

POMPERAUG REGIONAL SCHOOL DISTRICT 15

The mission of Region 15, a collaborative community committed to excellence, is to educate every student to be productive, ethical, and engaged in a global society through proven and innovative learning experiences supported by its strong community whose decision-making is based on the best interest of all students.

Mission Statement, Adopted 9 December 2002; Updated 2009

Special Meeting of the Board of Education

Tuesday, January 27, 2026

7:30 P.M.

Pomperaug High School Media Center

PRESENT: Ms. Sharon Attick (Remote) Mr. Tom Marks /
Ms. Shannon Cavallo (Remote) Mr. Jeff Olsen
Ms. Heather Dwyer Mrs. Heather Rodgers
Mr. John Jenusaitis (Absent) Dr. Sally Romano
Ms. Marion Manzo, Chairperson Mr. Steve Suriani

PRESENT: Mr. Joshua Smith, Superintendent of Schools
Dr. Carrie Chiappetta, Assistant Superintendent of Schools
Mr. Joe Martino, Director of Finance

Ms. Manzo called the January 27, 2026, Regular Meeting of the Board of Education to order at 7:30 p.m. and the Pledge of Allegiance was recited.

There was no report given.

Upon a motion by Mrs. Rodgers, seconded by Mr. Suriani
IT WAS VOTED

“to approve the January 12, 2026 regular meeting minutes of the Board of Education” and passed with Ms. Attick, Ms. Cavallo, Ms. Dwyer, Ms. Manzo, Mr. Marks, Mr. Olsen, Mrs. Rodgers, Dr. Romano, and Mr. Suriani voting, “aye”. Mr. Jenusaitis was absent.

Call to Order
Pledge of Allegiance

Student Representatives

Approval of Minutes

Superintendent Smith presented an overview of district enrollment and staffing trends using October 1 state enrollment data, which determines Average Daily Membership and town budget obligations. Enrollment has reached the low point of a long-term decline and is projected to stabilize with modest growth over the next 10 years. Mr. Smith attributed some of the low enrollment to the change in the Kindergarten start date. Staffing levels remain largely stable due to classroom size with increases in non-certified staff driven primarily by legally required paraeducator positions. Long-term projections, housing trends, and potential Pre-K capacity expansion were discussed, noting that future development and universal preschool requirements remain uncertain.

Enrollment Report
(Attachment 1)

Dr. Chiappetta presented the Region 15 Data Report, (Attachment 2) which reviewed summative state assessment results (Smarter Balanced, NGSS, and SAT), advanced placement and early college experience data, special education performance indicators, and the Next Generation Accountability Index. Region 15 continues to outperform state averages across content areas; however, when compared to peer districts within its District Reference Group (DRG B), achievement gaps remain. Analysis of subgroup data and cohort trends shows gradual post-pandemic improvement, though progress has been slower than desired, particularly in mathematics. Recent assessment changes, including the redesigned digital SAT, were also discussed as contributing factors to year-to-year variation. The presentation emphasized the district's strategic focus on strengthening Tier 1 instruction across all schools to close achievement gaps systemwide rather than in isolated classrooms. Ongoing work includes expanded use of a districtwide data warehouse, consistent data structures, targeted instructional planning, and professional learning aligned to standards, differentiation, and scaffolding. Updates were also provided on increased access to AP and dual-credit coursework, college and career readiness outcomes, and special education inclusion efforts. The administration noted that while no single program will resolve gaps, sustained, consistent instructional practices supported by data are expected to drive continued improvement.

Region 15 Data Report
(Attachment 2)

Board members expressed concern regarding the district's academic performance relative to peer districts, particularly in ELA, and questioned the return on investment for instructional strategies and resources implemented over multiple years. Members emphasized the need for clearer evidence of effectiveness, greater accountability for outcomes, and more frequent, transparent progress monitoring—especially as the district enters the upcoming budget cycle.

Administration acknowledged the concerns and outlined ongoing efforts to improve consistency through districtwide data protocols, instructional alignment, and monitoring of interventions. It was noted that the data warehouse is a tool to support—not replace—instructional decision-making, and that current work is focused on scaling successful practices systemwide.

Ms. Cavallo reported the Finance and Facilities Committee held its meeting on Tuesday, January 27, at 6:30 p.m. Topics discussed included a transfer for the Long Meadow roof replacement, Friends Together program tuition rates for the 2026–2027 school year, and the issuance of the district’s final repair bond.

Finance & Facilities Committee

Mr. Martino reported that the bond received a highly competitive interest rate with strong bidder participation, resulting in an estimated savings of approximately \$600,000 over the life of the bond compared to prior market conditions.

The Superintendent provided a PES/GES building update, noting that Board members toured the Cheshire school construction site, where a new school is being built adjacent to the existing facility and is scheduled to open in September. Superintendent Smith and Mr. Martino met with the Cheshire Superintendent to discuss their construction process, including the space waiver experience, and obtained sample legislative language used to secure approval.

PES/GES Building Update

The Superintendent also reported that work is underway to consolidate project information into a dedicated website, with assistance from a graphic designer and web developer, to improve clarity and accessibility for the public.

Board members expressed appreciation for the work of teachers, staff, administrators, parents, and students, emphasizing that discussions regarding areas for improvement are intended to identify ways the Board can better support the district rather than to diminish the efforts currently taking place. Members reiterated that the Board recognizes and values the daily work occurring across the schools and remains focused on strengthening the system overall.

Board Member Comments

Ms. Attick reflected on the recent tour of the Cheshire school construction project, noting that seeing a completed example provided valuable perspective and clarity.

No comments from citizens.

Comments from Citizens

Upon a motion by Mrs. Rodgers, seconded by Dr. Romano
IT WAS VOTED

Motion Made and Passed
Transfer Entry for LMES Roof

Special Meeting of the Region 15 Board of Education January 27, 2026

"to approve the Transfer Entry for the Roof Replacement at Long Meadow Elementary School in the amount of \$1,368,970.00" and passed with Ms. Attick, Ms. Cavallo, Ms. Dwyer, Ms. Manzo, Mr. Marks, Mr. Olsen, Mrs. Rodgers, Dr. Romano and Mr. Suriani voting "aye". Mr. Jenusaitis was absent.

Ms. Manzo announced the future meetings:

- Monday, February 9, 2026 Board Retreat, Mary I. Johnson Central Office, 6:00 p.m.
- Monday, February 23, 2026, Finance & Facilities Committee Meeting, Pomperaug High School Media Center, 6:30 p.m.
- Monday, February 23, 2026, Regular Meeting of the Board of Education, Pomperaug High School Media Center, 7:30 p.m. (Budget Presentation & Superintendent's Mid-year EvaluationP)

Upon a motion by Mrs. Rodgers, seconded by Dr. Romano
IT WAS VOTED

"to adjourn the January 27, 2026 Special Meeting of the Board of Education at 9:34 p.m." and passed with Ms. Attick, Ms. Cavallo, Ms. Dwyer, Ms. Manzo, Mr. Marks, Mr. Olsen, Mrs. Rodgers, Dr. Romano and Mr. Suriani voting "aye". Mr. Jenusaitis was absent.

