

STRATEGIC SCHOOL PROFILE 2011-12**Regional School District 06**

Telephone: (860) 567-7400

Location: 98 Wamogo Road
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, 2011 1,037
5-Year Enrollment Change -4.2%

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	145	14.0	14.9	35.2
K-12 Students Who Are Not Fluent in English	12	1.2	0.7	5.6
Students Identified as Gifted and/or Talented*	1	0.1	3.3	4.0
PK-12 Students Receiving Special Education Services in District	132	12.7	11.1	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	29	85.3	86.6	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	5	9.4	15.3	13.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	11	1.1
Black	12	1.2
Hispanic	29	2.8
Pacific Islander	3	0.3
White	970	93.5
Two or more races	9	0.9
Total Minority	67	6.5

Percent of Minority Professional Staff: 0.9%

Non-English Home Language:

2.5% 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 7.

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.

Regional School District No. 6 is committed to reducing racial, ethnic, and economic isolation for teachers and students using a variety of strategies. The district's elementary schools have actively engaged students in learning about individuals and groups who have overcome civil rights struggles such as apartheid (Mandela) and segregation (Parks). District staff and sixth grade students participate in Nature's Classroom where one evening is spent experiencing the Underground Railroad. Students also took part in a Spanish Heritage Day where the students explored and experienced Mexican culture, including the cuisine, music, art, and dance. The elementary schools worked closely with their parent organizations which sponsored enrichment activities that address bullying. The high school hosted many activities designed to promote an appreciation for diversity. The Interact service club volunteered at a local soup kitchen, Ag-Ed students visited several nursing homes and interacted with the residents, and a Diversity Club was established. The high school staff and students took several field trips including destinations to France and New York City, where the students were immersed into the culture of the country and city. The high school accepts students from 5 other towns into its AgEd program and nearly 30% of high school students come from outside of the district, including a small city and several suburban communities, both which complement Region 6's strictly rural communities. Technology is prevalent throughout the district and students and staff interact with their peers throughout the state, the country, and the world.

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	63.2	59.2	46.3	
Writing	65.5	62.7	41.9	
Mathematics	54.4	66.5	14.4	
Grade 4 Reading	76.9	64.1	63.8	
Writing	64.3	65.3	30.0	
Mathematics	70.0	68.0	34.4	
Grade 5 Reading	77.1	67.6	55.4	
Writing	79.5	68.1	63.1	
Mathematics	74.3	71.6	34.5	
Science	83.6	63.9	76.2	
Grade 6 Reading	83.5	74.1	59.6	
Writing	77.3	67.4	59.0	
Mathematics	69.9	69.3	33.1	
Grade 7 Reading	94.1	79.8	86.8	
Writing	88.9	65.6	95.0	
Mathematics	82.6	68.1	70.0	
Grade 8 Reading	92.9	76.8	84.3	
Writing	81.4	68.3	63.1	
Mathematics	96.5	67.2	99.4	
Science	79.1	61.9	68.1	

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	56.2	47.5	59.4	
Writing Across the Disciplines	67.0	63.0	41.8	
Mathematics	55.2	49.2	50.4	
Science	42.9	47.1	37.3	

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
	57.3	50.6	64.4

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.4	77.3	
Average Score	Mathematics	515	505	54.2
	Critical Reading	494	502	38.9
	Writing	498	506	35.1

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, Adjusted Cohort Rate 2011	88.5	82.7	49.6
2010-11 Annual Dropout Rate for Grade 9 through 12	0.8	2.6	60.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.6	84.5
% Employed (Civilian Employment and in Armed Services)	17.2	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	73.50
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	9.70
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	1.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	5.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.65
Counselors, Social Workers, and School Psychologists	6.90
School Nurses	0.00
Other Staff Providing Non-Instructional Services and Support	2.85

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	15.4	13.9
% with Master's Degree or Above	65.9	81.8	79.6

Average Class Size	District	DRG	State
Grade K	11.3	15.5	18.5
Grade 2	15.5	17.0	19.7
Grade 5	14.4	18.5	21.6
Grade 7	17.3	19.1	20.3
High School	22.0	17.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,011	992	993
Middle School	N/A	N/A	N/A
High School	1,063	1,013	1,025

