

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

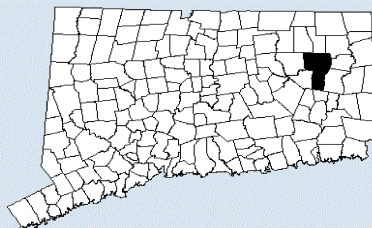


Regional School District 11

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District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	232
Per Pupil Expenditures ¹	\$23,424
Total Expenditures ¹	\$6,464,930

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	99	42.7	48.4
Male	133	57.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	7	3.0	12.8
Hispanic or Latino of any race	18	7.8	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	10	4.3	3.6
White	195	84.1	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	85	36.6	42.1
Students with Disabilities ³	46	19.8	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	6	6.0
Male	*	*	21	15.4
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	12	6.3	21	10.6
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	9.5	15	17.0
Students with Disabilities	*	*	6	12.5
District	15	6.6	27	11.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 22

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	22.6
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	9.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	7.3
Library/Media	
Specialists (Certified)	0.6
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.2
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	24.0

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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	41	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	0	*	*	*
White	*	*	26	74.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	9	*
Students with Disabilities	*	*	10	*
District	21	77.8	34	75.6
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	10	*
Other Health Impairment	16	76.2
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	36	62.1
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	16	6.1	5.5
Other Health Impairment	21	8.0	3.2
Other Disabilities	8	3.1	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	58	22.2	15.0

¹This 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 District²

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

²This 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 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,423,859	\$12,405	\$10,545
Support services - students	\$476,583	\$2,045	\$1,373
Support services - instruction	\$189,313	\$813	\$644
Support services - general administration	\$273,179	\$1,172	\$462
Support services - school based administration	\$473,848	\$2,034	\$1,007
Central and other support services	\$259,138	\$1,112	\$671
Operation and maintenance of plant	\$682,880	\$2,931	\$1,629
Student transportation services	\$434,630	\$5,873	\$1,231
Food services	\$20,394	\$88	\$13
Enterprise operations	\$231,106	\$992	\$157
Minor school construction	.	.	\$65
Total	\$6,464,930	\$23,424	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$334,613	25.4	29.7
Instructional Aide Salaries	\$153,212	11.6	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$108,911	8.3	13.0
Purchased Services Other Than Transportation	\$178,679	13.6	5.5
Special Education Tuition	\$421,273	32.0	22.6
Supplies	\$2,812	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$115,745	8.8	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$1,315,245	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.3	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	71.0
State	26.0
Federal	2.3
Tuition & Other	0.6

⁴Revenue 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).

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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	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	6	*	6	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	100	68.5	100	58.8	64	68.2
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	62.1	42	49.8	27	57.4
Not Eligible for Free or Reduced-Price Meals	70	71.2	70	62.8	45	72.5
Students with Disabilities	20	49.3	20	40.0	13	*
Students without Disabilities	92	71.8	92	61.8	59	71.1
High Needs	53	58.2	53	46.7	35	54.1
Non-High Needs	59	76.4	59	68.0	37	78.9
District	112	67.8	112	57.9	72	66.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	93.5	90.6	78	92.3
Curl Up	N/A	N/A	89.1	90.6	78	89.7
Push Up	N/A	N/A	73.9	71.9	78	73.1
Mile Run/PACER	N/A	N/A	63.0	62.5	78	62.8
All Tests - District	N/A	N/A	52.2	53.1	78	52.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	*
Students with Disabilities	7	*
District	34	79.4
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.8	11	34.4
Male	97.5	17	42.5
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	95.0	26	43.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	*	*	*
District	95.8	28	38.9
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	70.0	77.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	65.4	77.3
State	71.0	87.8

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	67.8	75	45.2	50	90.4	67.7
	High Needs Students	58.2	75	38.8	50	77.6	58.1
Math Performance Index	All Students	57.9	75	38.6	50	77.2	63.1
	High Needs Students	46.7	75	31.1	50	62.2	52.7
Science Performance Index	All Students	66.8	75	44.6	50	89.1	63.8
	High Needs Students	54.1	75	36.1	50	72.2	54.2
ELA Academic Growth	All Students	40.5%	100%	40.5	100	40.5	59.9%
	High Needs Students	32.4%	100%	32.4	100	32.4	55.1%
Math Academic Growth	All Students	38.2%	100%	38.2	100	38.2	62.5%
	High Needs Students	28.1%	100%	28.1	100	28.1	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.6%	<=5%	46.7	50	93.5	10.4%
	High Needs Students	8.9%	<=5%	42.1	50	84.3	16.1%
Preparation for CCR	% Taking Courses	76.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	38.9%	75%	25.9	50	51.9	42.6%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		79.4%	94%	84.5	100	84.5	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		80.0%	94%	85.1	100	85.1	83.3%
Postsecondary Entrance (Class of 2018)		65.4%	75%	87.2	100	87.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.7% 52.6%	75%	35.0	50	70.1	96.4% 52.9%
Arts Access		59.0%	60%	49.2	50	98.3	51.9%
Accountability Index				929.3	1350	68.8	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	58.2	16.8	15.4	
Math Performance Index Gap	68.0	46.7	21.3	17.6	
Science Performance Index Gap	75.0	54.1	20.9	16.1	
Graduation Rate Gap	.	80.0%	.	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A State: 51.5

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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. Further, 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. A new Director of Special Education is working to seek novel ways to provide and improve 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 incoming students. Parish Hill accepts out of district students who seek Special Education services in a small school setting by working extensively with area counselors and service providers to ensure individual student and family needs are met. 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. Writing, 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 Veteran's Day Luncheon in the fall and the Senior Citizen Luncheon in the spring. Parents and families attend Eighth Grade Commencement and Awards Ceremony in June. The Parish Hill pirate ship float is a local favorite at the annual Fourth of July Boombox Parade in Willimantic and, most recently, took first place in the Hampton Memorial Day Parade. Parish Hill appreciates strong parent booster groups in athletics and music. Additionally, a parent group has been the driving force in organizing the annual Washington DC Trip.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In the 2018-2019 school year, the PHACT-PTA provided all Parish Hill staff and community members with free Mental Health First Aid Certification training, courtesy of Hartford Health Care. The NAACP led a whole-school assembly, and met with students in individual classes 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 school social worker and student leaders led school-wide "Starts with Hello" and "Say Something" movements sponsored by The Sandy Hook Promise organization. Regular assemblies are held featuring area speakers and for the purpose of staging various student recognitions. 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 for students centered on topics such as diversity, anti-bullying, respect and responsibility. Parish Hill uses The Second Step curriculum for all middle school students through periodic push-in lessons. Extracurricular clubs such as the Anti-Bullying Club, Diversity Club, Model UN, Peer Mentors, Peer Mediation, and GSA address diversity and equity including. 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 grade students are eligible to attend the Windham STEM Academy via lottery system and ACT Magnet High School in Willimantic.

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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.