Connecticut State Department of Education

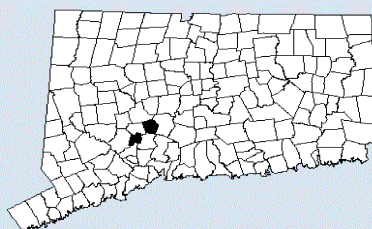# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Regional School District 16

Mr. Michael Yamin, Superintendent • 203-758-6671 • http://www.region16ct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,270
Per Pupil Expenditures[1]	$15,598
Total Expenditures[1]	$36,859,198

[1]*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)

Contents

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.

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,138	50.1	48.3
Male	1,132	49.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	34	1.5	4.9
Black or African American	59	2.6	12.8
Hispanic or Latino	119	5.2	23.0
Pacific Islander	*	*	0.0
Two or More Races	14	0.6	2.7
White	2,040	89.9	55.9
English Learners	22	1.0	6.4
Eligible for Free or Reduced-Price Meals	337	14.8	38.0
Students with Disabilities[1]	334	14.7	13.7

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	68	6.1	13	1.1
Male	92	8.3	89	7.7
Black or African American	*	*	*	*
Hispanic or Latino	10	8.5	6	4.7
White	140	7.0	88	4.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	57	18.7	30	8.1
Students with Disabilities	39	12.7	38	10.5
District	160	7.2	102	4.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

[2]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.

[3]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	151.3
Paraprofessional Instructional Assistants	15.4
Special Education	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	55.7
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	12.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.4
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	14.6
School Nurses	4.1
Other Staff Providing Non-Instructional Services/Support	111.3

[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	1	0.5	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	3	1.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	208	98.1	91.7

Classes Taught by Highly Qualified Teachers[2]

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

[2]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	10.7	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	*	*	*
White	87	57.6	151	80.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	10	43.5	18	62.1
Students with Disabilities	6	28.6	18	62.1
District	97	57.1	157	81.3
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	26	57.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	75	83.3
Other Health Impairment	47	72.3
Other Disabilities	*	*
Speech/Language Impairment	58	95.1
District	216	74.5
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	46	2.0	1.6
Emotional Disturbance	7	0.3	1.0
Intellectual Disability	8	0.4	0.5
Learning Disability	91	4.1	4.6
Other Health Impairment	65	2.9	2.8
Other Disabilities	24	1.1	1.0
Speech/Language Impairment	75	3.3	1.9
All Disabilities	316	14.1	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	18,042,460	7,787	9,387
Instructional Supplies and Equipment	640,706	277	318
Improvement of Instruction and Educational Media Services	2,010,723	868	541
Student Support Services	2,247,189	970	1,048
Administration and Support Services	4,250,640	1,835	1,790
Plant Operation and Maintenance	5,308,598	2,291	1,608
Transportation	2,434,034	1,028	845
Costs of Students Tuitioned Out	1,352,442	N/A	N/A
Other	572,406	247	194
Total	36,859,198	15,598	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	18,752,566	8,093	1,524

[3]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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,137,414	28.6	35.1
Noncertified Personnel	1,403,589	18.8	14.5
Purchased Services	756,630	10.1	5.5
Tuition to Other Schools	1,205,799	16.1	21.6
Special Ed. Transportation	1,029,543	13.8	8.3
Other Expenditures	946,230	12.7	15.0
Total Expenditures	7,479,205	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	47.0	65.6
State	49.2	28.8
Federal	1.1	1.7
Tuition & Other	2.6	4.0

[4]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).

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	*	*	*	*	*	*
Asian	19	*	19	*	10	*
Black or African American	35	69.9	35	60.9	16	*
Hispanic or Latino	66	68.0	66	60.7	35	52.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	1032	71.7	1028	65.9	462	59.6
English Learners	23	57.2	23	55.3	9	*
Non-English Learners	1137	71.7	1133	65.7	518	59.5
Eligible for Free or Reduced-Price Meals	183	64.3	182	57.8	77	51.5
Not Eligible for Free or Reduced-Price Meals	977	72.8	974	67.0	450	60.6
Students with Disabilities	192	55.2	191	50.6	80	42.5
Students without Disabilities	968	74.7	965	68.5	447	62.3
High Needs	340	60.7	338	55.3	141	48.5
Non-High Needs	820	75.9	818	69.7	386	63.2
District	1160	71.5	1156	65.5	527	59.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.3	70.3	85.0	72.5	685	78.7
Curl Up	93.0	79.7	78.1	89.3	685	84.4
Push Up	84.1	85.9	82.4	67.1	685	80.4
Mile Run/PACER	89.2	78.1	59.9	50.3	685	69.6
All Tests - District	75.2	52.1	44.9	41.6	685	53.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	25	92.0	76.6	Yes	78.8
Students with Disabilities	*	*	.		.
District	167	94.6	90.1	Yes	90.6
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	94	50.8
Male	93.8	73	41.0
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	95.9	158	46.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.1	16	30.8
Students with Disabilities	*	*	*
District	95.9	167	46.0
State	95.6		40.7

[5]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

[6]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.

Copyright © 2016 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2016 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	86.5	92.3
Male	70.8	86.8
Black or African American	*	*
Hispanic or Latino	*	*
White	80.0	89.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	59.3	*
Students with Disabilities	*	*
District	79.8	90.1
State	71.9	88.3

[7]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.

