

STRATEGIC SCHOOL PROFILE 2012-13**Regional School District 15**

Frank H. Sippy, Superintendent

Location: 286 Whittemore Road
Middlebury,
Connecticut

Telephone: (203) 758-8259

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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

Town Population in 2000: 25,018

1990-2000 Population Growth: 13.9%

Number of Public Schools: 7

Per Capita Income in 2000: \$32,677

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

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

District Enrollment as % of Estimated. Student Population: N/A

*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, 2012 4,065
5-Year Enrollment Change -11.1%

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	215	5.3	9.9	36.7
K-12 Students Who Are Not Fluent in English	26	0.6	2.0	5.8
Students Identified as Gifted and/or Talented*	384	9.4	7.1	3.8
PK-12 Students Receiving Special Education Services in District	513	12.6	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	204	91.5	91.6	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	75	14.5	10.3	12.7

*98.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.2
Asian American	216	5.3
Black	57	1.4
Hispanic	178	4.4
Pacific Islander	2	0.0
White	3,581	88.1
Two or more races	23	0.6
Total Minority	484	11.9

Percent of Minority Professional Staff: 2.1%

Non-English Home Language:

4.1% 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 26.

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 percentage of minority students enrolled in Region 15 Schools has been slowing increasing but still remains under 10% district-wide. As a result, the staff puts in extra effort to ensure 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 school students attend the Waterbury Interdistrict Arts Magnet School, interdistrict grants with urban districts enhance our curriculum programs and bring together children and staff from diverse backgrounds, foreign field trips, and teacher and student exchanges. A significant number of school and classroom programs are held between Region 15 students and neighboring urban school districts. Our School-Home-Liaison serves as an ombudsman and helps support English Language Learner's families in the school community. Our district Strategic Plan 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. Administrators are working to make sure 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 English-language Arts, Social Studies and Art/Music curricula focus on diverse cultures and expose students to the world of human differences.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	73.5	56.9	72.5
Writing	70.9	60.0	60.2
Mathematics	80.8	61.4	78.3
Grade 4 Reading	85.1	62.6	93.0
Writing	85.0	63.0	92.4
Mathematics	80.6	65.1	72.2
Grade 5 Reading	81.9	66.9	73.9
Writing	82.0	65.6	77.0
Mathematics	87.5	69.2	79.5
Science	81.1	62.3	71.4
Grade 6 Reading	84.0	73.3	59.3
Writing	79.5	65.1	68.2
Mathematics	81.6	67	66.1
Grade 7 Reading	95.0	78.9	94.9
Writing	84.5	64.9	85.4
Mathematics	88.8	65.4	88.6
Grade 8 Reading	91.0	76.2	80.4
Writing	83.7	67.2	69.8
Mathematics	84.4	65.0	78.0
Science	79.9	60.4	71.7

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 scorable 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	73.2	48.5	86.4
Writing Across the Disciplines	85.1	62.1	84.1
Mathematics	81.2	52.4	92.4
Science	76.9	48.8	91.0

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
	55.4	51.1	53.9

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.8	78.5	
Average Score	Mathematics	546	503	78.9
	Critical Reading	535	499	78.2
	Writing	542	504	80.5

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, Adjusted Cohort Rate 2012	93.6	84.8	67.6
2011-12 Annual Dropout Rate for Grade 9 through 12	0.4	2.1	62.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.6	82.6
% Employed (Civilian Employment and in Armed Services)	5.7	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	261.10
Paraprofessional Instructional Assistants	36.85
Special Education	
Teachers and Instructors	42.50
Paraprofessional Instructional Assistants	65.76
Library/Media Specialists and/or Assistants	12.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	16.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	21.20
School Nurses	11.28
Other Staff Providing Non-Instructional Services and Support	198.13

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	13.0	14.5	13.9
% with Master's Degree or Above	85.4	87.3	79.8

Average Class Size	District	DRG	State
Grade K	15.8	17.8	18.9
Grade 2	19.9	19.2	19.8
Grade 5	22.5	21.4	21.3
Grade 7	18.6	20.3	20.2
High School	19.1	20.0	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,006	973	999
Middle School	986	1,026	1,029
High School	1,013	1,000	1,027

