Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Regional School District 15

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,631
Per Pupil Expenditures[1]	$17,921
Total Expenditures[1]	$67,526,163

[1]*Expenditure data reflect the 2016-17 year.*
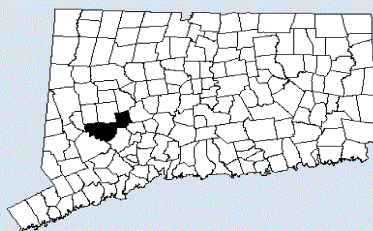
Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,722	47.4	48.4
Male	1,909	52.6	51.6
American Indian or Alaska Native	6	0.2	0.3
Asian	166	4.6	5.1
Black or African American	60	1.7	12.8
Hispanic or Latino	195	5.4	24.8
Pacific Islander	8	0.2	0.1
Two or More Races	64	1.8	3.3
White	3,132	86.3	53.6
English Learners	43	1.2	7.2
Eligible for Free or Reduced-Price Meals	208	5.7	36.7
Students with Disabilities[1]	612	16.9	14.8

[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	60	3.5	21	1.2
Male	87	4.7	92	4.8
Black or African American	*	*	6	10.0
Hispanic or Latino	11	5.6	8	3.9
White	127	4.1	97	3.1
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	44	11.6	30	7.2
Students with Disabilities	61	10.5	36	5.3
District	147	4.1	113	3.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 49

Number of school-based arrests: 10

[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	233.1
Paraprofessional Instructional Assistants	36.2
Special Education	
Teachers and Instructors	44.5
Paraprofessional Instructional Assistants	79.8
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	15.8
Library/Media	
Specialists (Certified)	8.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	20.3
Counselors, Social Workers and School Psychologists	19.4
School Nurses	10.8
Other Staff Providing Non-Instructional Services/Support	165.6

[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	1	0.3	1.1
Black or African American	2	0.6	3.7
Hispanic or Latino	3	0.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	345	98.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	10.5

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	7	*	13	*
White	132	50.2	216	80.6
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	13	35.1	0	0.0
Students with Disabilities	17	34.0	32	62.7
District	153	50.0	242	80.7
State		69.3		80.1

[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	42	48.8
Emotional Disturbance	14	66.7
Intellectual Disability	*	*
Learning Disability	158	77.1
Other Health Impairment	97	75.8
Other Disabilities	*	*
Speech/Language Impairment	56	84.8
District	377	69.4
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	89	2.5	1.8
Emotional Disturbance	21	0.6	1.1
Intellectual Disability	10	0.3	0.5
Learning Disability	208	5.8	5.2
Other Health Impairment	128	3.5	3.1
Other Disabilities	42	1.2	1.1
Speech/Language Impairment	71	2.0	1.8
All Disabilities	569	15.8	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	1.6	8.3
Private Schools or Other Settings	24	4.2	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	36,871,602	9,955	9,847
Instructional Supplies and Equipment	552,320	149	287
Improvement of Instruction and Educational Media Services	1,507,320	407	589
Student Support Services	6,287,463	1,697	1,120
Administration and Support Services	6,553,755	1,769	1,905
Plant Operation and Maintenance	6,796,794	1,835	1,648
Transportation	4,314,814	1,135	904
Costs of Students Tuitioned Out	3,205,570	N/A	N/A
Other	1,436,525	388	208
Total	67,526,163	17,921	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	2,487,262	672	1,393

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

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,966,822	35.1	33.8
Noncertified Personnel	2,770,198	16.3	14.5
Purchased Services	1,176,084	6.9	5.5
Tuition to Other Schools	3,086,517	18.1	23.4
Special Ed. Transportation	1,517,026	8.9	8.7
Other Expenditures	2,490,715	14.6	14.1
Total Expenditures	17,007,362	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.6	89.2
State	8.8	9.1
Federal	1.4	1.5
Tuition & Other	0.2	0.2

