

STRATEGIC SCHOOL PROFILE 2009-10**Regional School District 16**

JAMES C. AGOSTINE, Superintendent

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Prospect,
ConnecticutWebsite: www.region16ct.org

This regional school district serves Beacon Falls, Prospect

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: New Haven

Town Population in 2000: 13,953

1990-2000 Population Growth: 8.5%

Number of Public Schools: 5

Per Capita Income in 2000: \$26,247

Percent of Adults without a High School Diploma in 2000*: 13.1%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%

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, 2009 2,585
5-Year Enrollment Change -3.0%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	293	11.3	12.9	32.6
K-12 Students Who Are Not Fluent in English	29	1.2	0.7	5.4
Students Identified as Gifted and/or Talented*	126	4.9	3.7	4.1
PK-12 Students Receiving Special Education Services in District	262	10.1	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	183	92.0	87.2	80.5
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	52	12.5	12.9	13.6

*15.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	21	0.8
Black	58	2.2
Hispanic	75	2.9
White	2,429	94.0
Total Minority	156	6.0

Percent of Minority Professional Staff: 0.9%

Non-English Home Language:

3.1% 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 16.

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.

Over the past several years, we have placed an emphasis on highlighting diversity with the integration of programs and studies of different cultures throughout all areas of the curriculum. In accordance with Connecticut law, the Region #16 school district continues to provide numerous opportunities for Region #16 students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. A variety of programs and experiences are offered throughout the school year. We are increasingly adding books to both our library and classroom collections that have cultural diversity themes. Our music, art, and physical education classes across all grade levels also emphasize different cultural diversity themes. Students are learning about other cultures through art, dance, vocal and instrumental music, sports, and physical activities. Both the middle school and high school offer course offerings to increase understanding of diversity. Other programs that support our goal in increasing understanding of differences in people and different cultures are Character Counts and Words Can Hurt. Students in our district from Russia, Portugal, Brazil, Albania, and China share their culture with their classmates. The PTO at each school arranges and presents assembly programs and offers numerous activities to highlight diversity in our world. Region #16 participates in several regional programs through Area Cooperative Educational Services (ACES) as a cooperating district in both the school year and during the summer months. Region #16 is also represented on numerous committees and initiatives to promote interdistrict collaboration such as the Minority Staff Recruitment Advisory Committee, ACES Curriculum Committee, and other regional initiatives.

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
Grade 3 Reading	57.6	57.0	33.7
Writing	69.8	58.3	63.8
Mathematics	57.5	62.4	25.2
Grade 4 Reading	67.3	59.9	47.8
Writing	70.1	63.6	46.9
Mathematics	71.9	67.0	43.4
Grade 5 Reading	70.7	61.8	54.5
Writing	78.5	68.2	59.0
Mathematics	80.2	72.4	54.8
Science	74.6	59.4	60.2
Grade 6 Reading	83.4	74.9	55.8
Writing	80.2	65.9	69.5
Mathematics	72.0	70.7	35.0
Grade 7 Reading	83.0	77.4	41.6
Writing	72.6	61.2	57.8
Mathematics	77.5	68.5	52.6
Grade 8 Reading	73.6	73.3	32.5
Writing	58.5	62.6	26.1
Mathematics	68.5	67.3	35.7
Science	66.0	62.8	36.3

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.

For more detailed CMT 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."

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
Reading Across the Disciplines	43.2	45.9	36.4
Writing Across the Disciplines	64.2	59.6	49.6
Mathematics	45.5	48.7	35.6
Science	45.9	45.3	41.7

For more detailed 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."

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
	50.5	50.7	47.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.7	68.5	
Average Score	Mathematics	533	508	65.9
	Critical Reading	516	503	54.3
	Writing	522	506	56.6

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, Class of 2009	94.5	91.3	45.4
2008-09 Annual Dropout Rate for Grade 9 through 12	1.0	3.0	55.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.8	84.5
% Employed (Civilian Employment and in Armed Services)	6.4	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	164.70
Paraprofessional Instructional Assistants	5.77
Special Education	
Teachers and Instructors	18.00
Paraprofessional Instructional Assistants	43.37
Library/Media Specialists and/or Assistants	8.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	11.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.50
Counselors, Social Workers, and School Psychologists	16.60
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	124.61

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	15.1	13.8
% with Master's Degree or Above	83.1	79.5	77.8

