

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



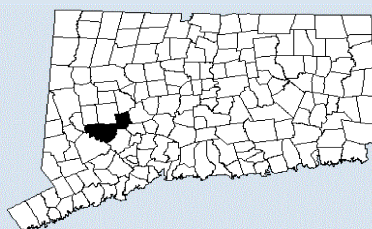
Regional School District 15

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

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 8 |
| Enrollment | 3,793 |
| Per Pupil Expenditures ¹ | \$16,431 |
| Total Expenditures ¹ | \$64,163,614 |

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

Contents

| | |
|-------------------------------------|---|
| Students..... | 1 |
| Educators..... | 2 |
| Instruction and Resources..... | 2 |
| Performance and Accountability..... | 4 |
| Narratives..... | 7 |

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|------------------------------------------|-------|-------------------------------------|----------------------------------|
| Female | 1,797 | 47.4 | 48.3 |
| Male | 1,996 | 52.6 | 51.6 |
| American Indian or Alaska Native | 6 | 0.2 | 0.2 |
| Asian | 203 | 5.4 | 4.9 |
| Black or African American | 64 | 1.7 | 12.8 |
| Hispanic or Latino | 173 | 4.6 | 23.0 |
| Pacific Islander | 6 | 0.2 | 0.0 |
| Two or More Races | 54 | 1.4 | 2.7 |
| White | 3,287 | 86.7 | 55.9 |
| English Learners | 37 | 1.0 | 6.4 |
| Eligible for Free or Reduced-Price Meals | 236 | 6.2 | 38.0 |
| Students with Disabilities ¹ | 542 | 14.3 | 13.7 |

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 Count | Rate (%) | Suspension/ Expulsion ³ Count | Rate (%) |
|------------------------------------------|----------------------------------------------|----------|------------------------------------------------|----------|
| Female | 51 | 2.9 | 37 | 2.0 |
| Male | 64 | 3.3 | 84 | 4.2 |
| Black or African American | 0 | 0.0 | * | * |
| Hispanic or Latino | 10 | 5.9 | 10 | 5.7 |
| White | 100 | 3.1 | 103 | 3.1 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 15 | 6.0 | 23 | 7.5 |
| Students with Disabilities | 40 | 7.6 | 35 | 5.6 |
| District | 115 | 3.1 | 121 | 3.2 |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 qualified as truant under state statute: 12

Number of school-based arrests: 8

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 2015-16

Regional School District 15

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|-----------------------------------------------------------|-------|
| General Education | |
| Teachers and Instructors | 238.9 |
| Paraprofessional Instructional Assistants | 0.0 |
| Special Education | |
| Teachers and Instructors | 42.5 |
| Paraprofessional Instructional Assistants | 0.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 4.5 |
| School Level | 17.0 |
| Library/Media | |
| Specialists (Certified) | 7.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 21.8 |
| Counselors, Social Workers and School Psychologists | 20.0 |
| School Nurses | 0.0 |
| Other Staff Providing Non-Instructional Services/Support | 0.0 |

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 (%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 1 | 0.3 | 1.0 |
| Black or African American | 3 | 0.8 | 3.5 |
| Hispanic or Latino | 3 | 0.8 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 350 | 98.0 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Low | |
| State High Poverty Quartile Schools | 97.6 |
| State Low Poverty Quartile Schools | 99.6 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

| | District | State |
|-------------------------------------------------------------------|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 7.7 | 9.4 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

| | 11th | | 12th | |
|------------------------------------------|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 0 | 0.0 | * | * |
| Hispanic or Latino | * | * | 6 | * |
| White | 89 | 33.5 | 187 | 69.0 |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * | 12 | * |
| Students with Disabilities | 6 | 15.8 | 23 | 56.1 |
| District | 110 | 34.9 | 204 | 68.9 |
| State | | 61.2 | | 73.9 |

³College-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 Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 40 | 48.2 |
| Emotional Disturbance | * | * |
| Intellectual Disability | 0 | 0 |
| Learning Disability | 148 | 79.6 |
| Other Health Impairment | 69 | 74.2 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 51 | 77.3 |
| District | 320 | 66.5 |
| State | | 68.8 |

