

District Profile and Performance Report for School Year 2016-17

Regional School District 11

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	23.8
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	5.8
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	0.0
Other Staff Providing Non-Instructional Services/Support	0.0

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State 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	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	41	100.0	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	7.9	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	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	22	81.5	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	25	71.4	30	73.2
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	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	17	*
Other Health Impairment	11	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	35	61.4
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	0	N/A	0	N/A
Asian	0	N/A	0	N/A	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	12	*	12	*	12	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	8	*	8	*	*	*
White	106	68.0	106	60.1	72	57.0
English Learners	0	N/A	0	N/A	*	*
Non-English Learners	128	66.6	128	58.9	89	56.7
Eligible for Free or Reduced-Price Meals	41	63.3	41	55.6	29	53.1
Not Eligible for Free or Reduced-Price Meals	87	68.2	87	60.4	62	57.4
Students with Disabilities	26	46.2	26	41.5	14	*
Students without Disabilities	102	71.8	102	63.3	77	58.1
High Needs	58	57.8	58	51.3	37	52.0
Non-High Needs	70	73.9	70	65.1	54	58.9
District	128	66.6	128	58.9	91	56.1

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	93.0	86.0	86	89.5
Curl Up	N/A	N/A	86.0	81.4	86	83.7
Push Up	N/A	N/A	72.1	79.1	86	75.6
Mile Run/PACER	N/A	N/A	72.1	62.8	86	67.4
All Tests - District	N/A	N/A	58.1	55.8	86	57.0
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	*	*
Students with Disabilities	*	*
District	33	78.8
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	89.7	17	43.6
Male	97.3	16	43.2
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	92.4	29	43.9
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	93.4	33	43.4
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	*	*
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	80.0	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.8	80.6
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	66.6	75	44.4	50	88.8	67.1
	High Needs Students	57.8	75	38.5	50	77.1	55.9
Math Performance Index	All Students	58.9	75	39.2	50	78.5	62.2
	High Needs Students	51.3	75	34.2	50	68.4	50.5
Science Performance	All Students	56.1	75	37.4	50	74.7	55.3
	High Needs Students	52.0	75	34.7	50	69.3	45.2
ELA Academic Growth	All Students	37.6%	100%	37.6	100	37.6	55.4%
	High Needs Students	35.7%	100%	35.7	100	35.7	49.8%
Math Academic Growth	All Students	39.0%	100%	39.0	100	39.0	61.7%
	High Needs Students	35.3%	100%	35.3	100	35.3	53.7%
Chronic Absenteeism	All Students	11.2%	<=5%	37.5	50	75.0	9.9%
	High Needs Students	14.7%	<=5%	30.6	50	61.2	15.8%
Preparation for CCR	% Taking Courses	72.4%	75%	48.2	50	96.5	70.7%
	% Passing Exams	43.4%	75%	28.9	50	57.9	43.5%
On-track to High School Graduation	98.6%	94%	50.0	50	100.0	87.8%	
4-year Graduation All Students (2016 Cohort)	78.8%	94%	83.8	100	83.8	87.4%	
6-year Graduation - High Needs Students (2014)	95.2%	94%	100.0	100	100.0	82.0%	
Postsecondary Entrance (Class of 2016)	80.8%	75%	100.0	100	100.0	72.0%	
Physical Fitness (estimated part rate) and (fitness)	91.5% 57.0%	75%	38.0	50	76.0	92.0% 51.6%	
Arts Access	55.6%	60%	46.4	50	92.7	50.5%	
Accountability Index			939.5	1350	69.6		

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?					N
ELA Performance Index Gap	73.9	57.8	16.1	16.7	
Math Performance Index Gap	65.1	51.3	13.8	18.7	
Science Performance Index Gap	58.9	52.0	6.9	16.6	
Graduation Rate Gap	.	95.2%	.	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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