Announcement of Future Meetings

Adjourn

Region 15 Enrollment Report

Presented: January 26, 2026

Purpose:

- Official Enrollment Numbers: October 1st is the state mandated snapshot for student enrollment data
- All state and federal reports that have a per student calculation or allocation use the enrollment figures from this date for their calculations
- The ADM percentage that drives funding for Region 15 is also calculated from these numbers
- The detail and data captured in the report is the collaborative effort of many staff in the district. It does not happen without their hard work and efforts.

Enrollment Projections and the Science of Demography

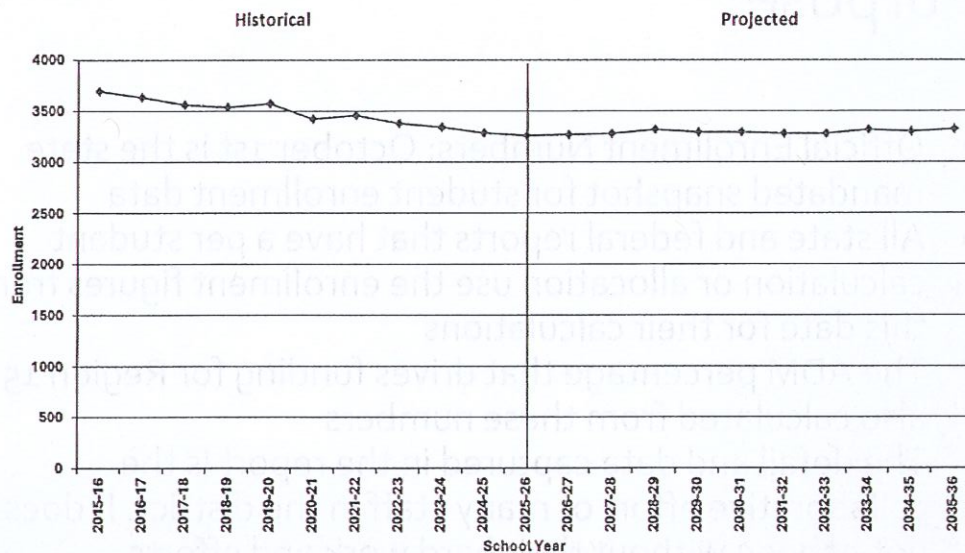
- Demography: the study of statistics such as births, deaths, income, or the incidence of disease, which illustrate the changing structure of human populations.
 - When applied to a town and school district it also includes home sales, economic trends and other regional factors
- Currently Region 15 has a relationship with 2 Demographers.
 - NESDEC (New England School Development Council), Part of our affiliation benefit, the Council provides more than 250 school districts in New England with annual enrollment projections.
 - MP Planning: Mike Zuba, our consultant from MP Planning completed the report.

Presented to Region 15 Board of Education January 26, 2026

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Grades K-12 Historical & Projected Enrollment



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Presented to Region 15 Board of Education January 26, 2026

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Average Daily Enrollment

Town	ADM	Percentage	Allocation to Towns
Middlebury	1,124	33.1270%	TBD
Southbury	2,269	66.8730%	TBD
	3,393	100.00%	

- Shared with Board of Education and Municipalities on 10/14/2025
- ADM includes students that attend schools outside of the district but are fiscal responsibilities of the Region and students participating in mandated preschool program.

Presented to Region 15 Board of Education January 26, 2026

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K-5 Summary (Classroom teachers) Enrollment and Staffing

School	2024-2025 Enroll	# of Class Tchrs	Avg Class Size	2025-2026 Enroll	# of Class Tchrs	Avg Class Size	Enroll Change	Staff Change
MES	309	18	17.20	290	18	16.11	-19	0
GES	319	18	17.70	325	18	18.05	+6	0
PES	395	22	18.00	367	22	16.68	-28	0
LMES	456	25	18.24	455	25	18.20	-1	0
Total	1479	83	17.82	1437	83	17.31	-42	0

Presented to Region 15 Board of Education January 26, 2026

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PreK-5 Certified Staffing Summary

Certified Position	MES		GES		PES		LMES	
	24-25	25-26	24-25	25-26	24-25	25-26	24-25	25-26
Principal/Asst. Principal	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0
General Education	18.0	18.0	18.0	18.0	22.0	22.0	25.0	25.0
Art	0.7	0.7	1.1	1.1	1.2	1.2	1.0	1.0
Pre-School	0.0	0.0	0.0	0.0	0.0	0.0	5.0	5.0
Guidance	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Interventionist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Library	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Music	1.3	1.3	1.3	1.3	1.6	1.6	1.8	1.8
PE/ Health	1.4	1.4	1.2	1.2	1.4	1.4	1.8	1.8
Psychology	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reading/Math Coach	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Special Education	5.5	5.5	4.5	4.5	6.5	6.5	7.5	6.5
Speech	1.0	1.0	1.0	1.0	1.8	1.8	4.0	4.0
Totals	34.9	34.9	34.1	34.1	41.5	41.5	54.1	53.1

Specialist allocation may vary based on district-wide split assignments.
Presented to Region 15 Board of Education 1/08/2024

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PreK-5 Non-Certified Staffing Summary

Non-Certified Position	MES		GES		PES		LMES	
	24-25	25-26	24-25	25-26	24-25	25-26	24-25	25-26
Secretary II	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0
Library Tech	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Principal Secretary General	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Asst/Student	3.5	4.5	5.0	5.0	5.5	5.5	6.0	6.0
Special Ed Inst. Asst.	11.0	15.0	13.0	12.0	24.0	27.0	27.5	30.5
Custodians	4.0	4.0	3.5	3.5	4.0	4.0	5.0	5.0
Therapist	2.0	2.0	0.0	0.0	2.0	2.0	4.0	4.0
Nurses	2.0	2.0	1.0	1.0	2.0	2.0	1.75	1.75
Security	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total	26.5	31.5	26.5	25.5	41.5	44.5	49.25	52.25

Presented to Region 15 Board of Education January 26, 2026

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6-12 Enrollment and Staff

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Presented to Region 15 Board of Education January 26, 2026

