

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



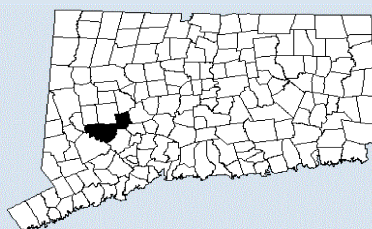
Regional School District 15

Ms. Regina Lemerich Botsford, Superintendent • 203-758-8259 • www.region15.org

District Information

Grade Range	PK-12
Number of Schools	8
Enrollment	4,002
Per Pupil Expenditures ¹	\$14,824
Total Expenditures ¹	\$61,339,796

¹Expenditure 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	1,921	48.0	48.3
Male	2,081	52.0	51.6
American Indian	*	*	0.2
Asian	204	5.1	4.6
Black or African American	57	1.4	12.9
Hispanic or Latino	176	4.4	21.2
Pacific Islander	*	*	0.0
White	3,519	87.9	58.4
Two or More Races	35	0.9	2.3
English Language Learners	36	0.9	5.7
Eligible for Free or Reduced-Price Meals	218	5.4	37.3
Students with Disabilities ¹	502	12.5	12.8

¹Students 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	81 4.2	33 1.7
Male	85 4.1	71 3.3
Black or African American	* *	* *
Hispanic or Latino	19 11.0	6 3.3
White	139 4.0	95 2.6
English Language Learners	* *	0 0.0
Eligible for Free or Reduced-Price Meals	18 7.3	14 5.6
Students with Disabilities	46 9.7	22 3.9
District	166 4.2	104 2.5
State	10.8	7.4

Number of students in 2012-13 qualified as truant under state statute: 40

²A 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.

³The 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 15

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	253.7
Paraprofessional Instructional Assistants	36.8
Special Education	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	63.4
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	22.8
Library/Media	
Specialists (Certified)	8.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	16.3
Counselors, Social Workers and School Psychologists	21.2
School Nurses	11.3
Other Staff Providing Non-Instructional Services/Support	173.7

¹In 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	1	0.3	1.0
Black or African American	3	0.8	3.5
Hispanic	5	1.3	3.6
Native American	0	0	0.1
White	366	97.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core 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	6.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	6	*
White	25	9.8	102	33.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	*	*
District	35	11.7	116	35.0
State		14.2		26.8

³Effective 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 Peers⁴

	Count	Rate (%)
Autism	39	54.9
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	148	78.3
Other Health Impairment	62	73.8
Other Disabilities	*	*
Speech/Language Impairment	56	87.5
District	319	69.5
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Regional School District 15

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	74	1.8	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	190	4.7	4.2
Other Health Impairment	84	2.1	2.5
Other Disabilities	32	0.8	1.0
Speech/Language Impairment	67	1.7	1.9
All Disabilities	470	11.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	29	6.1	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	34,307,161	8,429	8,769
Instructional Supplies and Equipment	471,710	116	275
Improvement of Instruction and Educational Media Services	1,459,408	359	487
Student Support Services	5,286,059	1,299	965
Administration and Support Services	6,068,191	1,491	1,600
Plant Operation and Maintenance	6,291,059	1,546	1,472
Transportation	3,994,707	953	786
Costs of Students Tuitioned Out	2,059,854	N/A	N/A
Other	1,401,647	344	178
Total	61,339,796	14,824	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,951,250	725	1,434
-----------------------------------	-----------	-----	-------

³Expenditures 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	5,578,870	41.2	35.6
Noncertified Personnel	2,102,907	15.5	14.5
Purchased Services	884,931	6.5	5.0
Tuition to Other Schools	1,767,352	13.0	21.4
Special Ed. Transportation	1,199,068	8.8	8.5
Other Expenditures	2,017,070	14.9	14.9
Total Expenditures	13,550,198	100.0	100.0

PK-12 Expenditures Used for Special Education	22.1	21.9
---	------	------

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.8	90.0
State	8.3	8.0
Federal	1.9	2.0
Tuition & Other	0.0	0.0

⁴Revenue 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 15

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. 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	91.1	88.1	85.5	80.7	.	.	.	.
Hispanic or Latino	91.0	91.0	90.7	92.6	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	82.4	81.8	81.6	81.5	.	.	.	.
Students with Disabilities	67.2	64.1	66.7	64.6	.	.	.	.
High Needs	71.5	69.8	72.4	70.5	.	.	.	.
District	91.2	90.7	91.5	90.5	.	.	.	.

