

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



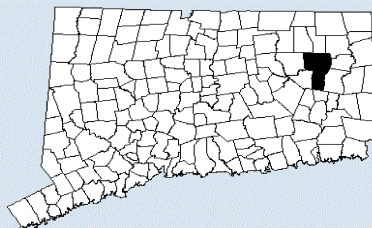
Regional School District 11

Mr. Kenneth Henrici, Superintendent • 860-455-9306 • www.parishill.org

District Information

Grade Range	7-12
Number of Schools	1
Enrollment	295
Per Pupil Expenditures ¹	\$19,865
Total Expenditures ¹	\$6,555,571

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)

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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	139	47.1	48.3
Male	156	52.9	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	8	2.7	12.9
Hispanic or Latino	25	8.5	21.2
Pacific Islander	*	*	0.0
White	252	85.4	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	91	30.8	37.3
Students with Disabilities ¹	59	20.0	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	*	*	7	5.0
Male	*	*	28	17.8
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	*	*	27	10.7
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	12.9	15	14.7
Students with Disabilities	8	13.8	8	12.6
District	18	6.1	35	11.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 4

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	26.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	2.1
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.5

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	0	0	3.5
Hispanic	1	2.5	3.6
Native American	0	0	0.1
White	39	97.5	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	9.4	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	*	*
Hispanic or Latino	0	0	*	*
White	7	14.6	8	24.2
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	7	13.7	10	25.6
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	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	18	69.2
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	37	58.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	9	2.8	1.0
Intellectual Disability	*	*	0.4
Learning Disability	26	8.1	4.2
Other Health Impairment	13	4.1	2.5
Other Disabilities	6	1.9	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	63	19.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	9	14.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,615,460	9,341	8,769
Instructional Supplies and Equipment	77,110	275	275
Improvement of Instruction and Educational Media Services	109,521	391	487
Student Support Services	409,148	1,461	965
Administration and Support Services	1,036,707	3,703	1,600
Plant Operation and Maintenance	631,604	2,256	1,472
Transportation	490,024	1,335	786
Costs of Students Tuitioned Out	971,178	N/A	N/A
Other	214,819	767	178
Total	6,555,571	19,865	14,642

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	296,477	17.1	35.6
Noncertified Personnel	142,499	8.2	14.5
Purchased Services	183,630	10.6	5.0
Tuition to Other Schools	765,295	44.1	21.4
Special Ed. Transportation	250,039	14.4	8.5
Other Expenditures	97,599	5.6	14.9
Total Expenditures	1,735,539	100.0	100.0

PK-12 Expenditures Used for Special Education	26.5	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.9	61.9
State	35.1	35.1
Federal	2.9	2.9
Tuition & Other	0.1	0.1

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

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	.	.	.	.	<20	.	.	n/a	
Hispanic or Latino	.	.	.	.	<20	.	.	n/a	
English Language Learners	.	.	.	.	.	.	.	n/a	
Eligible for Free or Reduced-Price Meals	75.7	76.2	81.1	76.0	40	70.0	79.3	No	
Students with Disabilities	55.7	61.8	69.0	58.6	<20	.	66.4	No	
High Needs	70.1	73.1	78.0	69.0	50	67.3	76.1	No	
District	80.1	83.7	86.0	84.0	121	79.4	84.0	No	

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	<20	.	.		
Hispanic or Latino	<20	.	.		
English Language Learners		
Eligible for Free or Reduced-Price Meals	<20	.	.		
Students with Disabilities	<20	.	.		
High Needs	.	.	.	63.4	<20	.	.		
District	63.8	71.7	78.3	76.7	34	70.8	74.0	No	

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	N/A	N/A	88.5	100.0	76	92.1
Curl Up	N/A	N/A	96.2	100.0	76	97.4
Push Up	N/A	N/A	78.8	87.5	76	81.6
Mile Run/PACER	N/A	N/A	73.1	75.0	76	73.7
All Tests - District	N/A	N/A	65.4	66.7	76	65.8
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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	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	*	*	.		.
Students with Disabilities	*	*	.		.
District	44	86.4	74.8	Yes	76.7
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	62.8	12	27.9
Male	59.6	13	27.7
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	61.7	25	30.9
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	46.9	*	*
Students with Disabilities	*	*	*
District	61.1	25	27.8
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.