Average Class Size	District	DRG	State
Grade K	18.3	16.3	18.5
Grade 2	19.5	18.3	19.7
Grade 5	23.4	19.4	21.1
Grade 7	21.3	19.3	20.8
High School	20.7	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,008	997	992
Middle School	1,038	1,023	1,018
High School	1,004	1,026	1,006

*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*	2.7	2.6	3.2
Middle School	2.9	2.2	2.5
High School	2.0	1.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$16,568	\$6,353	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$755	\$289	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$2,111	\$809	\$474	\$410	\$459
Student Support Services	\$2,173	\$833	\$863	\$912	\$859
Administration and Support Services	\$3,498	\$1,341	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$3,666	\$1,406	\$1,469	\$1,482	\$1,462
Transportation	\$2,154	\$802	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$1,123	N/A	N/A	N/A	N/A
Other	\$508	\$195	\$163	\$189	\$162
Total	\$32,555	\$12,285	\$13,458	\$13,230	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,074	\$1,562	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,331,436	19.4	19.3	20.7

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	62.3	35.5	2.2	0.1
Excluding School Construction	65.0	32.4	2.5	0.1

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.

The Region 16 Board of Education is committed to providing equitably for the achievement, safety, and well-being of every student. Building level principals and central office administrators work together, to develop a budget that addresses the schools' needs and also supports the goal of our district. The Region 16 budget provides funds for regional control and local control. The budget provides the schools with instructional resources, technology hardware and software, professional development, and technical services. Various district-wide committees direct decisions for the expenditures. For example, curriculum committees are active in the revision of grade level benchmarks, direct the adoption of new textbooks and endorse the purchase of instructional materials. Schools administer their budget expenditures through the school year making decisions on the reallocation of funds as required to ensure that students and teachers are provided resources that are necessary for classroom instruction. The District budget submitted to the Board of Education is equitable to all schools because it reflects the needs to carry out the educational program of each building.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	254
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

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	36	1.4	0.9	1.0
Learning Disability	65	2.5	3.8	3.9
Intellectual Disability	8	0.3	0.4	0.5
Emotional Disturbance	11	0.4	0.7	1.0
Speech Impairment	51	2.0	2.7	2.2
Other Health Impairment*	60	2.4	1.9	2.1
Other Disabilities**	23	0.9	0.7	0.9
Total	254	9.9	11.2	11.6

*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 2008-09 with a Standard Diploma	80.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

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	23.3	31.6	73.1	67.5
	Writing	16.8	19.6	71.5	63.3
	Mathematics	33.3	32.9	71.4	68.1
	Science	20.9	23.7	70.0	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	43.2	45.9
	Writing Across the Disciplines	5.6	16.8	64.2	59.6
	Mathematics	N/A	N/A	45.5	48.7
	Science	5.6	13.0	45.9	45.3

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	18.0
	% With Accommodations	82.0
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		12.5

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	0	0.0
Private Schools or Other Settings	11	4.3

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	185	72.8	74.9	73.4
40.1 to 79.0 Percent of Time	53	20.9	18.0	15.3
0.0 to 40.0 Percent of Time	16	6.3	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Regional School District #16 has worked in a strategic and systemic fashion to analyze student outcomes, align our instructional programs with state curriculum frameworks and establish professional learning communities and data teams to improve and enhance the educational system. The students in Region #16 continue to make good progress and improve their achievement as measured by the Connecticut Mastery Test, Connecticut Academic Performance Test, PSAT's, SAT's and Advanced Placement Tests, as well as by in-district assessments. The District Leadership team develops and implements a Continuous Improvement Plan which includes specific action plans to improve student achievement in all subject areas, focusing closely on areas needing the greatest improvement. Our focus during the upcoming school year will be to improve our third graders' performance in Reading, and to improve our ability to teach reader text connections across the district. Additionally, each school has created a plan to increase student achievement to meet or exceed the 2011 Adequate Yearly Progress benchmarks. All of our schools have made Adequate Yearly Progress (AYP) under the No Child Left Behind federal legislation. Focused monitoring during the 2009-2010 school year was successful in helping our two middle school subgroups reach Safe Harbor. Our students with disabilities continue to make significant academic progress, keeping up with or surpassing the achievement of their non-disabled peers. The family/school partnership is a key component in the education of Region #16 students with disabilities. Region #16 personnel work collaboratively with parents, extended family members, and community professionals to enhance the learning process for children. Region #16 has provided many opportunities for engaging parents in their children's special education program. Together, parents and teachers work collaboratively to improve students' educational and/or social and emotional development.