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Regional School District 15

Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 83 | 2.2 | 1.6 |
| Emotional Disturbance | 20 | 0.5 | 1.0 |
| Intellectual Disability | 8 | 0.2 | 0.5 |
| Learning Disability | 186 | 4.9 | 4.6 |
| Other Health Impairment | 93 | 2.5 | 2.8 |
| Other Disabilities | 38 | 1.0 | 1.0 |
| Speech/Language Impairment | 73 | 1.9 | 1.9 |
| All Disabilities | 501 | 13.2 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | Total (\$) | Per Pupil | |
|-----------------------------------------------------------|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 36,128,051 | 9,403 | 9,387 |
| Instructional Supplies and Equipment | 453,137 | 118 | 318 |
| Improvement of Instruction and Educational Media Services | 1,443,635 | 376 | 541 |
| Student Support Services | 5,694,103 | 1,482 | 1,048 |
| Administration and Support Services | 6,451,899 | 1,679 | 1,790 |
| Plant Operation and Maintenance | 6,219,222 | 1,619 | 1,608 |
| Transportation | 4,110,429 | 1,042 | 845 |
| Costs of Students Tuitioned Out | 2,357,142 | N/A | N/A |
| Other | 1,305,996 | 340 | 194 |
| Total | 64,163,614 | 16,431 | 15,762 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 3,245,031 | 845 | 1,524 |
|-----------------------------------|-----------|-----|-------|

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

Special Education Expenditures: 2014-15

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 5,692,215 | 38.2 | 35.1 |
| Noncertified Personnel | 2,397,782 | 16.1 | 14.5 |
| Purchased Services | 945,807 | 6.3 | 5.5 |
| Tuition to Other Schools | 2,132,706 | 14.3 | 21.6 |
| Special Ed. Transportation | 1,373,841 | 9.2 | 8.3 |
| Other Expenditures | 2,361,431 | 15.8 | 15.0 |
| Total Expenditures | 14,903,782 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2014-15

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 89.6 | 89.7 |
| State | 8.5 | 8.3 |
| Federal | 1.6 | 1.7 |
| Tuition & Other | 0.2 | 0.2 |

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 2015-16

Regional School District 15

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.

| | English Language Arts(ELA) | | Math | | Science | |
|----------------------------------------------|----------------------------|------|-------|------|---------|------|
| | Count | DPI | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 127 | 88.3 | 127 | 87.3 | 42 | 75.7 |
| Black or African American | 34 | 73.5 | 34 | 66.0 | 10 | * |
| Hispanic or Latino | 85 | 73.0 | 85 | 65.2 | 35 | 64.3 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * |
| Two or More Races | 29 | 84.4 | 29 | 74.2 | 9 | * |
| White | 1811 | 77.3 | 1807 | 71.0 | 816 | 67.4 |
| English Learners | 29 | 62.7 | 29 | 59.4 | 8 | * |
| Non-English Learners | 2065 | 78.0 | 2061 | 71.9 | 908 | 67.7 |
| Eligible for Free or Reduced-Price Meals | 163 | 63.9 | 163 | 58.2 | 64 | 59.4 |
| Not Eligible for Free or Reduced-Price Meals | 1931 | 79.0 | 1927 | 72.8 | 852 | 68.2 |
| Students with Disabilities | 309 | 57.8 | 305 | 50.1 | 137 | 51.8 |
| Students without Disabilities | 1785 | 81.3 | 1785 | 75.4 | 779 | 70.4 |
| High Needs | 440 | 61.4 | 436 | 54.5 | 185 | 55.2 |
| Non-High Needs | 1654 | 82.2 | 1654 | 76.2 | 731 | 70.7 |
| District | 2094 | 77.8 | 2090 | 71.7 | 916 | 67.6 |

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

| | NAEP 2015 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | | | |
| Grade 4 | | | |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 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 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 Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|-----------------------------------------------|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 96.7 | 83.3 | 89.3 | 84.1 | 1,152 | 88.4 |
| Curl Up | 88.3 | 84.9 | 89.3 | 85.0 | 1,152 | 87.0 |
| Push Up | 88.7 | 79.8 | 85.1 | 76.5 | 1,152 | 82.8 |
| Mile Run/PACER | 86.5 | 68.1 | 81.2 | 60.2 | 1,152 | 74.7 |
| All Tests - District | 74.5 | 53.0 | 65.7 | 49.1 | 1,152 | 61.0 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 | | 50.5 |

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 2015-16

Regional School District 15

Cohort Graduation: Four-Year¹

| | 2014-15 | | | | 2015-16 |
|------------------------------------------|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | * | * | . | | . |
| Hispanic or Latino | 24 | 95.8 | . | | . |
| English Learners | * | * | . | | . |
| Eligible for Free or Reduced-Price Meals | 22 | 77.3 | . | | . |
| Students with Disabilities | 33 | 81.8 | 80.1 | Yes | 81.8 |
| District | 293 | 94.9 | 92.3 | Yes | 92.5 |
| State ⁴ | | 87.2 | | | |

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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 | 97.7 | 200 | 66.4 |
| Male | 97.7 | 213 | 68.7 |
| Black or African American | * | * | * |
| Hispanic or Latino | 100.0 | 15 | 51.7 |
| White | 97.6 | 359 | 66.9 |
| English Learners | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 97.1 | 7 | 20.0 |
| Students with Disabilities | 76.0 | * | * |
| District | 97.7 | 413 | 67.6 |
| State | 95.6 | | 40.7 |

⁵College 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

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.

