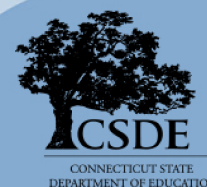


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



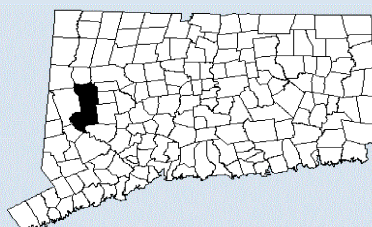
Regional School District 12

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	688
Per Pupil Expenditures ¹	\$27,862
Total Expenditures ¹	\$19,865,621

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	364	52.9	48.4
Male	324	47.1	51.5
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	61	8.9	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	19	2.8	4.0
White	598	86.9	49.9
English Learners	6	0.9	8.3
Eligible for Free or Reduced-Price Meals	149	21.7	42.7
Students with Disabilities ³	103	15.0	16.3

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	52	14.5	*	*
Male	62	19.0	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	20	31.7	0	0.0
White	88	14.9	7	1.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	41	28.9	*	*
Students with Disabilities	20	20.6	*	*
District	114	16.6	7	1.0
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire 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.

District Profile and Performance Report for School Year 2020-21

Regional School District 12

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	61.8
Paraprofessional Instructional Assistants	12.6
Special Education	
Teachers and Instructors	12.4
Paraprofessional Instructional Assistants	22.7
Administrators, Coordinators and Department Chairs	
District Central Office	4.2
School Level	5.6
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	68.2

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	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	2	2.1	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.1	0.1
White	91	96.8	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	7.3

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	*	*	53	93.0
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	12	*
Students with Disabilities	*	*	8	*
District	42	71.2	58	93.5
State		75.9		85.6

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	*	*
Intellectual Disability	*	*
Learning Disability	43	97.7
Other Health Impairment	23	82.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	85	83.3
State		67.9

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).

District Profile and Performance Report for School Year 2020-21

Regional School District 12

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	2.3	2.1
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	44	7.8	5.8
Other Health Impairment	28	5.0	3.3
Other Disabilities	*	*	1.2
Speech/Language Impairment	*	*	1.9
All Disabilities	102	18.1	15.9

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	8.3
Private Schools or Other Settings	23	22.5	4.8

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: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,878,175	\$15,257	\$11,205
Support services - students	\$1,641,858	\$2,329	\$1,346
Support services - instruction	\$1,006,327	\$1,427	\$698
Support services - general administration	\$573,737	\$814	\$464
Support services - school based administration	\$1,246,965	\$1,769	\$1,037
Central and other support services	\$434,079	\$616	\$691
Operation and maintenance of plant	\$2,488,319	\$3,530	\$1,692
Student transportation services	\$1,053,367	\$1,747	\$1,159
Food services	\$38,159	\$54	\$21
Enterprise operations	\$504,636	\$716	\$151
Total	\$19,865,621	\$27,862	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,717,646	40.4	29.6
Instructional Aide Salaries	\$546,976	12.9	11.1
Other Salaries	\$448,333	10.5	9.5
Employee Benefits	\$647,904	15.2	13.5
Purchased Services Other Than Transportation	\$437,871	10.3	5.4
Special Education Tuition	\$239,594	5.6	22.5
Supplies	\$34,225	0.8	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$166,576	3.9	7.2
Equipment	\$14,892	0.4	0.2
All Other Expenditures	\$744	0.0	0.1
Total	\$4,254,760	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.4	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	92.6
State	0.6
Federal	1.9
Tuition & Other	4.9

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).

District Profile and Performance Report for School Year 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Regional School District 12

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	14	*
District	76	94.7
State		88.8

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 2019-20 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	38	62.3
Male	86.7	32	53.3
Black or African American	*	0	*
Hispanic or Latino	*	6	*
White	91.0	64	57.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	80.0	10	50.0
Students with Disabilities	*	*	*
District	90.1	70	57.9
State	85.0		36.0

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.

