

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



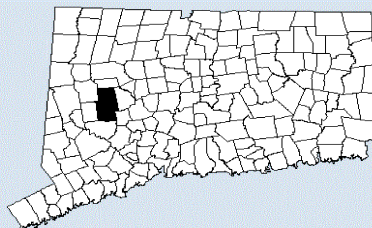
Regional School District 14

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,656
Per Pupil Expenditures ¹	\$19,196
Total Expenditures ¹	\$33,112,240

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	862	52.1	48.4
Male	*	*	51.6
American Indian or Alaska Native	6	0.4	0.3
Asian	37	2.2	5.2
Black or African American	13	0.8	12.8
Hispanic or Latino of any race	87	5.3	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	29	1.8	3.6
White	1,484	89.6	52.4
English Learners	17	1.0	7.6
Eligible for Free or Reduced-Price Meals	324	19.6	42.1
Students with Disabilities ³	272	16.4	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	64	7.5	9	1.0
Male	65	8.3	50	6.1
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	8.8	*	*
White	115	7.8	54	3.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	50	16.3	20	5.5
Students with Disabilities	45	16.3	34	10.8
District	129	7.9	59	3.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 23

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	110.9
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	17.8
Paraprofessional Instructional Assistants	33.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.2
School Level	8.4
Library/Media	
Specialists (Certified)	3.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	16.4
Counselors, Social Workers and School Psychologists	15.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	95.6

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	1	0.6	3.8
Hispanic or Latino of any race	2	1.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	177	98.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	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	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	115	85.2	169	91.4
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	18	62.1	26	83.9
Students with Disabilities	20	76.9	27	75.0
District	122	84.1	180	91.4
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	21	65.6
Emotional Disturbance	15	75.0
Intellectual Disability	*	*
Learning Disability	79	84.0
Other Health Impairment	34	79.1
Other Disabilities	11	*
Speech/Language Impairment	*	*
District	172	76.8
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	34	2.4	1.9
Emotional Disturbance	20	1.4	1.1
Intellectual Disability	7	0.5	0.5
Learning Disability	94	6.6	5.5
Other Health Impairment	43	3.0	3.2
Other Disabilities	28	2.0	1.1
Speech/Language Impairment	12	0.8	1.8
All Disabilities	238	16.8	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	\$18,022,570	\$10,448	\$10,545
Support services - students	\$3,005,226	\$1,761	\$1,373
Support services - instruction	\$1,824,367	\$1,069	\$644
Support services - general administration	\$768,100	\$450	\$462
Support services - school based administration	\$2,010,642	\$1,178	\$1,007
Central and other support services	\$1,578,454	\$925	\$671
Operation and maintenance of plant	\$3,784,537	\$2,217	\$1,629
Student transportation services	\$1,963,537	\$1,291	\$1,231
Food services	\$154,807	\$91	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$33,112,240	\$19,196	\$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	\$3,233,825	41.4	29.7
Instructional Aide Salaries	\$957,519	12.3	9.6
Other Salaries	\$300,784	3.8	10.4
Employee Benefits	\$912,995	11.7	13.0
Purchased Services Other Than Transportation	\$396,794	5.1	5.5
Special Education Tuition	\$1,262,440	16.2	22.6
Supplies	\$52,776	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$695,444	8.9	8.0
Equipment	\$1,398	0.0	0.2
All Other Expenditures	\$680	0.0	0.1
Total	\$7,814,655	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.6	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	81.6
State	10.7
Federal	1.8
Tuition & Other	5.9

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
Asian	19	*	19	*	11	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	40	66.0	40	58.6	12	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	*	*
White	718	69.3	718	63.5	358	64.6
English Learners	22	62.9	22	60.0	10	*
Non-English Learners	767	69.6	767	63.6	376	65.3
Eligible for Free or Reduced-Price Meals	172	62.8	172	57.6	84	58.1
Not Eligible for Free or Reduced-Price Meals	617	71.2	617	65.2	302	67.1
Students with Disabilities	141	50.2	141	44.2	68	47.9
Students without Disabilities	648	73.6	648	67.8	318	68.8
High Needs	285	59.3	285	53.2	136	55.7
Non-High Needs	504	75.1	504	69.4	250	70.3
District	789	69.4	789	63.5	386	65.1

