

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



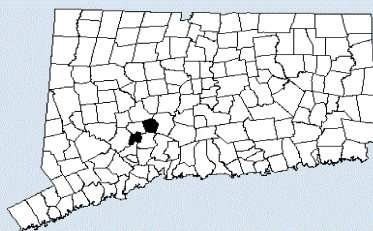
## Regional School District 16

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,197
Per Pupil Expenditures <sup>1</sup>	\$15,922
Total Expenditures <sup>1</sup>	\$35,873,162

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,086	49.4	48.4
Male	1,111	50.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	34	1.5	5.1
Black or African American	70	3.2	12.8
Hispanic or Latino	140	6.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	25	1.1	3.3
White	1,923	87.5	53.6
English Learners	31	1.4	7.2
Eligible for Free or Reduced-Price Meals	342	15.6	36.7
Students with Disabilities <sup>1</sup>	301	13.7	14.8

<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	62	5.8	19	1.8
Male	81	7.5	94	8.3
Black or African American	*	*	*	*
Hispanic or Latino	13	9.5	9	6.3
White	116	6.2	96	5.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	56	12.8	46	9.6
Students with Disabilities	27	9.7	39	11.8
District	143	6.7	113	5.1
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

<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 2017-18

## Regional School District 16

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	141.0
Paraprofessional Instructional Assistants	10.4
<b>Special Education</b>	
Teachers and Instructors	15.6
Paraprofessional Instructional Assistants	47.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	11.6
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	2.4
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	14.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	137.8

<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	1	0.5	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	1.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	198	98.5	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	6	*
White	102	66.7	137	84.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	13	54.2	21	67.7
Students with Disabilities	*	*	17	60.7
District	112	65.9	149	81.9
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	17	39.5
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	66	71.0
Other Health Impairment	39	57.4
Other Disabilities	*	*
Speech/Language Impairment	27	90.0
District	163	61.3
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

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

	District Count	District Rate (%)	State Rate (%)
Autism	45	2.1	1.8
Emotional Disturbance	14	0.6	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	93	4.3	5.2
Other Health Impairment	69	3.2	3.1
Other Disabilities	25	1.1	1.1
Speech/Language Impairment	34	1.6	1.8
All Disabilities	286	13.1	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	7	2.4	8.3
Private Schools or Other Settings	8	2.8	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	19,023,014	8,643	9,847
Instructional Supplies and Equipment	459,338	209	287
Improvement of Instruction and Educational Media Services	1,914,689	870	589
Student Support Services	2,247,086	1,021	1,120
Administration and Support Services	4,602,748	2,091	1,905
Plant Operation and Maintenance	3,296,417	1,498	1,648
Transportation	2,455,421	1,085	904
Costs of Students Tuitioned Out	1,342,351	N/A	N/A
Other	532,098	242	208
Total	35,873,162	15,922	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	4,713,782	2,142	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,184,533	27.9	33.8
Noncertified Personnel	1,462,038	18.6	14.5
Purchased Services	784,325	10.0	5.5
Tuition to Other Schools	1,163,338	14.8	23.4
Special Ed. Transportation	1,070,660	13.7	8.7
Other Expenditures	1,176,099	15.0	14.1
Total Expenditures	7,840,993	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	67.5	70.7
State	31.2	27.9
Federal	1.2	1.4
Tuition & Other	0.0	0.0

<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 2017-18

## Regional School District 16

### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	17	*	17	*
Black or African American	37	74.5	37	68.1
Hispanic or Latino	72	72.7	72	64.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	8	*	8	*
White	1017	75.4	1018	69.3
English Learners	29	58.2	29	54.9
Non-English Learners	1125	75.4	1126	69.2
Eligible for Free or Reduced-Price Meals	172	68.4	172	60.7
Not Eligible for Free or Reduced-Price Meals	982	76.2	983	70.3
Students with Disabilities	145	56.1	145	49.7
Students without Disabilities	1009	77.7	1010	71.6
High Needs	289	64.0	289	57.6
Non-High Needs	865	78.7	866	72.7
District	1154	75.0	1155	68.9

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	92.1	64.0	79.8	80.4	660	78.6
Curl Up	96.4	77.4	83.3	92.4	660	86.8
Push Up	87.1	76.8	82.8	53.2	660	75.2
Mile Run/PACER	87.9	83.5	72.7	50.0	660	73.2
All Tests - District	74.3	45.7	52.5	31.6	660	50.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Regional School District 16

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	6	*
Hispanic or Latino	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	44	75.0
Students with Disabilities	29	48.3
District	178	88.8
State		87.9

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	101	57.1
Male	96.6	81	46.3
Black or African American	*	*	*
Hispanic or Latino	*	6	*
White	97.5	166	52.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.5	16	29.1
Students with Disabilities	82.1	*	*
District	97.7	182	51.7
State	96.3		44.8

<sup>3</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>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	83.5	97.2
Male	61.6	89.4
Black or African American	*	*
Hispanic or Latino	*	*
White	74.8	93.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.6	92.0
Students with Disabilities	*	*
District	73.4	93.5
State	70.9	88.3

<sup>5</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>6</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 2017-18

