

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



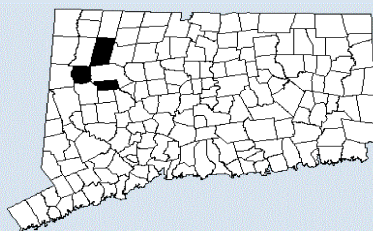
## Regional School District 06

Mr. Christopher Leone, Superintendent • 860-567-7400 • <http://www.rsd6.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	919
Per Pupil Expenditures <sup>1</sup>	\$18,876
Total Expenditures <sup>1</sup>	\$18,517,720

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### 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](http://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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	474	51.6	48.4
Male	445	48.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	12	1.3	12.8
Hispanic or Latino	30	3.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	24	2.6	3.3
White	843	91.7	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	89	9.7	36.7
Students with Disabilities <sup>1</sup>	169	18.4	14.8

<sup>1</sup>Students 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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	50	11.4	9	1.9
Male	33	8.3	32	7.2
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	78	10.1	37	4.4
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	12.0	*	*
Students with Disabilities	27	16.8	17	9.2
District	83	9.9	41	4.5
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**

<sup>2</sup>A 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.

<sup>3</sup>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 2017-18

## Regional School District 06

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	67.3
Paraprofessional Instructional Assistants	1.0
<b>Special Education</b>	
Teachers and Instructors	7.5
Paraprofessional Instructional Assistants	21.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	5.2
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	7.5
Counselors, Social Workers and School Psychologists	3.4
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	44.6

<sup>1</sup>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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	95	99.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	81	97.6	80	80.8
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*	10	*
Students with Disabilities	14	*	20	87.0
District	85	95.5	86	80.4
State		69.3		80.1

<sup>2</sup>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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	50	92.6
Other Health Impairment	23	74.2
Other Disabilities	*	*
Speech/Language Impairment	18	*
District	106	77.9
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Regional School District 06

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	12	1.7	1.8
Emotional Disturbance	7	1.0	1.1
Intellectual Disability	9	1.3	0.5
Learning Disability	54	7.7	5.2
Other Health Impairment	31	4.4	3.1
Other Disabilities	6	0.9	1.1
Speech/Language Impairment	22	3.1	1.8
All Disabilities	141	20.1	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	9,988,133	10,276	9,847
Instructional Supplies and Equipment	428,396	441	287
Improvement of Instruction and Educational Media Services	832,151	856	589
Student Support Services	1,238,813	1,274	1,120
Administration and Support Services	2,296,263	2,362	1,905
Plant Operation and Maintenance	1,962,230	2,019	1,648
Transportation	941,339	1,058	904
Costs of Students Tuitioned Out	448,712	N/A	N/A
Other	381,683	393	208
Total	18,517,720	18,876	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	1,776,231	1,827	1,393
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<sup>3</sup>Expenditures 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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,745,335	42.1	33.8
Noncertified Personnel	665,763	16.0	14.5
Purchased Services	553,763	13.3	5.5
Tuition to Other Schools	448,712	10.8	23.4
Special Ed. Transportation	191,620	4.6	8.7
Other Expenditures	545,393	13.1	14.1
Total Expenditures	4,150,586	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	83.0	87.2
State	9.6	4.8
Federal	1.4	1.5
Tuition & Other	6.0	6.6

<sup>4</sup>Revenue 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 06

### 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	*	*	*	*
Asian	*	*	*	*
Black or African American	6	*	6	*
Hispanic or Latino	12	*	12	*
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	347	75.5	346	68.1
English Learners	*	*	*	*
Non-English Learners	373	75.3	372	67.5
Eligible for Free or Reduced-Price Meals	43	71.9	43	63.4
Not Eligible for Free or Reduced-Price Meals	331	75.7	330	68.1
Students with Disabilities	80	56.7	79	50.8
Students without Disabilities	294	80.4	294	72.0
High Needs	116	62.5	115	56.0
Non-High Needs	258	81.1	258	72.7
District	374	75.3	373	67.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.7	84.4	55.6	58.0	207	67.1
Curl Up	73.8	93.8	91.1	93.2	207	88.9
Push Up	78.6	71.9	93.3	79.5	207	81.2
Mile Run/PACER	76.2	87.5	80.0	59.1	207	71.5
All Tests - District	50.0	59.4	42.2	35.2	207	43.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Regional School District 06

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	23	95.7
Students with Disabilities	14	*
District	112	99.1
State		87.9

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort 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 Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	46	44.7
Male	93.5	31	33.3
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	96.7	71	39.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	92.6	8	29.6
Students with Disabilities	87.2	*	*
District	96.9	77	39.3
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

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

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

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

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### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	86.7	97.5
Male	76.5	87.0
Black or African American	*	*
Hispanic or Latino	*	*
White	81.0	94.7
English Learners	81.0	*
Eligible for Free or Reduced-Price Meals	81.8	*
Students with Disabilities	*	*
District	82.0	93.7
State	70.9	88.3

<sup>5</sup>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.

