

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



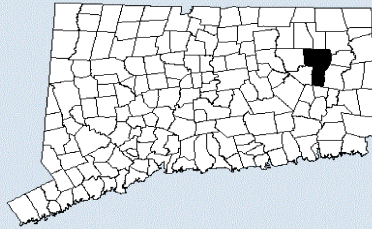
## Regional School District 11

Mr. Kenneth Henrici, Superintendent • 860-455-9306 • <http://www.parishill.org>

### District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	278
Per Pupil Expenditures <sup>1</sup>	\$20,042
Total Expenditures <sup>1</sup>	\$6,613,887

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	132	47.5	48.3
Male	146	52.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	8	2.9	12.9
Hispanic or Latino	28	10.1	22.1
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.5
White	233	83.8	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	83	29.9	37.6
Students with Disabilities <sup>1</sup>	63	22.7	13.3

<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	10	7.4	8	5.8
Male	10	6.9	23	15.7
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	18	7.5	25	10.2
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	12.6	15	14.5
Students with Disabilities	*	*	11	15.7
District	20	7.1	31	10.9
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 1**

<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 2014-15

## Regional School District 11

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	24.8
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	3.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.7
School Level	1.7
<b>Library/Media</b>	
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

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	2.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	38	97.4	91.8

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

	Percent of Total (%)
District	96.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.2

### 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	*	*	0	0.0
Hispanic or Latino	*	*	0	0.0
White	14	56.0	34	63.0
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	*	6	*
Students with Disabilities	6	*	*	*
District	18	58.1	34	58.6
State		58.4		73.8

<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	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	21	75.0
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	45	63.4
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Regional School District 11

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	9	2.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	28	9.0	4.4
Other Health Impairment	15	4.8	2.6
Other Disabilities	8	2.6	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	71	22.9	13.0

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	19.7	8.1
Private Schools or Other Settings	6	8.5	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,634,053	9,178	9,134
Instructional Supplies and Equipment	75,692	264	334
Improvement of Instruction and Educational Media Services	113,585	396	498
Student Support Services	406,063	1,415	1,001
Administration and Support Services	1,004,396	3,500	1,694
Plant Operation and Maintenance	924,640	3,222	1,572
Transportation	462,258	1,287	813
Costs of Students Tuitioned Out	787,600	N/A	N/A
Other	205,600	716	186
<b>Total</b>	<b>6,613,887</b>	<b>20,042</b>	<b>15,289</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	303,862	20.3	35.1
Noncertified Personnel	128,444	8.6	14.2
Purchased Services	176,067	11.7	5.2
Tuition to Other Schools	608,717	40.6	22.0
Special Ed. Transportation	191,592	12.8	8.6
Other Expenditures	90,899	6.1	14.9
<b>Total Expenditures</b>	<b>1,499,581</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.3	60.3
State	34.1	34.1
Federal	2.3	2.3
Tuition & Other	3.4	3.4

<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 2014-15

## Regional School District 11

### 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	N/A	N/A	N/A	*	N/A	N/A
Black or African American	7	*	7	*	*	*
Hispanic or Latino	16	*	16	*	10	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	112	65.4	111	49.3	89	56.8
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	58.8	45	43.3	40	50.2
Not Eligible for Free or Reduced-Price Meals	92	66.6	91	50.6	64	59.9
Students with Disabilities	31	47.6	31	39.1	21	47.2
Students without Disabilities	106	68.9	105	50.9	83	58.4
High Needs	65	56.1	65	42.5	48	50.5
Non-High Needs	72	71.3	71	53.4	56	61.0
District	137	64.1	136	48.2	104	56.2

#### 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>			
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	N/A	N/A	96.2	92.3	79	94.9
Curl Up	N/A	N/A	94.3	92.3	79	93.7
Push Up	N/A	N/A	75.5	76.9	79	75.9
Mile Run/PACER	N/A	N/A	75.5	61.5	79	70.9
All Tests - District	N/A	N/A	71.7	61.5	79	68.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Regional School District 11

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
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	40	92.5	76.7	Yes	78.7
State <sup>4</sup>		87.0			

<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 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 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	59.5	14	33.3
Male	51.1	11	23.4
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	54.4	25	31.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	37.9	*	*
Students with Disabilities	*	*	*
District	55.1	25	28.1
State	67.2		37.3

<sup>5</sup>College 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
- 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	73.3	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	73.5	80.0
State	72.6	88.8

