

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



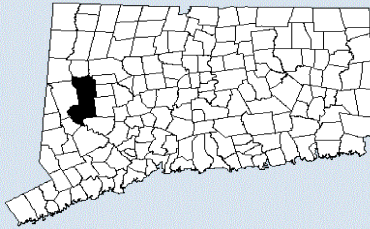
Regional School District 12

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	692
Per Pupil Expenditures ¹	\$30,081
Total Expenditures ¹	\$20,455,203

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

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

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	352	50.9	48.4
Male	340	49.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	49	7.1	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	14	2.0	3.3
White	618	89.3	53.6
English Learners	13	1.9	7.2
Eligible for Free or Reduced-Price Meals	57	8.2	36.7
Students with Disabilities ¹	97	14.0	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	33	9.9	*	*
Male	24	7.5	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	49	8.4	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	19	15.4	*	*
Students with Disabilities	16	15.8	*	*
District	57	8.8	21	3.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

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.

District Profile and Performance Report for School Year 2017-18

Regional School District 12

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	62.1
Paraprofessional Instructional Assistants	13.5
Special Education	
Teachers and Instructors	13.6
Paraprofessional Instructional Assistants	27.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.2
School Level	5.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.7
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.3
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	71.8

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	2.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	94	96.9	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	8.6	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	39	61.9	43	75.4
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	6	*	17	*
Students with Disabilities	*	*	*	*
District	43	63.2	48	76.2
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	9	*
Emotional Disturbance	0	0
Intellectual Disability	0	0
Learning Disability	34	85.0
Other Health Impairment	23	88.5
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	74	76.3
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Regional School District 12

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	12	2.0	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	40	6.7	5.2
Other Health Impairment	26	4.4	3.1
Other Disabilities	8	1.3	1.1
Speech/Language Impairment	6	1.0	1.8
All Disabilities	101	17.0	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	9,924,355	14,017	9,847
Instructional Supplies and Equipment	528,152	746	287
Improvement of Instruction and Educational Media Services	1,174,465	1,659	589
Student Support Services	1,759,846	2,486	1,120
Administration and Support Services	2,117,849	2,991	1,905
Plant Operation and Maintenance	2,635,792	3,723	1,648
Transportation	1,468,331	2,160	904
Costs of Students Tuitioned Out	368,564	N/A	N/A
Other	477,849	675	208
Total	20,455,203	30,081	16,535

Additional Expenditures

Land, Buildings, and Debt Service	947,786	1,339	1,393
-----------------------------------	---------	-------	-------

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	1,557,142	39.6	33.8
Noncertified Personnel	715,409	18.2	14.5
Purchased Services	519,560	13.2	5.5
Tuition to Other Schools	300,336	7.6	23.4
Special Ed. Transportation	351,744	8.9	8.7
Other Expenditures	486,182	12.4	14.1
Total Expenditures	3,930,373	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	96.3	96.1
State	0.5	0.5
Federal	1.6	1.7
Tuition & Other	1.6	1.7

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).

District Profile and Performance Report for School Year 2017-18

Regional School District 12

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	24	72.0	24	70.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	7	*	7	*
White	307	75.5	307	73.1
English Learners	7	*	7	*
Non-English Learners	337	75.5	337	73.0
Eligible for Free or Reduced-Price Meals	32	68.8	32	64.7
Not Eligible for Free or Reduced-Price Meals	312	76.0	312	73.7
Students with Disabilities	50	55.4	50	50.9
Students without Disabilities	294	78.7	294	76.6
High Needs	78	60.9	78	57.0
Non-High Needs	266	79.5	266	77.5
District	344	75.3	344	72.9

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	92.5	100.0	98.0	98.5	210	97.6
Curl Up	90.0	100.0	96.1	96.9	210	96.2
Push Up	75.0	90.7	90.2	92.3	210	88.1
Mile Run/PACER	87.5	85.2	78.4	73.8	210	80.5
All Tests - District	62.5	85.2	78.4	72.3	210	75.2
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.

District Profile and Performance Report for School Year 2017-18

Regional School District 12

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	8	*
Students with Disabilities	9	*
District	49	98.0
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	93.4	34	55.7
Male	97.1	40	57.1
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	95.8	67	55.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.7	17	56.7
Students with Disabilities	84.0	*	*
District	95.4	74	56.5
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.

