

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



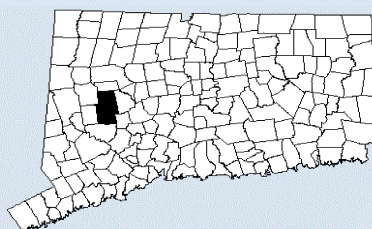
Regional School District 14

Mr. Jody Goeler, Superintendent • 203-263-4339 • www.ctreg14.org

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	1,905
Per Pupil Expenditures ¹	\$16,021
Total Expenditures ¹	\$30,647,320

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)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

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	1,007	52.9	48.3
Male	898	47.1	51.6
American Indian	*	*	0.2
Asian	38	2.0	4.6
Black or African American	12	0.6	12.9
Hispanic or Latino	51	2.7	21.2
Pacific Islander	0	0.0	0.0
White	1,795	94.2	58.4
Two or More Races	*	*	2.3
English Language Learners	18	0.9	5.7
Eligible for Free or Reduced-Price Meals	238	12.5	37.3
Students with Disabilities ¹	201	10.6	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	77 7.9	14 1.3
Male	62 7.1	25 2.7
Black or African American	* *	* *
Hispanic or Latino	6 12.8	0 0.0
White	130 7.5	37 2.0
English Language Learners	* *	0 *
Eligible for Free or Reduced-Price Meals	38 16.5	10 4.2
Students with Disabilities	21 10.3	14 6.2
District	139 7.5	39 2.0
State	10.8	7.4

Number of students in 2012-13 qualified as truant under state statute: 23

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.

District Profile and Performance Report for School Year 2013-14

Regional School District 14

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	130.7
Paraprofessional Instructional Assistants	8.5
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.9
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	8.5
Counselors, Social Workers and School Psychologists	8.8
School Nurses	3.9
Other Staff Providing Non-Instructional Services/Support	104.0

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 (%)
Asian	0	0	1.0
Black or African American	1	0.5	3.5
Hispanic	3	1.6	3.6
Native American	0	0	0.1
White	184	97.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
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	8.9	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	0	0
Hispanic or Latino	0	0	*	*
White	37	19.8	88	40.7
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	*	*
District	37	19.2	92	40.9
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	13	41.9
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	60	95.2
Other Health Impairment	31	81.6
Other Disabilities	*	*
Speech/Language Impairment	21	91.3
District	137	76.5
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Regional School District 14

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	32	2.0	1.4
Emotional Disturbance	10	0.6	1.0
Intellectual Disability	8	0.5	0.4
Learning Disability	63	3.8	4.2
Other Health Impairment	38	2.3	2.5
Other Disabilities	8	0.5	1.0
Speech/Language Impairment	25	1.5	1.9
All Disabilities	184	11.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

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

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,875,858	8,256	8,769
Instructional Supplies and Equipment	505,325	263	275
Improvement of Instruction and Educational Media Services	1,432,833	745	487
Student Support Services	2,496,096	1,298	965
Administration and Support Services	2,602,520	1,353	1,600
Plant Operation and Maintenance	3,394,151	1,765	1,472
Transportation	1,751,172	982	786
Costs of Students Tuitioned Out	1,750,984	N/A	N/A
Other	838,381	436	178
Total	30,647,320	16,021	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,512,802	787	1,434
-----------------------------------	-----------	-----	-------

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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,776,171	36.0	35.6
Noncertified Personnel	1,274,052	16.5	14.5
Purchased Services	348,736	4.5	5.0
Tuition to Other Schools	1,750,984	22.7	21.4
Special Ed. Transportation	566,475	7.4	8.5
Other Expenditures	985,206	12.8	14.9
Total Expenditures	7,701,624	100.0	100.0
PK-12 Expenditures Used for Special Education		25.1	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.5	86.3
State	13.6	11.7
Federal	1.9	2.0
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).

District Profile and Performance Report for School Year 2013-14

Regional School District 14

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	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	75.9	77.7	81.9	80.0	.	.	.	.
Students with Disabilities	56.1	58.8	61.3	58.6	.	.	.	.
High Needs	64.9	68.7	70.4	68.2	.	.	.	.
District	85.1	86.4	87.9	87.8	.	.	.	.

