

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



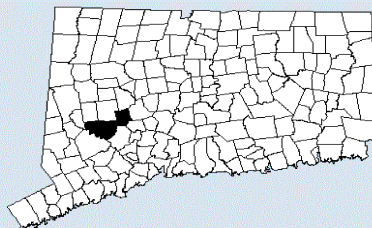
Regional School District 15

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,729
Per Pupil Expenditures ¹	\$17,285
Total Expenditures ¹	\$66,183,322

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,740	46.7	48.4
Male	1,989	53.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	188	5.0	5.1
Black or African American	65	1.7	12.9
Hispanic or Latino	185	5.0	24.0
Pacific Islander	*	*	0.1
Two or More Races	64	1.7	2.9
White	3,217	86.3	54.8
English Learners	37	1.0	6.8
Eligible for Free or Reduced-Price Meals	260	7.0	35.9
Students with Disabilities ¹	585	15.7	14.3

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	67	3.9	19	1.1
Male	55	2.8	93	4.6
Black or African American	*	*	6	9.1
Hispanic or Latino	10	5.5	8	4.3
White	101	3.2	94	2.9
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	27	11.5	20	7.1
Students with Disabilities	48	8.2	43	6.5
District	122	3.3	112	3.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 34

Number of school-based arrests: 16

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	233.1
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	40.5
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	14.2
Library/Media	
Specialists (Certified)	8.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	19.8
Counselors, Social Workers and School Psychologists	21.4
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	2	0.6	3.6
Hispanic or Latino	3	0.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	343	98.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.6

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	*	*	*	*
Hispanic or Latino	6	*	13	59.1
White	110	42.3	194	70.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	6	28.6	8	*
Students with Disabilities	17	32.7	17	37.8
District	126	42.9	232	70.9
State		63.6		77.5

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	39	45.9
Emotional Disturbance	11	45.8
Intellectual Disability	0	0
Learning Disability	164	80.4
Other Health Impairment	69	67.6
Other Disabilities	7	28.0
Speech/Language Impairment	55	78.6
District	345	66.7
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	87	2.3	1.7
Emotional Disturbance	24	0.6	1.0
Intellectual Disability	7	0.2	0.5
Learning Disability	204	5.5	4.9
Other Health Impairment	104	2.8	2.9
Other Disabilities	47	1.3	1.1
Speech/Language Impairment	78	2.1	1.8
All Disabilities	551	14.8	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	36,760,235	9,779	9,663
Instructional Supplies and Equipment	479,689	128	321
Improvement of Instruction and Educational Media Services	1,335,235	355	578
Student Support Services	6,289,855	1,673	1,103
Administration and Support Services	6,234,272	1,658	1,861
Plant Operation and Maintenance	6,345,886	1,688	1,637
Transportation	4,329,245	1,119	877
Costs of Students Tuitioned Out	3,010,285	N/A	N/A
Other	1,398,620	372	201
Total	66,183,322	17,285	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,129,613	833	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,833,839	35.6	34.6
Noncertified Personnel	2,653,296	16.2	14.6
Purchased Services	1,005,457	6.1	5.8
Tuition to Other Schools	2,833,320	17.3	21.8
Special Ed. Transportation	1,515,488	9.2	8.5
Other Expenditures	2,546,971	15.5	14.7
Total Expenditures	16,388,371	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.1	89.1
State	9.2	9.1
Federal	1.5	1.6
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).

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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	96	87.9	96	90.8	50	71.2
Black or African American	38	71.2	38	68.8	21	58.9
Hispanic or Latino	86	73.0	86	68.4	34	58.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	34	82.2	34	81.0	11	*
White	1731	76.4	1727	73.2	780	64.1
English Learners	50	66.4	50	66.9	13	*
Non-English Learners	1942	77.1	1938	74.1	885	64.5
Eligible for Free or Reduced-Price Meals	117	66.4	117	63.1	41	56.0
Not Eligible for Free or Reduced-Price Meals	1875	77.5	1871	74.6	857	64.6
Students with Disabilities	292	56.9	288	51.1	129	49.8
Students without Disabilities	1700	80.3	1700	77.8	769	66.6
High Needs	409	61.6	405	56.8	167	52.1
Non-High Needs	1583	80.8	1583	78.3	731	67.0
District	1992	76.8	1988	73.9	898	64.2