[8]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

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	71.5	75	47.6	50	95.3	67.7
	High Needs Students	60.7	75	40.5	50	81.0	56.7
Math Performance Index	All Students	65.5	75	43.7	50	87.4	61.4
	High Needs Students	55.3	75	36.9	50	73.7	49.9
Science Performance Index	All Students	59.3	75	39.5	50	79.0	57.5
	High Needs Students	48.5	75	32.4	50	64.7	47.0
ELA Academic Growth	All Students	65.9%	100%	65.9	100	65.9	63.8%
	High Needs Students	65.1%	100%	65.1	100	65.1	58.3%
Math Academic Growth	All Students	63.1%	100%	63.1	100	63.1	65.0%
	High Needs Students	63.2%	100%	63.2	100	63.2	57.4%
Chronic Absenteeism	All Students	7.2%	<=5%	45.6	50	91.2	9.6%
	High Needs Students	14.3%	<=5%	31.4	50	62.8	15.6%
Preparation for CCR	% Taking Courses	70.0%	75%	46.6	50	93.3	67.6%
	% Passing Exams	46.0%	75%	30.7	50	61.3	40.7%
On-track to High School Graduation		88.3%	94%	47.0	50	93.9	85.1%
4-year Graduation All Students (2015 Cohort)		94.6%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		78.4%	94%	83.4	100	83.4	78.6%
Postsecondary Entrance (Class of 2015)		79.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.4% | 53.1%	75%	35.4	50	70.9	89.2% | 50.5%
Arts Access		55.4%	60%	46.2	50	92.3	47.5%
Accountability Index				**1064.1**	**1350**	**78.8**	

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?					N
ELA Performance Index Gap	75.0	60.7	14.3	16.5	
Math Performance Index Gap	69.7	55.3	14.4	18.9	
Science Performance Index Gap	63.2	48.5	14.6	17.2	
Graduation Rate Gap	94.0%	78.4%	15.6%	15.3%	Y

[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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	93.9
	High Needs Students	92.3
Math	All Students	93.6
	High Needs Students	92.1
Science	All Students	98.9
	High Needs Students	98.6

[3]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: 56.8   State: 51.4

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Parents are invited on a regular basis and attend many activities at all our schools. The junior planning sessions conducted by our school counseling staff have received rave reviews. Historically and continuing today teachers and parents work collaboratively to improve our student's educational, social and emotional development. Parents are encouraged to participate in the new web-based sites Schoology and PowerSchool. Schoology provides parents with information about their child's classes, such as homework assignments, daily class updates, study guides, and group discussions. PowerSchool provides parents with access to their child's grades. Each site is accessible 24 hours a day. 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. Teachers continue to work on differentiated instruction to meet the needs of all students. Grade level teams meet regularly to ensure commonality across disciplines and the grade level to ensure all needs are being met. The elementary school have very supportive and involved parent and community groups. The parents are actively involved in fundraisers, classroom volunteer's readers, field trip chaperones and in organizing enrichment assemblies. The PTO provides the school with various cultural enrichment assemblies which provide the students with exposure to diverse topics and awareness. Many of our parents are also involved in coordinating our school book fair and assisting the teachers in numerous ways in their classrooms throughout the school year. The PTO's have created an email newsletter which goes out to parents two times per month. We have also created an annual junior republic day in which parents come into all our elementary schools to teach lesson on "soft skills". Those are the basics to personal finances, life's kills, and real-life lessons. This is now a tradition which embeds the community and parents into the education of all our children. We sponsor holiday and spring concerts for our citizens. We also hold a Halloween Parade each year at Laurel Ledge. We also host an annual "Connecticut Loves to Read Day" where prominent guests from the community are invited to read in each of the classrooms. This allows the community to become part of the school environment and become involved with the students.We also hold a Halloween Parade each year at Laurel Ledge. We also host an annual "Connecticut Loves to Read Day" where prominent guests from the community are invited to read in each of the classrooms. This allows the community to become part of the school environment and become involved with the students. We are beginning three year initiative to "put tablets in the hands" of all students 6th-12th. (1:1 device roll-out) The PBIS framework is in full implementation school-wide with a focus on safety, respect, and responsibility. The PTO is very active and involved in many aspects of the school, including fundraisers, supplementing school field trips, and the book fair. Events are held for the entire school population and their families; such as, Memorial Day commemoration, Halloween Pumpkin Festival, art shows, and spring and winter concerts. 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. The Region support a stipend position under the title of One Region One book. The BOE has also supported under the 2COM committee yearly initiatives to support all students. Last year the BOE sponsored a Kindness Campaign Regionally. Specifically Prospect Elementary School offered peer mentoring: Older students were paired with younger students to assist in culture building and increasing achievement (for example, grade five students working as literacy consultants to kindergarten classes). They also built a community of volunteers that come in on a regular basis to assist with working with students. They assist in classrooms, in the library, in the office, and at lunch and recess. Our DOGS program (Dads of Great Students) continues to grow with male role models coming into the school. Furthermore, at PES a brand new executive board to the PTO has been established and has had a successful year. They have funded enrichment programs for our students (for example, school-wide performances by jugglers and magicians) and have designed spirit wear to represent the Prospect Elementary School Cardinals. Our fifth graders have had opportunities to prepare them for a middle school experience at Long River. In addition to quality instructional programs, they have experienced the community's well-received DARE program, writing activities for the Grange and the Knights of Columbus ("What I Love About Prospect" and "What the American Flag Means to Me"), and state participation in the Invention Convention. Laurel Ledge continues to foster our home school connection with evening events including: academic fair, winter concert, spring concert, art show and ice cream social, father-daughter dance and mother-son fun night. LLES is also strongly committed to the implementation of PBIS.

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

The school district collectively and collaboratively through a collection of site based (schools), departmental and district wide request and expenditures. All these components are considered prior to adoption of the budget. The caveat is all expenses are directly aligned to the BOE goals and the Coherence Plan; the ultimate goal is to support student achievement through an equitable