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

Transition meetings are held annually by Student Services and Special Education personnel with our three sending elementary schools to plan programs to meet the needs of incoming students. Parish Hill Middle High School accepts out of district students who seek Special Education services in a small school setting. We work extensively with area counselors and service providers to ensure individual student and family needs are met. We universally screen all students to determine needs and employ data-driven-decision-making to monitor student progress, identify students in need of additional support, and develop prescriptive programs. Writing and Math labs have been developed and placed in the master schedule to service students in need of intervention or supplemental instruction. As a result, we have seen notable achievement on CAPT-CMT science scores, SBA, and SAT results. The school has several preventative truancy interventions that include monthly attendance review meetings, Peer Mentoring programs, and the Captain's Advisory Council which consists of students who serve as advisers to faculty and administration. Continued commitment to Core Values and Beliefs created an all-inclusive family style atmosphere as noted by the 2016 NEASC Visitation Committee and resulted in improved attendance and fewer disciplinary issues. A collaborative approach to professional development improved our ability to provide relevant staff feedback and resulted in meaningful professional learning opportunities. Ongoing revision of curriculum using the Understanding by Design format led to uniform delivery and common assessment of instructional content. Revisions to school-wide rubrics have been instrumental in improving student academic and civic-social growth. Staff holds regular data team meetings, updates grades on PowerSchool on a bi-weekly basis, and school counselors send weekly Happenings on the Hill newsletters. Our website is updated regularly and a mass communication system, Blackboard Connect, sends school messages via voice and email. Faculty communicates with parents and guardians via phone and email. Students have homework-handbook agendas as a communication tool between home and school. The school has an annual open house, two parent teacher conferences, junior-senior parent planning night, and a financial aid seminar for college bound students and families. Parents attend middle school team meetings and Seventh Grade Parent Nights held in June and August. Families also attend the annual Month of the Adolescent Luncheon, Veterans attend the annual Veteran's Day Luncheon, and residents attend our annual Senior Citizen Luncheon in the spring. Parents and families attend eighth grade commencement and awards ceremony in June. The PTA was reestablished last year to promote stronger parent involvement in the school and to organize student volunteer efforts that benefit our three sending towns of Chaplin, Hampton, and Scotland. The Pirate ship float is a local favorite at the annual Fourth of July Boombox Parade in Willimantic. Parish Hill Middle High School appreciates strong parent booster groups in athletics and music. A parent group has been the driving force in organizing the annual Washington DC Trip. PTA membership has dramatically expanded due to concerted efforts to engage more parents in school governance and decision-making.

Efforts to Reduce Racial, Ethnic and Economic Isolation

A cooperative agreement was established with Windham Public Schools to accept 10 reduced tuition students to Parish Hill Middle High School beginning in the 2014-2015 school year, and we accept reduced tuition students from Brooklyn. This inter-district cooperative program promotes diversity in our school and increases student population. We had a high school student from Spain attend school last year. Forty students took courses not offered at school 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. Extracurricular clubs address diversity and equity and include the Anti-bullying Club, Diversity Club, Model UN, Peer Mentors, Peer Mediation, and GSA. The clubs are open to all students and are advised by staff members. Parish Hill Middle High School has an adopted open enrollment policy in an effort to increase participation of students in the Advanced Placement courses. Assemblies were held featuring Holocaust survivor, Ms. Henny Simon and Holocaust liberator, Mr. Ben Cooper to increase student awareness of the ill effects of oppression and genocide. Ms. Ellen Billard spoke to students about the Road to Mafraq illustrating the life of Syrian refugees in the country of Jordan. Mr. Mark Mainella spoke to students about the effects of bullying. The social worker attended cultural competency training to address homeless student needs and rights. Several students and families attended cultural trips to Europe and Quebec via the Foreign Language Department. Seventh and eighth grade students are eligible to attend the Windham STEM Academy via lottery system and ACT Magnet High School in Willimantic.

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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, the PTA and all departments ensure district resources are allocated in an equitable and consistent manner.