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	97.6	78.5	85.4	85.2	1,106	86.4
Curl Up	82.1	85.6	87.3	79.1	1,106	83.6
Push Up	78.9	85.9	86.4	72.2	1,106	81.0
Mile Run/PACER	80.1	75.2	79.2	61.4	1,106	74.0
All Tests - District	62.5	57.8	66.2	47.7	1,106	58.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	28	78.6
Students with Disabilities	50	76.0
District	289	94.5
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.2	190	66.9
Male	97.6	233	69.1
Black or African American	*	*	*
Hispanic or Latino	97.4	21	55.3
White	97.4	365	68.2
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	12	30.8
Students with Disabilities	85.6	13	13.4
District	97.4	423	68.1
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.9	96.0
Male	86.7	92.0
Black or African American	*	*
Hispanic or Latino	*	95.2
White	87.8	93.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73.9	*
Students with Disabilities	68.3	*
District	87.8	94.1
State	72.0	88.5

⁵College 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.

⁶College 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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.8	75	50.0	50	100.0	67.1
	High Needs Students	61.6	75	41.0	50	82.1	55.9
Math Performance Index	All Students	73.9	75	49.3	50	98.5	62.2
	High Needs Students	56.8	75	37.9	50	75.7	50.5
Science Performance	All Students	64.2	75	42.8	50	85.6	55.3
	High Needs Students	52.1	75	34.7	50	69.4	45.2
ELA Academic Growth	All Students	59.9%	100%	59.9	100	59.9	55.4%
	High Needs Students	53.6%	100%	53.6	100	53.6	49.8%
Math Academic Growth	All Students	74.8%	100%	74.8	100	74.8	61.7%
	High Needs Students	59.3%	100%	59.3	100	59.3	53.7%
Chronic Absenteeism	All Students	3.3%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.0%	<=5%	44.0	50	88.1	15.8%
Preparation for CCR	% Taking Courses	57.6%	75%	38.4	50	76.9	70.7%
	% Passing Exams	68.1%	75%	45.4	50	90.8	43.5%
On-track to High School Graduation		96.1%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.5%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		95.5%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		87.8%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.7% 58.7%	75%	39.1	50	78.2	92.0% 51.6%
Arts Access		51.2%	60%	42.6	50	85.3	50.5%
Accountability Index				1112.9	1350	82.4	

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	61.6	13.4	16.7	
Math Performance Index Gap	75.0	56.8	18.2	18.7	
Science Performance Index Gap	67.0	52.1	15.0	16.6	
Graduation Rate Gap	94.0%	95.5%	-1.5%	12.0%	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	98.4
	High Needs Students	96.8
Math	All Students	98.2
	High Needs Students	95.9
Science	All Students	98.6
	High Needs Students	96.0

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: 58.6

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Each year, the Superintendent in collaboration 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 2016-2017, the district continued its work on the six Learner Expectations. These Learner Expectations (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. In 2016-2017, special emphasis was placed on Critical Thinking. Region 15 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. 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. 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 and showcases occur on topics such as mathematics, special education, critical thinking and problem solving, literacy, technology, and fine arts.

Families are able to keep informed about their student and school through technology. School news is distributed electronically through school websites and School Messenger. Parents are able to keep track of students progress through PowerSchool Portal and Google Classroom. Many teachers maintain websites which list long-term and short-term assignments and provide links to activities. While all of the principals maintain an active presence on social media, many teachers also do as a way to promote strong home-school partnerships. The Parent Teacher Organizations 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 guest speakers and movie night.

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 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, English Language Arts, and development guidance curricula regularly focus on themes of cultural appreciation, mutual respect and tolerance, 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. Some of these programs and assemblies include music from other countries such as Japan, Africa, and the Middle East. Region 15 also provides students with opportunities outside of the school building designed to increase students' awareness of diversity of individuals and cultures. These opportunities include: a trip to Nature's classroom to build a sense of community among students new to the school; a trip to New York City, Washington DC, and/or Boston to build culture awareness and sensitivity and to learn about the importance of historical events and the geographical significance. Students are encouraged to become involved in a variety of meaningful service or citizenship activities to aid the community. Such activities include the annual Toys for Tots Drive, Socktober, Clothing Drive, Pearl's Project, Mix it Up Day, Habitat for Humanity, Kids Caring for Kids, Peanut Butter and Jelly Club, No One Eats Alone Day, Diversity Day, NAMES program.

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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.