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	.	.	.	92.1	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	68.2	54.6	62.7	64.5	.	.	.	.
High Needs	71.4	56.8	65.7	69.9	.	.	.	.
District	90.0	86.9	87.8	90.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.0	81.7	87.5	78.0	1,212	85.0
Curl Up	85.2	88.7	83.9	78.0	1,212	84.2
Push Up	75.9	85.7	80.7	68.3	1,212	78.1
Mile Run/PACER	76.8	84.1	78.4	72.0	1,212	78.1
All Tests - District	55.6	61.3	56.7	47.0	1,212	55.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2013-14

Regional School District 15

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	50	84	76.6	Yes	78.3
District	320	94.4	91.9	Yes	92.1
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.6	196	64.3
Male	81.9	180	55.2
Black or African American	*	*	*
Hispanic or Latino	83.8	22	59.5
White	82.9	325	58.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	55.2	10	34.5
Students with Disabilities	38.1	*	*
District	83.7	376	59.6
State	72.9		37.6

⁵College 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

⁶Participation 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

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

Copyright © 2015 ACT, Inc. 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 ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	86.5	93.1
Male	79.0	95.8
Black or African American	*	*
Hispanic or Latino	*	*
White	81.0	94.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	41.7	*
Students with Disabilities	60.0	86.2
District	82.5	94.3
State	72.7	88.5

⁷College 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.

⁸College 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 15

Narratives

School District Improvement Plans and Parental Outreach Activities

Improvement plans are developed annually by school administrators in collaboration with faculty. Plans are designed to address needs identified through the analysis of student performance data, parent, staff, and student surveys, and other evidence about school effectiveness. Actions include professional learning activities necessary to build faculty skill to meet the goals of the plan. Monthly reports describe activities undertaken to address the plan.

Region 15 schools value the engagement and support of its parents and implement several programs that encourage parents to work together with school personnel. District and school websites have many resources for parents including ways to help their children learn at home. Parent information nights were held across the schools to introduce parents to Common Core standards. Other parent programs included orientation programs for parents of students entering kindergarten, middle school, or high school and transition evenings for parents of special education students changing schools. Special topic evening programs were also presented to parents of students in grades 5-9 to introduce them to the new math pathways and to parents of special needs students to help them learn how to support their children with learning activities. Parents also serve on school based Safe School Climate Committees.

Truancy prevention begins with clear communication to families detailing our truancy policy and procedures and continues with monthly reviews of attendance conducted by multidisciplinary teams at the secondary level. At all schools personnel reach out to families when student attendance becomes a concern. A district Attendance Review Board is activated when absences approach the definition for truancy.

A great deal of outreach is accomplished through district, school, and teacher websites, the district Facebook page, and other social media tools. Web pages include resources to inform parents of changes in curriculum and assessment practices, provide details about upcoming school events, and highlight student accomplishments and school programs. Written publications providing details about our curriculum and learning expectations and our elementary standards based report card are distributed annually.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Students in Region 15 schools are introduced to other cultures through curriculum programs in social studies, world languages, and the language arts. This learning is further enhanced by cultural arts programs in the elementary and middle schools and international travel and exchange programs in the high school. In the past two years, new curriculum in both middle school and high school social studies was developed to teach the history and culture of people around the world with a focus on building respect for all people.

Several extracurricular programs engage students in service related programs in nearby urban environments. Some programs support more in-depth learning about others as experienced in the Mock-UN program and the inquiry projects undertaken in the National History Day program.

Students are given the opportunity to attend area magnet schools. Seventeen students from Region 15 attend the Waterbury Arts Magnet School.

District Profile and Performance Report for School Year 2013-14

Regional School District 15

Equitable Allocation of Resources among District Schools

Administrators from throughout the region's schools develop budgets to meet the needs of their school or program. Budgets are presented to the superintendent by each administrator. Committees of teachers representing all schools develop new curricula. Texts and resources necessary to implement the curriculum are provided by the district to all schools. Those schools eligible for Title 1 funds have the opportunity to provide supplemental services to their students that do not exist in other schools.