Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

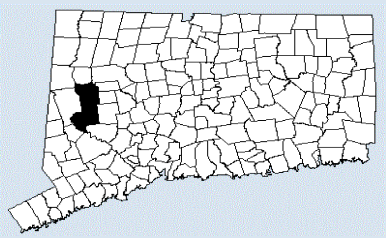
Regional School District 12

Dr. Patricia Cosentino, Superintendent • 860-868-6100 • http://www.region-12.org

District Information

Grade Range	**PK-12**
Number of Schools/Programs	**4**
Enrollment	**732**
Per Pupil Expenditures[1]	**$28,917**
Total Expenditures[1]	**$21,224,729**

[1]Expenditure data reflect the 2014-15 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 2016)
(2016® The College Board)

Contents

Students..... 1
Educators..... 2
Instruction and Resources..... 2
Performance and Accountability..... 4
Narratives..... 7

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	364	49.7	48.3
Male	368	50.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	7	1.0	4.9
Black or African American	9	1.2	12.8
Hispanic or Latino	50	6.8	23.0
Pacific Islander	*	*	0.0
Two or More Races	12	1.6	2.7
White	650	88.8	55.9
English Learners	14	1.9	6.4
Eligible for Free or Reduced-Price Meals	62	8.5	38.0
Students with Disabilities[1]	109	14.9	13.7

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	22	6.4	7	1.9
Male	17	5.0	30	8.3
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	35	5.8	32	5.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	13.8	7	11.1
Students with Disabilities	7	6.6	15	12.6
District	39	5.7	37	5.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 6

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	66.6
Paraprofessional Instructional Assistants	14.5
Special Education	
Teachers and Instructors	13.4
Paraprofessional Instructional Assistants	23.3
Administrators, Coordinators and Department Chairs	
District Central Office	5.2
School Level	5.6
Library/Media	
Specialists (Certified)	0.8
Support Staff	4.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	70.4

[1]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	3	2.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	98	96.1	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	98.2
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	*	*
White	12	27.9	34	47.9
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	14	28.0	41	50.6
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	32	76.2
Other Health Impairment	20	74.1
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	72	67.3
State		68.8

[4]Ages 6-21

District Profile and Performance Report for School Year 2015-16
Regional School District 12

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	1.9	1.6
Emotional Disturbance	6	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	42	6.3	4.6
Other Health Impairment	27	4.0	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	15	2.2	1.9
All Disabilities	112	16.7	13.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	6.3
Private Schools or Other Settings	*	*	9.1

[2]Grades K-12

Overall Expenditures:[3] 2014-15

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	9,782,166	13,095	9,387
Instructional Supplies and Equipment	705,642	945	318
Improvement of Instruction and Educational Media Services	915,097	1,225	541
Student Support Services	1,718,198	2,300	1,048
Administration and Support Services	2,259,663	3,025	1,790
Plant Operation and Maintenance	3,272,575	4,381	1,608
Transportation	1,504,113	2,032	845
Costs of Students Tuitioned Out	619,887	N/A	N/A
Other	447,388	599	194
Total	21,224,729	28,917	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	612,041	819	1,524

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,611,175	38.4	35.1
Noncertified Personnel	742,310	17.7	14.5
Purchased Services	344,601	8.2	5.5
Tuition to Other Schools	578,950	13.8	21.6
Special Ed. Transportation	354,283	8.4	8.3
Other Expenditures	568,469	13.5	15.0
Total Expenditures	4,199,788	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.6	94.4
State	2.7	2.7
Federal	1.8	1.9
Tuition & Other	0.9	1.0

[4]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).

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
Black or African American	*	*	*	*	6	*
Hispanic or Latino	22	73.1	22	64.6	12	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	321	76.3	320	72.6	144	67.4
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	72.0	28	65.4	23	58.6
Not Eligible for Free or Reduced-Price Meals	329	76.1	328	72.2	142	67.2
Students with Disabilities	66	56.3	66	52.7	40	51.0
Students without Disabilities	291	80.2	290	75.9	125	70.8
High Needs	88	62.1	88	57.3	53	55.1
Non-High Needs	269	80.3	268	76.3	112	71.2
District	357	75.8	356	71.6	165	66.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.5	93.9	81.3	98.4	234	88.9
Curl Up	91.2	100.0	90.6	98.4	234	94.9
Push Up	52.6	87.8	71.9	84.4	234	73.9
Mile Run/PACER	78.9	75.5	75.0	81.3	234	77.8
All Tests - District	36.8	67.3	57.8	68.8	234	57.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2015-16
Regional School District 12

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	72	97.2	88.6	Yes	89.3
State[4]		87.2			

[1]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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	43	70.5
Male	98.6	37	52.9
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	98.2	69	60.5
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	97.7	80	61.1
State	95.6		40.7

[5]College 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

[6]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.

Copyright © 2016 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2016 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	81.3	93.5
Male	67.6	90.9
Black or African American	*	*
Hispanic or Latino	N/A	N/A
White	74.6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	73.9	92.5
State	71.9	88.3

[7]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.

