

District Profile and Performance Report for School Year 2016-17

Regional School District 12

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	66.0
Paraprofessional Instructional Assistants	14.5
Special Education	
Teachers and Instructors	14.5
Paraprofessional Instructional Assistants	26.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.2
School Level	5.2
Library/Media	
Specialists (Certified)	1.0
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	71.2

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	3.6
Hispanic or Latino	2	1.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	100	97.1	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	7.1	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
Hispanic or Latino	*	*	*	*
White	24	44.4	34	75.6
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	6	*
District	26	43.3	39	78.0
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	8	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	35	79.5
Other Health Impairment	24	85.7
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	82	74.5
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
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	29	70.3	28	63.2	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	309	77.0	309	73.4	168	64.3
English Learners	8	*	7	*	*	*
Non-English Learners	343	76.6	343	72.7	181	63.7
Eligible for Free or Reduced-Price Meals	25	72.6	25	62.9	12	*
Not Eligible for Free or Reduced-Price Meals	326	76.6	325	73.2	172	63.7
Students with Disabilities	57	56.9	57	55.2	24	49.6
Students without Disabilities	294	80.1	293	75.8	160	65.6
High Needs	81	62.5	80	58.9	37	53.6
Non-High Needs	270	80.5	270	76.5	147	66.0
District	351	76.3	350	72.5	184	63.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
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	90.7	90.9	94.7	96.9	208	93.8
Curl Up	81.4	93.2	78.9	96.9	208	88.0
Push Up	74.4	90.9	68.4	93.8	208	82.2
Mile Run/PACER	86.0	70.5	70.2	78.1	208	76.0
All Tests - District	58.1	61.4	56.1	60.9	208	59.1
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	78	97.4
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	95.7	33	70.2
Male	98.4	37	58.7
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	97.0	63	63.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	87.0	*	*
District	97.3	70	63.6
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	91.7	80.8
Male	68.3	96.2
Black or African American	*	*
Hispanic or Latino	*	*
White	77.6	89.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	79.2	88.5
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	76.3	75	50.0	50	100.0	67.1
	High Needs Students	62.5	75	41.7	50	83.3	55.9
Math Performance Index	All Students	72.5	75	48.3	50	96.6	62.2
	High Needs Students	58.9	75	39.3	50	78.6	50.5
Science Performance	All Students	63.5	75	42.3	50	84.7	55.3
	High Needs Students	53.6	75	35.7	50	71.4	45.2
ELA Academic Growth	All Students	66.8%	100%	66.8	100	66.8	55.4%
	High Needs Students	53.4%	100%	53.4	100	53.4	49.8%
Math Academic Growth	All Students	65.4%	100%	65.4	100	65.4	61.7%
	High Needs Students	48.6%	100%	48.6	100	48.6	53.7%
Chronic Absenteeism	All Students	7.1%	<=5%	45.8	50	91.7	9.9%
	High Needs Students	10.5%	<=5%	38.9	50	77.9	15.8%
Preparation for CCR	% Taking Courses	59.1%	75%	39.4	50	78.8	70.7%
	% Passing Exams	63.6%	75%	42.4	50	84.8	43.5%
On-track to High School Graduation	100.0%	94%	50.0	50	100.0	87.8%	
4-year Graduation All Students (2016 Cohort)	97.4%	94%	100.0	100	100.0	87.4%	
6-year Graduation - High Needs Students (2014)	84.6%	94%	90.0	100	90.0	82.0%	
Postsecondary Entrance (Class of 2016)	79.2%	75%	100.0	100	100.0	72.0%	
Physical Fitness (estimated part rate) and (fitness)	96.3% 59.1%	75%	39.4	50	78.8	92.0% 51.6%	
Arts Access	72.4%	60%	50.0	50	100.0	50.5%	
Accountability Index			1087.5	1350	80.6		