6-12 Certified Staffing Summary

Certified Position	RMS		MMS		PHS	
	24-25	25-26	24-25	25-26	24-25	25-26
Principal	1.0	1.0	1.0	1.0	1.0	1.0
Asst Principal	1.0	1.0	1.0	1.0	2.0	2.0
Acadm. Chair Eng/Hist (6-12)	0.1	0.1	0.1	0.1	0.8	0.8
Acadm. Chair Math/Sci (6-12)	0.1	0.1	0.1	0.1	0.8	0.8
Academic Chair Spec. Ed. (9-12)	0.0	0.0	0.0	0.0	1.0	1.0
Director of Athletics/PE/HE (K-12)	0.0	0.0	0.0	0.0	1.0	1.0
Director of Fine Arts (K-12)	0.0	0.0	0.0	0.0	1.0	1.0
Director of Guidance (K-12)	0.0	0.0	0.0	0.0	1.0	1.0
Art	2.0	2.0	2.0	2.0	4.0	4.0
Business (includes Marketing)	0.0	0.0	0.0	0.0	2.0	2.0
Computer	1.0	1.0	1.0	1.0	0.0	0.0
Drama/Global Communications	0.4	0.4	0.6	0.6	1.0	1.0
ELA/English	4.0	4.0	4.0	4.0	12.0	12.0
Family & Consumer Science	0.0	0.0	0.0	0.0	2.0	2.0
Guidance	2.0	2.0	2.0	2.0	6.0	6.0
Interventionist	1.0	1.0	1.0	1.0	0.0	0.0
Health	0.6	0.6	0.6	0.6	0.0	0.0
Library	1.0	1.0	1.0	1.0	2.0	2.0
Mathematics	4.0	4.0	4.0	4.0	13.6	13.0
Music	3.0	3.0	3.0	3.0	2.0	2.0
PE	2.0	2.0	2.0	2.0	5.0	5.0
Psychology	1.0	1.0	1.0	1.0	2.0	2.0
Literacy Coach	1.0	1.0	1.0	1.0	0.0	0.0
Science	4.0	4.0	4.0	4.0	12.0	12.0
Social Studies	4.0	4.0	4.0	4.0	11.0	11.0
Special Education	5.4	7.4	5.4	5.4	13.4	13.4
Speech	1.0	1.0	1.0	1.0	1.2	1.2
Technology Ed	1.0	1.0	1.0	1.0	5.0	5.0
World Languages	3.6	3.6	3.4	3.4	9.0	9.0
TOTAL	40.6	42.6	44.2	44.2	111.8	111.2

6-12 Non-Certified Staffing Summary

	MMS		RMS		PHS	
Non-Certified Position	24-25	25-26	24-25	25-26	24-25	25-26
Secretary II	1.0	1.0	1.0	1.0	2.0	2.0
Attendance Coord.	0.0	0.0	0.0	0.0	1.0	1.0
Secretary/Coordinator	1.0	1.0	1.0	1.0	11.0	11.0
Principal Secretary	1.0	1.0	1.0	1.0	1.0	1.0
General Asst/Student Supervisors	3.5	3.5	3.0	3.0	0.0	0.0
Special Ed Inst. Asst./RBT/Alt. Ed	10.0	9.0	14.5	17.5	17.0	21.0
Custodians	4.0	4.0	5.0	5.0	10.0	10.0
Nurses	1.0	1.0	1.0	1.0	3.0	3.0
Security	1.0	1.0	1.0	1.0	4.0	4.0
Total	22.5	21.5	27.5	30.5	49.0	53.0

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Presented to Region 15 Board of Education January 26, 2026

Staffing Summary Totals as of October 1, 2025

Position	PES	MES	GES	LMES	MMS	RMS	PHS	District	Total
Administrators	1	1	1	2	2	2	9	6	24
Accounting/Coord.	0	0	0	0	0	0	0	6	6
Cust/Maint/Grounds	4	4	3.5	5	4	5	10	3	38.5
Library Tech.	1	1	1	1	0	0	0	0	4
Nurses	2	2	1	1.75	1	2	2	0	11.75
Paraeducators	32.5	19.5	17.0	36.5	12.5	20.5	16.0	0	154.5
Secretary	2	2	2	3	3	3	15	6	36
Certified	40.5	33.9	33.1	51.1	42.2	40.6	102.2	3	346.6
Technology/Web	0	0	0	0	0	0	0	5.5	5.5
Therapist/BCBA	2	2	0	4	0	0	0	3	11
Security	1	1	1	1	1	1	4	0	10
Total	86	66.4	59.6	105.35	65.7	74.1	158.2	32.5	647.85

*PHS Administration line includes 5 positions that have districtwide responsibilities but are housed out of the high school.

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Presented to Region 15 Board of Education January 26, 2026

Grand Summary

	2024-2025	2025-2026
Total Staffing	639.05	647.85
Total Enrollment	3,348	3,331

Breakout of Staffing Changes:

+1 RMS Learning Center Teacher
 +1 District Data Manager
 +1 Facilities & Security Supervisor
 +6 Paraeducator Staff

-.6 PHS Math

Current Staffing Vacancies

Facilities & Security Supervisor
 20 Paraeducators
 (PT and FT, General Assistant and Special Education Positions).

Presented to Region 15 Board of Education 12/6/2026

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Individual School Enrollment Projection Performance

- Overall K-5 enrollment trending below the projections for all schools
 - GES (-6) was within 10 students of the projections while MES (-13) and LMES (-14) were moderately below the projections.
 - PES (-28) is trending well below the projections
- RMS was within 4 students while MMS was within 16 students.

Elementary School	K-5 Actual Enrollment	K-5 Projected Enrollment	Difference
GES	324	330	-6
LMES	455	469	-14
MES	290	303	-13
PES	367	395	-28
Total	1,436	1,497	-61

Middle School	6-8 Actual Enrollment	6-8 Projected Enrollment	Difference
MMS	413	429	-16
RMS	425	429	-4
Total	838	858	-20

Note small delta between the sum of individual school and districtwide enrollment numbers due to outplaced students included in the district's PSIS

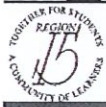


Pomperaug Regional School District 15

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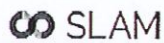
Presented to Region 15 Board of Education January 26, 2026

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Enrollment Projection Update

Enrollment Drivers



Pomperaug Regional School District 15

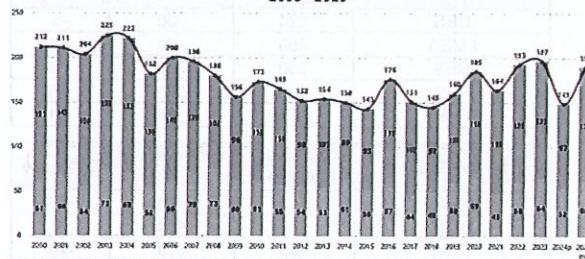
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Region 15's Births

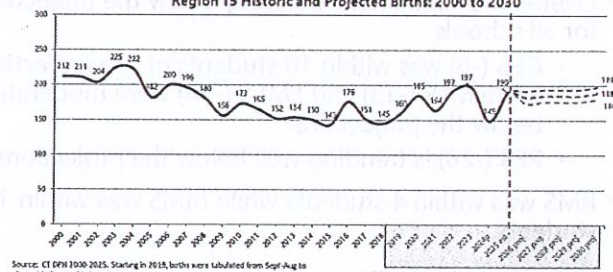
Historic Births for Middlebury and Southbury
2000 - 2025



Source: CTDPH 2023. Beginning in 2019, births were tabulated on a Sept-Aug basis to align with new K entry age requirements.

