

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 15**

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Location: 286 Whittemore Road
Middlebury,
Connecticut

Website: www.region15.org

This regional school district serves Middlebury, Southbury

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

Per Capita Income in 2000: \$32,677

Town Population in 2000: 25,018

Percent of Adults without a High School Diploma in 2000*: 10.7%

1990-2000 Population Growth: 13.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%

Number of Public Schools: 7

District Enrollment as % of Estimated. Student Population: 93.7%

*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): B 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, 2007 4,570

5-Year Enrollment Change 3.4%

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	100	2.2	5.3	28.7
K-12 Students Who Are Not Fluent in English	31	0.7	2.2	5.4
Students Identified as Gifted and/or Talented	0	0.0	6.2	4.0
PK-12 Students Receiving Special Education Services in District	555	12.1	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	293	93.6	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	111	19.1	15.5	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	22	0.5
Asian American	145	3.2
Black	44	1.0
Hispanic	111	2.4
White	4,248	93.0
Total Minority	322	7.0

Percent of Minority Professional Staff: 1.3%

Non-English Home Language: 2.8% 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 29.

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, the percent of minority students attending school in Region 15 has been slowly increasing but still remains under 10% district-wide. As a result, the staff puts extra effort into ensuring our students have a variety of meaningful activities that help to reduce racial and ethnic isolation. Highlights of these efforts include active involvement in the following:

- Region 15 middle and high schools students attend Waterbury Interdistrict Arts Magnet School.
- Interdistrict grants with urban districts that enhance our curriculum programs and bring together children and staff from diverse backgrounds.
- Foreign field trips and teacher exchanges.
- A significant number of school and classroom programs between Region 15 students and neighboring urban school districts.
- Our School-Home-Community liaisons serve as ombudsman and help support English Language Learners (ELL) families to the school community.
- A Strategic Planning initiative that advocates a strong multicultural focus in our curriculum across grade levels and all content areas. Our comprehensive Strategic Planning Process involves parents, educators and other community members so that many perspectives are considered.

The list of school programs and activities is lengthy and each year it gets longer. Our student population is increasing and more ELL are moving to the district. Administrators are working to make sure these students have the support they need to be successful and are expanding staff and student awareness of how diversity can enrich our school community. Additionally, the Language Arts/English and Social Studies curricula focus on diverse cultures and expose students to the world of human differences.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	76.0	52.0	89.0
Writing	83.4	63.4	90.8
Mathematics	79.9	60.0	82.8
Grade 4 Reading	80.2	55.9	91.1
Writing	84.4	62.9	89.3
Mathematics	76.5	60.3	72.3
Grade 5 Reading	83.9	62.2	86.4
Writing	84.8	64.5	89.5
Mathematics	89.2	65.9	93.2
Science	87.2	54.9	97.5
Grade 6 Reading	85.2	66.3	83.3
Writing	81.5	61.9	85.7
Mathematics	89.3	66.4	91.7
Grade 7 Reading	84.0	71.1	65.2
Writing	76.1	62.0	69.0
Mathematics	79.8	63.0	68.4
Grade 8 Reading	84.0	64.8	81.1
Writing	79.9	63.4	72.3
Mathematics	84.6	60.8	86.2
Science	84.1	58.6	88.1

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 scoreable 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	70.9	45.5	83.8
Writing Across the Disciplines	78.8	57.9	80.8
Mathematics	74.7	50.1	83.8
Science	70.2	46.3	81.5

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
	47.6	36.1	81.8

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.7	77.6	
Average Score	Mathematics	546	504	80.0
	Critical Reading	547	502	86.9
	Writing	536	503	80.8

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 2007	96.6	92.6	55.4
Cumulative Four-Year Dropout Rate for Class of 2007	3.0	6.2	54.1
2006-07 Annual Dropout Rate for Grade 9 through 12	1.3	1.7	40.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.2	83.4
% Employed (Civilian Employment and in Armed Services)	2.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	268.80
Paraprofessional Instructional Assistants	40.09
Special Education	
Teachers and Instructors	44.00
Paraprofessional Instructional Assistants	64.59
Library/Media Specialists and Assistants	14.12
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	15.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	20.80
School Nurses	11.89
Other Staff Providing Non-Instructional Services and Support	211.29

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	13.9	13.6	13.6
% with Master's Degree or Above	80.1	82.7	75.6

