

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



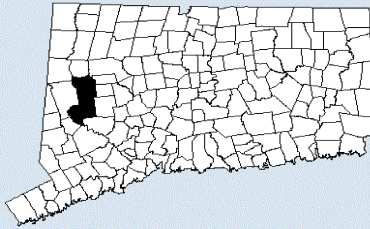
Regional School District 12

Mrs. Megan Bennett, Superintendent • 860-868-6100 • <http://www.region-12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	685
Per Pupil Expenditures ¹	\$28,547
Total Expenditures ¹	\$20,068,349

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT 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 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	352	51.4	48.4
Male	333	48.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	7	1.0	5.2
Black or African American	6	0.9	12.8
Hispanic or Latino of any race	48	7.0	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	9	1.3	3.6
White	615	89.8	52.4
English Learners	7	1.0	7.6
Eligible for Free or Reduced-Price Meals	122	17.8	42.1
Students with Disabilities ³	100	14.6	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	28	8.5	9	2.5
Male	22	7.1	14	4.1
Black or African American	*	*	0	*
Hispanic or Latino of any race	0	0.0	*	*
White	47	8.2	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	18	12.9	9	5.9
Students with Disabilities	16	15.4	11	9.9
District	50	7.8	23	3.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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 2018-19

Regional School District 12

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	62.2
Paraprofessional Instructional Assistants	13.5
Special Education	
Teachers and Instructors	14.1
Paraprofessional Instructional Assistants	26.9
Administrators, Coordinators and Department Chairs	
District Central Office	3.2
School Level	6.0
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	69.4

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.

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	3.8
Hispanic or Latino of any race	2	2.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	94	96.9	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	10.0

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	*
Hispanic or Latino of any race	*	*	*	*
White	43	64.2	52	80.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	7	*	9	*
Students with Disabilities	7	*	8	*
District	48	63.2	56	80.0
State		74.5		85.2

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	10
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	37	92.5
Other Health Impairment	18	78.3
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	76	77.6
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Regional School District 12

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	2.2	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	40	6.9	5.5
Other Health Impairment	24	4.1	3.2
Other Disabilities	7	1.2	1.1
Speech/Language Impairment	8	1.4	1.8
All Disabilities	103	17.8	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,646,069	\$15,144	\$10,545
Support services - students	\$1,600,206	\$2,323	\$1,373
Support services - instruction	\$1,163,488	\$1,689	\$644
Support services - general administration	\$774,075	\$1,123	\$462
Support services - school based administration	\$1,222,632	\$1,775	\$1,007
Central and other support services	\$342,293	\$497	\$671
Operation and maintenance of plant	\$2,287,105	\$3,319	\$1,629
Student transportation services	\$1,288,593	\$2,062	\$1,231
Food services	\$63,418	\$92	\$13
Enterprise operations	\$466,303	\$677	\$157
Minor school construction	\$214,167	\$311	\$65
Total	\$20,068,349	\$28,547	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,469,408	34.9	29.7
Instructional Aide Salaries	\$569,538	13.5	9.6
Other Salaries	\$520,698	12.4	10.4
Employee Benefits	\$495,042	11.7	13.0
Purchased Services Other Than Transportation	\$534,709	12.7	5.5
Special Education Tuition	\$354,980	8.4	22.6
Supplies	\$37,938	0.9	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$220,806	5.2	8.0
Equipment	\$9,230	0.2	0.2
All Other Expenditures	\$944	0.0	0.1
Total	\$4,213,294	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.0	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	95.1
State	0.4
Federal	1.7
Tuition & Other	2.7

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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.

	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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	24	71.7	24	66.9	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	304	77.6	304	74.3	139	73.6
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	78	73.9	78	68.4	35	69.2
Not Eligible for Free or Reduced-Price Meals	264	78.2	264	75.2	126	72.9
Students with Disabilities	59	59.0	59	55.3	28	52.3
Students without Disabilities	283	81.0	283	77.5	133	76.3
High Needs	124	68.8	124	63.8	55	63.9
Non-High Needs	218	82.0	218	79.2	106	76.4
District	342	77.2	342	73.6	161	72.1