- RSD15 experienced elevated births between 2020 and 2023, averaging of 185 annually.
- After a one-year drop off in 2024 to 149 births, births for 2025 have rebounded to 190.

Region 15 Historic and Projected Births: 2000 to 2030



Source: CTDPH 2020-2025. Starting in 2019, births were tabulated from Sept-Aug to align with the new kindergarten entry age.

Note that beginning in 2019, births & projections switched from calendar year to Sept-Aug births to align with new K entry age requirements.

- All three models show elevated births continuing for 2026-30, albeit at slightly difference levels.
 - Low model: avg. 176 (174-180)
 - Medium model: avg. 185 (183-189)
 - High model: avg. 194 (192-198)



Pomperaug Regional School District 15

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Enrollment Projection Update

Enrollment Trends & Analysis



Pomperaug Regional School District 15

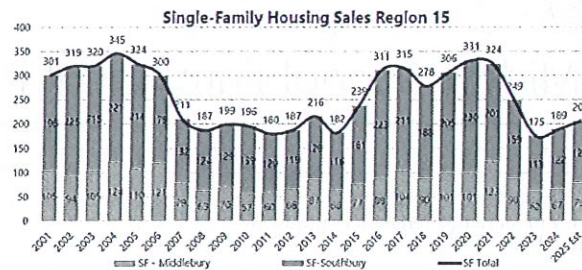
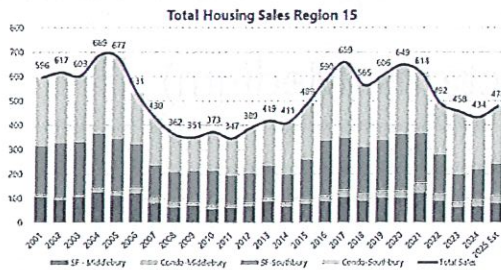
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Housing Trends



- Elevated period of home sales from 2016 to 2021, averaging 614 annually, about half of which were single-family sales.
 - Sales declined between 2022 and 2024, averaging under 500 annually.
 - Slight rebound in sales for 2025 based on YTD data, however, still trending well below 2016-2021 levels.
- Single-family sales dropped from a high of 331 in 2020 to a low of 175 in 2023. Sales have rebounded slightly over the last two years, but still remain well below 2016-2021 levels.
- Condo sales (predominantly Heritage Village) are up slightly from 2024, but have declined at a much slower rate than single-family sales over the last five years.



Pomperaug Regional School District 15

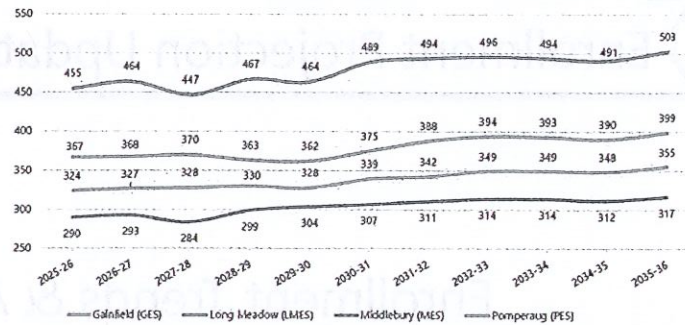
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- LMES is projected to stay relatively stable over the next four years before increasing to over 500 students by 2035-36.
- PES is projected to stay stable over the next four years before increasing to just under 400 students.
- GES is projected to grow slowly over the next five years, with growth continuing over the final five years to a peak of 355 students.
- MES is projected to decline slightly over the next two years before experiencing a modest rebound, growing to 317 students by 2035-36.

Region 15 Elementary School (K-5) Projected Enrollment
2025-26 to 2035-36



School	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	Δ 5-yr	Δ 10-yr
Gainfield (GES)	324	327	328	330	328	339	342	349	349	348	355	4.1%	9.1%
Long Meadow (LMES)	455	464	447	467	464	489	494	496	494	491	503	7.5%	10.5%
Middlebury (MES)	290	293	284	299	304	307	311	314	314	312	317	5.9%	9.3%
Pomperaug (PES)	367	368	370	363	362	375	388	394	393	390	399	2.2%	8.7%
Elementary Total	1,436	1,452	1,429	1,459	1,458	1,510	1,535	1,533	1,550	1,541	1,574	5.2%	8.6%

Pomperaug Regional School District 15

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MP

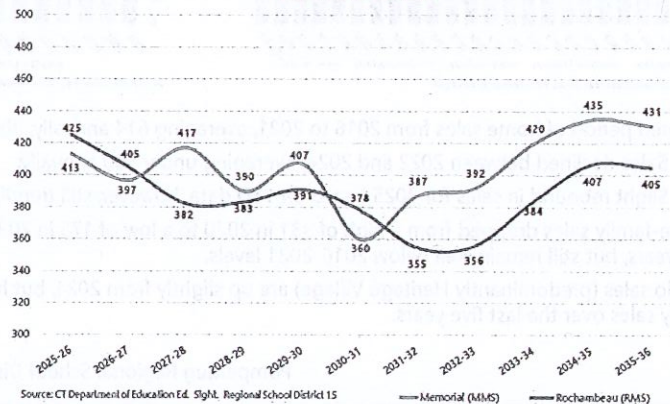
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Middle School Enrollment Projections (Medium)

- Enrollment is projected to reach its low at the projection midpoint when small cohorts currently in Kindergarten and 1st grade enter middle school.
- Over the first five years of the projections, enrollment at MMS is projected to decrease to 360 students, before rebounding and averaging 413 students over the final five years of the projections.
- RMS is projected to decline over the next several years, reaching a low of 355 in 2031-32. Enrollment is projected to rebound, averaging over 400 students for the final two years.
- MMS projected to remain slightly larger than RMS on average, with that gap increasing over the final five years of the projections.

