

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



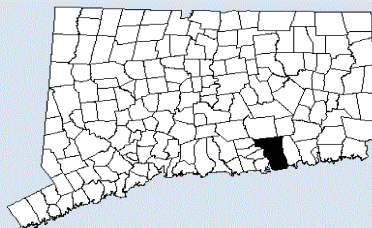
## Regional School District 18

Mr. Ian Neviaser, Superintendent • 860-434-7238 • <http://www.region18.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,339
Per Pupil Expenditures <sup>1</sup>	\$19,910
Total Expenditures <sup>1</sup>	\$27,476,211

<sup>1</sup>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)

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### 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](http://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	667	49.8	48.3
Male	672	50.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	41	3.1	4.9
Black or African American	*	*	12.8
Hispanic or Latino	61	4.6	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	26	1.9	2.7
White	1,204	89.9	55.9
English Learners	8	0.6	6.4
Eligible for Free or Reduced-Price Meals	100	7.5	38.0
Students with Disabilities <sup>1</sup>	167	12.5	13.7

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	50	7.8	*	*
Male	38	5.9	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	82	7.1	24	2.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	23	22.5	*	*
Students with Disabilities	17	11.2	10	5.5
District	88	6.9	29	2.2
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: 0**

<sup>2</sup>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.

<sup>3</sup>The 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 2015-16

## Regional School District 18

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	100.7
Paraprofessional Instructional Assistants	13.5
<b>Special Education</b>	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	46.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	8.2
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	64.7

<sup>1</sup>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	2	1.3	1.0
Black or African American	1	0.6	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	155	98.1	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

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

<sup>2</sup>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	9.8	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	102	92.7	93	97.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*	*	*
Students with Disabilities	10	*	8	*
District	111	92.5	101	98.1
State		61.2		73.9

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	50	86.2
Other Health Impairment	21	84.0
Other Disabilities	*	*
Speech/Language Impairment	25	100.0
District	111	72.5
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

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### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	18	1.4	1.6
Emotional Disturbance	15	1.1	1.0
Intellectual Disability	7	0.5	0.5
Learning Disability	58	4.4	4.6
Other Health Impairment	25	1.9	2.8
Other Disabilities	7	0.5	1.0
Speech/Language Impairment	28	2.1	1.9
All Disabilities	158	12.0	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,554,579	10,033	9,387
Instructional Supplies and Equipment	367,110	272	318
Improvement of Instruction and Educational Media Services	1,515,844	1,122	541
Student Support Services	2,018,535	1,494	1,048
Administration and Support Services	3,153,454	2,334	1,790
Plant Operation and Maintenance	4,398,820	3,256	1,608
Transportation	1,374,717	883	845
Costs of Students Tuitioned Out	505,122	N/A	N/A
Other	588,030	435	194
Total	27,476,211	19,910	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	4,726,444	3,498	1,524
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<sup>3</sup>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	2,682,633	45.3	35.1
Noncertified Personnel	1,385,107	23.4	14.5
Purchased Services	256,397	4.3	5.5
Tuition to Other Schools	412,952	7.0	21.6
Special Ed. Transportation	340,135	5.7	8.3
Other Expenditures	848,813	14.3	15.0
Total Expenditures	5,926,037	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.3	95.2
State	3.4	3.4
Federal	1.1	1.3
Tuition & Other	0.2	0.2

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2015-16

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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	0	N/A	0	N/A
Asian	21	81.4	21	79.1	8	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	28	67.4	28	65.0	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	658	79.1	658	76.3	322	67.7
English Learners	7	*	7	*	*	*
Non-English Learners	712	78.7	712	75.9	*	*
Eligible for Free or Reduced-Price Meals	40	67.4	40	63.1	16	*
Not Eligible for Free or Reduced-Price Meals	679	79.3	679	76.5	329	67.9
Students with Disabilities	110	59.8	110	57.0	42	50.2
Students without Disabilities	609	82.1	609	79.2	303	69.6
High Needs	139	62.9	139	59.7	57	52.2
Non-High Needs	580	82.4	580	79.6	288	70.2
District	719	78.6	719	75.8	345	67.2

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.5	53.9	57.1	84.9	430	68.6
Curl Up	98.8	94.8	96.8	99.1	430	97.2
Push Up	75.9	65.2	82.5	78.3	430	75.6
Mile Run/PACER	83.1	79.1	84.1	78.3	430	81.2
All Tests - District	66.3	40.9	48.4	63.2	430	53.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Regional School District 18

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	89	94.4	94.0	Yes	94.0
State <sup>4</sup>		87.2			

<sup>1</sup>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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	71	72.4
Male	99.2	78	62.4
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	99.0	138	67.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	6	*
Students with Disabilities	*	*	*
District	98.2	149	66.8
State	95.6		40.7

<sup>5</sup>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

<sup>6</sup>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.

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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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	77.1	97.9
Male	83.7	90.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	81.8	93.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.0	93.9
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Regional School District 18

### 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	78.6	75	50.0	50	100.0	67.7
	High Needs Students	62.9	75	42.0	50	83.9	56.7
Math Performance Index	All Students	75.8	75	50.0	50	100.0	61.4
	High Needs Students	59.7	75	39.8	50	79.6	49.9
Science Performance Index	All Students	67.2	75	44.8	50	89.7	57.5
	High Needs Students	52.2	75	34.8	50	69.6	47.0
ELA Academic Growth	All Students	69.3%	100%	69.3	100	69.3	63.8%
	High Needs Students	56.5%	100%	56.5	100	56.5	58.3%
Math Academic Growth	All Students	75.3%	100%	75.3	100	75.3	65.0%
	High Needs Students	68.3%	100%	68.3	100	68.3	57.4%
Chronic Absenteeism	All Students	6.9%	<=5%	46.2	50	92.5	9.6%
	High Needs Students	16.5%	<=5%	27.0	50	53.9	15.6%
Preparation for CCR	% Taking Courses	95.1%	75%	50.0	50	100.0	67.6%
	% Passing Exams	66.8%	75%	44.5	50	89.1	40.7%
On-track to High School Graduation		95.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		94.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.4%	94%	91.9	100	91.9	78.6%
Postsecondary Entrance (Class of 2015)		81.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.2%   53.5%	75%	35.7	50	71.3	89.2%   50.5%
Arts Access		69.2%	60%	50.0	50	100.0	47.5%
<b>Accountability Index</b>				<b>1126.2</b>	<b>1350</b>	<b>83.4</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	62.9	12.1	16.5	
Math Performance Index Gap	75.0	59.7	15.3	18.9	
Science Performance Index Gap	70.2	52.2	18.0	17.2	
Graduation Rate Gap	94.0%	86.4%	7.6%	15.3%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	98.6
Math	All Students	98.9
	High Needs Students	98.6
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>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: 58.4**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## Regional School District 18

### **Narratives**

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#### **School District Improvement Plans and Parental Outreach Activities**

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2015-16

## Regional School District 18

### Equitable Allocation of Resources among District Schools