

STRATEGIC SCHOOL PROFILE 2010-11**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, 2010 2,536
5-Year Enrollment Change -4.9%

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	314	12.4	13.7	34.1
K-12 Students Who Are Not Fluent in English	25	1.0	0.7	5.6
Students Identified as Gifted and/or Talented*	106	4.2	3.5	4.0
PK-12 Students Receiving Special Education Services in District	259	10.2	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	184	98.4	86.3	80.2
Homeless	3	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	46	13.3	13.9	13.2

*1.9 % 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	23	0.9
Black	57	2.2
Hispanic	137	5.4
Pacific Islander	1	0.0
White	2,286	90.1
Two or more races	30	1.2
Total Minority	250	9.9

Percent of Minority Professional Staff: 0.9%

Non-English Home Language:

3.2% 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 22.

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. Students participated in Pen Pal exchange and visitation. Thematic units on studies of Native Americans, holidays and customs of different cultures, and mathematics of world systems were evident in classrooms. Students participated in field trips to understand different cultures and utilized university and college offerings in world language programs. 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. Music, art, and physical education teachers all incorporate awareness of diversity in their programs. Both the middle school and high school offer course offerings to increase understanding of diversity. Our district implemented a policy on anti-bullying. All staff members were trained including certified and noncertified and bus drivers and bus aides. To continue the implementation, guidance counselors and social workers conducted related lessons in grades K-8. 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. Students who are fluent in a second language have also taught their classmates to speak common phrases in their language and to identify common words. Our community and PTOs are also supportive of our efforts to help our students understand and appreciate diversity in others. Individuals from our community who have different ethnic backgrounds share their beliefs and traditions in our classrooms. The PTO at each school arranges and presents assembly programs to highlight diversity in our world. The Superintendent is actively involved in a recruitment program focusing on attracting qualified minority candidates for openings within the school system. We currently participate in job fairs and recruitment efforts with several institutions such as University of Hartford, University of Connecticut, Southern Connecticut State University, and St. Joseph's College.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	65.8	58.4	49.4	
Writing	66.7	61.1	50.9	
Mathematics	73.4	63.0	62.1	
Grade 4 Reading	67.1	62.5	44.2	
Writing	69.0	65.5	39.6	
Mathematics	74.4	67.0	49.4	
Grade 5 Reading	72.4	61.4	55.8	
Writing	75.9	66.8	50.9	
Mathematics	76.0	72.5	41.1	
Science	73.6	59.9	59.5	
Grade 6 Reading	76.7	76.0	31.5	
Writing	74.9	65.2	58.3	
Mathematics	71.1	71.3	36.3	
Grade 7 Reading	87.1	77.8	58.6	
Writing	66.8	58.9	55.1	
Mathematics	75.1	68.4	48.7	
Grade 8 Reading	84.0	74.7	53.5	
Writing	74.3	64.8	49.0	
Mathematics	78.2	66.6	52.9	
Science	78.5	63.1	60.5	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	52.2	44.7	51.5	
Writing Across the Disciplines	74.7	61.2	63.9	
Mathematics	52.8	49.5	44.4	
Science	48.4	47.0	42.1	

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
	57.0	51.0	60.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.8	70.6	
Average Score	Mathematics	489	510	29.8
	Critical Reading	493	505	32.8
	Writing	500	510	37.4

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, Adjusted Cohort Rate 2010	89.4	81.8	55.7
2009-10 Annual Dropout Rate for Grade 9 through 12	0.4	2.8	71.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.4	84.8
% Employed (Civilian Employment and in Armed Services)	9.6	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	165.60
Paraprofessional Instructional Assistants	105.00
Special Education	
Teachers and Instructors	18.80
Paraprofessional Instructional Assistants	1,347.02
Library/Media Specialists and/or Assistants	7.75
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	13.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.50
Counselors, Social Workers, and School Psychologists	17.60
School Nurses	104.50
Other Staff Providing Non-Instructional Services and Support	430.54

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	14.0	15.2	13.9
% with Master's Degree or Above	85.4	81.0	79.0

Average Class Size	District	DRG	State
Grade K	15.6	16.7	18.4
Grade 2	19.4	18.1	19.9
Grade 5	21.9	19.7	21.2
Grade 7	22.5	19.6	20.6
High School	19.4	17.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,008	993	992
Middle School	1,053	1,025	1,017
High School	1,004	1,027	1,010