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	82.7	81.4	72.1	85.0	446	80.0
Curl Up	84.6	77.9	74.4	73.2	446	77.1
Push Up	72.1	57.0	58.1	96.9	446	72.2
Mile Run/PACER	85.6	84.9	68.2	63.0	446	74.0
All Tests - District	61.5	45.3	35.7	47.2	446	46.9
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	33	100.0
Students with Disabilities	31	83.9
District	191	97.4
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	98.3	105	59.0
Male	97.0	73	44.5
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	97.5	167	52.2
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	22	36.7
Students with Disabilities	90.3	7	11.3
District	97.7	178	52.0
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	83.9	95.2
Male	71.8	86.8
Black or African American	*	*
Hispanic or Latino of any race	N/A	N/A
White	77.4	91.7
English Learners	77.4	*
Eligible for Free or Reduced-Price Meals	72.3	81.0
Students with Disabilities	50.0	*
District	78.9	92.0
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	69.4	75	46.3	50	92.5	67.7
	High Needs Students	59.3	75	39.5	50	79.1	58.1
Math Performance Index	All Students	63.5	75	42.4	50	84.7	63.1
	High Needs Students	53.2	75	35.5	50	71.0	52.7
Science Performance Index	All Students	65.1	75	43.4	50	86.8	63.8
	High Needs Students	55.7	75	37.1	50	74.2	54.2
ELA Academic Growth	All Students	55.0%	100%	55.0	100	55.0	59.9%
	High Needs Students	50.5%	100%	50.5	100	50.5	55.1%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	62.5%
	High Needs Students	60.4%	100%	60.4	100	60.4	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.9%	<=5%	44.2	50	88.4	10.4%
	High Needs Students	15.5%	<=5%	29.0	50	58.0	16.1%
Preparation for CCR	% Taking Courses	88.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	52.0%	75%	34.7	50	69.4	42.6%
On-track to High School Graduation		99.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		97.4%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		91.7%	94%	97.5	100	97.5	83.3%
Postsecondary Entrance (Class of 2018)		78.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		88.3% 46.9%	75%	15.6	50	31.2	96.4% 52.9%
Arts Access		25.0%	60%	20.8	50	41.6	51.9%
Accountability Index				1018.3	1350	75.4	

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	59.3	15.7	15.4	
Math Performance Index Gap	69.4	53.2	16.2	17.6	
Science Performance Index Gap	70.3	55.7	14.6	16.1	
Graduation Rate Gap	94.0%	91.7%	2.3%	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	99.0
	High Needs Students	98.6
Math	All Students	99.0
	High Needs Students	98.6
Science	All Students	98.2
	High Needs Students	97.2

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: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

The leadership team has invested time in developing a district strategy map that focuses on instructional priorities, which will lead to improved teaching and learning.

The strategy map aligns with Board of Education goals and makes visible the through-line from adult actions to improvements in student learning.

The power of the strategy map is that it outlines an instructional model that the district strives to develop in every classroom in the areas of culture, feedback and student engagement.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The focus for the staff and students at Mitchell Elementary School is leadership. There are a variety of opportunities in our school to build teacher capacity, as well as student leaders. We have collaborated together to highlight individual strengths, as well as to address building concerns. Our teachers have utilized lab sites, co-teaching, and professional learning experiences with each other to meet the needs of all students by personalizing instruction. Our students have banded together via Student Council, Safe School Climate Committee for Students and Safety Patrol to take ownership of their building and how they want students to treat each other. With our parent involvement and community support, Mitchell Elementary School has become a positive learning environment with high academic achievement, supportive staff, and happy children.

BES supports students' social, emotional, and academic well-being through school-wide supports around safety, responsibility and respect. Positive and healthy behaviors are taught through the Second Steps program. Individuality is celebrated through morning meeting sharing. Student Council sponsors a winter toy drive and collaborates with the local food bank throughout the year.

Woodbury Middle School believes in providing students cultural experiences through a variety of activities such as our World Cultures Club, field trips, live cultural performances, and the annual Washington D.C. trip. In addition, WMS students and staff have received training in the following programs to foster a positive school climate: Restorative Practices, Alliance Leadership Programs, Second Steps and the Anti-Defamation League.

Nonnewaug High School naturally reduces racial, ethnic and social isolation by welcoming students from 23 additional communities. Our clubs and councils participate in a variety of activities that involve students in service to their communities, helping others while widening our students' understanding of the difficulties faced by many. For example, through our Trick-or-Treat Street, students collect for the food bank and raise money to help offset private citizens' fuel costs. NHS promotes students' involvement in new school activities to further expand their circles.

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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.

Both WMS and NHS 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.