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

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	74.3	96.4
Male	71.1	91.3
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	73.8	*
English Learners	N/A	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	72.6	94.1
State	67.4	84.9

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

District Profile and Performance Report for School Year 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	16.6%	<=5%	19.0%
	High Needs Students	24.0%	<=5%	30.2%
Preparation for CCR	% Taking Courses	82.6%	75%	80.6%
	% Passing Exams	57.9%	75%	36.0%
On-track to High School Graduation		98.0%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		94.7%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		90.6%	94%	85.2%
Postsecondary Entrance (Class of 2020)		72.6%	75%	67.4%
Arts Access		62.5%	60%	50.7%

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	94.0%	90.6%	3.4%	9.8%	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.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

District Profile and Performance Report for School Year 2020-21

Regional School District 12

Narratives

School District Improvement Plans and Parental Outreach Activities

Region 12's Department of Pupil Personnel Services (PPS) continues to work in proactive ways 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. Special education team members also share information with the general education teachers to plan supports that create opportunities for student success. Teams meet multiple times per year, in person, on the phone or online, 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 needs. Students as young as fifth grade are encouraged to attend their PPT meeting and share their thoughts. This year Region 12 students continued their work as members of the Bureau of Special Education's Special Education Youth Advisory Council (SEYAC). These students participated in online leadership training with a culminating activity that allowed them to meet a former SEYAC member who shared his high school and college experiences.

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 support 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. Staff members are encouraged and supported to facilitate ongoing 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. Staff work with individual families, if necessary, to address needs related to supporting their student's at-home learning opportunities by providing support and/or training for family members.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Region 12 Schools continued to promote inclusion while addressing the increasing racial tensions through research, reflection, and exploration of diversity. Guests joined our PK-12 staff in the fall to run sessions on welcoming diversity and understanding bias. At the elementary level, a theme of unity was a focus with an emphasis on acceptance, kindness, inclusion, and community. In October we celebrated Unity Day by recognizing and supporting others who have been hurt, treating others with kindness, becoming more accepting of people's differences, and helping to include those who are left out. Students also learned about other cultures during a world tour. Students explored 11 countries, including Israel, Italy, Mexico, and India. Students learned about each country, its culture through text, videos, making crafts, singing songs, and playing traditional games. Classrooms had discussions of the impact of Dr. King's speeches to bring about change. Black History Month was an ongoing pledge to promote diversity. We honored the contributions of African-Americans throughout our nation's history. Grades 4 and 5 completed individual choice research/report writing projects of someone who has made an impact on both our country and the world. In addition, grade-level book selection was developed and shared: *The Colors of Us*, *The Proudest Blue: A Story of Hijab and Family*, *Sulwe*, *Just Ask: Be Different, Be Brave, Be You*, *A Ride to Remember*, and *Separate is Never Equal*. Classes embraced the power of words by developing quotes that reflected students' commitment to embrace differences. These were submitted to the Embracing Our Differences nationwide quote competition and exhibit. The district also partnered with *The Blues & Beyond* to bring a specialized program to our 4th and 5th graders that included black musical history as well as the history of racial atrocities including the Tulsa Massacre of 1921. Through song, videos, and narration students welcomed the new learning. Students in grades 6-12 utilized humanities classes and advisory period to discuss race, religion, cultures, and immigration on historic accounts and societal and economic impacts of the past.

District Profile and Performance Report for School Year 2020-21

Regional School District 12

Equitable Allocation of Resources among District Schools

Region 12 Schools establish 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 of support, class sizes, and human resources amongst the schools. Special education cost is dictated by IEPs that provide for student needs while providing the Least Restrictive Environment. The FY20-21 budget request was 0% above the prior year's budget.

Region 12 staff utilized efficiency to help keep costs down while innovations drive investments. The district team never compromises on educational quality as we seek opportunities to be resourceful while improving education. Our students benefit from small class sizes, enrichment opportunities. Our tuition-in program invites surrounding communities' students to our district.