

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



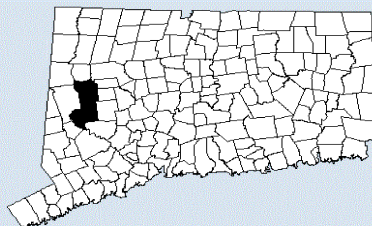
Regional School District 12

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	706
Per Pupil Expenditures ¹	\$30,285
Total Expenditures ¹	\$21,047,837

¹ Expenditure data reflect the 2018-19 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2019-20 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 <https://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, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	372	52.7	48.4
Male	334	47.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	8	1.1	5.2
Black or African American	7	1.0	12.7
Hispanic or Latino of any race	55	7.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	13	1.8	3.8
White	623	88.2	51.1
English Learners	7	1.0	8.3
Eligible for Free or Reduced-Price Meals	139	19.7	43.3
Students with Disabilities ³	100	14.2	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	41	11.9	*	*
Male	40	12.8	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	8	16.0	*	*
White	68	11.8	*	*
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	28	19.2	*	*
Students with Disabilities	10	9.8	*	*
District	81	12.3	9	1.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	62.6
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	14.1
Paraprofessional Instructional Assistants	26.1
Administrators, Coordinators and Department Chairs	
District Central Office	4.2
School Level	6.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.7
Instructional Specialists Who Support Teachers	2.9
Counselors, Social Workers and School Psychologists	5.3
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	70.2

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	2.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.0	0.1
White	95	96.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.4

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	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	43	78.2	59	85.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	11	*	11	*
Students with Disabilities	*	*	10	*
District	47	79.7	66	84.6
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	11	*
Emotional Disturbance	0	0
Intellectual Disability	*	*
Learning Disability	42	91.3
Other Health Impairment	21	77.8
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	83	78.3
State		67.8

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	2.3	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	46	8.2	5.7
Other Health Impairment	27	4.8	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	1.4	1.8
All Disabilities	106	18.8	15.6

¹ This 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	N/A	N/A	8.2
Private Schools or Other Settings	26	24.5	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,077,482	\$17,378	\$10,923
Support services - students	\$1,288,511	\$1,887	\$1,277
Support services - instruction	\$824,222	\$1,207	\$682
Support services - general administration	\$642,744	\$941	\$467
Support services - school based administration	\$1,049,422	\$1,536	\$1,021
Central and other support services	\$631,901	\$925	\$679
Operation and maintenance of plant	\$2,871,628	\$4,204	\$1,718
Student transportation services	\$1,202,436	\$2,001	\$1,288
Food services	\$62,997	\$92	\$12
Enterprise operations	\$396,495	\$581	\$163
Minor school construction	.	.	\$59
Total	\$21,047,837	\$30,285	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,588,781	37.3	28.5
Instructional Aide Salaries	\$551,075	12.9	10.1
Other Salaries	\$420,788	9.9	11.1
Employee Benefits	\$614,255	14.4	13.0
Purchased Services Other Than Transportation	\$567,750	13.3	5.7
Special Education Tuition	\$256,714	6.0	22.5
Supplies	\$37,338	0.9	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$200,341	4.7	8.0
Equipment	\$19,456	0.5	0.2
All Other Expenditures	\$6,315	0.1	0.1
Total	\$4,262,813	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	94.9
State	0.5
Federal	1.4
Tuition & Other	3.1

⁴ Revenue 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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	11	*
District	67	95.5
State		88.5

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.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	80.0	*
Male	71.9	84.6
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	*	90.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	76.1	91.1
State	71.8	87.6

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	12.3%	<=5%	12.2%
	High Needs Students	16.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	82.5%	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		95.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		76.1%	75%	71.5%
Arts Access		63.8%	60%	51.8%

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
Graduation Rate Gap	.	.	.	10.9%	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.

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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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Narratives

School District Improvement Plans and Parental Outreach Activities

Region 12's Department of Pupil Personnel Services (PPS) works to continue to improve the special education programming for students and families. Special Education staff connect with parents at the start of the year to build a partnership that will increase student success. Communication lines are opened and parents are engaged as valued members of the team. Teams meet multiple times per year, in person or by phone, to review student progress and discuss possible adjustments to programming. A priority for the special education team has been increasing student independence and student voice. Teachers, therapists, support staff, parents and students discuss these goals. Because of the huge role that student's voice plays in this process, staff work very hard to be sure students understand their disabilities, know their strengths and can articulate their thinking, since they are the "I" in IEP. This year 16 Region 12 students joined the Bureau of Special Education's Special Education Youth Advisory Council strengthening their advocacy and leadership skills. This district hopes to continue this work next year.

Truancy is given special attention in Region 12. In each school building, there is a team that monitors chronic absenteeism and truancy. In each instance, families are contacted and meetings are arranged to discuss the circumstances of the situation. Individualized plans are developed in concert with the parents and students to best meet each individual student's needs. Additional supports like regular team meetings, school counseling, referrals to outside resources, classroom supports, and a case manager to monitor and support the student are just a few of the options that could be recommended and implemented.

Region 12 is committed to engaging all families in the educational process. Each school in the district supports on-going communication with families throughout the school year. Websites share information about school events, procedures, health and wellness information, and classroom and district newsletters. Parents are encouraged to volunteer and engage in school activities, participate in workshops and teams to plan for school improvement. The PTOs in each building are active and provide support for educational enrichment activities and field trips. Parent-teacher conferences are offered twice yearly to ensure communication about student growth. The counseling department hosts a variety of informational sessions to engage families in important topics like internet safety, college planning, and financial aid options. Parents have access to technology that allows them to stay involved in their student's academic life. PowerSchool, Google Classroom and Naviance are just a few of the tools parents can use to understand their student's progress.

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, and Women's Center of Greater Danbury.

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 murals are almost complete in our schools. We provided a diversity program aimed at reducing stereotypes and promoting acceptance of people from all walks of life. Consultants provided training to all staff and students beginning in 4th grade through high school. Students are encouraged to take advantage of a variety of programs and activities that are designed to reduce isolation including ASAP (After School Arts Program), a local non-profit agency, that 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 schools establishes a budget to support all students by balancing education and fiscal responsibilities. The budget process allows administrators from schools and departments to plan for their programs, needs, and initiatives for the upcoming school 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 FY19-20 budget request was 4.6% above the prior year's budget. The increase in cost was due to the inaugural year of the agriscience program.

Region 12 staff utilized efficiency to help keep costs down and allow for existing programs to thrive. The district team never compromised on educational quality as we sought opportunities to reduce costs while improving education. Our students benefit from small class sizes, enrichment opportunities. Our tuition-in program invites surrounding communities' students to our district.

It is important that resources are equitably shared with our four schools.

Note: The Profile and Performance Reports (PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.