<sup>6</sup>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 2017-18

## Regional School District 06

### 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	62.5	75	41.7	50	83.3	57.5
Math Performance Index	All Students	67.5	75	45.0	50	90.1	62.7
	High Needs Students	56.0	75	37.3	50	74.6	52.0
ELA Academic Growth	All Students	74.5%	100%	74.5	100	74.5	60.7%
	High Needs Students	63.8%	100%	63.8	100	63.8	55.6%
Math Academic Growth	All Students	73.7%	100%	73.7	100	73.7	61.9%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.4%
Chronic Absenteeism	All Students	9.9%	<=5%	40.2	50	80.4	10.7%
	High Needs Students	15.8%	<=5%	28.4	50	56.8	16.6%
Preparation for CCR	% Taking Courses	87.2%	75%	50.0	50	100.0	74.8%
	% Passing Exams	39.3%	75%	26.2	50	52.4	44.8%
On-track to High School Graduation		98.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		99.1%	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)		82.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		86.6%   43.5%	75%	14.5	50	29.0	96.6%   50.1%
Arts Access		41.0%	60%	34.2	50	68.4	51.2%
<b>Accountability Index</b>				<b>888.5</b>	<b>1150</b>	<b>77.3</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.5	12.5	15.9	
Math Performance Index Gap	72.7	56.0	16.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	12.7%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.0
	High Needs Students	95.9
Math	All Students	97.7
	High Needs Students	95.1
Science	All Students	97.0
	High Needs Students	94.0

<sup>3</sup>Minimum 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 06

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Special education programs in our small, rural district must be continuously monitored and improved upon based on the individual needs of the students the district is educating. This process includes regular meetings with all stakeholders including parents, students, staff and community providers. This year, we have expanded programming for students who struggle with emotional disturbance and school avoidance. This program provides special education instruction, counseling with our school social workers, family outreach and intensive case management services. Through a hybrid of online and classroom based coursework, students are able to find success through an individualized program developed specifically for them. Additionally, we continue to expand our life skills program to include community integration and job readiness skills. This has included five community worksite placements where students are able to receive on the job training and hands on educational experiences. Our alternative education program has continued to improve with curriculum and case management focusing on college and career readiness and citizenship. With this as an integral part of their program of studies, students completed volunteer hours at all of our schools throughout the district which included a senior year Capstone project. We have 4 teachers who are completing coursework and/or practicums with the Academy of Orton Gillingham Practitioners and Educators (AOGPE) at the Associate Level and 2 teachers who are working on their Certified Level requirements. All six of these teachers have completed coursework throughout the year and have quarterly PD with an Orton Gillingham Fellow.

Attendance is a vital component to the success of our students. Attendance data is reviewed regularly to determine areas of strength as well as areas of needed improvement. Trends are analyzed both at the individual student and school-wide levels. A tiered intervention model is utilized for all students to ensure optimal attendance. Intervention strategies range from creating a positive, welcoming and engaging learning environment for all to providing home visits and individualized conferences with our families. We believe this to be a strong and focused approach to limiting truancy as well as chronic absenteeism. This year, we developed a program to assist students who struggle specifically with chronic absenteeism. Through Attendance Review Team meetings, students can receive case management, family outreach, home visits, tutoring and online classes and support as necessary. Each student has several meetings with the team throughout the year to plan what services are necessary for their individual success. Referrals and collaboration with outside service providers and community resources are also essential parts of this program.

To connect with our students' families and community member, Region 6 invites these stakeholders to Principal-Advisory meetings, School-Improvement Plan meetings and Safe-School Climate meetings. Parent/Teacher conferences are offered twice per year to discuss individual student progress. Weekly, we send digital newsletters, post on Facebook and Twitter, and send home paper copies up upcoming events. Parent letters are sent prior to each new math unit, allowing parents the opportunity to preview content and academic expectations.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Parents and students have the choice to the RSCD area magnet schools, Waterbury Magnet Schools, State Vocational Technical Schools.

Regional School District No. 6 had undertaken several initiatives that are designed to increase and expand interactions among students with varying backgrounds.

Staff at Wamogo ran a Freshman Orientation called "Froshfest." While this program was originally designed to welcome out-of-district students, it has evolved into a celebration of differences and an exercise intolerance and acceptance.

Field trips and additional experiences are offered that give students opportunities to reduce racial, cultural, and geographic isolation.

# District Profile and Performance Report for School Year 2017-18

## Regional School District 06

### **Equitable Allocation of Resources among District Schools**

Region 6 prides itself on equitable allocation of resources among all district schools and programs. During the 2017-2018 school year, the district underwent a review of previous budgeting practices. The administration, with the approval of the Board of Education, to designate funds to schools based on enrollment. The district also ensured that each school would have equitable resources for classroom supplies, teacher supplies, and professional development. Additionally, these resources were also distributed to the Special Education department on a per-pupil basis so that all student needs, regardless of identification, are being equitably funded.

A copy of the district budget can be found on the district website at <https://www.rsd6.org>.