

**STRATEGIC SCHOOL PROFILE 2009-10****Regional School District 15**

FRANK H. SIPPY, Superintendent

Location: 286 Whittemore Road  
Middlebury,  
Connecticut

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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](http://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](http://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, 2009      4,542  
5-Year Enrollment Change      1.1%

**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	140	3.1	7.7	32.6
K-12 Students Who Are Not Fluent in English	34	0.8	2.1	5.4
Students Identified as Gifted and/or Talented*	191	4.2	6.5	4.1
PK-12 Students Receiving Special Education Services in District	546	12.0	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	285	94.1	90.7	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	82	11.9	12.1	13.6

\*100.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.3
Asian American	177	3.9
Black	51	1.1
Hispanic	125	2.8
White	4,174	91.9
Total Minority	368	8.1

**Percent of Minority Professional Staff:** 1.3%

**Non-English Home Language:**

3.0% 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 27.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Over the past several years, the percent of minority students attending school in Region 15 has been slowly increasing but still remains under 10% district-wide. As a result, the staff puts extra effort into ensuring our students have a variety of meaningful activities that help to reduce racial and ethnic isolation. Highlights of these efforts include active involvement in the following:- Region 15 middle and high 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 teachers exchanges are encouraged.- A significant number of school and classroom programs are held between Region 15 students and neighboring urban school districts- Our School-Home-Community liaison serves as an ombudsman and helps support English Language Learners 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. The list of school programs and activities is lengthy and each year gets longer. 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 exposes students to the world of human differences.

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## 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	71.4	57.0	68.1
Writing	70.9	58.3	66.3
Mathematics	79.0	62.4	75.5
Grade 4 Reading	84.9	59.9	95.6
Writing	82.4	63.6	82.5
Mathematics	84.5	67.0	83.0
Grade 5 Reading	85.2	61.8	91.5
Writing	88.6	68.2	92.8
Mathematics	88.8	72.4	82.5
Science	82.6	59.4	83.1
Grade 6 Reading	87.1	74.9	67.5
Writing	83.0	65.9	75.0
Mathematics	86.6	70.7	71.8
Grade 7 Reading	93.9	77.4	86.4
Writing	78.9	61.2	74.7
Mathematics	88.4	68.5	83.8
Grade 8 Reading	87.4	73.3	73.2
Writing	78.6	62.6	74.5
Mathematics	88.1	67.3	86.0
Science	81.1	62.8	72.0

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	75.9	45.9	91.7
Writing Across the Disciplines	80.9	59.6	81.2
Mathematics	73.8	48.7	85.6
Science	74.5	45.3	90.9

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	57.7	50.7	66.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.0	68.5	
Average Score	Mathematics	538	508	76.0
	Critical Reading	529	503	70.5
	Writing	531	506	72.1

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	93.1	91.3	33.8
2008-09 Annual Dropout Rate for Grade 9 through 12	1.3	3.0	51.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.7	84.5
% Employed (Civilian Employment and in Armed Services)	2.3	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	262.10
Paraprofessional Instructional Assistants	37.37
Special Education	
Teachers and Instructors	43.80
Paraprofessional Instructional Assistants	64.60
Library/Media Specialists and/or Assistants	11.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	15.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	21.20
School Nurses	11.43
Other Staff Providing Non-Instructional Services and Support	188.22

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	14.0	14.2	13.8
% with Master's Degree or Above	82.9	84.7	77.8

Average Class Size	District	DRG	State
Grade K	17.8	18.4	18.5
Grade 2	19.6	19.6	19.7
Grade 5	23.0	21.8	21.1
Grade 7	23.3	21.7	20.8
High School	20.1	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	977	990	992
Middle School	986	1,023	1,018
High School	951	981	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.1	3.3	3.2
Middle School	2.5	2.5	2.5
High School	3.5	2.6	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$32,293	\$7,114	\$7,819	\$7,576	\$7,829
Instructional Supplies and Equipment	\$917	\$202	\$274	\$268	\$279
Improvement of Instruction and Educational Media Services	\$1,384	\$305	\$474	\$503	\$459
Student Support Services	\$5,111	\$1,126	\$863	\$912	\$859
Administration and Support Services	\$5,270	\$1,161	\$1,405	\$1,364	\$1,426
Plant Operation and Maintenance	\$6,525	\$1,438	\$1,469	\$1,412	\$1,462
Transportation	\$3,550	\$772	\$701	\$617	\$694
Costs for Students Tuitioned Out	\$1,478	N/A	N/A	N/A	N/A
Other	\$1,184	\$261	\$163	\$159	\$162
<b>Total</b>	<b>\$57,712</b>	<b>\$12,562</b>	<b>\$13,458</b>	<b>\$13,145</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,604	\$794	\$1,864	\$1,228	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,886,193	20.6	19.8	20.7

**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	89.0	8.8	1.6	0.5
Excluding School Construction	89.2	8.5	1.7	0.6

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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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, 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.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	532
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.7%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	34	0.7	1.1	1.0
Learning Disability	237	5.2	3.4	3.9
Intellectual Disability	6	0.1	0.3	0.5
Emotional Disturbance	21	0.5	0.5	1.0
Speech Impairment	109	2.4	2.0	2.2
Other Health Impairment*	87	1.9	2.1	2.1
Other Disabilities**	38	0.8	0.7	0.9
<b>Total</b>	<b>532</b>	<b>11.7</b>	<b>10.1</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	71.4	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.1	4.1

## 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	44.1	31.6	85.0	67.5
	Writing	39.2	19.6	80.3	63.3
	Mathematics	46.0	32.9	85.9	68.1
	Science	45.0	23.7	81.8	61.1
CAPT	Reading Across the Disciplines	40.7	13.8	75.9	45.9
	Writing Across the Disciplines	36.7	16.8	80.9	59.6
	Mathematics	32.0	16.7	73.8	48.7
	Science	35.5	13.0	74.5	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	22.4
	% With Accommodations	77.6
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		5.1

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	21	3.9

### 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	389	73.1	77.2	73.4
40.1 to 79.0 Percent of Time	119	22.4	15.8	15.3
0.0 to 40.0 Percent of Time	24	4.5	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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 teacher, parents, staff members, community members, administrators and various municipal officials. A School-Home-Community Liaison position was established in an effort to help provide a bridge between parents and the school. Additionally, a Community Connections electronic newsletter is published and shared on a monthly basis throughout the year. These efforts increase communication and engage parents in the planning and improvement of our programs. We have also continued to provide a continuum of services for students with disabilities, while focusing on ensuring their access to the general communication. Schools incorporate goals regarding LRE into their site based plan and a district wide SRBI/Data Team was put in place last year. Region 15 is committed to providing a high quality, concept-based curriculum to all teachers. The curriculum revision cycle ensures curriculum will be kept up-to-date and evaluated on a regular basis. Teachers receive strong support from the Board of Education to participate in curriculum development. More than 250 students participated in the Advanced Placement courses at Pomperaug High School. Of those students, 231 students took 403 Advanced Placement exams and 87% of the scores were 3 or above. CAPT scores continued to show improvement this year in all areas. A gain of 3% was made in mathematics, 1% in science, again of 5% in reading and 2% in writing. Student results from classroom performance-based assessments continue to be carefully examined. An average of 90% of Pomperaug High School students take the SAT's. SAT scores continue to be above state and national averages.

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