

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



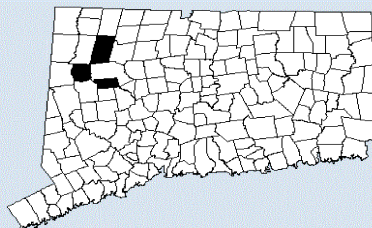
Regional School District 06

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	975
Per Pupil Expenditures ¹	\$18,488
Total Expenditures ¹	\$18,377,179

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	513	52.6	48.4
Male	462	47.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	12	1.2	12.9
Hispanic or Latino	26	2.7	24.0
Pacific Islander	*	*	0.1
Two or More Races	28	2.9	2.9
White	899	92.2	54.8
English Learners	9	0.9	6.8
Eligible for Free or Reduced-Price Meals	110	11.3	35.9
Students with Disabilities ¹	152	15.6	14.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	19	4.1	*	*
Male	16	3.7	*	*
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	33	4.0	30	3.4
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	10	7.4
Students with Disabilities	15	9.5	14	7.7
District	35	3.9	35	3.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 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.

District Profile and Performance Report for School Year 2016-17

Regional School District 06

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	37.1
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	18.8
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	5.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	1.1
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	40.4

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	3.4	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.7	0.1
White	56	94.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	69	69.0	94	87.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	6	*
Students with Disabilities	15	62.5	7	*
District	76	69.7	97	85.1
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	39	83.0
Other Health Impairment	21	84.0
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	85	72.6
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Regional School District 06

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	11	1.4
Emotional Disturbance	*	*
Intellectual Disability	9	1.2
Learning Disability	47	6.1
Other Health Impairment	26	3.4
Other Disabilities	*	*
Speech/Language Impairment	20	2.6
All Disabilities	126	16.3

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,682,963	9,860	9,663
Instructional Supplies and Equipment	407,494	415	321
Improvement of Instruction and Educational Media Services	771,270	785	578
Student Support Services	1,374,583	1,400	1,103
Administration and Support Services	2,345,609	2,389	1,861
Plant Operation and Maintenance	1,925,709	1,961	1,637
Transportation	1,041,117	1,157	877
Costs of Students Tuitioned Out	458,346	N/A	N/A
Other	370,088	377	201
Total	18,377,179	18,488	16,236

Additional Expenditures

Land, Buildings, and Debt Service	502,563	512	1,749

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

Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	1,526,309	37.9
Noncertified Personnel	676,484	16.8
Purchased Services	564,329	14.0
Tuition to Other Schools	458,346	11.4
Special Ed. Transportation	215,167	5.3
Other Expenditures	589,070	14.6
Total Expenditures	4,029,705	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.2	82.0
State	9.3	9.4
Federal	1.8	1.9
Tuition & Other	6.6	6.8

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 2016-17

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	13	*	13	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	7	*	7	*	*	*
White	366	70.1	364	63.6	172	60.2
English Learners	9	*	9	*	*	*
Non-English Learners	384	70.7	382	63.7	178	60.0
Eligible for Free or Reduced-Price Meals	44	68.3	44	64.0	19	*
Not Eligible for Free or Reduced-Price Meals	349	70.6	347	63.4	162	60.7
Students with Disabilities	72	53.3	71	44.3	21	42.7
Students without Disabilities	321	74.2	320	67.8	160	62.0
High Needs	115	59.6	114	52.7	40	48.2
Non-High Needs	278	74.8	277	67.9	141	63.0
District	393	70.3	391	63.5	181	59.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.5	89.5	62.0	67.4	203	78.8
Curl Up	84.9	91.2	94.0	97.7	203	91.6
Push Up	77.4	68.4	84.0	93.0	203	79.8
Mile Run/PACER	73.6	82.5	94.0	79.1	203	82.3
All Tests - District	58.5	61.4	50.0	58.1	203	57.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Regional School District 06

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	102	97.1
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	63	52.5
Male	96.1	45	43.7
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	98.1	100	48.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	9	45.0
Students with Disabilities	89.2	*	*
District	98.2	108	48.4
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.4	97.6
Male	52.3	90.5
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	63.0	95.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	63.0	95.2
State	72.0	88.5

⁵College 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.