## Regional School District 16

### 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.0	75	50.0	50	100.0	67.6
	High Needs Students	64.0	75	42.7	50	85.3	57.5
Math Performance Index	All Students	68.9	75	45.9	50	91.8	62.7
	High Needs Students	57.6	75	38.4	50	76.8	52.0
ELA Academic Growth	All Students	67.6%	100%	67.6	100	67.6	60.7%
	High Needs Students	61.5%	100%	61.5	100	61.5	55.6%
Math Academic Growth	All Students	62.6%	100%	62.6	100	62.6	61.9%
	High Needs Students	55.5%	100%	55.5	100	55.5	55.4%
Chronic Absenteeism	All Students	6.7%	<=5%	46.7	50	93.4	10.7%
	High Needs Students	10.4%	<=5%	39.2	50	78.4	16.6%
Preparation for CCR	% Taking Courses	74.1%	75%	49.4	50	98.9	74.8%
	% Passing Exams	51.7%	75%	34.5	50	68.9	44.8%
On-track to High School Graduation		95.1%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		88.8%	94%	94.4	100	94.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		96.9%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		73.4%	75%	97.9	100	97.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.0%   50.5%	75%	33.6	50	67.3	96.6%   50.1%
Arts Access		59.0%	60%	49.2	50	98.4	51.2%
<b>Accountability Index</b>				<b>1019.1</b>	<b>1250</b>	<b>81.5</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?					N
ELA Performance Index Gap	75.0	64.0	11.0	15.9	
Math Performance Index Gap	72.7	57.6	15.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	96.9%	-2.9%	12.7%	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	97.9
	High Needs Students	96.2
Math	All Students	98.0
	High Needs Students	96.2
Science	All Students	98.2
	High Needs Students	95.3

<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: \***      **State: 51.5**

#### 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 2017-18

## Regional School District 16

### Narratives

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

Our mission is to provide high quality and educational opportunities through the use of research-based traditional, experiential, and creative instructional practices to ensure that all students become inquisitive, lifelong learners with the 21st Century skills necessary to be successful. The district and school administrators developed our District Strategic Plan with input from BOE, staff, Region 16 instructional leaders, and Region 16 community. This plan serves as a roadmap for our teaching and learning to provide students with a rigorous, engaging and meaningful school experience so that all students are ready for college, career and global citizenship. The Superintendent, in collaboration with the Board of Education, will use the Region 16 District Strategic Plan to frame and drive future district and school improvement initiatives. Subsequently, the schools have developed School Improvement Plans to create district coherence and alignment among our schools that will ensure positive outcomes for all students. RG 16 believes all students can learn. RG16 believes in creating multiple opportunities for students to engage in collaboration, problem-solving, critical thinking, innovation, and creative expression. RG16 believes in developing and implementing programs, activities, and experiences to ensure students are prepared for college, career, and life. The Special Education Department has created a three-year strategic improvement plan with the similar goals and action steps as the District. They have communicated three goals to all stakeholders: Improve the performance of identified students academically; Improve parental satisfaction and increase communication to ensure appropriate the special education programming; Identify complex solutions that are research based for student growth and district wide coherence. Region 16 does not have a truancy problem with its student population however it does follow all State and Federal Laws and supports/values regular attendance and the "responsible student".

The Region has increased its social media presence, renovated the website, and initiated a 1:1 device program for students 6-12. The Region also sends out weekly newsletters, updates schoology daily, and publishes a Region 16 insider flyer quarterly. The Region has created a parent advisory committee and utilizes backboard alerts to send monthly update to all stakeholders. The District holds education workshop monthly through various Administrators, PTO's, and District staff to support parents and their involvement in their child's education. Our strength is our sense of community and collaboration with the all stakeholders. The Region 16 District Office has an open door policy-the students and community are a priority.

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

The Region has created an advisory program in the middle school and high school with guaranteed lessons on acceptance, cultural diversity, and similar social issues. We have increased our counseling staff and intra-curricular and extra-curricular activities as well as clubs to support community service efforts, opportunities for exposure to different ethnic groups and racial programs and projects, The Region has a 2COM committee that supports the education of all student educationally and socially.

We have also incorporated books, courses, and literature in our media centers/classrooms that support diversity in our curriculum. we created and initiated an Urban-Suburban collaboration with one of our elementary schools and an elementary school in our neighboring inner-city.

RG16 has supported a stipend position under the title of One Region One book. The BOE has also supported under the 2COM committee yearly initiatives to support all students. Last year the BOE sponsored a Kindness Campaign Regionally. Specifically Prospect Elementary School offered peer mentoring: Older students were paired with younger students to assist in culture building and increasing achievement (for example, grade five students working as literacy consultants to kindergarten classes). They also built a community of volunteers that come in on a regular basis to assist with working with students. They assist in classrooms, in the library, in the office, and at lunch and recess. Our DOGS program (Dads of Great Students) continues to grow with male role models coming into the school. Furthermore, at PES a brand new executive board to the PTO has been established and has had a successful year. They have funded enrichment programs for our students (for example, school-wide performances by jugglers and magicians) and have designed spirit wear to represent the Prospect Elementary School Cardinals. Woodland students are afforded the opportunity to participate in a Work Internship Program during their junior and senior years. These programs take place in a variety of diverse settings such as hospitals, nursing homes, medical offices, restaurants and retail stores. Our community and PTO's are supportive and understanding of our efforts to help our students appreciate diversity.

# District Profile and Performance Report for School Year 2017-18

## Regional School District 16

### **Equitable Allocation of Resources among District Schools**

The Region 16 Board of Education is committed to equitably allocating resources towards assuring the achievement, safety, and well-being of each student. The development of the budget addresses individual school needs initially and is established at local level before it is brought to the regional level for analysis. Teacher and Administrators are asked to make requests that would enhance student learning. Administrators were asked about: instructional supplies, personnel, and student programs.

Following, district office in collaboration with the Superintendent, Director of Instruction, Director of Curriculum, and Director of Finance's decisions are guided by a collective process that identifies quality education, reasonable class size, support for instruction, and integration of technology.

RG16 collectively and collaboratively through a collection of site based (schools), departmental and district wide request. All these components are considered prior to adoption of the budget. The caveat is all expenses are directly aligned to the BOE goals and the Coherence Plan; the ultimate goal is to support student achievement through an equitable and responsible budget.