*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	3.1
Middle School	2.8	2.0	2.4
High School	2.0	1.8	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$18,983	\$7,344	\$8,232	\$7,996	\$8,237
Instructional Supplies and Equipment	\$517	\$200	\$299	\$280	\$300
Improvement of Instruction and Educational Media Services	\$1,991	\$770	\$477	\$396	\$463
Student Support Services	\$2,351	\$909	\$875	\$924	\$872
Administration and Support Services	\$3,558	\$1,377	\$1,433	\$1,460	\$1,459
Plant Operation and Maintenance	\$3,172	\$1,227	\$1,421	\$1,405	\$1,410
Transportation	\$1,889	\$710	\$701	\$727	\$692
Costs for Students Tuitioned Out	\$1,068	N/A	N/A	N/A	N/A
Other	\$454	\$175	\$161	\$179	\$159
Total	\$33,983	\$12,956	\$13,878	\$13,766	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,568	\$1,380	\$1,622	\$1,611	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,610,895	19.5	20.1	21.5

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	64.5	29.5	5.9	0.1
Excluding School Construction	66.9	26.5	6.5	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 wellbeing 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 Mission and Strategic Plan of our district. 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. Each school receives a local control budget of approximately \$150 per student that supports the school's needs. The Board of Education holds budget workshops from January through May to receive input from the community and parents and presents the budget to the Finance Committee for both towns that our region serves. A hearing and referendum on the budget is conducted in late spring of each year.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	253
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

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	39	1.6	N/A	1.1
Learning Disability	49	1.9	N/A	3.9
Intellectual Disability	10	0.4	N/A	0.4
Emotional Disturbance	15	0.6	N/A	1.0
Speech Impairment	57	2.3	N/A	2.2
Other Health Impairment*	63	2.5	N/A	2.1
Other Disabilities**	20	0.8	N/A	0.9
Total	253	10.1	N/A	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 2009-10 with a Standard Diploma	82.6	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	30.8	33.0	75.8	68.6
	Writing	22.6	19.3	71.1	63.7
	Mathematics	26.9	33.4	74.7	68.2
	Science	17.2	21.2	76.2	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	52.2	44.7
	Writing Across the Disciplines	10.0	17.3	74.7	61.2
	Mathematics	N/A	N/A	52.8	49.5
	Science	18.2	13.1	48.4	47.0

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	18.5
	% With Accommodations	81.5
CAPT	% Without Accommodations	40.0
	% With Accommodations	60.0
% Assessed Using Skills Checklist		14.6

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	12	4.7

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	156	61.7	N/A	74.1
40.1 to 79.0 Percent of Time	77	30.4	N/A	14.9
0.0 to 40.0 Percent of Time	20	7.9	N/A	11.0

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 outcome, align our instructional programs with state curriculum frameworks and establish professional learning communities to improve and enhance the educational system. The Board of Education adopted new goals and action plans in the spring of 2008 to guide District initiatives towards improved student learning. The goals are: 1. We will develop and implement a well-articulated PK-12 curriculum in all disciplines to achieve our mission. 2. We will develop opportunities to attract and retain high quality staff. 3. We will provide the necessary materials and facilities to achieve our mission. 4. We will continually improve communications with the community in order to better inform them and develop stronger relationships. The goals were adopted for the 2008-2011 school years. Specific action plans attached to each goal prescribe a path to continuous improvement. The District has begun the implementation of a School Success Plan to enhance educational opportunities and improve student outcomes. Components include data analysis, the creation of common formative assessments, and examining student work and performances to enhance instructional practice. This work is supported by the formation of the District Professional Development Committee whose mission is to support teachers in developing their instructional skills and the District Curriculum Council that is charged with developing a well-articulated K-12 curriculum. This three to five year effort has been embraced by the entire Region 16 community. Approximately 113 students participated in the Advanced Placement courses and 77.5% scored 3 or above. Over 85% of students at Woodland Regional High School are enrolled in Fine Arts Courses. CAPT scores significantly improved in the areas of reading, science, writing, and math. An average of 82% of Woodland Regional High School students take the SAT's. The family/school partnership is a key component in the education of Region 16 students. 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. This includes a variety of activities that focus on meeting the children's needs to make them successful in their daily lives. These activities include, but are not limited to, daily/weekly communication between home and school, writing IEP goals and objectives, conducting parent information seminars, and sharing a student/parent/teacher newsletter. Region 16 is committed to working collaboratively with parents so that students can be successful now and in the future.