Average Class Size	District	DRG	State
Grade K	18.5	18.3	18.1
Grade 2	21.1	19.8	19.3
Grade 5	23.1	22.3	20.9
Grade 7	21.2	21.2	20.5
High School	20.3	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	978	988	987
Middle School	986	1,022	1,017
High School	937	977	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*	3.5	3.6	3.4
Middle School	3.1	2.7	2.7
High School	3.8	3.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$29,769	\$6,533	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$833	\$183	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$1,586	\$348	\$443	\$491	\$429
Student Support Services	\$4,822	\$1,058	\$764	\$803	\$761
Administration and Support Services	\$4,427	\$971	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$6,026	\$1,322	\$1,329	\$1,365	\$1,322
Transportation	\$3,206	\$679	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$827	N/A	N/A	N/A	N/A
Other	\$1,014	\$223	\$147	\$159	\$145
Total	\$52,510	\$11,349	\$12,203	\$11,984	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,668	\$805	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$10,168,238
Percent of Total PK-12 Expenditures Used for Special Education	19.4%

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	91.7	6.0	1.9	0.4
Excluding School Construction	92.2	5.4	2.0	0.4

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 15 Board of Education has a strong commitment to providing comparable district resources within the unique needs of the school. Building level principals and central office administrators work together to develop a budget that addresses the school's needs and also supports the goals of our district strategic plan. The Board of Education allocates the funding on a per pupil basis (elementary, middle and high school). During the budget process, administrators, the Superintendent and the Board of Education members hold regular community meetings to discuss funding needs and listen to the public feedback. The principals jointly approve and recommend to the Superintendent any budget allocations or reductions that need to be made.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	522
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.4%

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	18	0.4	0.9	0.7
Learning Disability	238	5.2	3.5	4.0
Intellectual Disability	4	0.1	0.3	0.5
Emotional Disturbance	13	0.3	0.6	1.0
Speech Impairment	114	2.5	2.2	2.4
Other Health Impairment*	96	2.1	2.2	2.1
Other Disabilities**	39	0.9	0.6	0.9
Total	522	11.4	10.4	11.5

*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 2006-07 with a Standard Diploma	93.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.4	2.8

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	31.1	20.4	82.3	62.1
	Writing	39.9	19.3	81.7	63.0
	Mathematics	38.7	22.6	83.2	62.7
	Science	46.3	22.2	85.6	56.8
CAPT	Reading Across the Disciplines	17.1	11.4	70.9	45.5
	Writing Across the Disciplines	42.9	16.3	78.8	57.9
	Mathematics	40.0	14.7	74.7	50.1
	Science	40.0	14.4	70.2	46.3

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	-117.8
	% With Accommodations	217.8
CAPT	% Without Accommodations	15.4
	% With Accommodations	84.6
% Assessed Using Skills Checklist		12.2

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	14	2.7

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	399	76.4	75.0	71.6
40.1 to 79.0 Percent of Time	101	19.3	17.7	16.6
0.0 to 40.0 Percent of Time	22	4.2	7.3	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Region 15 continued our strategic planning process that will frame our improvement efforts for the next several years. A central part of this process is a Strategic Planning Team representing teachers, parents, staff members, community members, administrators, and various municipal officials. A plan has been developed and parents are an integral part of the process. A School-Home Liaison position has also been established in an effort to help provide a bridge between parents and the school. Additionally, a Community Connections newsletter is published and shared on a monthly basis throughout the year. All of these are done in an effort to increase communication and engage parents in the planning and improvement of our programs.

We have also continued to provide a continuum of services for students with disabilities, while focusing on ensuring their access to the general curriculum. As a follow-up to professional development on LRE and the administration of the School Based Practices Profile completed previously throughout the district, each school continued to incorporate goals regarding LRE into their site based plans. Our special education pre-school program also renewed its NAEYC accreditation.

Assistive technology was another continued focus of the Student Services Department this year, as staff members' understanding of both low tech and high tech options continued to expand. The use of the full continuum of options has also allowed for students' greater access to the general curriculum.

Approximately 222 students participated in the Advanced Placement courses and 85% of the senior class scores were 3 or above. CAPT scores showed improvement this year. A gain of 5.5 % was made in mathematics; a gain of 4.5 % was made in science; a gain of 1% in reading, while the greatest gain was seen with a 10 % gain in writing. Student results from classroom performance-based assessments continue to be carefully examined. An average of 90% of Pomperaug High School students take the SAT 's. SAT scores continue to be above state and national averages.