Region 15 Middle School Projected Enrollments
2025-26 to 2035-36



Source: CT Department of Education Ed. Slight, Regional School District 15

School	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	Δ 5-yr	Δ 10-yr
Memorial (MMS)	413	397	417	390	407	360	387	392	420	435	431	-12.8%	4.4%
Rochambeau (RMS)	425	405	382	383	391	355	356	384	407	405	405	-11.1%	-4.7%
Middle Total	838	802	799	773	798	718	742	776	804	842	836		

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MP

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District Projection Summary

- Projections revised downwards due to second consecutive small kindergarten class and lower in-migration.
- Medium model projects relatively stable enrollment over the next five years, the high model projects modest growth and the low model projects a modest decline. Over the final five years, both the medium and high models show enrollment growth.
- **Based on our analysis, the Medium Projection Model reflects the most likely trajectory for future enrollment. However, recent changes to enrollment drivers bear watching.**
- Elementary enrollment (K-5) increases by 5% over the next five years with growth continuing at a slower rate over the final five years. Elementary enrollment is projected to peak at just under 1,600 students in 2035-36.
- Middle school enrollment (6-8) is projected to decrease (-13%) over the next five years as smaller elementary cohorts move up. Enrollment is projected to rebound over the final five years, to over 800 students.
- High school (9-12) enrollment is projected to stay relatively stable through 2030-31 before declining over the final years of the projections, reaching a low of 927 students in 2034-35.



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Questions:

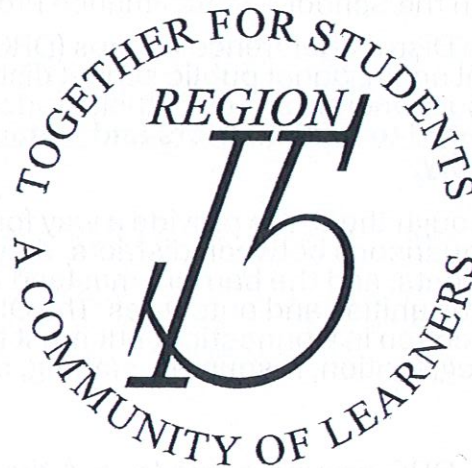
Presented to Region 15 Board of Education January 26, 2026

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R15 Data Report

BOE Presentation

January 27, 2026



This Evening's Presentation

- Smarter Balanced Scores for ELA & Math
 - State, R15, DRG, Selected Towns for Comparison
 - R15 Trends
 - Scores by Student Group
- Next Generation Science Standard Score
 - State, R15, DRB, Selected Towns for Comparison
 - R15 Trends
 - Scores by Student Group
- School Day SAT
- Special Education Annual Performance Report
- Advanced Placement Data Summary
- CSDE Next Generation Accountability Index
 - District & Individual Schools
- Current Work

Comparison Set - District Reference Groups (DRGs)

From the School + State Finance Project:

"The District Reference Groups (DRGs) are a classification system that groups local and regional public school districts together based on the similar socioeconomic status of their students...**The DRGs were not, however, created to rank districts and schools, or provide an indicator of school quality.**

Although the DRGs provide a way for district leaders and policymakers to make comparisons between districts, they fail to account for the experience of students, and the barriers that lead to, and exacerbate, disparities in education opportunities and outcomes. The DRGs are part of the picture in understanding education in Connecticut but must be complemented with an understanding of segregation, resources, staffing, and outcomes."

DRG groups range from A through I, with DRG A being the highest socioeconomic group and DRG I being the lowest. Historically, academic achievement tends to mirror the socioeconomics of the DRG.



Spring 2025

ELA Smarter Balanced Assessment: 2025 R15 Compared to State, DRG, Select Towns Percent of Students at "Meets/Exceeds"

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
State	47%	51%	53%		50%	50%	51%
Region 15	55%	65%	64%		53%	59%	58%
DRG B	62%	70%	71%		70%	71%	70%

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
Avon	65%	67%	75%		70%	76%	77%
Brookfield	48%	67%	68%		68%	71%	52%
Cheshire	69%	74%	83%		80%	80%	79%
Monroe	68%	70%	79%		78%	74%	75
Newtown	71%	75%	73%		69%	65%	69%
Region 14	55%	72%	63%		66%	61%	71%

Math Smarter Balanced Assessment: 2025 R15 Compared to State, DRG, Select Towns Percent of Students at "Meets/Exceeds"

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
State	52%	51%	45%		43%	43%	41%
Region 15	65%	69%	64%		54%	64%	54%
DRG B	71%	71%	64%		65%	65%	61%

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
Avon	69%	63%	68%		71%	65%	72%
Brookfield	50%	61%	42%		65%	65%	44%
Cheshire	78%	73%	83%		78%	75%	73%
Monroe	70%	65%	63%		59%	61%	62%
Newtown	77%	76%	71%		72%	65%	68%
Region 14	58%	77%	54%		48%	44%	64%

**NGSS Assessment Grades 5, 8, 11:
2025 R15 Compared to State, DRG, Select Towns
Percent of Students at "Meets/Exceeds"**

	Grade 5	Grade 8	Grade 11
State	52%	50%	48%
Region 15	67%	67%	56%
DRG B	73%	72%	68%

	Grade 5	Grade 8	Grade 11
Avon	74%	77%	77%
Brookfield	65%	60%	52%
Cheshire	83%	76%	65%
Monroe	76%	72%	72%
Newtown	70%	73%	54%
Region 14	70%	69%	59%

**2025 SBAC ELA/Math Scores By Student Group
Grades 3-8 Combined**

	ELA		Math	
	State Percent Meets/Exceeds	R15 Percent Meets/Exceeds	State Percent Meets/Exceeds	R15 Percent Meets/Exceeds
Special Education	17%	18%	14%	20%
High Needs	30%	31%	26%	33%
Race/Ethnicity				
Asian	72%	76%	73%	82%
Black/African American	31%	42%	23%	50%
Hispanic/Latino	31%	49%	27%	48%
Two or More Races	56%	58%	50%	66%
White	66%	56%	62%	62%

2025 NGSS Scores By Student Group

Grades 5, 8, 11 Combined

Student Group	State Percent at Meets/Exceeds	R15 Percent at Meets/Exceeds
Special Education	18%	25%
High Needs	30%	37%
Race/Ethnicity		
Asian	73%	81%
Black/African American	28%	42%
Hispanic/Latino	31%	48%
Two or More Races	54%	64%
White	66%	65%

R15 ELA Smarter Balanced Percentages For “Meets/Exceeds”

Spring 2022-Spring 2025

Elementary

	2022	2023	2024	2025
Grade 3	55%	61%	56%	55%
Grade 4	61%	61%	62%	65%
Grade 5	64%	68%	63%	64%

Middle School

	2022	2023	2024	2025
Grade 6	60%	52%	55%	53%
Grade 7	60%	57%	60%	59%
Grade 8	51%	57%	65%	58%

Cohort data and growth over time is a stronger indicator for systemic improvement versus any one specific data point in time.

R15 Math Smarter Balanced Percentages For “Meets/Exceeds” Spring 2022-Spring 2025

Elementary

	2022	2023	2024	2025*
Grade 3	64%	69%	69%	65%
Grade 4	65%	67%	67%	69%
Grade 5	54%	64%	62%	64%

*2024-2025 school year was first year of full implementation of math resource, K-5.

