

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



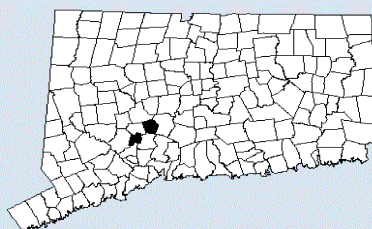
Regional School District 16

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,329
Per Pupil Expenditures ¹	\$14,496
Total Expenditures ¹	\$34,543,939

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,169	50.2	48.3
Male	1,160	49.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	32	1.4	4.7
Black or African American	57	2.4	12.9
Hispanic or Latino	122	5.2	22.1
Pacific Islander	*	*	0.0
Two or More Races	8	0.3	2.5
White	2,107	90.5	57.2
English Language Learners	23	1.0	6.3
Eligible for Free or Reduced-Price Meals	346	14.9	37.6
Students with Disabilities ¹	338	14.5	13.3

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	95	8.4	25	2.1
Male	102	9.2	67	5.7
Black or African American	6	11.3	0	0.0
Hispanic or Latino	16	13.7	7	5.6
White	170	8.4	82	3.9
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	75	23.1	29	8.1
Students with Disabilities	45	14.8	27	7.4
District	197	8.8	92	3.9
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 5

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	148.4
Paraprofessional Instructional Assistants	1.3
Special Education	
Teachers and Instructors	16.3
Paraprofessional Instructional Assistants	39.4
Administrators, Coordinators and Department Chairs	
District Central Office	4.4
School Level	11.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.1
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	16.2
School Nurses	4.9
Other Staff Providing Non-Instructional Services/Support	103.9

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	1	0.5	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	1.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	208	98.6	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	6	*
White	111	61.7	137	81.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	48.0	16	76.2
Students with Disabilities	8	36.4	13	*
District	116	62.7	146	82.0
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	28	56.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	61	69.3
Other Health Impairment	47	70.1
Other Disabilities	*	*
Speech/Language Impairment	50	90.9
District	191	66.1
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	52	2.3	1.5
Emotional Disturbance	7	0.3	1.0
Intellectual Disability	8	0.3	0.5
Learning Disability	88	3.8	4.4
Other Health Impairment	68	3.0	2.6
Other Disabilities	19	0.8	1.0
Speech/Language Impairment	75	3.3	1.9
All Disabilities	317	13.8	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,639,215	7,541	9,134
Instructional Supplies and Equipment	478,378	205	334
Improvement of Instruction and Educational Media Services	2,120,347	907	498
Student Support Services	2,384,379	1,019	1,001
Administration and Support Services	4,348,602	1,859	1,694
Plant Operation and Maintenance	3,180,172	1,360	1,572
Transportation	2,397,348	1,004	813
Costs of Students Tuitioned Out	1,331,913	N/A	N/A
Other	663,585	284	186
Total	34,543,939	14,496	15,289

Additional Expenditures

Land, Buildings, and Debt Service	7,389,031	3,159	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,168,141	29.5	35.1
Noncertified Personnel	1,145,730	15.6	14.2
Purchased Services	869,424	11.8	5.2
Tuition to Other Schools	1,187,669	16.2	22.0
Special Ed. Transportation	1,013,123	13.8	8.6
Other Expenditures	964,308	13.1	14.9
Total Expenditures	7,348,395	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.5	67.8
State	38.1	30.4
Federal	1.3	1.6
Tuition & Other	0.1	0.2

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 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	*	*	*	*	N/A	N/A
Asian	19	*	18	*	*	*
Black or African American	32	68.0	32	61.8	17	*
Hispanic or Latino	56	66.3	55	58.5	29	53.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1111	68.1	1089	61.8	488	59.0
English Language Learners	26	51.3	25	51.6	8	*
Non-English Language Learners	1198	68.3	1175	61.9	533	58.9
Eligible for Free or Reduced-Price Meals	162	61.4	157	54.2	70	53.6
Not Eligible for Free or Reduced-Price Meals	1062	69.0	1043	62.8	471	59.4
Students with Disabilities	193	50.5	190	45.7	85	44.7
Students without Disabilities	1031	71.3	1010	64.7	456	61.3
High Needs	325	57.1	318	51.3	141	49.5
Non-High Needs	899	71.9	882	65.4	400	61.9
District	1224	68.0	1200	61.7	541	58.7

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

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	96.9	84.4	87.6	74.2	666	85.9
Curl Up	93.8	86.0	91.2	92.3	666	90.7
Push Up	77.8	81.0	84.7	60.6	666	76.4
Mile Run/PACER	93.2	81.0	71.8	47.1	666	73.7
All Tests - District	72.2	58.7	59.4	34.2	666	56.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	33	87.9	74.5	Yes	76.6
Students with Disabilities	23	60.9	.		.
District	181	92.8	89.6	Yes	90.1
State ⁴		87.0			

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 2013-14 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	84.7	98	51.6
Male	64.7	66	38.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	74.7	157	45.1
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	41.3	9	19.6
Students with Disabilities	*	*	*
District	75.2	164	45.2
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	83.2	97.2
Male	67.1	91.3
Black or African American	*	*
Hispanic or Latino	*	*
White	77.2	95.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	40.5	82.6
Students with Disabilities	*	*
District	75.9	94.3
State	72.6	88.8

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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Next Generation Accountability Results

These statistics are the first 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	68.0	75	90.6	100	90.6	67.9
	High Needs Students	57.1	75	76.1	100	76.1	56.7
Math Performance Index	All Students	61.7	75	82.2	100	82.2	59.3
	High Needs Students	51.3	75	68.3	100	68.3	47.8
Science Performance Index	All Students	58.7	75	78.2	100	78.2	56.5
	High Needs Students	49.5	75	66.0	100	66.0	45.9
Chronic Absenteeism	All Students	8.8%	<=5%	42.5	50	85.0	10.6%
	High Needs Students	17.6%	<=5%	24.8	50	49.6	17.3%
Preparation for CCR	% Taking Courses	72.2%	75%	48.1	50	96.2	66.1%
	% Passing Exams	45.2%	75%	30.1	50	60.2	37.3%
On-track to High School Graduation		98.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.8%	94%	98.7	100	98.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		88.9%	94%	94.6	100	94.6	77.6%
Postsecondary Entrance (Class of 2014)		75.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.0% 56.5%	75%	37.6	50	75.3	87.6% 51.0%
Arts Access		58.7%	60%	48.9	50	97.8	45.7%
Accountability Index				1036.9	1250	83.0	

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	71.9	57.1	14.8	17.3	
Math Performance Index Gap	65.4	51.3	14.2	19.6	
Science Performance Index Gap	61.9	49.5	12.4	17.2	
Graduation Rate Gap	94.0%	88.9%	5.1%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	96.6
	High Needs Students	95.7
Math	All Students	94.7
	High Needs Students	93.4
Science	All Students	99.8
	High Needs Students	100.0

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: 59.5 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools