

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



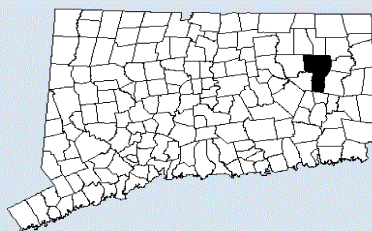
Regional School District 11

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District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	235
Per Pupil Expenditures ¹	\$21,983
Total Expenditures ¹	\$6,331,143

¹Expenditure 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.
 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	103	43.8	48.4
Male	132	56.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	16	6.8	24.8
Pacific Islander	*	*	0.1
Two or More Races	11	4.7	3.3
White	201	85.5	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	78	33.2	36.7
Students with Disabilities ¹	49	20.9	14.8

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	6	6.0	8	7.9
Male	14	11.3	32	25.4
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	17	9.0	35	18.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	12.5	23	25.6
Students with Disabilities	*	*	7	14.6
District	20	8.9	40	17.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 20

Number of school-based arrests: Fewer than 6

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	24.5
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	9.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	4.8
Library/Media	
Specialists (Certified)	0.8
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	23.0

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	41	100.0	91.0

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: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	17	54.8	22	84.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	*	11	*
Students with Disabilities	*	*	7	*
District	22	53.7	28	84.8
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	14	*
Other Health Impairment	16	80.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	40	69.0
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	17	6.3	5.2
Other Health Impairment	20	7.4	3.1
Other Disabilities	6	2.2	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	58	21.6	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,735,753	11,076	9,847
Instructional Supplies and Equipment	95,913	388	287
Improvement of Instruction and Educational Media Services	75,474	306	589
Student Support Services	389,307	1,576	1,120
Administration and Support Services	989,174	4,005	1,905
Plant Operation and Maintenance	595,127	2,409	1,648
Transportation	488,820	1,546	904
Costs of Students Tuitioned Out	704,963	N/A	N/A
Other	256,612	1,039	208
Total	6,331,143	21,983	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	324,184	21.2	33.8
Noncertified Personnel	177,205	11.6	14.5
Purchased Services	151,867	9.9	5.5
Tuition to Other Schools	534,285	34.9	23.4
Special Ed. Transportation	232,766	15.2	8.7
Other Expenditures	111,562	7.3	14.1
Total Expenditures	1,531,869	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.8	65.8
State	31.0	31.0
Federal	2.3	2.3
Tuition & Other	0.9	0.9

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 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	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	6	*	6	*
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	7	*	7	*
White	110	67.2	111	59.0
English Learners	*	*	*	*
Non-English Learners	126	65.8	127	58.2
Eligible for Free or Reduced-Price Meals	47	59.5	47	54.3
Not Eligible for Free or Reduced-Price Meals	80	69.2	81	60.1
Students with Disabilities	22	43.1	23	37.9
Students without Disabilities	105	70.3	105	62.4
High Needs	60	55.8	61	49.4
Non-High Needs	67	74.4	67	65.8
District	127	65.6	128	58.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	97.8	87.5	78	93.6
Curl Up	N/A	N/A	76.1	62.5	78	70.5
Push Up	N/A	N/A	89.1	78.1	78	84.6
Mile Run/PACER	N/A	N/A	56.5	40.6	78	50.0
All Tests - District	N/A	N/A	54.3	40.6	78	48.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*
Students with Disabilities	9	*
District	45	97.8
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.6	14	43.8
Male	95.2	17	40.5
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	91.2	26	45.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.8	10	32.3
Students with Disabilities	*	0	*
District	93.2	31	41.9
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	60.9	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	56.4	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	53.7	76.2
State	70.9	88.3

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.

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	65.6	75	43.7	50	87.5	67.6
	High Needs Students	55.8	75	37.2	50	74.4	57.5
Math Performance Index	All Students	58.0	75	38.7	50	77.3	62.7
	High Needs Students	49.4	75	33.0	50	65.9	52.0
ELA Academic Growth	All Students	48.8%	100%	48.8	100	48.8	60.7%
	High Needs Students	42.4%	100%	42.4	100	42.4	55.6%
Math Academic Growth	All Students	36.9%	100%	36.9	100	36.9	61.9%
	High Needs Students	35.1%	100%	35.1	100	35.1	55.4%
Chronic Absenteeism	All Students	8.9%	<=5%	42.1	50	84.3	10.7%
	High Needs Students	12.3%	<=5%	35.4	50	70.9	16.6%
Preparation for CCR	% Taking Courses	67.6%	75%	45.0	50	90.1	74.8%
	% Passing Exams	41.9%	75%	27.9	50	55.9	44.8%
On-track to High School Graduation		92.4%	94%	49.2	50	98.3	87.5%
4-year Graduation All Students (2017 Cohort)		97.8%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		95.7%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		53.7%	75%	71.5	100	71.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		106.8% 48.7%	75%	32.5	50	65.0	96.6% 50.1%
Arts Access		62.4%	60%	50.0	50	100.0	51.2%
Accountability Index				869.5	1250	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?					Y
ELA Performance Index Gap	74.4	55.8	18.6	15.9	
Math Performance Index Gap	65.8	49.4	16.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	95.7%	-1.7%	12.7%	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	99.2
	High Needs Students	98.4
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: 51.5

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

Annual transition meetings are held 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 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 support, and develop prescriptive programs. Writing and Math labs are in the master schedule to service students in need of intervention or supplemental instruction. 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 more uniform delivery and common assessment of content. 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 email, text, and voice. Faculty communicates with parents and guardians via phone and email. Students and parents make use of the PowerSchool Parent Portal 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. Families attend the annual Month of the Adolescent Luncheon, Veterans attend the Veteran's Day Luncheon, and residents attend our Senior Citizen Luncheon in the spring. Parents and families attend eighth grade commencement and awards ceremony in June. The PTA was reestablished two years ago to engage more parents in school governance and decision-making and ultimately led to Parish Hill earning the status of having the 2018 Connecticut PTA Middle School Teacher of the Year (Scott Yeo), the High School Teacher of the Year (Genevieve Govoni), and the Middle School Principal of the Year (Brian Tedeschi) in the state. The Pirate ship float is a local favorite at the annual Fourth of July Boombox Parade in Willimantic. Parish Hill appreciates strong parent booster groups in athletics and music. A parent group has been the driving force in organizing the annual Washington DC Trip.

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 our student population. Thirty-five 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. At least five extracurricular clubs address diversity and equity including the Anti-bullying Club, Diversity Club, Model UN, Peer Mentors, Peer Mediation, and GSA. The clubs are open to all students. Each club is advised by two staff members. Parish Hill has an adopted open enrollment policy in an effort to increase participation of students in the Advanced Placement courses. Regular assemblies were held featuring various area speakers and for the purpose of student recognitions. The social worker attended cultural competency training to address homeless student needs and rights. Several students and families attended cultural trips to Croatia and Italy, and Quebec via the World 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.

District Profile and Performance Report for School Year 2017-18 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, community members, the PTA and all departments ensure district resources are allocated in an equitable and consistent manner.