*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*	1.9	2.6	2.7
Middle School	1.4	1.9	2.1
High School	2.0	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$33,983	\$8,047	\$8,570	\$8,425	\$8,570
Instructional Supplies and Equipment	\$617	\$146	\$252	\$260	\$257
Improvement of Instruction and Educational Media Services	\$1,207	\$286	\$475	\$553	\$471
Student Support Services	\$5,328	\$1,262	\$949	\$1,002	\$950
Administration and Support Services	\$5,744	\$1,360	\$1,526	\$1,470	\$1,547
Plant Operation and Maintenance	\$6,745	\$1,597	\$1,466	\$1,432	\$1,459
Transportation	\$3,782	\$884	\$775	\$687	\$765
Costs for Students Tuitioned Out	\$1,833	N/A	N/A	N/A	N/A
Other	\$1,367	\$324	\$170	\$175	\$170
Total	\$60,606	\$14,190	\$14,444	\$14,369	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,904	\$688	\$1,405	\$1,015	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,583,164	22.4	20.9	21.8

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	89.8	8.3	1.9	0.0
Excluding School Construction	90.1	7.9	2.0	0.0

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. 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 strategic plan. The Board of Education allocates financial resources based upon needs identified on an annual basis using a per pupil expenditure rate as a baseline. During the budget process, administrators, 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	496
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

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	66	1.6	1.4	1.3
Learning Disability	198	4.8	3.2	4.0
Intellectual Disability	5	0.1	0.3	0.4
Emotional Disturbance	15	0.4	0.6	1.0
Speech Impairment	87	2.1	1.7	2.0
Other Health Impairment*	88	2.1	2.4	2.4
Other Disabilities**	37	0.9	0.7	1.0
Total	496	12.1	10.3	12.1

*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 2011-12 with a Standard Diploma	77.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	50.2	34.5	85.1	69.2
	Writing	36.5	19.9	81.0	64.4
	Mathematics	41.0	29.0	83.9	65.5
	Science	32.1	21.3	80.5	61.3
CAPT	Reading Across the Disciplines	33.3	15.7	73.2	48.5
	Writing Across the Disciplines	46.2	16.7	85.1	62.1
	Mathematics	47.8	16.8	81.2	52.4
	Science	40.0	14.6	76.9	48.8

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	13.9
	% With Accommodations	86.1
CAPT	% Without Accommodations	27.3
	% With Accommodations	72.7
% Assessed Using Skills Checklist		7.0

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	23	4.6

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	378	76.2	75.7	72.0
40.1 to 79.0 Percent of Time	81	16.3	16.4	16.4
0.0 to 40.0 Percent of Time	37	7.5	7.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Region 15's Strategic Planning Process frames improvement efforts for the next several years. A central part of this process is a Strategic Planning Team made up of teachers, parents, staff members, community members, administrators, and various municipal officials. The plan was last updated in August of 2012. Administrators connect annual continuous growth plans for their school or department to the Strategic Plan to ensure the district moves forward in a purposeful manner. Carefully designed concept-based curriculum is the hallmark of our instructional program. A cadre of teachers trained in curriculum development lead their peers in this work. Assessments aligned to curriculum outcomes allow for continuous evaluation of the curriculum and inform revision efforts. Teachers are supported to implement the curriculum through a variety of professional learning experiences at the school and district level. Student performance is monitored through a series of standardized and locally developed summative and formative assessments. Teachers collaboratively analyze student performance results and identify students in need of interventions. A well defined process for supporting students through the SRBI program is in place in every school. Additionally, a School-Home-Community Liaison position was established to provide a bridge between parents and the schools. Communication tools such as newsletters mailed to all community members, a robust website, and strong social media presence increase communication and engage parents in the education of their children and the improvement of our programs. State assessment results for 2011-12 indicated that the district met the intended performance index (DPI) and results for 2012-13 were equally strong. At Pomperaug High School 90% or more of our students annually take the SAT with a mean reading score for 2012-13 of 535, a mean writing score of 542, and a mean math score of 546. Two hundred students took 363 AP exams with 87% receiving a score of three or higher.