Middle School

	2022	2023	2024	2025
Grade 6	57%	51%	63%	54%
Grade 7	61%	58%	62%	64%
Grade 8	47%	53%	60%	54%

R15 NGSS Percentage of “Meets/Exceeds” Spring 2022-Spring 2025

	2022	2023	2024	2025
Grade 5	60%	69%	66%	67%
Grade 8	51%	55%	74%	67%
Grade 11	55%	51%	66%	56%

CONNECTICUT SAT School Day

Spring 2025

School Day SAT: 2025 R15 Compared to State, DRG, Select Towns Percent of Student at "Meets/Exceeds" & Average Score

	ELA	Math*
State	58% (497)	31% (472)
Region 15	71% (527)	43% (515)
DRG B	79% (553)	51% (535)

	ELA	Math
Avon	85% (592)	62% (572)
Brookfield	76% (538)	43% (515)
Cheshire	80% (555)	55% (541)
Monroe	79% (544)	47% (523)
Newtown	78% (548)	47% (527)
Region 14	71% (515)	41% (504)

**R15 School Day SAT :
Percentage of “Meets/Exceeds” & Average Score
Spring 2022-Spring 2025**

	2022	2023	2024	2025
ELA	79% (550)	71% (533)	76% (540)	71% (527)
Math	61% (550)	54% (535)	57% (544)	43% (515)*

*2025 was a new digital adaptable
math portion of the SAT.

School Day SAT Data by Student Group Is
Not Included in This Presentation Due to the
Small Number of Students in Each Category
(Data could be identifiable)

Special Education Annual Performance Report

2023-2024

Special Education Performance: State, R15, and Comparable Districts, 2023-2024

	Time w/Nondisabled Peers	State Identified Measurable Result	Prevalence Rate
State	68%	49.68 (state target is 48.5)	17.3%
R15	66.18%	57.04	18%
Avon	66.39%	50.92	11.8%
Brookfield	72.05%	52.43	14.5%
Cheshire	66.38%	56.2	14.2%
Monroe	71.67%	57.13	15.5%
Newtown	78.62%	54.26	15.5%
Region 14	74.43%	55.26	20.2%

**Special Education Performance: State, R15, and Comparable Districts,
2023-2024**
Continued

Proficiency Rate on Smarter Balanced/SAT

	ELA Grade 4 SWD Proficient	ELA Grade 8 SWD Proficient	ELA Grade 11 SWD Proficient	Math Grade 4 SWD Proficient	Math Grade 8 SWD Proficient	Math Grade 11 SWD Proficient
State	16.5%	15.25%	21%	15%	8.25%	8.5%
R15	30.77%	30.23%	39.53%	40.38%	30.95%	**
Avon	**	31.71%	**	**	14.63%	**
Brookfield	**	**	47.22%	**	**	19.44%
Cheshire	31.25%	25%	24.24%	43.75%	13.95%	**
Monroe	38.1%	42.5%	28.13%	42.86%	**	**
Newtown	22.22%	11.54%	20.59%	16.67%	**	**
Region 14	36%	**	24%	**	**	**

** means data cannot be displayed due to the low number of students in that category

AP[®]



CollegeBoard

Advanced Placement

Scores Report

	2021	2022	2023	2024	2025
Total AP Students	326	348	345	344	340
Number of Exams	646	666	730	788	788
AP Students With Scores of 3+	234	278	277	303	312
% of Total AP Students With Scores 3+	72%	80%	80%	88%	92%

AP Scholar Summary

	AP Scholar	AP Scholar with Honors	AP Scholar With Distinction	AP Capstone Diploma	AP Seminar & Research Certificate
Number of Scholars	46	36	67	9	3
Average Score	3.29	3.91	4.22	4.01	3.5

Next Generation Accountability Information

The Connecticut Next Generation
ACCOUNTABILITY SYSTEM



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Region 15 District View

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	69.0	75	46.0	50	92.1	86.3
1b. ELA Performance Index - High Needs Students	56.2	75	37.5	50	75.0	73.2
1c. Math Performance Index - All Students	69.0	75	46.0	50	92.0	81.5
1d. Math Performance Index - High Needs Students	55.3	75	36.8	50	73.7	67.5
1e. Science Performance Index - All Students	70.0	75	46.7	50	93.3	83.5
1f. Science Performance Index - High Needs Students	55.3	75	36.8	50	73.7	69.5
2a. ELA Academic Growth - All Students	54.7%	100%	54.7	100	54.7	60.6
2b. ELA Academic Growth - High Needs Students	49.3%	100%	49.3	100	49.3	55.7
2c. Math Academic Growth - All Students	60.9%	100%	60.9	100	60.9	62.3
2d. Math Academic Growth - High Needs Students	52.3%	100%	52.3	100	52.3	55.9
2e. Progress Toward English Proficiency - Literacy	66.3%	100%	33.2	50	66.3	58.7
2f. Progress Toward English Proficiency - Oral	72.1%	100%	36.1	50	72.1	55.7
4a. Chronic Absenteeism - All Students	8.6%	<=5%	42.9	50	85.8	51.3
4b. Chronic Absenteeism - High Needs Students	13.0%	<=5%	34.1	50	68.2	20.8
5. Preparation for CCR - Percent Taking Courses	82.7%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	62.8%	75%	41.9	50	83.7	62.9
7. On-track to High School Graduation	95.6%	94%	50.0	50	100.0	91.4
8. 4-year Graduation: All Students (2024 Cohort)	97.0%	94%	100.0	100	100.0	94.6
9. 6-year Graduation: High Needs Students (2022 Cohort)	96.4%	94%	100.0	100	100.0	92.9
10. Postsecondary Entrance (Graduating Class 2024)	86.1%	75%	100.0	100	100.0	89.3
11. Physical Fitness (estimated participation rate = 96.4%)	64.1%	75%	42.7	50	85.4	65.4
12. Arts Access	75.3%	60%	50.0	50	100.0	91.9
Accountability Index			1147.9	1450	79.2	71.8

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	74.1	56.2	17.9	16.9	Y
Math Performance Index Gap	74.5	55.3	19.2	18.4	Y
Science Performance Index Gap	75.0	55.3	19.7	18.2	Y
Graduation Rate Gap (2022 Cohort)	94.0	96.4	0.0	8.6	N