[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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	88	83.5	88	86.1
Black or African American	41	71.6	41	67.5
Hispanic or Latino	101	69.4	100	65.9
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	38	82.7	38	81.3
White	1653	74.7	1651	71.7
English Learners	55	64.3	55	66.8
Non-English Learners	1874	75.3	1871	72.3
Eligible for Free or Reduced-Price Meals	239	66.3	239	63.4
Not Eligible for Free or Reduced-Price Meals	1690	76.2	1687	73.4
Students with Disabilities	314	56.3	313	50.6
Students without Disabilities	1615	78.6	1613	76.3
High Needs	517	62.5	516	58.4
Non-High Needs	1412	79.5	1410	77.2
District	1929	75.0	1926	72.2

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

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	96.7	85.5	81.6	88.0	1,147	87.4
Curl Up	85.7	85.1	86.6	84.4	1,147	85.4
Push Up	75.0	88.7	79.4	63.6	1,147	76.5
Mile Run/PACER	76.6	76.7	71.9	58.4	1,147	70.4
All Tests - District	59.4	57.5	52.2	44.5	1,147	52.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

[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]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	22	90.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	35	80.0
Students with Disabilities	50	80.0
District	320	93.4
State		87.9

[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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	193	70.7
Male	98.2	234	70.3
Black or African American	*	*	*
Hispanic or Latino	97.1	23	67.6
White	98.1	372	70.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	18	48.6
Students with Disabilities	90.1	20	19.8
District	98.2	427	70.5
State	96.3		44.8

[3]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

[4]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.
Copyright © 2018 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	85.1	95.2
Male	83.4	90.6
Black or African American	*	*
Hispanic or Latino	85.7	*
White	84.6	92.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48.4	*
Students with Disabilities	58.7	78.6
District	84.2	93.0
State	70.9	88.3

[5]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.

[6]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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.0	75	50.0	50	100.0	67.6
	High Needs Students	62.5	75	41.7	50	83.4	57.5
Math Performance Index	All Students	72.2	75	48.1	50	96.2	62.7
	High Needs Students	58.4	75	38.9	50	77.8	52.0
ELA Academic Growth	All Students	57.3%	100%	57.3	100	57.3	60.7%
	High Needs Students	50.8%	100%	50.8	100	50.8	55.6%
Math Academic Growth	All Students	60.1%	100%	60.1	100	60.1	61.9%
	High Needs Students	53.9%	100%	53.9	100	53.9	55.4%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	9.8%	<=5%	40.5	50	80.9	16.6%
Preparation for CCR	% Taking Courses	65.2%	75%	43.5	50	86.9	74.8%
	% Passing Exams	70.5%	75%	47.0	50	93.9	44.8%
On-track to High School Graduation		94.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		93.4%	94%	99.4	100	99.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.2%	94%	93.9	100	93.9	81.8%
Postsecondary Entrance (Class of 2017)		84.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% | 52.9%	75%	35.3	50	70.6	96.6% | 50.1%
Arts Access		53.3%	60%	44.4	50	88.9	51.2%
Accountability Index				**1004.7**	**1250**	**80.4**	

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	75.0	62.5	12.5	15.9	
Math Performance Index Gap	75.0	58.4	16.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.2%	5.8%	12.7%	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	98.6
	High Needs Students	96.9
Math	All Students	98.5
	High Needs Students	96.7
Science	All Students	97.4
	High Needs Students	94.3

[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: 56   **State: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Each year, the Superintendent in conjunction with the Board of Education, establish areas of focus for the district. These areas of focus are then developed into Continuous Growth Plans for each of the seven schools and other departments, such as Special Education. Teachers then develop their annual objectives to support the achievement of these Continuous Growth Plans. In 2017-2018, the Region continued its work on the six Learner Expectations. These Learner Expectations, or the 6 Cs (Collaboration, Communication, Global Citizenship, Innovation or Creativity, Character, and Critical Thinking), are the basis for the improvement efforts and are an integral part of professional development for staff and the curriculum development process so as to ensure an education for ALL students.