<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 2014-15

## Regional School District 11

### Next Generation Accountability Results

These statistics are the first 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	64.1	75	85.4	100	85.4	67.9
	High Needs Students	56.1	75	74.8	100	74.8	56.7
Math Performance Index	All Students	48.2	75	64.3	100	64.3	59.3
	High Needs Students	42.5	75	56.6	100	56.6	47.8
Science Performance Index	All Students	56.2	75	74.9	100	74.9	56.5
	High Needs Students	50.5	75	67.4	100	67.4	45.9
Chronic Absenteeism	All Students	7.1%	<=5%	45.8	50	91.5	10.6%
	High Needs Students	11.4%	<=5%	37.3	50	74.5	17.3%
Preparation for CCR	% Taking Courses	58.4%	75%	39.0	50	77.9	66.1%
	% Passing Exams	28.1%	75%	18.7	50	37.5	37.3%
On-track to High School Graduation		92.5%	94%	49.2	50	98.4	85.6%
4-year Graduation All Students (2014 Cohort)		92.5%	94%	98.4	100	98.4	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		95.8%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		73.5%	75%	98.0	100	98.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		73.8%   68.4%	75%	22.8	50	45.6	87.6%   51.0%
Arts Access		67.1%	60%	50.0	50	100.0	45.7%
<b>Accountability Index</b>				<b>982.5</b>	<b>1250</b>	<b>78.6</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	71.3	56.1	15.2	17.3	
Math Performance Index Gap	53.4	42.5	10.9	19.6	
Science Performance Index Gap	61.0	50.5	10.4	17.2	
Graduation Rate Gap	.	95.8%	.	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	97.2
	High Needs Students	95.7
Science	All Students	100.0
	High Needs Students	100.0

#### 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: 50.1**

#### 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 2014-15

## Regional School District 11

### Narratives

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

Annually in the spring, extensive transition meetings are held by Student Services personnel and Special Education personnel with our three sending elementary school towns to discuss upcoming student needs and to develop appropriate interventions. Parish Hill also accepts out of district students who receive special education services, and who wish to have needs met in a small school setting. Parish Hill embraces data-driven-decision-making to monitor all student progress, to identify students in need of additional support, and to develop prescriptive programs for such students. Writing and Math labs have been created as mandatory rotation selections and as supplemental periods of instruction depending on individual need. As a result, the school has seen notable improvement in CAPT and CMT scores. Parish Hill has several preventative truancy interventions including a monthly attendance review committee. The Peer Mentor Program provides support and transition assistance to identified seventh grade students. The adoption of the new Core Values and Beliefs resulted in an all-inclusive effort from faculty, students and parents. The school also completed and conducted School Safety Climate surveys which were distributed for feedback and the subsequent creations of programs and interventions. A key focus for the year was the examination of the teacher evaluation process and the development of a new evaluation plan. As a result, a hybrid model was implemented throughout the year. One school-wide goal was the revision of curriculum in a uniform format (Understanding by Design). The faculty developed and implemented school wide rubrics for the school's Core Values and Beliefs including academic and civic-social expectations. Parish Hill holds regular data team meetings. Teachers update the student information system, PowerSchool, on a bi-weekly basis for parents to monitor grades and assignments; and school counselors send out newsletters. The Parish Hill website is updated regularly to include grade and department specific activities. A mass communication system, Blackboard Connect, sends school related messages via voice and email. The faculty consistently communicates with parents and guardians via phone and email. Students are given homework agendas at the start of each school year as a communication tool between home and school. The school hosts an annual open house and has two parent teacher conference days per year. Senior and Junior Planning Nights are held along with a Financial Aid night. Parents are encouraged to attend middle school team meetings to discuss student academic progress. Seventh Grade Parent Night is held for incoming students and parents are invited to attend an eighth grade commencement and awards ceremony. The principal held Coffee and Conversation three times per year. Parish Hill has strong parent support groups in athletics and music. Parents attend the annual Month of the Young Adolescent luncheon with their child, are invited to the annual Veterans Day Luncheon if they have served in the military, and are recruited to speak at our annual Career Day. A parent group has been the driving force in organizing the annual Washington DC Trip.

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

Parish Hill entered into a cooperative agreement with an adjoining urban town to accept tuition students. A Memorandum of Understanding was established with Windham Public Schools to tuition 10 students to Parish Hill starting with the 2014-2015 school year. Recruitment of students occurred in May. This inter-district cooperative program promotes diversity in our school and increases our student population. Thirty-eight students took courses not offered at Parish Hill through Fuel Ed, an online virtual distance learning platform. The school has developed a strong advisory program featuring weekly grade specific lessons for students in grades 7-12. Lessons are centered on topics such as diversity, anti-bullying, respect and responsibility. All students and staff participate in each week's lesson. The Second Step curriculum is delivered to all middle school students through push-in lessons. At least five extracurricular clubs address diversity and equity including the Anti-bullying Club, Diversity Club, Model UN, Peer Mentors and Peer Mediation. The clubs are open to all middle and high school students. Each club is advised by two staff members. Parish Hill continued their involvement with Project Opening Doors in an effort to increase participation of all students in the Advanced Placement courses. An assembly was held to increase student awareness of the effect of bullying called Power of Words. All high school students and staff were involved in the assembly. The social worker attended cultural competency training to address homeless student needs and rights. Several high school students attended a trip to Europe via the Foreign Language Department. Seventh and eighth grade students are eligible to attend the Windham STEM Elementary school via lottery system.

# District Profile and Performance Report for School Year 2014-15 Regional School District 11

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

Parish Hill Middle/High School is the only school within Regional School District 11. Regular meetings with administration, special education, student services, and all departments ensures district resources are allocated within Parish Hill in an equitable and consistent manner.