Copyright © 2018 The College Board. www.collegeboard.org

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

Copyright © 2018 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	90.9	93.9
Male	65.4	82.1
Black or African American	65.4	*
Hispanic or Latino	*	*
White	79.1	86.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	77.1	88.5
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

District Profile and Performance Report for School Year 2017-18

Regional School District 12

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	75.3	75	50.0	50	100.0	67.6
	High Needs Students	60.9	75	40.6	50	81.2	57.5
Math Performance Index	All Students	72.9	75	48.6	50	97.1	62.7
	High Needs Students	57.0	75	38.0	50	76.0	52.0
ELA Academic Growth	All Students	62.8%	100%	62.8	100	62.8	60.7%
	High Needs Students	56.3%	100%	56.3	100	56.3	55.6%
Math Academic Growth	All Students	68.1%	100%	68.1	100	68.1	61.9%
	High Needs Students	61.0%	100%	61.0	100	61.0	55.4%
Chronic Absenteeism	All Students	8.8%	<=5%	42.5	50	85.0	10.7%
	High Needs Students	14.1%	<=5%	31.8	50	63.7	16.6%
Preparation for CCR	% Taking Courses	69.5%	75%	46.3	50	92.6	74.8%
	% Passing Exams	56.5%	75%	37.7	50	75.3	44.8%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		98.0%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		77.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.9% 75.2%	75%	50.0	50	100.0	96.6% 50.1%
Arts Access		74.6%	60%	50.0	50	100.0	51.2%
Accountability Index				933.8	1150	81.2	

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	60.9	14.1	15.9	
Math Performance Index Gap	75.0	57.0	18.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	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	99.7
	High Needs Students	98.8
Math	All Students	99.7
	High Needs Students	98.8
Science	All Students	99.4
	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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

Regional School District 12

Narratives

School District Improvement Plans and Parental Outreach Activities

Region 12 is committed to supporting the family's role in the education of our students through varied efforts. Engagement is facilitated by maintaining on-going communication with parents and guardians throughout the school year. Schools post information on websites through weekly or monthly newsletters with general and specific information about school events, procedures and celebrations. Additionally, parents are invited into school to volunteer in classrooms, participate in workshops and plan and improve school programs. The PTOs in each building are active and provide support for field trips and educational enrichment activities. Teachers meet with parents twice yearly during parent conferences to discuss student growth and ways to improve outcomes. The counseling department hosts a variety of evening information sessions to educate and involve parents in such activities as the college process, financial aid, and internet safety. The Pupil Personnel Services Department also offers evening workshops on specific topics to the field of special education. Technology is an additional method of parent engagement. Parents have access to tools to increase knowledge of their student's education. Each parent can access PowerSchool to examine student grades, Schoology to stay on top of homework assignments and Naviance to explore and develop plans for their student's future endeavors.

Improvement of special education programming is addressed through multiple approaches. Priority is the thoughtful review of student information along with an understanding of grade level standards. Teachers look at student's strengths and weaknesses and balance that with the demands of the curriculum. Meaningful ways for students to access the curriculum are developed and addressed by both general educators and special educators. Teachers are given training in ways to make curriculum accessible and teaching teams work together regularly to plan for upcoming units of study. Teams continue to review student achievement throughout the course of the year to see if adjustment is necessary. School teams work hard to ensure parents understand the PPT process and feel comfortable participating as partners. In addition, as students grow and become middle school students, they are taught about their disability, how it impacts them and ways to be an active member of the Planning and Placement Team. This is their plan and it should reflect their hopes and dreams.

In each of the school buildings, there is a team comprised of teachers, counselors, a school psychologist, a school resource officer, a nurse and an administrator that meet weekly to identify students of concern and plan intervention for students. Interventions are employed in an action plan designed to meet the needs of every student of concern. These plans are implemented with fidelity and monitored regularly to understand effectiveness. Truancy is an issue that is addressed in these meetings. Truant students are given priority attention including immediate response to additional absences that includes but is not limited to parent conferences, home visits, referrals to outside resources, and consideration of social/emotional or academic needs through the PPT process. The priority is daily school attendance to allow students the best opportunity for success. .

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. Groups of students studied additional cultures, Japanese and French. In addition, a group of fifth grade students communicated as pen pals with another fifth grade class from a neighboring diverse community.

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 PTO's 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.

District Profile and Performance Report for School Year 2017-18

Regional School District 12

Equitable Allocation of Resources among District Schools

Region 12 prepares the budget to support all students in a responsible manner. The budget process allows schools and content areas to fiscally plan for the following year. Personnel funding is controlled centrally to ensure equity. Special education cost is dictated by IEPs that provide for student needs while providing the Least Restrictive Environment. The FY17-18 budget request was a 0.12% above the prior year's budget. The district team reallocated resources to provide our students with the high-quality education the communities have come to expect. This budget allowed the Region to continue its technology initiatives. An elementary STEM teacher continues to work with students at each of the three elementary schools. The STEM initiative evolves to Project Lead the Way and Virtual High School opportunities. Our tuition-in program invites surrounding communities' students to our district. Additionally, Region 12 parents can choose an elementary school outside of their town to personalize the learning experience for their child. Due to the community's generosity, the District is able to provide ample equitable resources and learning opportunities among all schools. .