

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



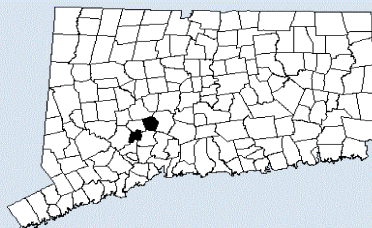
Regional School District 16

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,084
Per Pupil Expenditures ¹	\$17,001
Total Expenditures ¹	\$36,977,693

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,020	48.9	48.4
Male	1,064	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	71	3.4	12.7
Hispanic or Latino of any race	139	6.7	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	40	1.9	3.8
White	1,807	86.7	51.1
English Learners	27	1.3	8.3
Eligible for Free or Reduced-Price Meals	494	23.7	43.3
Students with Disabilities ³	272	13.1	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	55	5.5	16	1.5
Male	52	5.0	35	3.2
Black or African American	*	*	*	*
Hispanic or Latino of any race	14	10.8	7	4.5
White	81	4.6	39	2.1
English Learners	7	17.5	0	0.0
Eligible for Free or Reduced-Price Meals	52	11.6	27	5.1
Students with Disabilities	21	8.3	16	5.3
District	107	5.3	51	2.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 108

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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	152.1
Paraprofessional Instructional Assistants	15.7
Special Education	
Teachers and Instructors	16.6
Paraprofessional Instructional Assistants	41.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	12.9
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	15.6
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	147.4

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	3	1.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	207	98.1	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	10.4

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	*	*	7	*
Hispanic or Latino of any race	8	*	8	*
White	124	84.9	138	90.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	29	78.4	33	78.6
Students with Disabilities	14	*	21	87.5
District	138	84.1	159	87.4
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	9	28.1
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	59	64.1
Other Health Impairment	40	55.6
Other Disabilities	*	*
Speech/Language Impairment	21	91.3
District	140	56.5
State		67.8

³ This 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	33	1.6	2.0
Emotional Disturbance	12	0.6	1.1
Intellectual Disability	9	0.4	0.5
Learning Disability	92	4.4	5.7
Other Health Impairment	73	3.5	3.3
Other Disabilities	18	0.9	1.1
Speech/Language Impairment	26	1.3	1.8
All Disabilities	263	12.7	15.6

¹ This 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	6	2.3	8.2
Private Schools or Other Settings	12	4.6	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$20,852,191	\$9,587	\$10,923
Support services - students	\$3,029,351	\$1,426	\$1,277
Support services - instruction	\$2,042,876	\$962	\$682
Support services - general administration	\$1,455,455	\$685	\$467
Support services - school based administration	\$2,110,043	\$993	\$1,021
Central and other support services	\$757,124	\$356	\$679
Operation and maintenance of plant	\$3,727,595	\$1,755	\$1,718
Student transportation services	\$2,439,335	\$1,116	\$1,288
Food services	.	.	\$12
Enterprise operations	\$563,723	\$265	\$163
Minor school construction	.	.	\$59
Total	\$36,977,693	\$17,001	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,132,107	26.3	28.5
Instructional Aide Salaries	\$956,909	11.8	10.1
Other Salaries	\$674,477	8.3	11.1
Employee Benefits	\$1,153,319	14.2	13.0
Purchased Services Other Than Transportation	\$917,407	11.3	5.7
Special Education Tuition	\$1,305,864	16.1	22.5
Supplies	\$72,685	0.9	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$896,384	11.1	8.0
Equipment	\$387	0.0	0.2
All Other Expenditures	\$660	0.0	0.1
Total	\$8,110,199	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.9	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	72.6
State	25.8
Federal	1.6
Tuition & Other	0.1

⁴ Revenue 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	37	78.4
Students with Disabilities	16	*
District	171	93.0
State		88.5

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.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	94.0	93.6
Male	69.9	78.8
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.2	88.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	61.3	*
Students with Disabilities	*	*
District	81.9	87.7
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	67.9%	100%	60.4%
	Oral	63.4%	100%	57.6%
Chronic Absenteeism	All Students	5.3%	<=5%	12.2%
	High Needs Students	9.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	85.8%	75%	80.4%
On-track to High School Graduation		95.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		93.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		81.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.9%	75%	71.5%
Arts Access		54.9%	60%	51.8%

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
Graduation Rate Gap	94.0%	81.7%	12.3%	10.9%	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.

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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Due to COVID during the 2019-2020 academic year Region 16 school improvement plans, the district strategic plan and curriculum revisions were addressed minimally. We did however purchase a new social emotional program for students PreK-12th. We are investing into the RULER program developed at Yale University and Choose Love for the middle school and high school grades. The staff has been fully trained and prepared to implement this year. The BOE and all four of our schools has clearly articulated visions and mission statements that support all students. We perform a series of surveys for all Region 16 community members in an effort to meet the needs of students and the wants of the community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Region 16 participates in magnet schools, charter schools, agricultural and technical schools in an effort to support the interests and provide diverse educational opportunities for all students. We have over fifty clubs and groups to engage students in all types of interests with ethnical and gender diversity. Region 16 also encourages real-life learning opportunities, capstone projects and requires community service hours to graduate in an effort to develop productive and empathetic learners that appreciate and respect diversity and individuality.

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Equitable Allocation of Resources among District Schools

Regional School District #16 utilizes surveys, school based decision making and alignment to State and Federal requirements when allocating funding to schools and creating a budget for Region 16. Student interests, staff suggestions, and the community wants is taken into consideration and a main contributing factor in allocating funds for extra and inter curricular activities; as well as, curriculum based programs in schools.