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

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

| | Class of 2015 | Class of 2014 |
|------------------------------------------|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 82.7 | 89.9 |
| Male | 84.3 | 91.6 |
| Black or African American | * | * |
| Hispanic or Latino | 91.3 | * |
| White | 82.1 | 90.0 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | * | * |
| Students with Disabilities | 51.6 | 71.0 |
| District | 83.5 | 90.8 |
| State | 71.9 | 88.3 |

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 2015-16

Regional School District 15

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator | | Index/Rate | Target | Points | Max | % Points | State Average |
|-----------------------------------------------------------|---------------------|---------------|--------|---------------|-------------|-------------|---------------|
| ELA Performance Index | All Students | 77.8 | 75 | 50.0 | 50 | 100.0 | 67.7 |
| | High Needs Students | 61.4 | 75 | 40.9 | 50 | 81.8 | 56.7 |
| Math Performance Index | All Students | 71.7 | 75 | 47.8 | 50 | 95.6 | 61.4 |
| | High Needs Students | 54.5 | 75 | 36.3 | 50 | 72.7 | 49.9 |
| Science Performance Index | All Students | 67.6 | 75 | 45.1 | 50 | 90.1 | 57.5 |
| | High Needs Students | 55.2 | 75 | 36.8 | 50 | 73.6 | 47.0 |
| ELA Academic Growth | All Students | 71.1% | 100% | 71.1 | 100 | 71.1 | 63.8% |
| | High Needs Students | 59.1% | 100% | 59.1 | 100 | 59.1 | 58.3% |
| Math Academic Growth | All Students | 72.4% | 100% | 72.4 | 100 | 72.4 | 65.0% |
| | High Needs Students | 53.1% | 100% | 53.1 | 100 | 53.1 | 57.4% |
| Chronic Absenteeism | All Students | 3.1% | <=5% | 50.0 | 50 | 100.0 | 9.6% |
| | High Needs Students | 7.0% | <=5% | 45.9 | 50 | 91.8 | 15.6% |
| Preparation for CCR | % Taking Courses | 51.4% | 75% | 34.3 | 50 | 68.5 | 67.6% |
| | % Passing Exams | 67.6% | 75% | 45.1 | 50 | 90.1 | 40.7% |
| On-track to High School Graduation | | 95.4% | 94% | 50.0 | 50 | 100.0 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | 94.9% | 94% | 100.0 | 100 | 100.0 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | 92.2% | 94% | 98.1 | 100 | 98.1 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | 83.5% | 75% | 100.0 | 100 | 100.0 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 91.4% 61.0% | 75% | 40.7 | 50 | 81.4 | 89.2% 50.5% |
| Arts Access | | 49.2% | 60% | 41.0 | 50 | 81.9 | 47.5% |
| Accountability Index | | | | 1117.6 | 1350 | 82.8 | |

| 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? | | | | | Y |
| ELA Performance Index Gap | 75.0 | 61.4 | 13.6 | 16.5 | |
| Math Performance Index Gap | 75.0 | 54.5 | 20.5 | 18.9 | |
| Science Performance Index Gap | 70.7 | 55.2 | 15.6 | 17.2 | |
| Graduation Rate Gap | 94.0% | 92.2% | 1.8% | 15.3% | N |

¹If 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.

²If 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 | 98.3 |
| | High Needs Students | 95.7 |
| Math | All Students | 98.1 |
| | High Needs Students | 94.9 |
| Science | All Students | 98.8 |
| | High Needs Students | 96.9 |

³Minimum 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: 59.4

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2015-16

Regional School District 15

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 2015-2016, the district's 21st Century Learning Committee continued its work on the six Learner Expectations adopted by the Board of Education in the previous year. 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 student progress is closely monitored. 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 we have seen tremendous growth of our 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 our schools, we do encounter students who accrue a number of absences. When the number of absences exceeds those designated in our Board policy, the staff at our schools reaches 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 mathematics, special education, critical thinking and problem solving, reading, technology.

School news is distributed electronically through school websites and School Messenger. Many secondary teachers also maintain a web-presence, listing short and long-term assignments and links to activities.

The Parent Teacher Organizations are active and involved in each school. They also 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

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Region 15 Board of Education and administration adopted a plan focusing on 21st century skills. The inclusion of Global Citizenship as one of these skills is a key component because we recognize the essential need for our students and staff to 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 of our schools are committed to providing opportunities for our school community to appreciate diverse racial, ethnic, and economic cultures. Our efforts toward this goal include a variety of classroom, grade level, and school-wide programs, events, and activities. In each of our grade level, 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.

There is a developmental guidance program in the elementary, middle, and high schools. Our counseling staff teaches these well-planned programs of instruction which help students understand and accept diversity.

Each of our 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.

District Profile and Performance Report for School Year 2015-16

Regional School District 15

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.