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	75.0	62.5	12.5	16.7	
Math Performance Index Gap	75.0	58.9	16.1	18.7	
Science Performance Index Gap	66.0	53.6	12.5	16.6	
Graduation Rate Gap	94.0%	84.6%	9.4%	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	99.4
	High Needs Students	98.8
Math	All Students	98.9
	High Needs Students	97.6
Science	All Students	99.5
	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: * **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

In an effort to improve special education programs and services for students with disabilities, the Region 12 Pupil Personnel Department engages students and their families in multiple ways. Our students, at the middle and high school levels, are encouraged to attend their PPT meetings and participate meaningfully. This type of participation can only take place once students are taught how to understand themselves as learners, their strengths and weaknesses, likes and dislikes, and accommodations that help them learn. Only when students know themselves and what they want, can they actively participate and understand the year to year goals that allow for the long-term goals to be achieved. Students and families from all levels, preschool through transition years, attend person-centered planning meetings to outline action plans, collaborate with case managers and therapists to assess programs and attend workshops to allow for more informed participation in the planning process. The staff in Region 12 works with consultants in specialized areas to address specific student needs, attend training sessions both in and out of district to develop and/or build skills and meet regularly as a team to discuss student needs and solutions.

Region 12 staff work with families directly to address the issue of truancy. Administration, counselors, pupil personnel staff and general educators collaborate with families and students to determine the root of the issue and create plans to address the absences. Attendance plans are outlined and supported as needed. The team works tirelessly to engage the truant student in an area of interest and in turn bolster school attendance. Outside specialists are consulted when district teams and families are not experiencing success in the planning and implementation of the plan and need an alternate view.

Each school in Region 12 offers many different ways to support parents working with their students on learning activities. Each school offers an Open House, bi-annual conferences and workshops on appropriate topics to enhance the family-school connection. School and teacher websites offer specific information about school and classroom learning and also offer additional links for parents to view about specific topics relevant to their student's learning. Monthly teacher and school newsletters are sent home and are on the school websites for review. Teachers work with families to share methods and strategies to enhance student learning. The school student support teams also collaborate with families, if necessary, to determine the best course of action to improve student outcomes. Parents are regularly invited into school for school-wide events as well as to volunteer in the classroom.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In an effort to reduce racial, ethnic and economic isolation, Region 12 schools provide students with varied opportunities to appreciate and celebrate diversity and to promote mutual respect, tolerance and positive character. Classroom teachers integrate numerous literature selections that illustrate respect for individual differences through character studies as well as discussing human existence through age appropriate texts. Students study various cultural traditions and customs as part of the social sciences and through school-wide events such as Holidays Around the World and PTO enrichment programs. As part of our Spanish Program, several students participated in the Connecticut's Rhyme Celebration event bringing students from various towns together to celebrate languages, sponsored by the Connecticut Coalition of Language Teachers. Students in Grade 2 participated in a "Flat Stanley" activity inviting others throughout the United States and abroad to correspond. In addition, Grade 1 students participated in an inter-district Wild Horse Tales Literacy Program with a nearby urban school to engage in social and academic tasks as well as to visit a local horse farm. Schools implement several service learning activities raising donations for local families in need, food banks, cancer organizations, H2O for Life Project, and the America Heart Association as well as organizing and hosting a Senior Luncheon. The PTOs support initiatives to embrace other cultures by funding inter-cultural assemblies. Our schools continue to develop character traits through social learning activities. Classroom teachers integrate specific social development lessons from the Second Step Program and Steps to Respect Program and Bell's Kindness Project. Students are encouraged to take advantage of a variety of programs and activities that are designed to reduce isolation. ASAP! (After School Arts Program), a local non-profit agency, works closely with the rural and urban schools to provide a plethora of enrichment programs that expose them to students in other, more diverse school systems as they explore art, music, symphony, photography and other stimulating activities. High school students also participate annually in the Model UN Forum, Debate Team, and World Affairs Forum.

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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 equity 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 FY16-17 budget request was a (.93%) below 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. A STEM teacher was hired to work in Grades K-5 introducing pre-engineering, coding and science programs to students. Due to the generosity of the community, the District is able to provide ample equitable resources and learning opportunities among all schools.