[8]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 2015-16
Regional School District 12

Next Generation Accountability Results

These statistics are the 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	75.8	75	50.0	50	100.0	67.7
	High Needs Students	62.1	75	41.4	50	82.8	56.7
Math Performance Index	All Students	71.6	75	47.7	50	95.5	61.4
	High Needs Students	57.3	75	38.2	50	76.4	49.9
Science Performance Index	All Students	66.0	75	44.0	50	88.0	57.5
	High Needs Students	55.1	75	36.7	50	73.5	47.0
ELA Academic Growth	All Students	75.9%	100%	75.9	100	75.9	63.8%
	High Needs Students	75.9%	100%	75.9	100	75.9	58.3%
Math Academic Growth	All Students	83.2%	100%	83.2	100	83.2	65.0%
	High Needs Students	76.8%	100%	76.8	100	76.8	57.4%
Chronic Absenteeism	All Students	5.7%	<=5%	48.6	50	97.2	9.6%
	High Needs Students	7.1%	<=5%	45.7	50	91.4	15.6%
Preparation for CCR	% Taking Courses	42.0%	75%	28.0	50	56.0	67.6%
	% Passing Exams	61.1%	75%	40.7	50	81.4	40.7%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.2%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		87.0%	94%	92.5	100	92.5	78.6%
Postsecondary Entrance (Class of 2015)		73.9%	75%	98.6	100	98.6	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.2% | 57.7%	75%	38.5	50	76.9	89.2% | 50.5%
Arts Access		62.3%	60%	50.0	50	100.0	47.5%
Accountability Index				**1162.5**	**1350**	**86.1**	

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	75.0	62.1	12.9	16.5	
Math Performance Index Gap	75.0	57.3	17.7	18.9	
Science Performance Index Gap	71.2	55.1	16.1	17.2	
Graduation Rate Gap	93.8%	87.0%	6.9%	15.3%	N

[1]If 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.

[2]If 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	99.5
	High Needs Students	100.0
Math	All Students	99.2
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

[3]Minimum 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: 57.7 **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Region 12 is committed to improving special education programming for students. Starting at the preschool level, the District made a decision to increase the number of classrooms, allowing more students to receive a preschool experience. Our high school students are working with local businesses to shadow and/or work alongside professionals in their field of interest. Through these efforts, students are learning skills that prepare them for college and the world beyond. Finally, the team always considers the individual student and considers all appropriate instructional services, assistive technology, and outside consultative support needed for success in the grade level curriculum.

Region 12 works with families and students to decrease chronic absenteeism. Families of students who are chronically absent are contacted by school administration to address concerns regarding multiple absences. If necessary, a referral to the student strategies team (at the elementary level) or the SRBI team (at the secondary level) occurs to discover the root cause of the absences. Both teams work with families and students to create a plan for improved school attendance. School supports and services, as well as outside consultative services, may be assigned as part of the students plan.

Region 12 is dedicated to promoting a strong home-school connection in order to strengthen overall academic and social achievement of our students. Our schools focus on engaging families in the education of their children through improved communication and activities. Aside from parent conferences, newsletters, progress reports and report cards, staff communicates with parents via email, postcards, blogging and web pages. Communication between school and home, as well as with the community, is enhanced by our district website with links to specific schools and a regional newsletter that is emailed bi-weekly. Our schools provide a parent link on their website that includes daily parent tips and current research on common school related questions. To support active parental participation, several information sessions are held yearly in our schools in order to assist parents in understanding academic and behavioral expectations, as well as effective strategies to support students success. We have cultivated a very involved and dedicated Parent-Teacher Organization which has been instrumental in providing enriching experiences for our students. Throughout the year, parents work in classrooms as volunteers and guest readers, provide presentations, chaperone field trips and attend performances, art displays, classroom events and recognition ceremonies. Many parents are resources for our Junior Job Shadow at the high school, as well as work as technical advisers to our seniors working on their culminating independent projects.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Region 12 learning community is committed to providing diverse experiences for all students. Educators provide students with many classroom and school-wide activities that promote mutual respect, tolerance and positive character development. The Region's curriculum is designed to expose students to a variety of cultures.

For example, students compare and contrast various communities, cultures and historical events. In studying such topics as Japan, Alaska, Regions of the United States, slavery and immigration, students participate in simulations, increasing awareness of self, family, school, and community.

Additional examples include participation in the Rhyme Celebration sponsored by the Coalition of Language Teachers in Connecticut, competing with students from other schools in a poetry contest, and performing in Spanish and other languages.

Integrated within the music program, students sing and play songs of various cultures. Elementary school students participate in a “Customs Around the World” program during the school year. Many guest speakers and activities are integrated within the academic programming.

For example, students study Asian and African cultures. Students also study Jewish history and participate in the Holocaust Memorial Day. Students participate in intensive studies of the eastern cultures of Japan, China, Vietnam and India. Olympic Day offers an opportunity for middle school students to gain further insight into world cultures through informational presentations about various countries. Students are encouraged to participate in global field trips to places such as the impoverished community of Oaxaca, Mexico and to the Lakota Indians in South Dakota to assist efforts to feed, clothe, and house its people.

The After School Arts Program (ASAP) offers students opportunities to participate in diverse after school activities. ASAP sponsors several programs, offering students interaction with inner-city students, resulting in an inter-district dance performance assembly for students and staff.

Equitable Allocation of Resources among District Schools

Region 12 prepares the budget to support its vision and mission to meet the needs of all students in an effective and fiscally responsible manner. This zero-based budget process allows each principal and program leader to develop and propose a budget request for the following fiscal year. Personnel funding is handled centrally and is controlled by a policy that seeks to ensure equability across the Region. Special education costs are dictated by the requirements of IEP's that define student's needs, ranging from in-class support to costly out-of-district placements. The FY15-16 budget request was a (.26%) decrease over the prior year's budget, endorsed by the voters at the first referendum. This budget allowed the Region to continue the Chromebook 1:1 program in Grades 2-12, as well as purchase supplies to enhance a Robotics Program at Shepaug Valley School. Beginning in the 2016-17 school year, a STEM teacher will be hired to work with students in Grades K-5. Due to the generosity of the community, the District is able to provide ample equitable resources and learning opportunities among all schools.