Connecticut State Department of Education

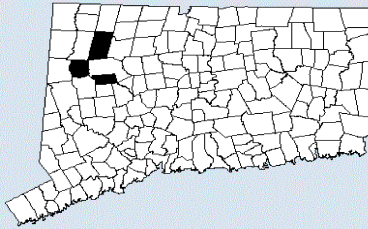# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	5
Enrollment	971
Per Pupil Expenditures[1]	$17,360
Total Expenditures[1]	$17,394,518

[1]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)

Contents

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).

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	511	52.6	48.3
Male	460	47.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	6	0.6	4.7
Black or African American	12	1.2	12.9
Hispanic or Latino	32	3.3	22.1
Pacific Islander	*	*	0.0
Two or More Races	16	1.6	2.5
White	898	92.5	57.2
English Language Learners	8	0.8	6.3
Eligible for Free or Reduced-Price Meals	149	15.3	37.6
Students with Disabilities[1]	135	13.9	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	24	5.0	*	*
Male	19	4.4	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	39	4.6	46	5.1
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	13	9.6	11	7.0
Students with Disabilities	14	10.2	15	9.4
District	43	4.7	50	5.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 27

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	69.8
Paraprofessional Instructional Assistants	2.5
Special Education	
Teachers and Instructors	10.7
Paraprofessional Instructional Assistants	20.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.6
School Level	4.8
Library/Media	
Specialists (Certified)	0.6
Support Staff	2.5
Instructional Specialists Who Support Teachers	7.6
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	43.8

[1]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

	District		State
	Count	Percent of Total (%)	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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	105	100.0	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]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	6.8	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	0	0.0
White	51	54.3	57	66.3
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	7	*	*	*
Students with Disabilities	8	*	*	*
District	56	54.4	57	65.5
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	48	94.1
Other Health Impairment	14	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	79	77.5
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	8	1.0	1.5
Emotional Disturbance	9	1.1	1.0
Intellectual Disability	*	*	0.5
Learning Disability	51	6.5	4.4
Other Health Impairment	19	2.4	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	11	1.4	1.9
All Disabilities	108	13.7	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	9,605,885	9,654	9,134
Instructional Supplies and Equipment	482,962	485	334
Improvement of Instruction and Educational Media Services	750,854	755	498
Student Support Services	1,144,007	1,150	1,001
Administration and Support Services	2,002,375	2,012	1,694
Plant Operation and Maintenance	1,911,899	1,922	1,572
Transportation	893,001	949	813
Costs of Students Tuitioned Out	302,782	N/A	N/A
Other	300,753	302	186
Total	17,394,518	17,360	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	653,313	657	1,272

[3]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	1,339,680	40.7	35.1
Noncertified Personnel	737,580	22.4	14.2
Purchased Services	202,903	6.2	5.2
Tuition to Other Schools	302,782	9.2	22.0
Special Ed. Transportation	217,600	6.6	8.6
Other Expenditures	491,674	14.9	14.9
Total Expenditures	3,292,219	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	82.8	83.8
State	9.6	8.4
Federal	1.8	1.9
Tuition & Other	5.7	5.9

[4]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).

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	14	*	14	*	7	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	377	72.2	370	61.5	212	62.8
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	50	68.2	50	59.4	36	57.3
Not Eligible for Free or Reduced-Price Meals	356	72.4	349	61.4	191	63.3
Students with Disabilities	63	56.6	62	44.7	39	49.2
Students without Disabilities	343	74.7	337	64.2	188	65.1
High Needs	104	62.6	103	51.9	65	53.6
Non-High Needs	302	75.1	296	64.3	162	65.9
District	406	71.9	399	61.1	227	62.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	71.9	66.0	52.6	88.6	241	71.0
Curl Up	93.8	94.0	94.7	97.1	241	95.0
Push Up	85.9	82.0	96.5	91.4	241	89.2
Mile Run/PACER	71.9	74.0	61.4	54.3	241	64.7
All Tests - District	46.9	52.0	36.8	50.0	241	46.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

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

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	93	93.5	89.8	Yes	90.3
State[4]		87.0			

[1]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.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.7	53	51.0
Male	61.6	28	32.6
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	72.2	77	42.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	68.2	*	*
Students with Disabilities	*	*	*
District	72.6	81	42.6
State	67.2		37.3

[5]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

[6]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[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	85.7	88.1
Male	72.7	91.7
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	*	89.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	85.7	*
Students with Disabilities	*	*
District	79.1	89.4
State	72.6	88.8

[7]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.

[8]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

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	71.9	75	95.9	100	95.9	67.9
	High Needs Students	62.6	75	83.5	100	83.5	56.7
Math Performance Index	All Students	61.1	75	81.5	100	81.5	59.3
	High Needs Students	51.9	75	69.2	100	69.2	47.8
Science Performance Index	All Students	62.4	75	83.1	100	83.1	56.5
	High Needs Students	53.6	75	71.4	100	71.4	45.9
Chronic Absenteeism	All Students	4.7%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.5%	<=5%	43.0	50	86.0	17.3%
Preparation for CCR	% Taking Courses	59.5%	75%	39.6	50	79.3	66.1%
	% Passing Exams	42.6%	75%	28.4	50	56.8	37.3%
On-track to High School Graduation		85.3%	94%	45.4	50	90.8	85.6%
4-year Graduation All Students (2014 Cohort)		93.5%	94%	99.5	100	99.5	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		100.0%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		79.1%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		81.7% | 46.5%	75%	15.5	50	31.0	87.6% | 51.0%
Arts Access		29.7%	60%	24.8	50	49.6	45.7%
Accountability Index				**1030.9**	**1250**	**82.5**	

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	62.6	12.4	17.3	
Math Performance Index Gap	64.3	51.9	12.4	19.6	
Science Performance Index Gap	65.9	53.6	12.3	17.2	
Graduation Rate Gap	93.9%	100.0%	-6.1%	15.2%	N

[1]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.

[2]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	91.2
	High Needs Students	84.9
Math	All Students	89.4
	High Needs Students	84.1
Science	All Students	100.0
	High Needs Students	100.0

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: 50.1

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

Equitable Allocation of Resources among District Schools