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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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	60.0	*
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	71.9	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	69.4	83.3
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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Parish Hill continued to demonstrate overall CAPT and CMT improvement through use of bi-monthly prompts and data collection to inform instruction. We are transitioning to the new Common Core State Standards (CCSS) and the Smarter Balanced Assessment (SBA). Parish Hill planned numerous teacher workshops which were focused on research-based information, utilizing Lucy Caulkins "Pathways To The Common Core" as a foundation.

Parish Hill has launched the STAR assessment system,, a universal screening tool for early identification of students in need. We have formalized Scientific Research-Based Intervention (SRBI) and have established both SRBI teams as well as a designated faculty member, whose role is to work with staff on Tier 1 and 2 interventions prior to referral to Special Education. A math lab and writing lab have also been created to provide additional support to struggling learners.

The Truancy Review Team meets on a bi-weekly basis to review student attendance, provide case management and intervention and hear credit appeal cases. A truancy/residency officer has been hired to assist with this process.

Parent communication forums are in place to include Open House, Parent/Teacher conferences, TEAM Program teacher-mentor meetings and "Coffee and Conversation" with the Principal. Our school administered a Safe School Climate Survey to parents, students and faculty, seeking input on the strengths and areas needing improvement at Parish Hill. Parish Hill holds many community outreach events such as the Senior Citizen Breakfast, Veterans Day Luncheon, Empty Bowl event, Career Day, Alumni Breakfast, Month of the Young Adolescent parent luncheon, Health Fair, and numerous instrumental and choral events. The school continues to have strong music and athletic booster clubs with notable parent involvement.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Parish Hill entered into a tuition agreement with the Windham Public Schools which has brought greater diversity to the district. Fourteen students from Windham attend Parish Hill, leading to increased racial diversity. Parish Hill also sends ten students to numerous magnet schools in the state.

Parish Hill subscribes to online learning for enrichment and credit recovery opportunities for all students. The school has also entered into contract with Middlebury Interactive World Language to provide a variety of language choices for students as well as total immersion into a language and culture. Parish Hill also continues to support open enrollment, allowing all students the opportunity to register for any course offered.

Several extracurricular offerings support increased awareness of diversity and culture including Model UN, Diversity Club, Peer Mediation and GLASS (Gay, Straight and Lesbian Students).

The school has a strong Advisory Program in which all students are assigned a mentor. Weekly advisory lessons, tailored to each grade level, provide opportunities to discuss issues of respect, responsibility, goal setting, peer relationships and post graduate planning.

Special programming for incoming seventh graders has been developed to assist with the transition from elementary school to Parish Hill. All seventh grade students are assigned to School Success Skills, a class dedicated to working on study habits, organization, long term projects, CMT preparation and the library/media curriculum. The Student Services Department delivers a structured anti-bullying curriculum to all School Success Skills students.

Students in need of additional support beyond School Success Skills are assigned to the 8th grade Bridges class.

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Equitable Allocation of Resources among District Schools

The district has a collaborative budget process in which department chairs submit their department budgets to building level administration which allows for input on establishing budgetary priorities. We have established a yearly cycle for allocation of textbooks and resources. Each year, different departments have priority for textbook acquisition.. The school also benefits from additional funding opportunities through Rural Education Achievement Program (REAP) and Title 1 and 2 grants.

Region #11 has also moved toward greater sharing of services with elementary schools within the district. Region #11 and Chaplin share the services of a financial consultant, special education director, and a technology support director. We are in the process of expanding shared services with elementary schools throughout the tri-town regional district.