Connecticut State Department of Education

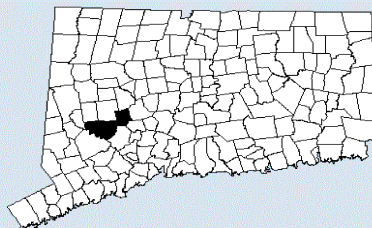# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

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	3,868
Per Pupil Expenditures[1]	$15,260
Total Expenditures[1]	$61,924,380

[1]Expenditure data reflect the 2013-14 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 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,861	48.1	48.3
Male	2,007	51.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	216	5.6	4.7
Black or African American	57	1.5	12.9
Hispanic or Latino	172	4.4	22.1
Pacific Islander	*	*	0.0
Two or More Races	43	1.1	2.5
White	3,371	87.2	57.2
English Language Learners	43	1.1	6.3
Eligible for Free or Reduced-Price Meals	224	5.8	37.6
Students with Disabilities[1]	501	13.0	13.3

[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	83	4.5	35	1.8
Male	87	4.4	77	3.7
Black or African American	*	*	*	*
Hispanic or Latino	10	5.6	9	4.8
White	151	4.5	97	2.8
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	28	10.4	19	7.0
Students with Disabilities	52	10.8	31	5.4
District	170	4.4	112	2.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 9

[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	246.7
Paraprofessional Instructional Assistants	38.4
Special Education	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	55.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	17.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	18.8
Counselors, Social Workers and School Psychologists	22.0
School Nurses	10.8
Other Staff Providing Non-Instructional Services/Support	168.8

[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	1.0
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	0.0
White	356	98.1	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.5
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.2

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	9	36.0
White	64	24.5	152	61.0
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	8	*
Students with Disabilities	7	25.0	19	55.9
District	73	25.8	179	60.5
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	40	52.6
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	139	78.1
Other Health Impairment	62	78.5
Other Disabilities	8	28.6
Speech/Language Impairment	52	77.6
District	307	68.2
State		69.7

[4]Ages 6-21

District Profile and Performance Report for School Year 2014-15
Regional School District 15

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	77	2.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	179	4.6	4.4
Other Health Impairment	79	2.0	2.6
Other Disabilities	43	1.1	1.0
Speech/Language Impairment	72	1.9	1.9
All Disabilities	473	12.2	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	8	1.7	8.1
Private Schools or Other Settings	22	4.7	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	35,391,627	8,904	9,134
Instructional Supplies and Equipment	488,823	123	334
Improvement of Instruction and Educational Media Services	1,233,671	310	498
Student Support Services	5,117,364	1,287	1,001
Administration and Support Services	5,995,733	1,508	1,694
Plant Operation and Maintenance	5,955,119	1,498	1,572
Transportation	3,955,999	964	813
Costs of Students Tuitioned Out	2,510,700	N/A	N/A
Other	1,275,344	321	186
Total	61,924,380	15,260	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	3,133,100	788	1,272

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

Special Education Expenditures: 2013-14

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	5,745,748	39.8	35.1
Noncertified Personnel	2,180,892	15.1	14.2
Purchased Services	765,032	5.3	5.2
Tuition to Other Schools	2,275,370	15.8	22.0
Special Ed. Transportation	1,339,753	9.3	8.6
Other Expenditures	2,134,241	14.8	14.9
Total Expenditures	14,441,036	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	89.2	89.3
State	8.7	8.4
Federal	1.8	1.9
Tuition & Other	0.3	0.3

[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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	116	86.7	116	81.2	53	72.4
Black or African American	34	71.8	34	64.8	16	*
Hispanic or Latino	73	76.6	72	67.2	54	62.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	19	*	19	*	8	*
White	1879	78.4	1873	69.9	855	64.4
English Language Learners	23	62.3	23	53.0	7	*
Non-English Language Learners	2103	79.0	2096	70.6	979	64.7
Eligible for Free or Reduced-Price Meals	114	65.3	113	57.8	54	54.6
Not Eligible for Free or Reduced-Price Meals	2012	79.5	2006	71.1	932	65.1
Students with Disabilities	310	57.5	309	49.3	184	51.1
Students without Disabilities	1816	82.4	1810	74.0	802	67.7
High Needs	399	60.7	398	52.7	221	52.6
Non-High Needs	1727	83.0	1721	74.4	765	68.0
District	2126	78.8	2119	70.4	986	64.6

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	92.7	83.7	87.7	85.0	1,204	87.1
Curl Up	86.9	85.6	88.0	87.0	1,204	86.9
Push Up	84.7	85.6	83.6	72.3	1,204	81.6
Mile Run/PACER	84.0	83.0	76.0	67.0	1,204	77.4
All Tests - District	65.8	62.5	61.8	50.7	1,204	60.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

[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]

	2013-14				2014-15
	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	22	90.9	.		.
Students with Disabilities	46	84.8	78.3	Yes	80.1
District	329	96.7	92.1	Yes	92.3
State[4]		87.0			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.9	208	68.4
Male	84.0	175	63.6
Black or African American	*	*	*
Hispanic or Latino	87.9	20	60.6
White	81.8	331	64.9
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	51.7	10	34.5
Students with Disabilities	30.0	*	*
District	82.9	383	66.1
State	67.2		37.3

[5]College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

[6]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 © 2015 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 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	86.5	93.4
Male	79.4	93.9
Black or African American	*	*
Hispanic or Latino	*	*
White	82.7	92.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	60.6	*
Students with Disabilities	71.0	87.5
District	82.6	93.7
State	72.6	88.8

[7]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.