1% gap

0.8% gap

1.5% gap

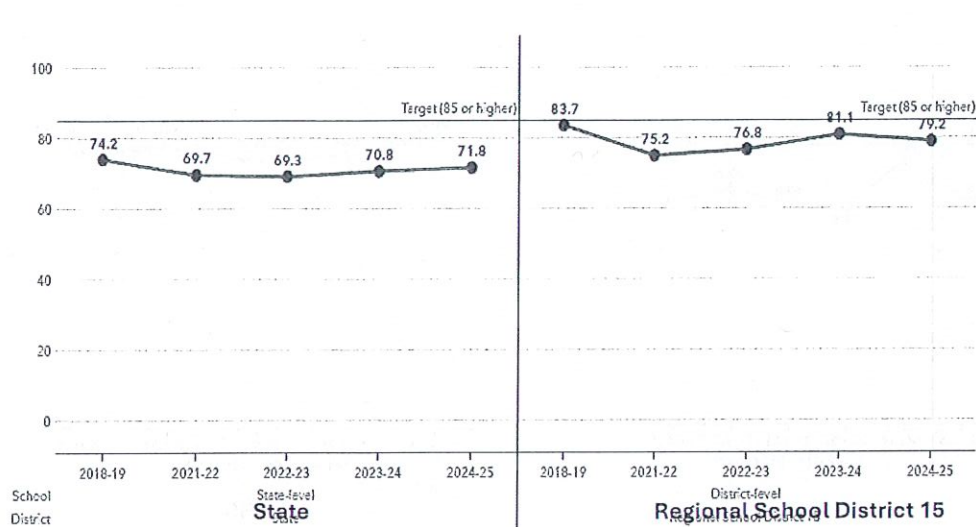
If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

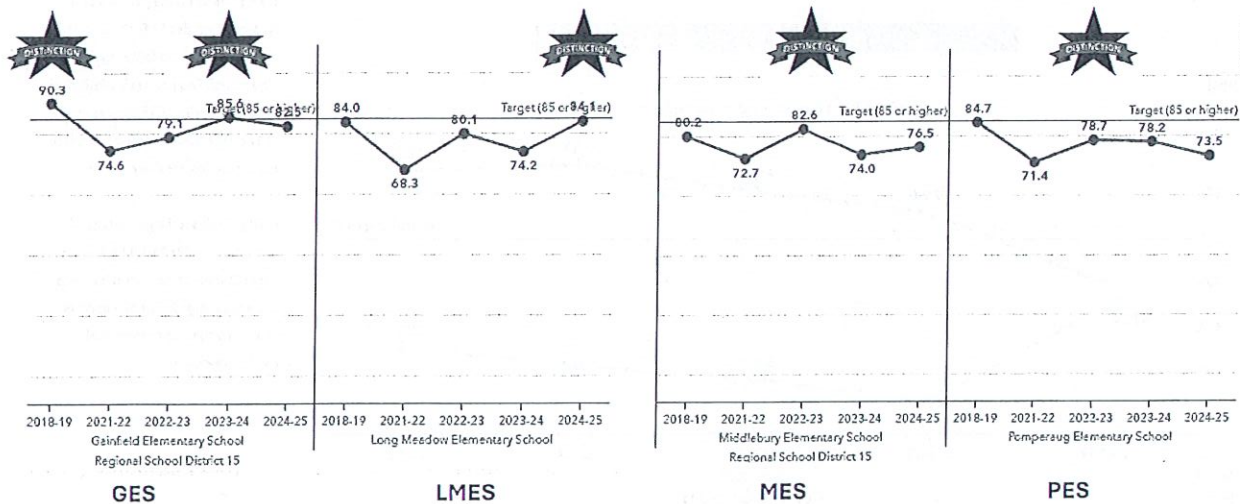
Indicator	Participation Rate (%)
ELA - All Students	99.2
ELA - High Needs Students	98.2
Math - All Students	99.0
Math - High Needs Students	98.2
Science - All Students	99.2
Science - High Needs Students	98.6

Minimum participation standard is 95%.

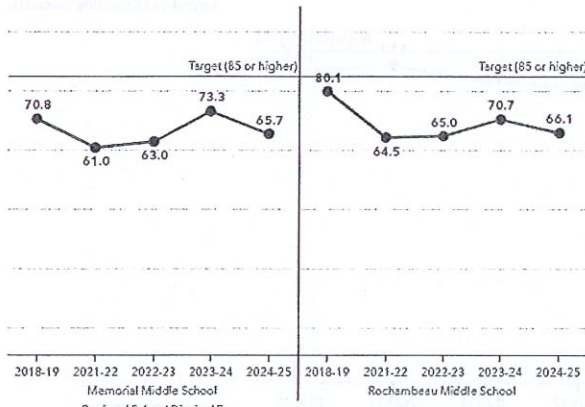
Accountability Index: State of CT Compared to Region 15