Region 15 has developed a process that ensures success for ALL students. The schools have a strong SRBI (RTI) process where individual plans are developed and student growth is closely monitored. Support is increased in increments for students who require it. This process assures student success without unneeded special education identification. For those students who require special education services, the Region provides a full range of programs. An exciting focus of the programs at every level has been the integration, whenever possible, of special education students into the mainstream programs. The success of our special education programs has been an area of pride as there has been tremendous growth of students who are in these programs.

Student attendance is closely monitored and regular attendance reviews are completed at each school. Administrators, nurses, school counselors, and school psychologists review student attendance on an ongoing basis. Reminders are sent home to parents regarding excused/unexcused absences, in line with the district's attendance policy. While truancy is not a significant concern in the schools, there are some students who accrue a number of absences. When the number of absences exceeds those designated in the Board policy, school staff reach out to students and families regarding the attendance concerns. When necessary, referrals are made to the District Attendance Review Committee as well as community organizations for additional support.

Region 15 parents are actively involved in the education of their children. Regular programming is provided for parents to support their understanding of our curriculum. In addition to open house and regular parent-teacher conferences, a number of parent workshops occur each year in topics such as special education, ELA, and critical thinking/problem solving.

School news is distributed electronically through school websites and School Messenger. Many teachers also maintain a web-presence, listing short and long-term assignments and links to activities. Social media is also used by administrators and teachers as a way to share information about the schools and activities that occur within the schools.

The Parent Teacher Organizations (PTOs) are active and involved in each school. They provide regular input to the administration on programming and provide a variety of services to the schools and the children. Additionally, the PTOs help sustain the positive climate in the schools by sponsoring community activities such as "Movie Night."

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Region 15 Board of Education and administration's plan focused on 21st century skills. Global Citizenship and Character are two of these skills and are key components to ensuring that students and staff develop a deep understanding of and appreciation for different cultures and beliefs. Understanding and appreciating other cultures and beliefs is vital to becoming productive citizens in a global economy. .The faculty and staff are committed to providing opportunities for the school community to appreciate and value diversity. The efforts toward this goal include a variety of classroom, grade level, and school-wide programs, events, and activities. In each of the grade levels, the Social Studies and English Language Arts curricula regularly focus on themes of cultural appreciation, mutual respect, and elimination of prejudices. Role-playing, simulations, journal writing, guest speakers, and class discussions help students to understand racial, ethnic, and economic issues. Additionally, Cultural Arts programs and assemblies throughout the year provide opportunities for students to experience different cultures, celebrations, music, and activities. .In 2017-2018, a Global Citizenship and Character advisory committee was established and will continue next year. This committee consists of parents, teachers, and administrators from each level (high school, middle school, and elementary), and high school students. This advisory committee's goal is to nurture, in students and staff, lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, appearance, or sexual orientation. Additional programming and revising curriculum will be likely outcomes.

The developmental guidance program at each of the schools helps students understand, accept, and appreciate diversity. These well-planned programs of instruction are delivered by our counseling staff. Each of the schools has leadership groups which focus on programs and fundraisers to support community and humanitarian causes such as contributions to local book banks, clothing drives to support families in need, and support to charitable organizations in Africa. Each of these activities becomes a school-wide focus. .

Equitable Allocation of Resources among District Schools

The Region 15 Board of Education has a strong commitment to providing an equitable allocation of resources among district schools. Building level principals and central office administration work collaboratively to develop a budget that addresses each school's needs and to support the goals of our district. The Board of Education allocates financial resources based upon needs identified on an annual basis using a per pupil expenditure as a baseline. Some allocations, such as those for technology and those for facilities, are based upon long-term plans that ensure that the school district is providing fund for the greatest needs.

Staffing is closely monitored to ensure equal programs at each of our schools. Class sizes are based upon planning numbers that have been adopted by the school system.

During the budget process, administrators, the Superintendent, and the Board of Education members hold community meetings to discuss funding needs and to listen to the public's feedback. .