[8]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

These statistics are the first 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	78.8	75	100.0	100	100.0	67.9
	High Needs Students	60.7	75	81.0	100	81.0	56.7
Math Performance Index	All Students	70.4	75	93.8	100	93.8	59.3
	High Needs Students	52.7	75	70.3	100	70.3	47.8
Science Performance Index	All Students	64.6	75	86.1	100	86.1	56.5
	High Needs Students	52.6	75	70.1	100	70.1	45.9
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	10.1%	<=5%	39.7	50	79.5	17.3%
Preparation for CCR	% Taking Courses	43.5%	75%	29.0	50	58.0	66.1%
	% Passing Exams	66.1%	75%	44.1	50	88.2	37.3%
On-track to High School Graduation		90.3%	94%	48.0	50	96.1	85.6%
4-year Graduation All Students (2014 Cohort)		96.7%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		92.1%	94%	97.9	100	97.9	77.6%
Postsecondary Entrance (Class of 2014)		82.9%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.5% | 60.1%	75%	40.1	50	80.2	87.6% | 51.0%
Arts Access		49.9%	60%	41.6	50	83.1	45.7%
Accountability Index				**1091.8**	**1250**	**87.3**	

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	60.7	14.3	17.3	
Math Performance Index Gap	74.4	52.7	21.7	19.6	
Science Performance Index Gap	68.0	52.6	15.4	17.2	
Graduation Rate Gap	94.0%	92.1%	1.9%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.1
	High Needs Students	97.3
Math	All Students	97.8
	High Needs Students	97.1
Science	All Students	99.4
	High Needs Students	99.1

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: 62.8　　　**State: 50.1**

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 establishes areas of focus for the school district. These areas of focus are then developed into Continuous Growth Plans for each of our seven schools and other departments such as special education. Likewise, teachers then develop their annual objectives to support the achievement of these Continuous Growth Plans. In 2014-15 the District's Digital Learning Committee defined 21st Century education for the school district. These were accepted by the Board of Education as a focus on six Learning Expectations; Collaboration, Global Citizenship, Innovation (Creativity), Critical Thinking, Communication, and Character. These 6 C's will form the basis of improvement efforts for many years to come including our professional development and curriculum development efforts as we ensure an education for ALL students.

Region 15 has developed a process that ensures the success of all students. Our 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 those 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. A tremendous focus of our programs at every level has been the integration, whenever possible, of our special education students, with mainstream programs. The success of our special education programs has been an area of pride as we have witnessed wonderful growth of our children in special education programs.

Student attendance is closely monitored at each school. Regular attendance reviews are done at the school level. 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 our district attendance policy. While truancy is not a significant concern at 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 of our schools reaches out to students and families regarding 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 are planned each year in topics such as: providing "just right" instruction, math, Smarter Balanced Assessments, technology and special education.

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

The Parent Teacher Organizations at each school are active and involved in the schools. They provide a variety of services to the schools and the children and also provide regular input to the administration on programming in the schools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Region 15 Board of Education and administration have recently adopted a plan for the future focusing on 21st Century skills. The inclusion of Global Citizenship was a key part of this plan as we recognize the essential need of our students and staff to develop a deep understanding of the cultures and beliefs of people throughout the world if our students are to be good 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 whenever possible. Our efforts toward this goal include a variety of classroom, grade level and school-wide programs, events, and activities. In each of our grade levels the social studies and language arts curricula regularly focus on themes of cultural appreciation, mutual respect and elimination of prejudice. Role-playing, simulations, journal writing, and class discussions help students to understand issues of racial, ethnic, and economic isolation. As one example, while at Nature's Classroom our sixth grade students evolve new perspectives regarding the value of diversity, freedom and equality.

Our schools provide a developmental guidance program in elementary, middle, and high school. Run by our counseling staff, these programs support student understanding of diversity through a well-planned program of instruction.

Our staff and students regularly become involved in in-depth programs designed to understand and accept the diversity around us. For instance, all middle school and high school staff recently attended programs provided by the Anti-Defamation League.

Each of our schools has leadership groups which focus on programs and fundraisers to support worthwhile community and humanitarian causes such as contributions to the local food bank, clothing drives to support programs that provide for families in need, and support of charitable organizations in Africa. Each of these activities becomes a focus for school-wide education.

Equitable Allocation of Resources among District Schools

The Region 15 Board of Education has a strong commitment to providing comparable district resources. Building level principals and central office administrators work together to develop a budget that addresses each school's needs and also supports 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 funds 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 listen to the public's feedback. The principals jointly approve and recommend to the Superintendent any budget allocations or reductions that need to be made.