

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



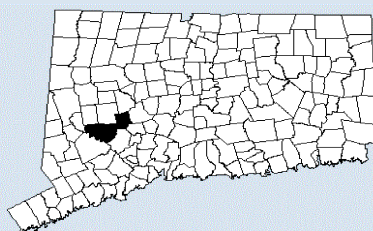
Regional School District 15

Mr. Joshua Smith, Superintendent • 203-758-8259 • <http://www.region15.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,628
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data for 2017-18 will be added later this year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,726	47.6	48.4
Male	1,902	52.4	51.6
American Indian or Alaska Native	6	0.2	0.3
Asian	176	4.9	5.2
Black or African American	64	1.8	12.8
Hispanic or Latino of any race	211	5.8	25.8
Native Hawaiian or Other Pacific Islander	10	0.3	0.1
Two or More Races	76	2.1	3.6
White	3,085	85.0	52.4
English Learners	39	1.1	7.6
Eligible for Free or Reduced-Price Meals	463	12.8	42.1
Students with Disabilities ³	625	17.2	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	71	4.2	20	1.1
Male	78	4.2	95	4.9
Black or African American	*	*	7	10.6
Hispanic or Latino of any race	14	6.9	9	4.0
White	122	4.0	99	3.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	60	12.6	34	6.6
Students with Disabilities	56	9.5	44	6.2
District	149	4.2	115	3.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 111

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	231.9
Paraprofessional Instructional Assistants	39.6
Special Education	
Teachers and Instructors	44.5
Paraprofessional Instructional Assistants	93.2
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	16.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	21.3
Counselors, Social Workers and School Psychologists	22.0
School Nurses	10.8
Other Staff Providing Non-Instructional Services/Support	170.7

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.6	1.1
Black or African American	2	0.6	3.8
Hispanic or Latino of any race	2	0.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	336	94.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino of any race	7	*	13	*
White	163	59.1	225	79.8
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	27	61.4	28	65.1
Students with Disabilities	23	46.9	43	68.3
District	191	59.3	261	80.3
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	43	48.3
Emotional Disturbance	14	42.4
Intellectual Disability	*	*
Learning Disability	172	74.1
Other Health Impairment	94	77.0
Other Disabilities	*	*
Speech/Language Impairment	46	83.6
District	381	67.0
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	92	2.5	1.9
Emotional Disturbance	33	0.9	1.1
Intellectual Disability	10	0.3	0.5
Learning Disability	233	6.4	5.5
Other Health Impairment	122	3.4	3.2
Other Disabilities	54	1.5	1.1
Speech/Language Impairment	57	1.6	1.8
All Disabilities	601	16.6	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	2.8	8.2
Private Schools or Other Settings	26	4.3	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

NOTE: Expenditure data for 2017-18 will be added later this year.

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services			
Instructional Supplies and Equipment			
Improvement of Instruction and Educational Media Services			
Student Support Services			
Administration and Support Services			
Plant Operation and Maintenance			
Transportation			
Costs of Students Tuitioned Out			
Other			
Total			
Additional Expenditures			
Land, Buildings, and Debt Service			

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel			
Noncertified Personnel			
Purchased Services			
Tuition to Other Schools			
Special Ed. Transportation			
Other Expenditures			
Total Expenditures			

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local		
State		
Federal		
Tuition & Other		

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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	91	81.3	90	85.8	38	80.8
Black or African American	34	73.5	34	72.1	10	*
Hispanic or Latino of any race	95	68.1	95	68.2	42	65.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	42	82.7	42	82.6	15	*
White	1,624	76.0	1,623	74.1	751	72.9
English Learners	63	68.6	62	72.8	18	*
Non-English Learners	1,833	76.2	1,832	74.6	845	73.1
Eligible for Free or Reduced-Price Meals	263	69.0	263	66.3	113	65.1
Not Eligible for Free or Reduced-Price Meals	1,633	77.1	1,631	75.9	750	74.1
Students with Disabilities	317	58.6	316	54.4	139	56.8
Students without Disabilities	1,579	79.5	1,578	78.6	724	76.1
High Needs	534	65.3	533	62.3	232	62.7
Non-High Needs	1,362	80.2	1,361	79.4	631	76.7
District	1,896	76.0	1,894	74.5	863	73.0

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	93.0	77.4	83.1	87.5	1,061	84.9
Curl Up	87.4	77.8	79.4	81.8	1,061	81.3
Push Up	86.1	83.5	78.7	80.7	1,061	82.0
Mile Run/PACER	90.0	69.2	64.1	45.8	1,061	66.4
All Tests - District	72.2	45.9	53.2	30.3	1,061	49.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	18	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	47	70.2
District	292	94.5
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	201	68.1
Male	97.2	235	66.8
Black or African American	*	*	*
Hispanic or Latino of any race	97.0	24	72.7
White	97.8	369	66.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	98.9	39	44.8
Students with Disabilities	90.2	20	17.9
District	97.8	436	67.4
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.6	96.8
Male	76.3	93.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	82.1	95.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.9	*
Students with Disabilities	62.2	88.9
District	82.3	95.0
State	70.9	87.8

