

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



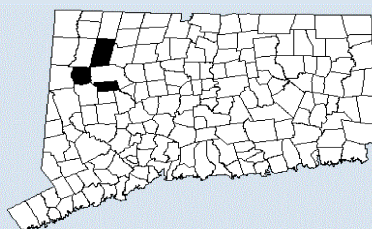
## Regional School District 06

Mr. Edward Drapp, Superintendent • 860-567-7400 • [www.rsd6.org](http://www.rsd6.org)

### District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	996
Per Pupil Expenditures <sup>1</sup>	\$16,734
Total Expenditures <sup>1</sup>	\$17,303,161

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	513	51.5	48.3
Male	483	48.5	51.6
American Indian	*	*	0.2
Asian	6	0.6	4.6
Black or African American	10	1.0	12.9
Hispanic or Latino	30	3.0	21.2
Pacific Islander	*	*	0.0
White	926	93.0	58.4
Two or More Races	17	1.7	2.3
English Language Learners	6	0.6	5.7
Eligible for Free or Reduced-Price Meals	139	14.0	37.3
Students with Disabilities <sup>1</sup>	136	13.7	12.8

<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	20	4.1	7	1.3
Male	22	4.8	57	11.6
Black or African American	*	*	0	*
Hispanic or Latino	0	0.0	*	*
White	38	4.3	58	6.2
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	12	9.0	21	13.6
Students with Disabilities	9	6.7	16	10.2
District	42	4.4	64	6.3
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 46**

<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 2013-14

## Regional School District 06

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	74.9
Paraprofessional Instructional Assistants	2.5
<b>Special Education</b>	
Teachers and Instructors	9.3
Paraprofessional Instructional Assistants	16.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	5.6
<b>Library/Media</b>	
Specialists (Certified)	1.8
Support Staff	2.5
Instructional Specialists Who Support Teachers	11.2
Counselors, Social Workers and School Psychologists	5.7
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	44.4

<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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	117	100.0	91.7

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

	Percent of Total (%)
District	97.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0	0	0
White	0	0	0	0
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	0	0	0	0
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	47	92.2
Other Health Impairment	18	85.7
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	86	80.4
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

## Regional School District 06

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	1.1	1.4
Emotional Disturbance	9	1.1	1.0
Intellectual Disability	*	*	0.4
Learning Disability	51	6.2	4.2
Other Health Impairment	21	2.5	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	10	1.2	1.9
All Disabilities	111	13.4	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

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

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,462,797	9,223	8,769
Instructional Supplies and Equipment	653,814	637	275
Improvement of Instruction and Educational Media Services	674,128	657	487
Student Support Services	1,130,026	1,101	965
Administration and Support Services	1,954,500	1,905	1,600
Plant Operation and Maintenance	1,867,258	1,820	1,472
Transportation	967,162	985	786
Costs of Students Tuitioned Out	304,622	N/A	N/A
Other	288,854	282	178
Total	17,303,161	16,734	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	675,713	659	1,434
-----------------------------------	---------	-----	-------

<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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,346,231	42.9	35.6
Noncertified Personnel	656,334	20.9	14.5
Purchased Services	177,090	5.6	5.0
Tuition to Other Schools	304,622	9.7	21.4
Special Ed. Transportation	208,612	6.6	8.5
Other Expenditures	444,678	14.2	14.9
Total Expenditures	3,137,567	100.0	100.0
PK-12 Expenditures Used for Special Education		18.1	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.5	90.1
State	8.0	8.3
Federal	1.6	1.6
Tuition & Other	0.0	0.0

<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 2013-14

## Regional School District 06

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	79.4	81.2	80.6	82.1	.	.	.	.	
Students with Disabilities	70.1	70.0	58.3	57.8	.	.	.	.	
High Needs	74.1	74.1	70.2	70.3	.	.	.	.	
District	88.0	87.7	87.1	86.1	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	.	.	65.8	61.8	.	.	.	.	
District	83.1	82.0	80.9	81.4	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	46.2	67.5	73.8	75.0	312	67.9
Curl Up	84.6	91.3	98.8	94.0	312	92.9
Push Up	84.6	81.3	92.5	83.0	312	85.3
Mile Run/PACER	67.3	65.0	67.5	50.0	312	61.2
All Tests - District	40.4	41.3	50.0	36.0	312	41.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## Regional School District 06

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
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	97	95.9	89.3	Yes	89.8
State <sup>4</sup>		85.5			

<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 2012-13 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	87.6	39	43.8
Male	66.7	32	35.6
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	0	*
White	76.7	*	*
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	65.2	8	34.8
Students with Disabilities	*	0	*
District	77.1	71	39.7
State	72.9		37.6

<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

<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.

Copyright © 2014 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2014

### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	84.0	88.1
Male	57.1	90.9
Black or African American	N/A	N/A
Hispanic or Latino	57.1	*
White	71.9	88.7
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	71.7	89.1
State	72.7	88.5

<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 2013-14

## Regional School District 06

### Narratives

---

Parents and students have choice to the CREC area magnet schools.

The student council service projects support local communities with clothes, food, and cards.

A drummer and dancers from Waterbury worked with students to learn African dance. Newly formed connection with local Friends and Neighbors organization provides students qualifying for Free and Reduced with healthy snacks for the weekend.

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)

Staff and students at Wamogo established a Peer Leaders Group whose purpose was to unify the student body and promote a positive school climate for all students. They chose the motto "Friendship and Respect" (F.A.R.) to signify their commitment to a positive environment. The presence of this group has increased awareness and tolerance among and between different groups of students.

Staff at Wamogo also created 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.

A presentation and subsequent workshops by the Reverend Arthur Deacon promoted the idea that "It's Cool Bein' Me". This program was presented to and engaged all students in grades 7 through 12.

The themes of making positive choices and suicide prevention were supported through two high school programs "Ryan's Story" and Jeffrey Veatch. Both of these programs were designed to promote a nurturing and connected school culture.

Additionally, the Anti-Defamation League worked with our Middle School to increase awareness and tolerance of differences. Our Middle School also hosts programming with a local organization to improve tolerance and respect differences through a series of bullying workshops.

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

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.

# District Profile and Performance Report for School Year 2013-14

## Regional School District 06

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

Region 6 allocates resources to ensure equity and address needs each year through the budget process. The budget for each school is presented to the Board of Education and each of the three communities to ensure a transparent process. Principals and program directors work with staff to create a financial plan for the following year. As part of this process, principals and directors present their budget to the Superintendent of Schools, who, in turn, presents the budget to a fiscal Subcommittee of the Board of Education.