*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*	2.1	2.4	2.8
Middle School	N/A	N/A	N/A
High School	1.0	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$9,261	\$8,854	\$8,464	\$8,407	\$8,469
Instructional Supplies and Equipment	\$213	\$204	\$267	\$300	\$271
Improvement of Instruction and Educational Media Services	\$789	\$754	\$487	\$412	\$482
Student Support Services	\$1,058	\$1,012	\$901	\$905	\$901
Administration and Support Services	\$1,876	\$1,794	\$1,468	\$1,532	\$1,490
Plant Operation and Maintenance	\$1,787	\$1,709	\$1,471	\$1,547	\$1,463
Transportation	\$858	\$827	\$735	\$768	\$724
Costs for Students Tuitioned Out	\$302	N/A	N/A	N/A	N/A
Other	\$278	\$266	\$165	\$178	\$165
Total	\$16,423	\$15,582	\$14,238	\$14,452	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$827	\$791	\$1,290	\$1,107	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,883,417	17.6	20.1	21.7

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	84.3	7.2	3.0	5.4
Excluding School Construction	83.9	7.3	3.2	5.7

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.

Regional School District No. 6 is committed to equitably allocating resources to each of its schools through a fair and transparent budget process. Allocations are based on student enrollment. Class-sizes are staffing are consistent between and among each school, as are access to resources and technology. The district's budget clearly shows the amount of money dedicated to each school, along with staffing allocations, and class-size per building. Additionally, the district has a capital plan for each building to ensure that priority projects are addressed so that each building is kept up-to-date and in good repair.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	117
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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	6	0.7	1.1	1.2
Learning Disability	48	5.2	3.6	3.9
Intellectual Disability	8	0.9	0.4	0.4
Emotional Disturbance	9	1.0	0.7	1.0
Speech Impairment	17	1.8	2.5	2.1
Other Health Impairment*	24	2.6	1.9	2.2
Other Disabilities**	5	0.5	0.8	1.0
Total	117	12.7	11.1	11.7

*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 2010-11 with a Standard Diploma	86.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	48.4	36.0	82.2	70.4
	Writing	27.8	21.5	76.4	66.3
	Mathematics	44.7	31.8	75.7	68.4
	Science	50.0	23.0	81.1	62.9
CAPT	Reading Across the Disciplines	6.7	14.5	56.2	47.5
	Writing Across the Disciplines	12.5	18.2	67.0	63.0
	Mathematics	13.3	15.4	55.2	49.2
	Science	11.8	13.6	42.9	47.1

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	53.2
	% With Accommodations	46.8
CAPT	% Without Accommodations	15.0
	% With Accommodations	85.0
% Assessed Using Skills Checklist		5.1

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	1	0.9
Private Schools or Other Settings	7	6.0

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	84	71.8	74.3	72.1
40.1 to 79.0 Percent of Time	28	23.9	18.2	16.3
0.0 to 40.0 Percent of Time	5	4.3	7.5	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Each school within Region 6 has an improvement plan to address areas needing attention as determined by a review of the data. Principals and staff are required to review the data for their students and develop plans that address each individual student's academic needs. Each school in the district has an educational technologist and literacy and mathematics specialists to work with teachers and students. The district staff is actively working to revise curriculum to align with the Common Core State Standards. The high school is revising its mathematics and science curriculum through a collaborative grant through Education Connection. Professional development committees at the elementary, middle and high schools have developed professional development plans for staff to improve professional practice among teachers. The district is also focusing in on subgroup results and expanding learning opportunities for all students. The district is expanding early education opportunities by adding a second preschool and expanding from part-time to full-time kindergarten. Several mechanisms are in place to assure that students attend school regularly. Careful tracking of student attendance and regular, direct communication with the parents assists in truancy prevention. If a parent or guardian does not verify an absence, our rapid notification system connects directly to homes twice a day. A personal call is made to the homes of students who have not been reported absent. Weekly Student Intervention Team (SIT) meetings are held during which attendance is reviewed on a case- by-case basis and decisions are made about further interventions.
