional Services/Support	102.3

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 (%)
Asian	1	0.5	1.0
Black or African American	0	0	3.5
Hispanic	2	1.0	3.6
Native American	0	0	0.1
White	203	98.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	*	*
White	32	20.4	68	38.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	6	20.7
Students with Disabilities	0	0	*	*
District	32	19.2	72	37.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	28	62.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	53	67.1
Other Health Impairment	39	62.9
Other Disabilities	*	*
Speech/Language Impairment	44	95.7
District	171	64.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	47	2.0	1.4
Emotional Disturbance	11	0.5	1.0
Intellectual Disability	7	0.3	0.4
Learning Disability	79	3.4	4.2
Other Health Impairment	63	2.7	2.5
Other Disabilities	22	0.9	1.0
Speech/Language Impairment	58	2.5	1.9
All Disabilities	287	12.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	16	5.5	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,186,673	7,531	8,769
Instructional Supplies and Equipment	492,204	204	275
Improvement of Instruction and Educational Media Services	1,890,326	783	487
Student Support Services	2,214,764	917	965
Administration and Support Services	4,025,035	1,667	1,600
Plant Operation and Maintenance	3,230,658	1,338	1,472
Transportation	2,348,505	953	786
Costs of Students Tuitioned Out	1,254,293	N/A	N/A
Other	533,919	221	178
Total	34,176,377	13,921	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,299,089	1,366	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,181,648	30.3	35.6
Noncertified Personnel	1,149,894	16.0	14.5
Purchased Services	711,497	9.9	5.0
Tuition to Other Schools	1,103,672	15.3	21.4
Special Ed. Transportation	996,627	13.8	8.5
Other Expenditures	1,056,717	14.7	14.9
Total Expenditures	7,200,055	100.0	100.0
PK-12 Expenditures Used for Special Education		21.1	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.3	67.4
State	33.1	30.7
Federal	1.6	1.8
Tuition & Other	0.0	0.0

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	80.2	85.0	.	.	.	.
Hispanic or Latino	74.3	79.1	79.5	76.6	.	.	.	.
English Language Learners	.	.	56.2	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	70.0	72.8	77.2	77.4	.	.	.	.
Students with Disabilities	44.3	49.2	52.4	53.9	.	.	.	.
High Needs	60.5	63.8	66.2	67.8	.	.	.	.
District	83.8	85.4	86.9	85.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	68.8	65.0	57.0	.	.	.	.	.
Students with Disabilities	35.7	.	36.9	.	.	.	.	.
High Needs	56.7	56.8	52.6	66.6	.	.	.	.
District	76.7	80.0	77.7	84.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	96.6	81.4	92.9	75.6	697	86.7
Curl Up	92.5	78.9	89.9	80.1	697	85.2
Push Up	82.8	79.4	88.1	66.7	697	79.5
Mile Run/PACER	85.6	77.9	79.2	48.1	697	73.5
All Tests - District	73.0	52.8	68.5	39.7	697	58.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	41	73.2	72.3	Yes	74.5
Students with Disabilities	*	*	.		.
District	186	89.2	89.2	Yes	89.6
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.9	106	53.5
Male	73.1	58	36.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	81.3	158	47.0
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	52.1	10	20.8
Students with Disabilities	*	*	*
District	80.7	164	45.8
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.9	92.5
Male	70.0	89.4
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	79.7	90.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	62.9	*
Students with Disabilities	*	*
District	79.1	91.0
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

Regional School District (RSD) 16 has implemented a Professional Development Committee (PDEC) and a data team process to initiate the work of strategically and systemically analyzing student data. The district has recently purchased a data warehouse program and is utilizing different assessments for student evaluation to identify target discipline areas and individualized and personalized instruction for identified students to reduce learning gaps and/or identify learning targets. The Board of Education in collaboration with district office administration has reaffirmed its commitment to four district goals. (Culture-Student Achievement- Communication-Fiscal Responsibility) RSD 16 administrators are creating action plans for BOE approval to support a three year district improvement plan that will provide language for alignment to individual school improvement plans. The Board of Education through the Towns of Prospect and Bacon Falls have made tremendous commitments to the school facilities and resources with a strong financial commitment as evidenced through our school budget and a forty four million dollar referendum that passed to create a three phase building project for RSD 16. Specifically at the school level; Woodland Regional High School, has been revised and aligned curriculum with the Common Core State Standards. Departmental Data Teams meet on a regular basis and a newly created School-Wide Data Team meets monthly. Region #16 is currently in the second year of a new teacher and administrator evaluation plan to assure quality teaching. Woodland continues to offer AP testing in 17 subject areas as well as offer several UConn Early College Experience courses starting in the 2015 – 2016 school year. Woodland will also provide free PSAT testing during the school day for all juniors next school year. Parents are invited on a regular basis and attend many activities at Woodland. Historically and continuing today teachers and parents work collaboratively to improve our student's educational, social and emotional development. The district's middle school, Long River, is committed to academic success. The middle school staff recognizes that this goal requires a partnership between parents and school staff, as well as the dedication of LRMS faculty to continually strive for excellence. This is the first year that LRMS has developed a PBIS framework, following in line with the elementary schools in Region 16. Our motto at LRMS is PRIDE; personal responsibility, respect, integrity, determination, and excellence. PBIS is part of our larger School Improvement Plan, which seeks to establish a safe school community for all students. The middle school conducts a 5th grade parents' night to welcome parents to our school and give them an overview of the middle school. Parents are encouraged to participate in the new web-based sites Schoology and PowerSchool. 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 and in the 2015-2016 school year there will be a formalized data team process. The elementary school have very supportive and involved parent and community groups. There are many opportunities for engaging parents in their children's regular and special education programs.

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. 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. 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, and University of Hartford through an internship program. This program as well as attendance at job fairs reinforce our commitment to a district wide effort for all educational employees in reducing barriers to racial, ethnic, and economic isolation. The Board of Education also financially supported district participation in Rachel's Challenge, a program designed to foster respect and kindness to all individuals. The presentation has been followed up with classroom guidance lessons. The Long River Middle School provides many opportunities for students to appreciate the differences of others. Through our Language Arts program, students read selections such as Stargirl and Journey to Jo'Burg. Students in 8th grade social studies did a research project to study groups of Americans that have suffered throughout history, such as Black Americans, Native Americans, and Asian Americans. To reduce economic isolation, Student Council conducts an annual canned food drive for our local food bank, toys drives, and collected crayons and coloring books for children living in a Nigerian village. The elementary schools are rich with enrichment and educational opportunities such as school-wide assemblies that introduce art, music, and literature. Woodland Regional High School continues to require a 40 hours of Community Service for all graduating seniors as well as senior project which often feature diversity.

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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 our a collective process that identifies quality education, reasonable class size, support for instruction, and integration of technology.