⁶College 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 2016-17

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.3	75	46.9	50	93.8	67.1
	High Needs Students	59.6	75	39.7	50	79.4	55.9
Math Performance Index	All Students	63.5	75	42.3	50	84.7	62.2
	High Needs Students	52.7	75	35.2	50	70.3	50.5
Science Performance	All Students	59.7	75	39.8	50	79.6	55.3
	High Needs Students	48.2	75	32.1	50	64.2	45.2
ELA Academic Growth	All Students	54.2%	100%	54.2	100	54.2	55.4%
	High Needs Students	45.2%	100%	45.2	100	45.2	49.8%
Math Academic Growth	All Students	62.6%	100%	62.6	100	62.6	61.7%
	High Needs Students	62.5%	100%	62.5	100	62.5	53.7%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.3%	<=5%	43.5	50	86.9	15.8%
Preparation for CCR	% Taking Courses	77.6%	75%	50.0	50	100.0	70.7%
	% Passing Exams	48.4%	75%	32.3	50	64.6	43.5%
On-track to High School Graduation		94.2%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		97.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.2%	94%	97.0	100	97.0	82.0%
Postsecondary Entrance (Class of 2016)		63.0%	75%	84.0	100	84.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		75.5% 57.1%	75%	19.0	50	38.1	92.0% 51.6%
Arts Access		29.0%	60%	24.2	50	48.4	50.5%
Accountability Index				1010.5	1350	74.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.8	59.6	15.2	16.7	
Math Performance Index Gap	67.9	52.7	15.2	18.7	
Science Performance Index Gap	63.0	48.2	14.9	16.6	
Graduation Rate Gap	94.0%	91.2%	2.8%	12.0%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	94.0
	High Needs Students	91.7
Math	All Students	93.5
	High Needs Students	90.9
Science	All Students	98.9
	High Needs Students	97.7

³Minimum 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: 50.2**

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 2016-17

Regional School District 06

Narratives

School District Improvement Plans and Parental Outreach Activities

As part of the school district improvement plan, all teachers focus on meeting the needs of individual students. Data teams meet to monitor progress and ensure adequate yearly growth for all students with disabilities. Programs and staffing are adjusted regularly to address specific student needs. This year, a FLEX program was planned to address students who are at risk of school avoidance. This program allows students a more flexible environment with more individualized support and instruction. Counseling services, regular parent communication and education, and a low student: teacher ratio are offered through FLEX. Additional transition services and job training are also integrated into the program based on student needs.

Additionally, in order to improve instruction for students with Dyslexia, advanced training was provided for all teachers in grades K-4 along with Special Education teachers and related service providers. This 30 hour Orton Gillingham Classroom Educator training allows teachers to integrate multisensory reading instruction into their classroom activities and expands teacher's ability to teach all students. Six teachers are continuing on to complete their Orton Gillingham practicum and advanced training.

The staff has begun to work together to make monthly phone calls and meetings to talk to parents about the positive impact their students are making in the school environment. These phone calls and meetings improve parent communication and the overall climate in our schools. Parent coffees with administration continue to happen on a monthly basis and regular e-blasts keep families and the community up to date on district information.

In an effort to support parents in working with their children at home, teacher websites provide daily updates that include classroom information such as homework, lessons, supplemental materials and links to additional practice sites. Teachers also use social media such as Twitter to keep parents updated.

Committees consisting of teachers and parents continue to plan programs and activities for students (e.g. anti-bullying programs, service projects, Project Graduation, positive character traits and behavior incentives).

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 isolations.

District Profile and Performance Report for School Year 2016-17

Regional School District 06

Equitable Allocation of Resources among District Schools

All high school students from economically challenged households receive a laptop computer free of charge. This ensures that all students have access to the same academic opportunities.