

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



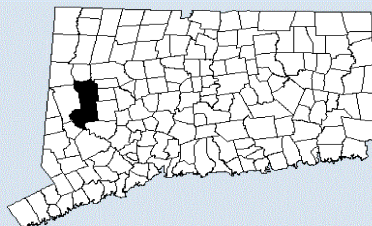
## Regional School District 12

Dr. Patricia Cosentino, Superintendent • 860-868-6100 • <http://www.region-12.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	752
Per Pupil Expenditures <sup>1</sup>	\$27,099
Total Expenditures <sup>1</sup>	\$21,164,383

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	376	50.0	48.3
Male	376	50.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	9	1.2	4.7
Black or African American	7	0.9	12.9
Hispanic or Latino	36	4.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	8	1.1	2.5
White	686	91.2	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	77	10.2	37.6
Students with Disabilities <sup>1</sup>	111	14.8	13.3

<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>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	33	9.3	9	2.4
Male	30	8.1	29	7.5
Black or African American	*	*	*	*
Hispanic or Latino	*	*	6	13.3
White	55	8.5	30	4.4
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	17.1	7	8.2
Students with Disabilities	11	9.7	14	11.2
District	63	8.7	38	5.0
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 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 2014-15

## Regional School District 12

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	69.8
Paraprofessional Instructional Assistants	14.5
<b>Special Education</b>	
Teachers and Instructors	14.9
Paraprofessional Instructional Assistants	22.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	5.4
<b>Library/Media</b>	
Specialists (Certified)	0.8
Support Staff	4.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	6.3
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	70.2

<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	1.0
Black or African American	1	1.0	3.5
Hispanic or Latino	3	2.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	101	96.2	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.3
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	0	0.0
White	*	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	6	7.5	40	52.6
State		58.4		73.8

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	6	*
Intellectual Disability	0	0
Learning Disability	32	78.0
Other Health Impairment	16	61.5
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	73	64.6
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

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

	District Count	District Rate (%)	State Rate (%)
Autism	13	1.8	1.5
Emotional Disturbance	12	1.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	41	5.8	4.4
Other Health Impairment	26	3.7	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	15	2.1	1.9
All Disabilities	115	16.3	13.0

<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	*	*	8.1
Private Schools or Other Settings	*	*	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	9,987,032	12,547	9,134
Instructional Supplies and Equipment	881,759	1,108	334
Improvement of Instruction and Educational Media Services	1,010,003	1,269	498
Student Support Services	1,874,429	2,355	1,001
Administration and Support Services	2,208,900	2,775	1,694
Plant Operation and Maintenance	2,695,966	3,387	1,572
Transportation	1,455,011	1,811	813
Costs of Students Tuitioned Out	642,147	N/A	N/A
Other	409,136	514	186
Total	21,164,383	27,099	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	670,161	842	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,686,156	37.1	35.1
Noncertified Personnel	810,061	17.8	14.2
Purchased Services	472,763	10.4	5.2
Tuition to Other Schools	613,359	13.5	22.0
Special Ed. Transportation	361,849	8.0	8.6
Other Expenditures	605,949	13.3	14.9
Total Expenditures	4,550,137	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	94.2	94.3
State	3.2	3.2
Federal	1.7	1.5
Tuition & Other	0.9	1.0

<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 2014-15

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	21	70.9	21	59.8	9	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	N/A	N/A
White	369	76.0	371	66.7	157	64.5
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	73.5	36	63.0	17	*
Not Eligible for Free or Reduced-Price Meals	368	76.3	370	66.9	154	64.0
Students with Disabilities	67	55.6	69	46.7	28	44.1
Students without Disabilities	337	80.1	337	70.6	143	67.4
High Needs	97	62.5	99	53.1	43	51.3
Non-High Needs	307	80.3	307	70.8	128	67.7
District	404	76.0	406	66.5	171	63.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	81.6	86.2	79.4	100.0	207	86.0
Curl Up	94.7	82.8	86.8	90.7	207	87.9
Push Up	84.2	79.3	83.8	86.0	207	83.1
Mile Run/PACER	84.2	70.7	80.9	83.7	207	79.2
All Tests - District	63.2	58.6	67.6	81.4	207	67.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Regional School District 12

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	81	93.8	88.0	Yes	88.6
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.6	38	52.8
Male	65.5	40	47.6
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	70.5	71	51.1
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	69.2	78	50.0
State	67.2		37.3

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	79.5	92.9
Male	55.0	91.7
Black or African American	*	*
Hispanic or Latino	*	*
White	*	91.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	36.4	*
District	67.1	92.2
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Regional School District 12

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.0	75	100.0	100	100.0	67.9
	High Needs Students	62.5	75	83.4	100	83.4	56.7
Math Performance Index	All Students	66.5	75	88.7	100	88.7	59.3
	High Needs Students	53.1	75	70.9	100	70.9	47.8
Science Performance Index	All Students	63.6	75	84.8	100	84.8	56.5
	High Needs Students	51.3	75	68.4	100	68.4	45.9
Chronic Absenteeism	All Students	8.7%	<=5%	42.6	50	85.2	10.6%
	High Needs Students	12.2%	<=5%	35.6	50	71.2	17.3%
Preparation for CCR	% Taking Courses	29.5%	75%	19.7	50	39.3	66.1%
	% Passing Exams	50.0%	75%	33.3	50	66.7	37.3%
On-track to High School Graduation		95.1%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		93.8%	94%	99.8	100	99.8	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		85.0%	94%	90.4	100	90.4	77.6%
Postsecondary Entrance (Class of 2014)		67.1%	75%	89.5	100	89.5	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.7%   67.1%	75%	44.8	50	89.5	87.6%   51.0%
Arts Access		15.3%	60%	12.8	50	25.5	45.7%
<b>Accountability Index</b>				<b>1014.5</b>	<b>1250</b>	<b>81.2</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	17.3	
Math Performance Index Gap	70.8	53.1	17.7	19.6	
Science Performance Index Gap	67.7	51.3	16.5	17.2	
Graduation Rate Gap	87.0%	85.0%	2.0%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.6
	High Needs Students	99.0
Math	All Students	98.6
	High Needs Students	100.0
Science	All Students	98.8
	High Needs Students	97.7

### 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: 58.6      State: 50.1**

#### 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 2014-15

## Regional School District 12

### Narratives

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#### **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) 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.

# District Profile and Performance Report for School Year 2014-15

## Regional School District 12

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

Region 12 prepares the budget to support its vision and mission to meet the needs of all students in an efficient, effective and fiscally responsible manner. This zero-based budget process allows each principal and program leader to develop and propose a budget request for the following fiscal year, including requests for materials, supplies and equipment. Personnel funding is handled centrally and is largely controlled by a policy that seeks to ensure equitability across the system and that class sizes remain reasonable. Special education costs are dictated by the requirements of the IEP's that define student's needs, ranging from in-class support to costly out-of-district placements. The FY14-15 budget request was a (.20%) decrease over the prior year's budget. The voters endorsed this request at the first referendum. This budget allowed the Region to continue the Chromebook 1:1 program in Grades 2-12, as well as purchase additional SMART Boards. Due to the generosity of the Region 12 community, the District is able to provide ample resources and ensures learning opportunities remain equitable and comprehensive among all the schools.