Connecticut State Department of Education

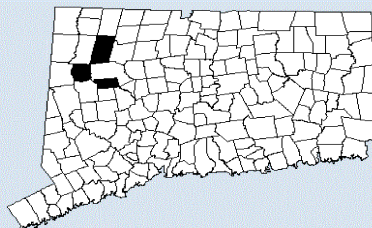# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

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	5
Enrollment	917
Per Pupil Expenditures[1]	$21,554
Total Expenditures[1]	$19,721,677

[1] *Expenditure data reflect the 2018-19 school year.*

Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	488	53.2	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	7	0.8	5.2
Black or African American	11	1.2	12.7
Hispanic or Latino of any race	36	3.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	28	3.1	3.8
White	829	90.4	51.1
English Learners	13	1.4	8.3
Eligible for Free or Reduced-Price Meals	220	24.0	43.3
Students with Disabilities[3]	157	17.1	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	55	12.2	12	2.4
Male	33	8.2	26	6.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	79	10.3	33	3.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	31	14.8	8	3.6
Students with Disabilities	23	16.8	14	8.4
District	88	10.3	38	4.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 35

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

[5] This column displays 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	71.5
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	11.6
Paraprofessional Instructional Assistants	20.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	6.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	51.9

[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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.9	0.1
White	107	99.1	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	72	87.8	101	97.1
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	23	85.2	26	96.3
Students with Disabilities	11	*	12	*
District	81	89.0	111	96.5
State		75.8		84.8

[2] 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[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	45	93.8
Other Health Impairment	20	71.4
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	86	72.3
State		67.8

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

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	10	1.5	2.0
Emotional Disturbance	10	1.5	1.1
Intellectual Disability	8	1.2	0.5
Learning Disability	48	7.1	5.7
Other Health Impairment	30	4.4	3.3
Other Disabilities	9	1.3	1.1
Speech/Language Impairment	14	2.1	1.8
All Disabilities	129	19.1	15.6

[1] This 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 District[2]

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

[2] This 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]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$8,125,787	$8,881	$10,923
Support services - students	$1,514,354	$1,664	$1,277
Support services - instruction	$498,500	$548	$682
Support services - general administration	$359,799	$395	$467
Support services - school based administration	$1,044,843	$1,148	$1,021
Central and other support services	$4,080,312	$4,484	$679
Operation and maintenance of plant	$1,635,680	$1,797	$1,718
Student transportation services	$967,310	$1,129	$1,288
Food services	.	.	$12
Enterprise operations	$363,853	$400	$163
Minor school construction	$1,131,240	$1,243	$59
Total	$19,721,677	$21,554	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$1,452,609	39.3	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	$815,663	22.1	11.1
Employee Benefits	$539,775	14.6	13.0
Purchased Services Other Than Transportation	$276,019	7.5	5.7
Special Education Tuition	$341,062	9.2	22.5
Supplies	$23,788	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$149,966	4.1	8.0
Equipment	.	.	0.2
All Other Expenditures	$94,686	2.6	0.1
Total	$3,693,569	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.7	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	86.1
State	5.1
Federal	1.3
Tuition & Other	7.4

[4] Revenue 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

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

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

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	22	90.9
Students with Disabilities	18	*
District	89	97.8
State		88.5

[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.

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	88.9	83.0
Male	65.1	70.8
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	77.1	77.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	*	*
District	77.3	78.9
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	10.3%	<=5%	12.2%
	High Needs Students	15.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	93.2%	75%	80.4%
On-track to High School Graduation		99.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		96.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		77.2%	75%	71.5%
Arts Access		52.8%	60%	51.8%

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]
Graduation Rate Gap	94.0%	96.8%	-2.8%	10.9%	N

[1] If 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.
[2] If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

improving special education programs and services for students with disabilities.

During the 2019-2020 school year, RSD6 completed an update of our Life Skills Program space to specifically provide an ADA compliant kitchen, updated sensory room and upgraded work spaces that offer access to all students. Additionally, we became a Public School-Based Transition Programs (PSBTPs) registered with the Department of Education. RSD6 expanded services for students with Emotional Disabilities to include specialized transportation, full-time counseling support and a dedicated classroom. RSD6 continues to provide extensive services to students with learning disabilities including continuing professional development toward increased licensure with the Academy of Orton-Gillingham.

truancy prevention.

Weekly attendance meetings are conducted to assess student progress and issues with attendance. Anyone meeting the criteria for chronic absenteeism and those approaching the criteria are discussed and referred for intervention. Interventions include: Attendance meetings, outreach to the parents, referrals to community resources, assessment of social / emotional / physical and learning needs, referrals to Special Education, 504 and/or Student Intervention Team, home visits, coordination with physician and other community providers, regular check in's with a mental health team staff member, possible referral to RSD6 school avoidance program. RSD6 school avoidance program offers credit recovery services, specialized transportation, alternative hours, home/school collaboration, daily home visits as needed, parent education, stand alone classroom with its own entrance, bathrooms, access to counseling services, lunch space, and staffing.

engaging families in student learning including: Efforts to build staff skills to partner effectively with all families;.Efforts to engage parents in the planning and improvement of school programs, and.Activities undertaken to support parents in working at home with their children on learning activities.

School administrators regularly offer and hold open discussions (e.g. Principal Advisory) meetings with families and community members.

Superintendent conducts a minimum of six in-person town tours (3 in the Fall, 3 in the Spring) to engage families and community members in discussion on school needs, budget and other district concerns they may have.

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).

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).

New feature on website, "Educational Opportunities" that offers families and community members educational opportunities for students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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.

District initiative that included all families and staff on the book selection: Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race, by Margot Lee Shetterly that included grade level lessons and activities with planned community movie.

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

Wamogo Pride Coalition, student run club inclusive of diversity and culture at the middle and high school level.

Cultural Conversations. School and community based group holding discussions on culturally responsive leadership with efforts to further enhance at the school level awareness and understanding of various cultures.

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

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.

Budget lines allocated on a per/student basis.