

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



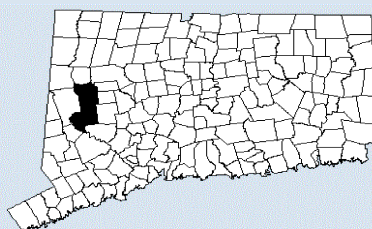
Regional School District 12

Dr. Patricia Cosentino, Superintendent • 860-868-6100 • www.region-12.org

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	800
Per Pupil Expenditures ¹	\$24,481
Total Expenditures ¹	\$20,833,493

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	403	50.4	48.3
Male	397	49.6	51.6
American Indian	0	0.0	0.2
Asian	11	1.4	4.6
Black or African American	10	1.3	12.9
Hispanic or Latino	34	4.3	21.2
Pacific Islander	*	*	0.0
White	734	91.8	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	64	8.0	37.3
Students with Disabilities ¹	119	14.9	12.8

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	30	7.9	9	2.2
Male	24	6.1	30	7.3
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	47	6.6	33	4.4
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	18.1	12	14.8
Students with Disabilities	15	12.1	15	11.1
District	54	7.0	39	4.8
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

²A 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.

³The 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	68.1
Paraprofessional Instructional Assistants	14.5
Special Education	
Teachers and Instructors	13.9
Paraprofessional Instructional Assistants	23.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	5.6
Library/Media	
Specialists (Certified)	0.9
Support Staff	4.0
Instructional Specialists Who Support Teachers	2.8
Counselors, Social Workers and School Psychologists	6.3
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	68.9

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	3	2.9	3.6
Native American	0	0	0.1
White	100	97.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	96.9
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	9	12.9	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	9	11.7	20	24.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	38	82.6
Other Health Impairment	24	80.0
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	93	76.2
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	12	1.6	1.4
Emotional Disturbance	12	1.6	1.0
Intellectual Disability	6	0.8	0.4
Learning Disability	46	6.0	4.2
Other Health Impairment	30	3.9	2.5
Other Disabilities	8	1.1	1.0
Speech/Language Impairment	12	1.6	1.9
All Disabilities	126	16.6	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	14	11.1	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,434,477	12,407	8,769
Instructional Supplies and Equipment	809,650	963	275
Improvement of Instruction and Educational Media Services	899,367	1,069	487
Student Support Services	1,787,338	2,125	965
Administration and Support Services	2,064,009	2,454	1,600
Plant Operation and Maintenance	2,349,677	2,794	1,472
Transportation	1,455,153	1,661	786
Costs of Students Tuitioned Out	624,913	N/A	N/A
Other	408,909	486	178
Total	20,833,493	24,481	14,642

Additional Expenditures

Land, Buildings, and Debt Service	333,667	397	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,782,235	40.3	35.6
Noncertified Personnel	756,589	17.1	14.5
Purchased Services	391,393	8.9	5.0
Tuition to Other Schools	597,613	13.5	21.4
Special Ed. Transportation	321,827	7.3	8.5
Other Expenditures	571,300	12.9	14.9
Total Expenditures	4,420,957	100.0	100.0
PK-12 Expenditures Used for Special Education		21.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.8	94.9
State	3.2	3.2
Federal	2.0	2.0
Tuition & Other	0.0	0.0

⁴Revenue 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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	82.7	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	68.9	75.0	72.1	84.3	.	.	.	.
Students with Disabilities	63.1	64.9	63.2	67.5	.	.	.	.
High Needs	67.2	70.9	66.6	74.1	.	.	.	.
District	89.3	91.0	90.0	91.5	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	.	64.1	.	.	.	.	.	.
District	75.1	82.5	81.1	83.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.7	88.5	75.8	85.7	221	83.3
Curl Up	95.9	95.1	85.5	98.0	221	93.2
Push Up	81.6	82.0	79.0	93.9	221	83.7
Mile Run/PACER	87.8	75.4	56.5	71.4	221	71.9
All Tests - District	63.3	70.5	54.8	69.4	221	64.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	91	85.7	87.3	No	88.0
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	80.0	34	45.3
Male	67.5	28	33.7
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	76.7	*	*
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	*	*	*
District	73.4	62	39.2
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.5	92.0
Male	76.6	85.7
Black or African American	*	*
Hispanic or Latino	*	*
White	83.6	92.9
English Language Learners	83.6	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.0	89.1
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

Region 12 is committed to improving special education programming for our students. Starting at our preschool level, there has been an increase in the school week and an additional classroom added to our existing program, thus allowing many more children in the district to work alongside our students with developmental delays. Our oldest students have been receiving improved transition services since the district has partnered with community businesses to give students opportunities to shadow and or work alongside professionals in their field of interest. Students are receiving stipends for their work experience and learning great skills that prepare them for college and the work world. While creating the best individualized programming for our students, the team always considers appropriate instructional services, assistive technology, and outside consultative support. Finally, at all levels, our special education team is working hard with students and families to keep students in their grade level classrooms learning alongside their peers.

