STRATEGIC SCHOOL PROFILE 2012-13

Regional School District 12

Patricia E. Cosentino, Superintendent

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Location: 11a School Street
Washington Depot,
Connecticut

Website: www.region-12.org
This regional school district serves Bridgewater, Roxbury, Washington

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield
Town Population in 2000: 7,556
1990-2000 Population Growth: 2.3%
Number of Public Schools: 5

Per Capita Income in 2000: $44,020
Percent of Adults without a High School Diploma in 2000*: 7.8%
Percent of Adults Who Were Not Fluent in English in 2000*: 0.3%
District Enrollment as % of Estimated. Student Population: 88.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012   841
5-Year Enrollment Change   -20.4%

DISTRICT GRADE RANGE

Grade Range   K - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	69	8.2	8.9	36.7
K-12 Students Who Are Not Fluent in English	3	0.4	0.8	5.8
Students Identified as Gifted and/or Talented	0	0.0	4.8	3.8
PK-12 Students Receiving Special Education Services in District	114	13.6	11.1	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	35	97.2	88.5	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	21	12.2	12.7	12.7

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	10	1.2
Black	9	1.1
Hispanic	40	4.8
Pacific Islander	0	0.0
White	773	91.9
Two or more races	9	1.1
Total Minority	68	8.1

Percent of Minority Professional Staff: 2.7%

Non-English Home Language:

0.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Located in the northwest corner of the state, Region 12 remains relatively isolated from urban life in a rich and varied culture. The fact that there is little diversity among the district's students and staff, requires the Region to offer a range of opportunities for teachers and students to increase their awareness of diversity, to encourage greater sensitivity to differences, and to participate in unique experiences to expand cultural awareness. Our individual school reports provide the most detail, but some highlights include involvement in programs that encourage sharing with students in other parts of the state and across the world ("Flat Stanley"), exposure to cultures through programs like "Customs Around the World," after school programs in the arts (provided by ASAP, a community-based arts program) that broaden cultural sensitivity through the arts, poetry competitions with students in other districts and around the world, and various courses that promote cultural and gender awareness among students. This past year our elementary schools participated in an ASAP interdisciplinary program with a more diverse Connecticut school focused on environmental sciences and the arts. All schools engage in character education programs that help to ensure a community of caring, while promoting mutual respect for all.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area		District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3	Reading	83.0	56.9	96.9
	Writing	91.7	60.0	99.4
	Mathematics	85.4	61.4	90.7
Grade 4	Reading	79.0	62.6	74.7
	Writing	82.5	63.0	85.4
	Mathematics	85.5	65.1	84.8
Grade 5	Reading	86.4	66.9	86.3
	Writing	85.5	65.6	88.8
	Mathematics	89.8	69.2	87.0
	Science	79.0	62.3	67.7
Grade 6	Reading	82.9	73.3	52.7
	Writing	90.9	65.1	96.5
	Mathematics	85.3	67	77.4
Grade 7	Reading	85.7	78.9	51.3
	Writing	74.1	64.9	54.4
	Mathematics	83.9	65.4	78.5
Grade 8	Reading	86.4	76.2	58.9
	Writing	82.3	67.2	66.0
	Mathematics	89.8	65.0	89.9
	Science	82.3	60.4	81.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	59.2	48.5	56.1
Writing Across the Disciplines	71.8	62.1	49.2
Mathematics	64.0	52.4	59.1
Science	55.1	48.8	46.6

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	69.1	51.1	88.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		100.0	78.5	
Average Score	Mathematics	512	503	54.9
	Critical Reading	528	499	72.2
	Writing	522	504	62.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	85.1	84.8	29.4
2011-12 Annual Dropout Rate for Grade 9 through 12	0.7	2.1	43.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.3	82.6
% Employed (Civilian Employment and in Armed Services)	18.8	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	73.07
Paraprofessional Instructional Assistants	16.05
Special Education	
Teachers and Instructors	13.90
Paraprofessional Instructional Assistants	24.50
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	5.90
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.51
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	70.36

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.6	13.9
% with Master's Degree or Above	86.8	82.2	79.8