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	.	75.1	.	.	.	.	.	.
Students with Disabilities	46.3	50.8	48.5	.	.	.	.	.
High Needs	52.4	63.5	57.1	63.5	.	.	.	.
District	82.9	84.0	84.6	87.1	.	.	.	.

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	89.7	71.1	63.7	87.4	409	78.2
Curl Up	95.3	93.8	85.3	87.4	409	90.5
Push Up	76.6	56.7	71.6	87.4	409	73.3
Mile Run/PACER	82.2	86.6	82.4	71.8	409	80.7
All Tests - District	59.8	42.3	39.2	61.2	409	50.9
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.

District Profile and Performance Report for School Year 2013-14

Regional School District 14

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	0	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	23	87	.		.
Students with Disabilities	26	80.8	.		.
District	201	93	94.0	No	94.0
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	90.5	131	53.9
Male	73.7	76	43.4
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	83.6	200	49.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	70.0	14	35.0
Students with Disabilities	*	*	*
District	83.5	207	49.5
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.

Copyright © 2014 The College Board. www.collegeboard.org

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

Copyright © 2015 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.1	94.3
Male	79.3	91.7
Black or African American	79.3	*
Hispanic or Latino	N/A	N/A
White	85.8	93.2
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	68.0	*
Students with Disabilities	65.0	*
District	85.8	93.4
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

District Profile and Performance Report for School Year 2013-14

Regional School District 14

Narratives

School District Improvement Plans and Parental Outreach Activities

Annually, each school and department in Region 14 develops its own School/Department Improvement Plan, which supports the Board of Education's goals. Each plan is focused on increasing student achievement and building teacher capacity. Plans are shared with parents who are encouraged to provide feedback and suggestions. The Superintendent regularly updates the Board of Education members on the progress of district-wide improvement plans.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District 14 provided teachers and students opportunities to learn about diversity and reduce racial and ethnic isolation throughout the system. While there is little diversity within the school system, staff members create multi-cultural opportunities for students to experience.

At Bethlehem Elementary School, students participated in "Traveling Days" throughout the school year. The school selected a different location in the world to visit and they learned about the people, customs, food and other aspects of their lives. Parents of students with a direct link to the culture being studied often visited classes to share their experiences and answer questions.

Multicultural programs were also provided at Mitchell Elementary School. The PTO sponsored a visit by musical group, Boogie Chillun, which took students on a journey of musical history beginning with early folk all the way through hip hop. Additionally, students participated in the World Marathon Challenge, which is part of Save the Children organization.

At Woodbury Middle School, the social studies curriculum delves deeply into the study of China, Japan, Africa, and India. Each country is studied, providing students with numerous opportunities to learn about the country, its people, and its culture. Guest speakers are common, as are trips out into the community to sample cuisine at ethnic restaurants. Study of world languages also begins at the middle school, and curriculum emphasizes the study of cultures and customs. After school clubs include our Multicultural Club that explores cuisines, dress, and customs of a variety of countries.

Nonnewaug High School is one of the state's designated Agriscience schools. As such, students from twenty-six surrounding communities apply for acceptance into the program, which contributes to considerably greater diversity among our high school students and helps to reduce not only racial, but also economic, isolation. The high school's Diversity Club provides students with opportunities to work with, learn about, and interact with classmates they might not otherwise have met.

Region 14 remains committed to providing students with as many opportunities as possible to learn about the world outside our two communities.

District Profile and Performance Report for School Year 2013-14

Regional School District 14

Equitable Allocation of Resources among District Schools

There is a commitment in Region 14 to providing comparable district resources across its four schools. This commitment is demonstrated in a five phase budget process – planning, preparation, adoption, implementation, and evaluation. 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. These improvement plans drive the budget preparation process as school and district teams work to identify the necessary resources to achieve system goals. The Board of Education adopts a budget that aligns with its goals and supports the system’s effort to “Aim for 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.