Region 12 works with families and students to decrease truancy. Families of students who are chronically absent are contacted by school administration, first by mail and then in person to address concerns regarding multiple absences. If necessary, a referral to the Student Strategies Team (at the elementary level) or the SRBI team (at the secondary level) occurs to discover the root cause of the truancy. Both teams work with the families and students to create a plan for improved school attendance. School supports and services may be assigned as part of the student's plan. If necessary, Region 12 reaches out to specialists to support student needs. Attendance is monitored for progress. A referral to a Planning and Placement Team meeting may be recommended.

Region 12 is dedicated to promoting a strong home-school connection in order to strengthen overall academic and social achievement of our students. Our schools focus on engaging families in the education of their children through improved communication and activities. Aside from parent conferences, newsletters, progress reports and report cards, staff communicates with parents via e-mails, postcards, blogging and web pages. Communication between school and home, as well as with the community, is enhanced by our district website with links to specific schools and a regional newsletter that is emailed biweekly. Our schools provide a parent link on their website that includes daily parent tips and current research on common school related questions. Throughout the year, parents work in classrooms as volunteers and guest readers, provide presentations, assist in field trips and attend performances, art displays, classroom events and recognition ceremonies. Many parents are resources for our junior job shadow at the high school or work as technical advisors to our seniors working on the culminating independent projects. We have cultivated a very involved and dedicated Parent Teacher Organization which has been instrumental in providing enriching experiences for our students. To support parental active participation, several informational sessions are held in order to assist parents in understanding academic and behavioral expectations and effective strategies to support student success.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Region 12 learning community is committed to providing diverse experiences for all students. Educators provide students with many classroom and school-wide activities that promote mutual respect, tolerance and positive character development. In addition, the curriculum is designed to expose students to a variety of cultures.

For example, students compared and contrasted various communities, cultures and historical events. In studying such topics as Japan, Alaska, Regions of the United States, slavery and immigration, students participated in simulations increasing awareness of self, family, school, and community.

Third through fifth grade students participated in the Rhyme Celebration sponsored by the Coalition of Language Teachers in Connecticut. Students competed with students from other schools in a poetry contest. Students also participated in a performance in Spanish.

Integrated within the music program, students sing and play songs of various cultures. Students participated in a "Customs Around the World" program during the school year. Many guest speakers and activities were integrated within the academic programming.

In sixth grade, students studied Asian and African cultures, and seventh grade students studied Jewish history and participated in the Holocaust Memorial Day. East West Studies introduced our students to intensive studies of the eastern cultures of Japan, China, Vietnam and India. Olympic Day was an opportunity for middle school students to gain further insight into world cultures through informational presentations about various countries. Many of our students joined a World Language teacher on trips to the impoverished community of Oaxaca, Mexico and to the Lakota Indians in South Dakota to assist efforts to feed, clothe, and house its people.

The After School Arts Program (ASAP) offers students opportunities to participate in diverse after school activities. ASAP sponsored several programs offering students interaction with inner-city students, resulting in an inter-district dance performance assembly for students and staff.

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Equitable Allocation of Resources among District Schools

Region 12 prepares the budget in support of its vision and mission to meet the needs of students through staffing, programming and resources. Region 12 utilizes a zero-based budget approach, which begins at the building and program levels. Budgets are reviewed line by line with the finance director and the superintendent. Substantial differences are vetted and aligned with the goals of the Region. Follow-up sessions are held with the Board's finance committee and town officials allowing all stakeholders to understand the budget to gain the greatest support. Region 12 is proactive in its purchasing. For example, Region 12 has a technology cycle for staff and students. This ensures that up-to-date technology tools are utilized. In the past two years, Region 12 has been able to provide laptops for staff and Chromebooks for students in Grades 3-12. This has been beneficial to ensure that all students' needs are met and instructional programs are equitable. The generosity of the Region 12 community enables the District to provide ample resources for each school.