Accountability Index: Region 15 Elementary Schools

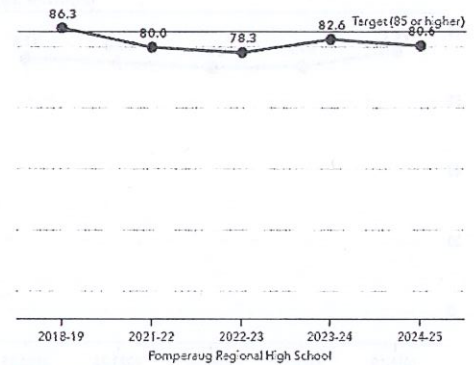


Accountability Index: Region 15 Secondary Schools



MMS

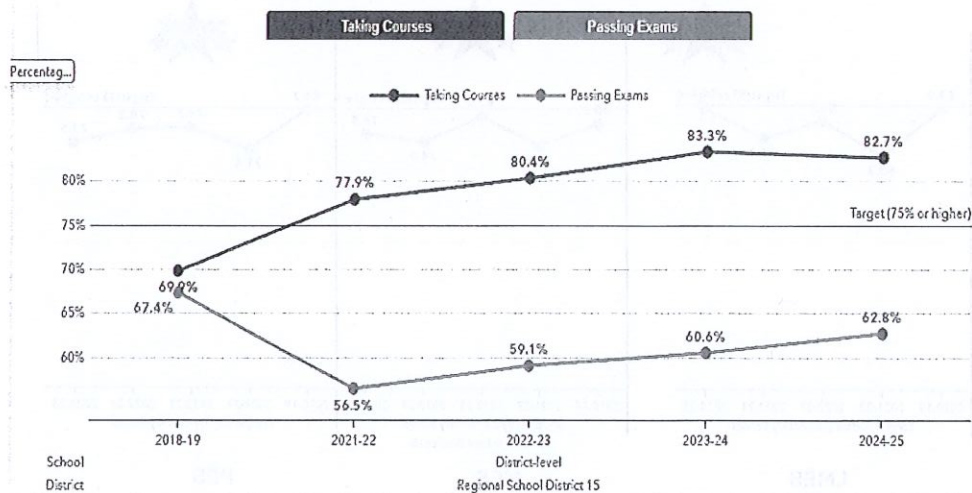
RMS



PHS

PHS

College and Career Readiness: Taking Courses & Passing Exams



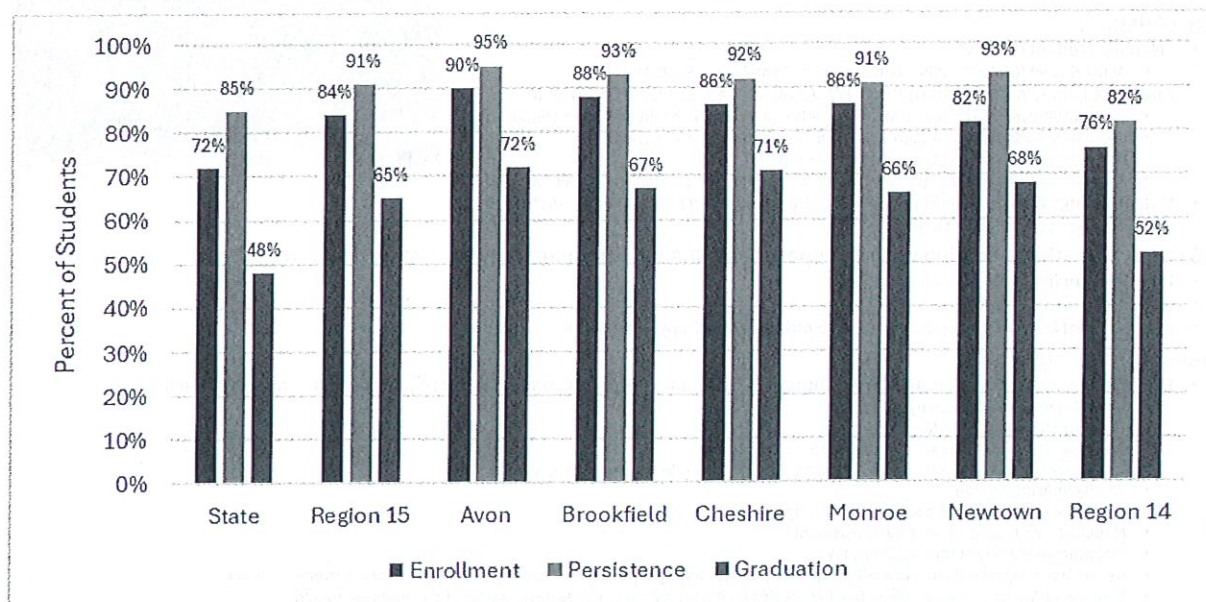
Taking Courses is the percentage of students in grades 11 & 12 participating in at least one of the following during high school: Two courses in AP/IB/dual enrollment; or Two CTE courses in one of 17 career clusters; or Two workplace experience "courses" in any area.

Passing Exams is the percentage of students in grades 11 & 12 achieving either CCR benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more dual enrollment credits.

PHS Dual Credit Courses Completed: Comparing 2024 to 2025

	2024	2025
Students Enrolled in Dual Credit Courses	49	100
Dual Credit Course Subject(s)	• World Language	• World Language, • PE/Health/Safety, • Information Technology, • Business & Marketing
Dual Credit Courses Completed by University/College	UCONN	UCONN

College Enrollment, Persistence, College Graduation



*This data is based on the HS graduating class of 2019



Current Work

District Focus on Tier 1 +

- Use of data
 - "Naming student names"
 - At the district level w/coaches & interventionists and at the school level
 - Analysis of data, including formative, NWEA, SBAC, EasyCBM, and PSAT data
 - Tailoring intervention based on student needs supported by coaches and interventionists
 - Using new, updated NWEA norms which include updated SBAC correlations
 - Use of common Interim Assessment Blocks (IABs)
 - To establish "What I Need" (WIN) groups at the elementary level based on specific skills
 - Data meetings with discussion of specific strategies, data points, progress monitoring
 - Regularly scheduled and systemic
- MS meetings with MS administrators, Department Chairs, Superintendent, Assistant Superintendent
 - Review/planning of professional learning
 - Review of curriculum work
 - Monitoring of instructional goals related to planning and implementation
- Professional Learning
 - Full PD days, Purposeful Planning, Wrap Time, PLC time, team time, additional time per request, summer mini-institutes
 - Grade level standards/priority standards
 - Teaching strategies for all learner
 - Teachers visits to other teachers' classrooms
 - Example: MS ELA lab sites focused on small group instruction, collection/use of data, and read alouds
 - Small group instruction
 - Formative assessments & progress monitoring
 - Modeling language used on state assessments
 - Teaching vocabulary at the secondary level
 - Use of AI to support teachers in scaffolding tasks, differentiating support, and ensuring grade-level rigor for diverse learners
 - Summer ELA institutes focusing on Tier 1 strategies facilitated by our coaches (last summer, this coming summer)

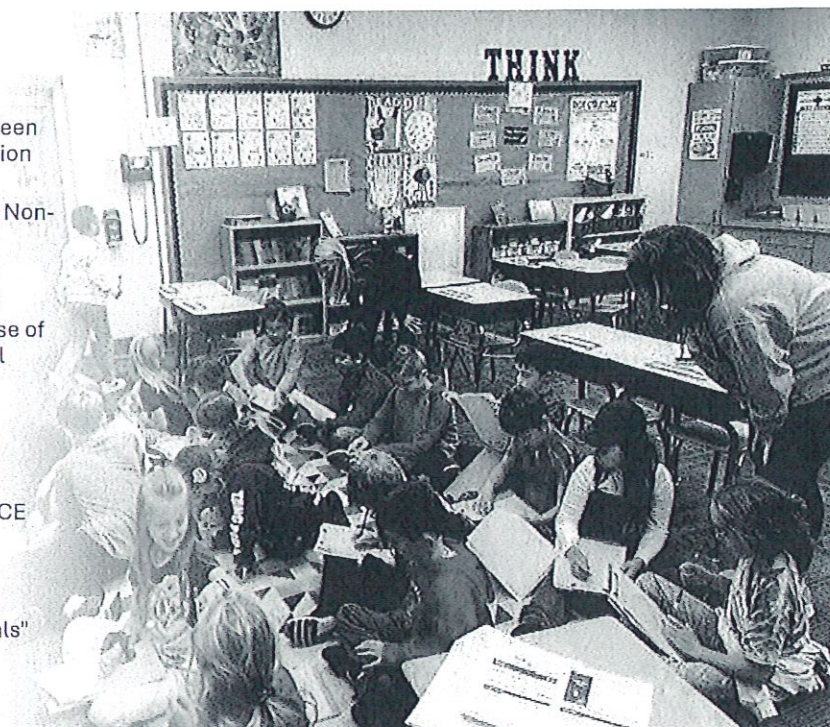


- Review of IEPs and Collaboration Between Special Education and General Education Teachers

- Working to increase the time With Non-Disabled Peers
 - Latest report shows R15 is at 66.18% and state goal is 68%
- Teacher collaboration to ensure use of common vocabulary, instructional strategies, standards
- Review and analysis of programs

- Development of Opportunities for HS Students

- Continue to explore and expand ECE class offerings
- More students to take at least 1 college-bearing course
- Curriculum alignment in "Essentials" classes



Thank You