Average Class Size	District	DRG	State
Grade K	12.0	16.8	18.9
Grade 2	12.3	18.0	19.8
Grade 5	15.3	21.1	21.3
Grade 7	18.3	19.9	20.2
High School	20.7	18.3	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	993	997	999
Middle School	1,080	1,024	1,029
High School	1,080	1,024	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	1.8	2.6	2.7
Middle School	1.5	1.9	2.1
High School	1.6	2.0	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	$10,810	$12,201	$8,570	$8,110	$8,570
Instructional Supplies and Equipment	$574	$648	$252	$252	$257
Improvement of Instruction and Educational Media Services	$880	$993	$475	$412	$471
Student Support Services	$1,639	$1,850	$949	$954	$950
Administration and Support Services	$1,901	$2,145	$1,526	$1,521	$1,547
Plant Operation and Maintenance	$2,330	$2,630	$1,466	$1,417	$1,459
Transportation	$1,472	$1,586	$775	$750	$765
Costs for Students Tuitioned Out	$515	N/A	N/A	N/A	N/A
Other	$416	$470	$170	$184	$170
Total	$20,538	$22,820	$14,444	$14,121	$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	$354	$399	$1,405	$1,204	$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	$4,288,686	20.9	21.3	21.8

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	95.0	3.4	1.6	0.0
Excluding School Construction	95.1	3.3	1.6	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Like many other school districts in Connecticut and elsewhere, the Region's staff devotes much time and effort to put forth a budget that meets the needs of students and that is fiscally responsible. This process allows for each principal and program leader to develop and propose a budget request for the following fiscal year, including requests for materials, supplies and equipment. Personnel funding is handled centrally and is largely controlled by a policy that seeks to ensure equitability across the system and that class sizes remain reasonable.   Special education costs are dictated by the requirements of the many IEP's that define program needs, ranging from in-class monitoring to costly out-of-district placements. The most recent budget request (FY13-14) brought forward for voter approval was a 1.43% increase over the prior year's budget. The voters endorsed this request at the first referendum. As in the prior year's budget, to achieve this slight increase, positions had to be eliminated across the district among both certified and non-certified staff. In spite of these reductions, learning opportunities remain at present equitable and reasonably comprehensive among all the schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible   126
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities   15.6%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	14	1.7	1.3	1.3
Learning Disability	50	6.2	4.1	4.0
Intellectual Disability	6	0.7	0.4	0.4
Emotional Disturbance	7	0.9	0.8	1.0
Speech Impairment	13	1.6	1.7	2.0
Other Health Impairment*	29	3.6	2.3	2.4
Other Disabilities**	7	0.9	0.7	1.0
Total	126	15.6	11.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy
**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	77.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.
- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	**State**	**District**	**State**
CMT	Reading	43.2	34.5	83.8	69.2
	Writing	47.9	19.9	84.6	64.4
	Mathematics	56.8	29.0	86.6	65.5
	Science	20.0	21.3	80.6	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	59.2	48.5
	Writing Across the Disciplines	28.6	16.7	71.8	62.1
	Mathematics	27.3	16.8	64.0	52.4
	Science	28.6	14.6	55.1	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	7.7
	% With Accommodations	92.3
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		6.0

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	**Count**	**Percent**
Public Schools in Other Districts	1	0.8
Private Schools or Other Settings	17	13.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	**Count of Students**	**Percent of Students**		
		District	**DRG**	**State**
79.1 to 100 Percent of Time	86	68.3	74.0	72.0
40.1 to 79.0 Percent of Time	34	27.0	19.1	16.4
0.0 to 40.0 Percent of Time	6	4.8	6.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

On a Region-wide basis, goals for improvement include: ensuring curriculum congruence with the CT CCSS and Smarter Balanced Assessments, increasing the use of data to inform instruction and use of common formative assessments; continuing the implementation of the SEED teacher and administrator evaluation process to incorporate the use of student performance data as part of the assessment; and accomplishing the foundational work having to do with long-range planning. At the building level, focuses for improvement are derived from careful analysis of CMT and CAPT scores, as well as through the use of various formative assessments that allow for the adjustment of instruction to insure the success of all learners. Further, work done over the last few years in the areas of differentiated instruction and Understanding by Design now finds its application under the broader umbrella of measured performance. Rigorous instructional programs that promote problem solving and critical thinking skills in students is paramount throughout the region. The Region also continues to work toward the required implementation of Scientific Research-Based Intervention (SRBI).   At each level, the administration and staff formulate annual "success plans" that describe targeted areas for improvement and the criteria that will be used to measure degrees of success. This spring the Board of Education passed a motion to build a new PreK-5 School on the Shepaug campus bringing all of the Region's elementary students to one building. The town people will vote on this new school configuration in 2014.