

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



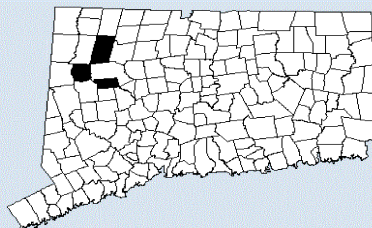
Regional School District 06

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	912
Per Pupil Expenditures ¹	\$22,152
Total Expenditures ¹	\$20,491,031

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	475	52.1	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	6	0.7	5.2
Black or African American	12	1.3	12.8
Hispanic or Latino of any race	36	3.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	25	2.7	3.6
White	827	90.7	52.4
English Learners	8	0.9	7.6
Eligible for Free or Reduced-Price Meals	158	17.3	42.1
Students with Disabilities ³	165	18.1	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	35	7.8	8	1.7
Male	24	6.0	22	4.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	53	6.9	26	3.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	21	14.3	10	6.2
Students with Disabilities	17	11.9	13	7.0
District	59	6.9	30	3.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 10

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	53.6
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	6.5
Paraprofessional Instructional Assistants	23.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	5.2
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.5
Counselors, Social Workers and School Psychologists	1.6
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	45.3

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	77	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	98	97.0	86	98.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	20	95.2	17	*
Students with Disabilities	8	*	17	*
District	106	96.4	91	98.9
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	50	89.3
Other Health Impairment	28	90.3
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	102	78.5
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	11	1.6	1.9
Emotional Disturbance	8	1.2	1.1
Intellectual Disability	8	1.2	0.5
Learning Disability	56	8.2	5.5
Other Health Impairment	31	4.5	3.2
Other Disabilities	7	1.0	1.1
Speech/Language Impairment	15	2.2	1.8
All Disabilities	136	19.9	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$8,371,444	\$9,050	\$10,545
Support services - students	\$1,547,171	\$1,685	\$1,373
Support services - instruction	\$614,714	\$670	\$644
Support services - general administration	\$404,782	\$441	\$462
Support services - school based administration	\$1,053,176	\$1,147	\$1,007
Central and other support services	\$3,353,305	\$3,653	\$671
Operation and maintenance of plant	\$1,758,549	\$1,916	\$1,629
Student transportation services	\$873,434	\$927	\$1,231
Food services	.	.	\$13
Enterprise operations	\$314,553	\$343	\$157
Minor school construction	\$2,199,903	\$2,396	\$65
Total	\$20,491,031	\$22,152	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,382,735	35.2	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$762,495	19.4	10.4
Employee Benefits	\$507,643	12.9	13.0
Purchased Services Other Than Transportation	\$747,052	19.0	5.5
Special Education Tuition	\$344,739	8.8	22.6
Supplies	\$19,849	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$136,133	3.5	8.0
Equipment	.	.	0.2
All Other Expenditures	\$32,600	0.8	0.1
Total	\$3,933,247	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.2	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	88.4
State	3.9
Federal	1.6
Tuition & Other	6.1

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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 of any race	16	*	16	*	8	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	8	*	8	*	*	*
White	368	74.4	368	68.6	193	66.9
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	71	69.5	71	63.1	37	63.0
Not Eligible for Free or Reduced-Price Meals	331	75.1	331	69.2	175	67.6
Students with Disabilities	73	55.7	73	50.2	30	53.0
Students without Disabilities	329	78.2	329	72.1	182	69.1
High Needs	124	63.7	124	57.4	60	59.5
Non-High Needs	278	78.8	278	72.9	152	69.7
District	402	74.1	402	68.1	212	66.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	98.1	96.2	65.5	68.7	242	80.2
Curl Up	96.2	94.2	98.2	78.3	242	90.1
Push Up	96.2	92.3	94.5	80.7	242	89.7
Mile Run/PACER	98.1	94.2	80.0	45.8	242	75.2
All Tests - District	96.2	92.3	54.5	28.9	242	62.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	*
Students with Disabilities	23	91.3
District	108	97.2
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	44	40.4
Male	94.6	32	34.4
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.9	72	38.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.4	12	30.8
Students with Disabilities	80.8	*	*
District	97.5	76	37.6
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	82.5	86.5
Male	50.0	79.5
Black or African American	50.0	*
Hispanic or Latino of any race	*	*
White	64.9	82.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	57.7	*
Students with Disabilities	37.0	*
District	67.6	83.5
State	71.0	87.8

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

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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	74.1	75	49.4	50	98.8	67.7
	High Needs Students	63.7	75	42.4	50	84.9	58.1
Math Performance Index	All Students	68.1	75	45.4	50	90.8	63.1
	High Needs Students	57.4	75	38.3	50	76.5	52.7
Science Performance Index	All Students	66.8	75	44.5	50	89.1	63.8
	High Needs Students	59.5	75	39.6	50	79.3	54.2
ELA Academic Growth	All Students	59.3%	100%	59.3	100	59.3	59.9%
	High Needs Students	54.3%	100%	54.3	100	54.3	55.1%
Math Academic Growth	All Students	69.9%	100%	69.9	100	69.9	62.5%
	High Needs Students	62.4%	100%	62.4	100	62.4	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.9%	<=5%	46.1	50	92.2	10.4%
	High Needs Students	12.6%	<=5%	34.8	50	69.6	16.1%
Preparation for CCR	% Taking Courses	97.5%	75%	50.0	50	100.0	80.0%
	% Passing Exams	37.6%	75%	25.1	50	50.2	42.6%
On-track to High School Graduation		96.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		97.2%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		93.5%	94%	99.5	100	99.5	83.3%
Postsecondary Entrance (Class of 2018)		67.6%	75%	90.2	100	90.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.6% 62.8%	75%	41.9	50	83.7	96.4% 52.9%
Arts Access		41.5%	60%	34.6	50	69.1	51.9%
Accountability Index				1077.7	1350	79.8	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	75.0	63.7	11.3	15.4	
Math Performance Index Gap	72.9	57.4	15.5	17.6	
Science Performance Index Gap	69.7	59.5	10.2	16.1	
Graduation Rate Gap	94.0%	93.5%	0.5%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.2
Math	All Students	99.5
	High Needs Students	99.2
Science	All Students	99.5
	High Needs Students	98.4

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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**

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Narratives

School District Improvement Plans and Parental Outreach Activities

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

The student council service projects support local communities with clothes, food, and cards. (collected homemade cards for shut-ins, food drive for the local food bank, hat and mitten drive).

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

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 in tolerance and acceptance.

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

Finally, the students of the Agriculture Science Technology Education (ASTE) program do numerous community outreach programs that span the northwest corner from Waterbury, to Torrington, and to the state border along NY and Mass.

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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.

Additionally, all schools have general budget funds for instructional supplies, and professional development, based on population. All schools also offer 20-weeks of After School Enrichment (1 hour after school).