Connecticut State Department of Education

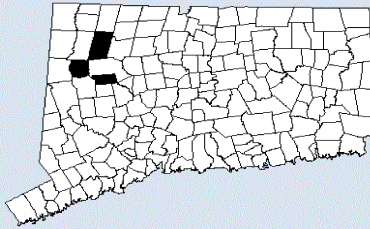# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

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	986
Per Pupil Expenditures[1]	$18,201
Total Expenditures[1]	$17,819,184

[1]Expenditure data reflect the 2014-15 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 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	515	52.2	48.3
Male	471	47.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	7	0.7	4.9
Black or African American	13	1.3	12.8
Hispanic or Latino	29	2.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	27	2.7	2.7
White	903	91.6	55.9
English Learners	8	0.8	6.4
Eligible for Free or Reduced-Price Meals	142	14.4	38.0
Students with Disabilities[1]	147	14.9	13.7

[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	21	4.4	9	1.8
Male	23	5.2	51	10.7
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	38	4.5	54	6.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	11.2	15	10.0
Students with Disabilities	8	5.7	18	11.0
District	44	4.8	60	6.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 15

Number of school-based arrests: Fewer than 6

[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	72.5
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	14.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	5.5
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	102.0
Other Staff Providing Non-Instructional Services/Support	149.5

[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	1	0.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	110	99.1	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	92.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.8	9.4

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	*	*	*	*
White	83	78.3	61	66.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	7	*	8	*
Students with Disabilities	8	*	7	*
District	87	77.0	67	66.3
State		61.2		73.9

[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	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	44	88.0
Other Health Impairment	12	60.0
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	81	71.7
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	11	1.4	1.6
Emotional Disturbance	9	1.1	1.0
Intellectual Disability	*	*	0.5
Learning Disability	50	6.4	4.6
Other Health Impairment	21	2.7	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	14	1.8	1.9
All Disabilities	118	15.1	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	9,609,942	9,969	9,387
Instructional Supplies and Equipment	395,678	410	318
Improvement of Instruction and Educational Media Services	782,661	812	541
Student Support Services	1,206,818	1,252	1,048
Administration and Support Services	2,165,117	2,246	1,790
Plant Operation and Maintenance	1,931,750	2,004	1,608
Transportation	1,000,775	1,122	845
Costs of Students Tuitioned Out	411,423	N/A	N/A
Other	315,020	327	194
Total	17,819,184	18,201	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	627,813	651	1,524

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,377,384	39.2	35.1
Noncertified Personnel	647,843	18.4	14.5
Purchased Services	368,221	10.5	5.5
Tuition to Other Schools	411,423	11.7	21.6
Special Ed. Transportation	229,431	6.5	8.3
Other Expenditures	477,165	13.6	15.0
Total Expenditures	3,511,467	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	83.6	83.1
State	8.9	9.1
Federal	1.4	1.4
Tuition & Other	6.2	6.4

[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	6	*	6	*	*	*
Hispanic or Latino	13	*	13	*	13	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	6	*	6	*	*	*
White	395	70.4	395	62.6	228	60.9
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	66	65.5	66	58.2	48	56.5
Not Eligible for Free or Reduced-Price Meals	361	70.9	361	62.6	205	61.7
Students with Disabilities	73	50.3	73	43.7	56	46.6
Students without Disabilities	354	74.1	354	65.7	197	64.7
High Needs	121	58.7	121	51.1	88	51.7
Non-High Needs	306	74.5	306	66.3	165	65.5
District	427	70.1	427	62.0	253	60.7

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	71.4	48.0	74.3	*	132	65.2
Curl Up	88.6	88.0	100.0	*	132	92.4
Push Up	88.6	82.0	97.1	*	132	87.1
Mile Run/PACER	74.3	54.0	85.7	*	132	67.4
All Tests - District	48.6	22.0	68.6	*	132	43.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

[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]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	87	95.4	90.3	Yes	90.7
State[4]		87.2			

[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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 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	99.1	58	50.0
Male	98.0	43	43.9
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.5	95	48.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	8	33.3
Students with Disabilities	*	*	*
District	98.6	101	47.2
State	95.6		40.7

[5]College 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
- 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 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	91.1	86.1
Male	52.5	90.6
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	73.8	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	72.9	88.2
State	71.9	88.3

[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 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	70.1	75	46.7	50	93.4	67.7
	High Needs Students	58.7	75	39.2	50	78.3	56.7
Math Performance Index	All Students	62.0	75	41.3	50	82.6	61.4
	High Needs Students	51.1	75	34.1	50	68.1	49.9
Science Performance Index	All Students	60.7	75	40.5	50	80.9	57.5
	High Needs Students	51.7	75	34.4	50	68.9	47.0
ELA Academic Growth	All Students	63.2%	100%	63.2	100	63.2	63.8%
	High Needs Students	53.8%	100%	53.8	100	53.8	58.3%
Math Academic Growth	All Students	59.7%	100%	59.7	100	59.7	65.0%
	High Needs Students	52.6%	100%	52.6	100	52.6	57.4%
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.6%	<=5%	42.7	50	85.4	15.6%
Preparation for CCR	% Taking Courses	72.0%	75%	48.0	50	96.0	67.6%
	% Passing Exams	47.2%	75%	31.5	50	62.9	40.7%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		95.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		95.0%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		72.9%	75%	97.3	100	97.3	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		46.0% | 43.2%	75%	0.0	50	0.0	89.2% | 50.5%
Arts Access		28.9%	60%	24.1	50	48.2	47.5%
Accountability Index				**1009.0**	**1350**	**74.7**	

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	74.5	58.7	15.8	16.5	
Math Performance Index Gap	66.3	51.1	15.2	18.9	
Science Performance Index Gap	65.5	51.7	13.9	17.2	
Graduation Rate Gap	94.0%	95.0%	-1.0%	15.3%	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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	96.0
	High Needs Students	93.8
Math	All Students	96.0
	High Needs Students	93.8
Science	All Students	98.5
	High Needs Students	98.9

[3]Minimum participation standard is 95%.

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: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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. (collected homemade cards for shut-ins, food drive for the local food bank, hat and mitten drive).

A drummer and dancers from Waterbury worked with students to learn African dance. Newly formed connection with local Friends and Neighbors organization to provide 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).

Regional School District No. 6 has undertaken several initiatives that are designed to increase and expand interactions among students with varying backgrounds.

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.

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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.   .