

STRATEGIC SCHOOL PROFILE 2009-10**Regional School District 06**

CRAIG D. DREZEK, Superintendent

Location: 98 Wamogo Road

Telephone: (860) 567-7400

Litchfield,
ConnecticutWebsite: www.rsd6.org

This regional school district serves Goshen, Morris, Warren

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield

Town Population in 2000: 6,252

1990-2000 Population Growth: 11.8%

Number of Public Schools: 4

Per Capita Income in 2000: \$32,775

Percent of Adults without a High School Diploma in 2000*: 12.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.0%

District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 1,071
5-Year Enrollment Change 0.3%

DISTRICT GRADE RANGE

Grade Range K - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	95	8.9	12.9	32.6
K-12 Students Who Are Not Fluent in English	16	1.5	0.7	5.4
Students Identified as Gifted and/or Talented*	1	0.1	3.7	4.1
PK-12 Students Receiving Special Education Services in District	122	11.4	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	58	87.9	87.2	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	6	12.0	12.9	13.6

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	11	1.0
Black	13	1.2
Hispanic	18	1.7
White	1,028	96.0
Total Minority	43	4.0

Percent of Minority Professional Staff: 1.8%

Non-English Home Language:

2.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Region 6 continues to offer a variety of programs designed to reduce and increase awareness of racial, ethnic, and economic isolation. Wamogo Regional High School purposefully offers experiences for all students to increase awareness of diversity. Sample activities include: Interact Club which sponsors opportunities for students to gain appreciation for individual differences; and efforts to integrate content with the curriculum that exposes students to diverse populations and perspectives. At the elementary level, curriculum integration includes programs which address student differences, and provide training in strategies to prevent bullying. In addition, our entire student body participates in fund raising activities designed to support local, national and international efforts to support people who have experienced catastrophic events. Finally, each of our schools sponsors events designed to recognize diversity: an annual Heritage Luncheon, an annual Veteran's Day Breakfast, and an Arts Festival and Creation Celebration that focus on individual achievements.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	73.9	57.0	72.4	
Writing	61.6	58.3	44.2	
Mathematics	65.2	62.4	44.8	
Grade 4 Reading	69.1	59.9	54.1	
Writing	55.7	63.6	20.6	
Mathematics	55.0	67.0	16.4	
Grade 5 Reading	83.3	61.8	85.5	
Writing	78.3	68.2	57.8	
Mathematics	80.6	72.4	58.4	
Science	78.6	59.4	71.1	
Grade 6 Reading	96.1	74.9	97.5	
Writing	84.8	65.9	82.3	
Mathematics	92.1	70.7	87.7	
Grade 7 Reading	95.8	77.4	94.2	
Writing	80.3	61.2	78.6	
Mathematics	75.7	68.5	46.8	
Grade 8 Reading	84.6	73.3	64.3	
Writing	67.5	62.6	42.0	
Mathematics	75.6	67.3	51.0	
Science	76.2	62.8	58.6	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	54.5	45.9	58.3	
Writing Across the Disciplines	59.8	59.6	41.4	
Mathematics	58.6	48.7	56.1	
Science	46.6	45.3	43.2	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	54.8	50.7	58.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.1	68.5	
Average Score	Mathematics	538	508	76.0
	Critical Reading	515	503	52.7
	Writing	510	506	46.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	96.3	91.3	63.8
2008-09 Annual Dropout Rate for Grade 9 through 12	1.3	3.0	51.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.7	84.5
% Employed (Civilian Employment and in Armed Services)	13.5	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	82.00
Paraprofessional Instructional Assistants	9.84
Special Education	
Teachers and Instructors	8.80
Paraprofessional Instructional Assistants	16.40
Library/Media Specialists and/or Assistants	4.90
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	5.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.80
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	55.95

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	15.1	13.8
% with Master's Degree or Above	67.0	79.5	77.8

Average Class Size	District	DRG	State
Grade K	13.2	16.3	18.5
Grade 2	17.4	18.3	19.7
Grade 5	14.0	19.4	21.1
Grade 7	18.9	19.3	20.8
High School	17.5	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,011	997	992
Middle School	N/A	N/A	N/A
High School	1,064	1,026	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	2.6	3.2
Middle School	N/A	N/A	N/A
High School	1.3	1.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$8,612	\$7,960	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$446	\$413	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$674	\$622	\$474	\$410	\$459
Student Support Services	\$1,088	\$1,006	\$863	\$912	\$859
Administration and Support Services	\$1,815	\$1,677	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$2,233	\$2,063	\$1,469	\$1,482	\$1,462
Transportation	\$799	\$771	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$177	N/A	N/A	N/A	N/A
Other	\$238	\$220	\$163	\$189	\$162
Total	\$16,082	\$14,822	\$13,458	\$13,230	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$944	\$872	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,554,691	15.9	19.3	20.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	83.5	9.0	2.0	5.6
Excluding School Construction	83.7	8.3	2.1	5.9

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the Board of Education's policy and practice to ensure that all resources are distributed equitably among all district schools. Elementary school staffs, both certified and classified, are assigned based on student population and program needs. Certified and classified staff assignments at Wamogo Regional High School are based on the course selection index and the master schedule. Special education and pupil services personnel are assigned to each school based on individual student needs. The district Technology Plan governs the distribution of computers and SMARTBoards among our schools. In addition, funds for curriculum and professional development, technology, educational supplies, textbooks, and library materials are distributed equitably based on enrollment. To this end, district budget proposals are developed collaboratively by the administrative team. In addition, the elementary principals collaboratively plan for use of itinerant (Fine Arts, Physical Education) staff to ensure equability in this area. Finally, community and parental input is actively solicited during district budget proposal development.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	107
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	9	0.9	0.9	1.0
Learning Disability	43	4.5	3.8	3.9
Intellectual Disability	5	0.5	0.4	0.5
Emotional Disturbance	6	0.6	0.7	1.0
Speech Impairment	20	2.1	2.7	2.2
Other Health Impairment*	20	2.1	1.9	2.1
Other Disabilities**	4	0.4	0.7	0.9
Total	107	11.1	11.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	75.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	3.7	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	70.0	31.6	83.7	67.5
	Writing	31.4	19.6	71.0	63.3
	Mathematics	36.7	32.9	73.9	68.1
	Science	26.7	23.7	77.3	61.1
CAPT	Reading Across the Disciplines	10.0	13.8	54.5	45.9
	Writing Across the Disciplines	20.0	16.8	59.8	59.6
	Mathematics	20.0	16.7	58.6	48.7
	Science	N/A	N/A	46.6	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	15.3
	% With Accommodations	84.8
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		7.2

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	3	2.8
Private Schools or Other Settings	6	5.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	94	87.9	74.9	73.4
40.1 to 79.0 Percent of Time	8	7.5	18.0	15.3
0.0 to 40.0 Percent of Time	5	4.7	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Region 6 continues to devote marked amounts of funding to the areas of curriculum development and instructional practice improvement. Wamogo Regional High School completed phase one of a curriculum development initiative, using mapping and grade level expectations to revise curriculum in all content areas to ensure alignment with state frameworks. The elementary schools have also begun this process, focusing on improving curriculum in reading, writing, math and science. Improvement of provision of support services for students with disabilities continues to be a priority for Region 6. A co-teaching model has been expanded from the elementary schools into the middle school grades, with plans to move this model into the high school. Staff training in this area has been provided in-house during district professional development days, as well as through offerings from SERC and CREC.