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	76.0	75	50.0	50	100.0	67.7
	High Needs Students	65.3	75	43.5	50	87.0	58.1
Math Performance Index	All Students	74.5	75	49.7	50	99.4	63.1
	High Needs Students	62.3	75	41.5	50	83.0	52.7
Science Performance Index	All Students	73.0	75	48.6	50	97.3	63.8
	High Needs Students	62.7	75	41.8	50	83.6	54.2
ELA Academic Growth	All Students	64.4%	100%	64.4	100	64.4	59.9%
	High Needs Students	60.3%	100%	60.3	100	60.3	55.1%
Math Academic Growth	All Students	69.5%	100%	69.5	100	69.5	62.5%
	High Needs Students	57.6%	100%	57.6	100	57.6	55.2%
Progress Toward English Proficiency	Literacy	87.1%	100%	43.5	50	87.1	60.0%
	Oral	80.7%	100%	40.3	50	80.7	52.1%
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	9.7%	<=5%	40.5	50	81.1	16.1%
Preparation for CCR	% Taking Courses	69.9%	75%	46.6	50	93.1	80.0%
	% Passing Exams	67.4%	75%	44.9	50	89.9	42.6%
On-track to High School Graduation		94.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.5%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		89.2%	94%	94.9	100	94.9	83.3%
Postsecondary Entrance (Class of 2018)		82.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.8% 49.8%	75%	33.2	50	66.4	96.4% 52.9%
Arts Access		51.5%	60%	42.9	50	85.9	51.9%
Accountability Index				1213.9	1450	83.7	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	65.3	9.7	15.4	
Math Performance Index Gap	75.0	62.3	12.7	17.6	
Science Performance Index Gap	75.0	62.7	12.3	16.1	
Graduation Rate Gap	94.0%	89.2%	4.8%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	96.1
Math	All Students	98.2
	High Needs Students	96.0
Science	All Students	97.8
	High Needs Students	94.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 64.6 State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

This year, the Superintendent in conjunction with the Board of Education, established four theories of action for the Region. These theories of action are: (1) If we foster schools that are welcoming and inclusive to all students then students will feel valued and they will be better able to access their learning; (2) If we improve our ability to align assessments to curriculum, improve our data culture, and increase our analysis of student learning, then we will be more equipped to provide meaningful student engagement and increased achievement; (3) If we embrace communication, transparency, and collaborative relationships within ourselves and the community then we will improve trust and participation in supporting our students; (4) If we increase and promote access to career pathways, curriculum, and shared instructional experiences then our district will prepare students for the world they will enter after their time with us. These are the focus for the work at the district, department, school, and classroom levels, are the basis for the improvement efforts and professional development for staff, and are the foundation for curriculum development to ensure an education for ALL students. Region 15 has developed a process that ensures success for ALL students.

The district has 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. A 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 the Region, there are some students who accrue a number of absences. When the number of absences exceeds those designated in the Board policy, school staff reach out to students and families regarding the attendance concerns. When necessary, referrals are made community organizations for additional support.

Region 15 parents are actively involved in the education of their children. Examples of involvement include open house, regular parent-teacher conferences, and parent workshops.

School news is distributed electronically through school websites and School Messenger. Many teachers also maintain a web-presence, listing short and long-term assignments and links to activities. Social media is also used by administrators and teachers as a way to share information about the schools and activities that occur within the schools.

The Parent Teacher Organizations (PTOs) 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 "Movie Night."

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Region has continued its focus on understanding, accepting, and appreciating diversity. In 2017-2018, the Global Citizenship and Character Advisory Committee was established and has continued this year. This committee consists of parents, teachers, and administrators from each level (high school, middle school, and elementary), and high school students. This advisory committee's goal is to nurture, in students and staff, lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, appearance, or sexual orientation. The faculty and staff are committed to providing opportunities for the school community to assist in the goals of the Advisory Committee. The efforts include a variety of classroom, grade level, school-wide, and district-wide programs, events, and activities. Curriculum is also being revised to focus on cultural appreciation, mutual respect, and elimination of prejudices. Select staff has attended training on bias and race. The developmental guidance program at each of the schools helps students understand, accept, and appreciate diversity. Cultural Arts programs and assemblies throughout the year provide opportunities for students to experience different cultures, celebrations, music, and activities. Activities have include the district-wide celebration of the UN World Day for Cultural Diversity for Dialogue and Development and area-wide activities such as the Regional Day of Discussion: Examining Global Citizenship at Quinnipiac University which was developed by teachers at Pomperaug High school and includes students other high schools in the area.

Each of the 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.

This year, Region 15 was an integral part of a community forum entitled "Strengthening the Bonds of Our Communities." Community members from the Region along with school staff, met to plan next steps to help reduce prejudices and bias in the two communities of Middlebury and Southbury.

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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 the Region. 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 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 the schools. Class sizes are based upon planning numbers that have been recommended 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. .