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	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 performance on NAEP by student group, [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	95.2	97.8	87.0	98.0	183	94.5
Curl Up	95.2	97.8	97.8	98.0	183	97.3
Push Up	85.7	93.3	91.3	98.0	183	92.3
Mile Run/PACER	90.5	68.9	82.6	60.0	183	74.9
All Tests - District	78.6	64.4	73.9	56.0	183	67.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

Regional School District 12

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	18	*
Students with Disabilities	14	*
District	65	92.3
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.7	48	64.0
Male	98.6	39	54.9
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	97.0	79	59.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.9	17	53.1
Students with Disabilities	82.8	*	*
District	96.6	87	59.6
State	95.9		42.6

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

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 percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2019 The College Board. www.collegeboard.org

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

Copyright © 2019 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	79.2	100.0
Male	70.3	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	76.4	91.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	73.8	91.9
State	71.0	87.8

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 2018-19

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.2	75	50.0	50	100.0	67.7
	High Needs Students	68.8	75	45.9	50	91.8	58.1
Math Performance Index	All Students	73.6	75	49.1	50	98.2	63.1
	High Needs Students	63.8	75	42.5	50	85.1	52.7
Science Performance Index	All Students	72.1	75	48.1	50	96.2	63.8
	High Needs Students	63.9	75	42.6	50	85.2	54.2
ELA Academic Growth	All Students	65.9%	100%	65.9	100	65.9	59.9%
	High Needs Students	61.7%	100%	61.7	100	61.7	55.1%
Math Academic Growth	All Students	65.0%	100%	65.0	100	65.0	62.5%
	High Needs Students	54.9%	100%	54.9	100	54.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.8%	<=5%	44.4	50	88.9	10.4%
	High Needs Students	13.1%	<=5%	33.8	50	67.5	16.1%
Preparation for CCR	% Taking Courses	71.2%	75%	47.5	50	95.0	80.0%
	% Passing Exams	59.6%	75%	39.7	50	79.5	42.6%
On-track to High School Graduation		97.2%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		92.3%	94%	98.2	100	98.2	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		73.8%	75%	98.4	100	98.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.5% 67.8%	75%	45.2	50	90.3	96.4% 52.9%
Arts Access		74.7%	60%	50.0	50	100.0	51.9%
Accountability Index				1032.8	1250	82.6	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	68.8	6.2	15.4	
Math Performance Index Gap	75.0	63.8	11.2	17.6	
Science Performance Index Gap	75.0	63.9	11.1	16.1	
Graduation Rate Gap	.	.	.	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	99.2
Math	All Students	99.4
	High Needs Students	99.2
Science	All Students	99.4
	High Needs Students	100.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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**

District Profile and Performance Report for School Year 2018-19

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. A priority for school teams is the thoughtful review of student information along with an understanding of grade level standards. Teachers look at students' strengths and weaknesses and balance that with the demands of the curriculum. Teams continue to review student achievement throughout the course of the year to see if adjustment is necessary. An additional focus this year has been student voice. Teachers worked to ensure each student had an understanding of the IEP and its components. Once students understood the contents of the document, students were encouraged to share their thoughts about their strengths, weaknesses, goals, accommodations and transition plans. Teacher-student teams began to develop IEPs that truly are guided by student voice. This focus supports student development of self-efficacy and self-advocacy. 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 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Region 12 schools provide students with varied opportunities to experience, 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. Region 12 schools have built annual traditions to 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. Our students are provided with opportunities to experience other countries' cultures through international field trips. Shepaug students were able to join efforts with Simply Smiles to support the work in Mexico to help impoverished communities build a better future.

Schools implement several service learning activities raising donations for local families in need, food banks, cancer organizations, Women's Center of Greater Danbury, and the America Heart Association. The PTO's support initiatives to embrace other cultures by funding inter-cultural assemblies including a peace pole and flag ceremony.

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. The Ben's Bell project and mural are found in all of our schools. Students are encouraged to take advantage of a variety of programs and activities that are designed to reduce isolation including Start with a Hello. 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. This year Shepaug Valley School and our community joined together to read Refugee and invited author Alan Gratz to join us. The plight of refugees guided our choice for speakers and global awareness conversations at all levels of schooling.

District Profile and Performance Report for School Year 2018-19

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 FY18-19 budget request was 1.98% 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.