

District Profile and Performance Report for School Year 2016-17

Regional School District 08

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	125.0
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	37.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.8
School Level	5.8
Library/Media	
Specialists (Certified)	2.2
Support Staff	4.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	11.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	68.0

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.6	0.1
Asian	1	0.6	1.0
Black or African American	1	0.6	3.6
Hispanic or Latino	3	1.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	161	96.4	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.3	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	199	76.8	240	93.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	*	18	75.0
Students with Disabilities	16	61.5	26	74.3
District	210	76.9	243	92.7
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	15	57.7
Emotional Disturbance	6	30.0
Intellectual Disability	0	0
Learning Disability	40	54.8
Other Health Impairment	35	57.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	104	51.5
State		68.2

⁴Ages 6-21

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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
Asian	14	*	14	*	16	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	16	*	16	*	10	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	734	72.2	733	71.4	477	60.8
English Learners	*	*	*	*	*	*
Non-English Learners	770	71.9	769	71.1	504	60.8
Eligible for Free or Reduced-Price Meals	63	61.5	63	58.7	48	46.9
Not Eligible for Free or Reduced-Price Meals	711	72.6	710	72.0	458	62.1
Students with Disabilities	85	48.3	85	44.5	66	44.6
Students without Disabilities	689	74.6	688	74.2	440	63.1
High Needs	131	55.8	131	53.0	97	46.8
Non-High Needs	643	75.0	642	74.6	409	63.9
District	774	71.7	773	70.9	506	60.7

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
Connecticut	41%	36%	32%	
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	87.2	86.3	477	86.8
Curl Up	N/A	N/A	83.7	97.7	477	90.1
Push Up	N/A	N/A	79.8	90.9	477	84.9
Mile Run/PACER	N/A	N/A	81.8	82.2	477	82.0
All Tests - District	N/A	N/A	60.5	74.0	477	66.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	30	70.0
Students with Disabilities	39	76.9
District	261	92.0
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	187	73.0
Male	97.1	187	67.0
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.5	366	70.8
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	90.0	17	42.5
Students with Disabilities	78.7	8	13.1
District	97.2	374	69.9
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.8	96.9
Male	74.0	91.6
Black or African American	*	*
Hispanic or Latino	*	*
White	82.2	95.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65.2	*
Students with Disabilities	47.1	*
District	80.8	94.0
State	72.0	88.5

⁵College 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.

⁶College 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.

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate	
ELA Performance Index	All Students	71.7	75	47.8	50	95.6	67.1
	High Needs Students	55.8	75	37.2	50	74.4	55.9
Math Performance Index	All Students	70.9	75	47.3	50	94.6	62.2
	High Needs Students	53.0	75	35.3	50	70.7	50.5
Science Performance	All Students	60.7	75	40.4	50	80.9	55.3
	High Needs Students	46.8	75	31.2	50	62.5	45.2
ELA Academic Growth	All Students	44.6%	100%	44.6	100	44.6	55.4%
	High Needs Students	44.2%	100%	44.2	100	44.2	49.8%
Math Academic Growth	All Students	63.1%	100%	63.1	100	63.1	61.7%
	High Needs Students	49.2%	100%	49.2	100	49.2	53.7%
Chronic Absenteeism	All Students	6.7%	<=5%	46.7	50	93.4	9.9%
	High Needs Students	23.0%	<=5%	14.0	50	28.0	15.8%
Preparation for CCR	% Taking Courses	84.7%	75%	50.0	50	100.0	70.7%
	% Passing Exams	69.9%	75%	46.6	50	93.2	43.5%
On-track to High School Graduation	97.3%	94%	50.0	50	100.0	87.8%	
4-year Graduation All Students (2016 Cohort)	92.0%	94%	97.8	100	97.8	87.4%	
6-year Graduation - High Needs Students (2014)	89.2%	94%	94.9	100	94.9	82.0%	
Postsecondary Entrance (Class of 2016)	80.8%	75%	100.0	100	100.0	72.0%	
Physical Fitness (estimated part rate) and (fitness)	91.9% 66.7%	75%	44.4	50	88.9	92.0% 51.6%	
Arts Access	39.6%	60%	33.0	50	66.0	50.5%	
Accountability Index			1017.9	1350	75.4		

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	55.8	19.1	16.7	
Math Performance Index Gap	74.6	53.0	21.6	18.7	
Science Performance Index Gap	63.9	46.8	17.1	16.6	
Graduation Rate Gap	94.0%	89.2%	4.8%	12.0%	N

¹If 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.

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	98.5
	High Needs Students	95.0
Math	All Students	98.4
	High Needs Students	95.0
Science	All Students	98.3
	High Needs Students	93.3

³Minimum 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: N/A

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools