

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



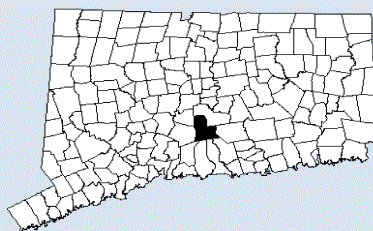
Regional School District 13

Dr. Kathryn Veronesi, Superintendent • 860-349-7200 • <http://www.rsd13ct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,675
Per Pupil Expenditures ¹	\$19,542
Total Expenditures ¹	\$34,707,169

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	832	49.7	48.4
Male	843	50.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	24	1.4	5.1
Black or African American	*	*	12.8
Hispanic or Latino	94	5.6	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	51	3.0	3.3
White	1,499	89.5	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	151	9.0	36.7
Students with Disabilities ¹	270	16.1	14.8

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	45	5.5	13	1.6
Male	43	5.2	56	6.6
Black or African American	0	*	0	*
Hispanic or Latino	12	12.6	*	*
White	72	4.9	65	4.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	30	13.0	19	7.8
Students with Disabilities	29	10.6	21	7.0
District	88	5.4	69	4.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

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	127.5
Paraprofessional Instructional Assistants	12.2
Special Education	
Teachers and Instructors	19.2
Paraprofessional Instructional Assistants	52.2
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	12.6
Counselors, Social Workers and School Psychologists	13.0
School Nurses	5.1
Other Staff Providing Non-Instructional Services/Support	88.6

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	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	192	99.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.5

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	*	*	0	0.0
Hispanic or Latino	*	*	7	*
White	131	98.5	111	83.5
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	18	90.0	9	*
Students with Disabilities	23	95.8	8	28.6
District	139	97.9	122	84.1
State		69.3		80.1

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	21	60.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	83	96.5
Other Health Impairment	49	96.1
Other Disabilities	*	*
Speech/Language Impairment	42	100.0
District	204	85.4
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	37	2.2	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	13	0.8	0.5
Learning Disability	86	5.2	5.2
Other Health Impairment	51	3.1	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	44	2.7	1.8
All Disabilities	243	14.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	18,587,558	10,695	9,847
Instructional Supplies and Equipment	371,175	214	287
Improvement of Instruction and Educational Media Services	1,001,277	576	589
Student Support Services	2,971,214	1,710	1,120
Administration and Support Services	4,839,951	2,785	1,905
Plant Operation and Maintenance	3,510,424	2,020	1,648
Transportation	1,686,750	919	904
Costs of Students Tuitioned Out	1,129,429	N/A	N/A
Other	609,391	351	208
Total	34,707,169	19,542	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,792,218	1,031	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,647,886	34.3	33.8
Noncertified Personnel	1,701,167	22.0	14.5
Purchased Services	297,506	3.9	5.5
Tuition to Other Schools	982,653	12.7	23.4
Special Ed. Transportation	539,535	7.0	8.7
Other Expenditures	1,554,001	20.1	14.1
Total Expenditures	7,722,748	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	80.3	79.9
State	18.0	18.3
Federal	1.4	1.5
Tuition & Other	0.3	0.3

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	12	*	12	*
Black or African American	*	*	*	*
Hispanic or Latino	56	69.6	56	62.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	30	74.2	30	70.8
White	802	73.5	800	69.0
English Learners	10	*	10	*
Non-English Learners	896	73.5	894	68.9
Eligible for Free or Reduced-Price Meals	77	64.6	77	59.8
Not Eligible for Free or Reduced-Price Meals	829	74.1	827	69.6
Students with Disabilities	148	55.4	147	50.4
Students without Disabilities	758	76.8	757	72.3
High Needs	210	59.5	209	54.5
Non-High Needs	696	77.5	695	73.1
District	906	73.3	904	68.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	85.8	81.9	80.3	66.4	465	78.5
Curl Up	89.6	91.4	85.8	94.8	465	90.3
Push Up	71.7	77.6	63.8	81.9	465	73.5
Mile Run/PACER	89.6	90.5	92.1	67.2	465	84.9
All Tests - District	56.6	68.1	57.5	46.6	465	57.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	20	95.0
Students with Disabilities	21	90.5
District	145	95.2
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.1	88	64.2
Male	91.3	74	49.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	93.6	150	56.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	13	44.8
Students with Disabilities	69.2	*	*
District	94.1	162	56.4
State	96.3		44.8

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.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	79.2	87.1
Male	67.5	93.6
Black or African American	*	*
Hispanic or Latino	*	*
White	73.8	91.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	40.7	*
District	73.2	89.9
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.3	75	48.9	50	97.8	67.6
	High Needs Students	59.5	75	39.7	50	79.4	57.5
Math Performance Index	All Students	68.8	75	45.8	50	91.7	62.7
	High Needs Students	54.5	75	36.3	50	72.6	52.0
ELA Academic Growth	All Students	63.1%	100%	63.1	100	63.1	60.7%
	High Needs Students	56.2%	100%	56.2	100	56.2	55.6%
Math Academic Growth	All Students	67.2%	100%	67.2	100	67.2	61.9%
	High Needs Students	57.6%	100%	57.6	100	57.6	55.4%
Chronic Absenteeism	All Students	5.4%	<=5%	49.3	50	98.5	10.7%
	High Needs Students	10.4%	<=5%	39.1	50	78.3	16.6%
Preparation for CCR	% Taking Courses	90.9%	75%	50.0	50	100.0	74.8%
	% Passing Exams	56.4%	75%	37.6	50	75.3	44.8%
On-track to High School Graduation		97.8%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.2%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.6%	94%	94.3	100	94.3	81.8%
Postsecondary Entrance (Class of 2017)		73.2%	75%	97.5	100	97.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.1% 57.2%	75%	38.1	50	76.3	96.6% 50.1%
Arts Access		56.9%	60%	47.4	50	94.8	51.2%
Accountability Index				1018.2	1250	81.5	

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?					Y
ELA Performance Index Gap	75.0	59.5	15.5	15.9	
Math Performance Index Gap	73.1	54.5	18.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.6%	5.4%	12.7%	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	99.4
	High Needs Students	98.6
Math	All Students	99.1
	High Needs Students	98.2
Science	All Students	99.5
	High Needs Students	99.0

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: * **State: 51.5**

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

RSD 13 systematically reviews the needs of students who receive special education support in order to assess the effectiveness of our programming in meeting the identified needs of students. Each year we make changes so that our staff resources are directed to the needs of the students. This year in particular adjustments were made to address significant reading, life skills and mental health needs identified in our students. Our support for students with identified special education needs ranges from Pre-K to age 21 in our Middlesex Transition Academy program which is located on the Wesleyan campus. Truancy concerns, although few, are seen primarily at our high school. Individualized support has been arranged to assist these students including small group instruction and family outreach specific to how best to support students who are dealing with significant school avoidance issues. In our Special Education department there has been a focus on mental health issues including social and emotional regulation through the Second Step Program at the elementary level and a specific focus on behavioral supports and interventions for K-12 students. Our second annual Mental Health Summit was held with a focus on school anxiety and refusal, community resources for families, and behavioral intervention strategies. Extensive work continued in the area of dyslexia to address the specific programming needs for students and improve teachers' knowledge and specialized instructional practices in the area of reading; also included alignment of educational testing and assessment to improve the identification process for dyslexia. Our multi-disciplinary approach to assisting students continues to improve with a specific focus on supporting students within the context of the classroom. General family outreach to cultivate parent skills and support include: First Friday Family Reads - family members participate in 20 minute PD about curriculum, programs, or how to work with children at home. Following the PD family members read to children in their child's class for 20 minutes before dismissal. During Information Night, Open House, Kindergarten Orientation, and PTO meetings parents are introduced to grade level curriculum, instructional programs and strategies, and activities parents can use at home to assist students with reading, math and writing. Other events, such as Family Share Night, two Family Share Mornings, and the K-6 Integrated Day Share Fair in the spring helped to highlight the learning that is taking place and to encourage parents' participation in their child's education.

Parent/Teacher conferences were held in December and March and provided parents with an opportunity to meet with teachers to learn more about their child's progress. In addition, teachers communicated regularly with parents through newsletters, e-mail, and classroom websites. There are numerous parent groups that support student programs at the high school. Teachers and administrators use many forms of communication to assure that relevant and timely information is sent to parents. Student specific sensitive information is shared from the school to parents either in-person or over the phone. During the course of the year a communication plan was developed based on results of a parent survey and will be implemented in the 2018-2019 school year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The efforts to reduce racial, ethnic and economic isolation are largely achieved through our collective adherence to our core ethical values of respect, responsibility, kindness, honesty and courage. The district began an Equity Group that began working with SERC to identify district-wide approaches to enhancing understanding and awareness of ethnic and cultural differences and reducing isolation. Through the initial discussions, preliminary outcomes were identified in order to begin more deliberate efforts to increase student experiences that involve understanding and working with more diverse student populations. This process will begin officially in September with two training workshops for the administrative leadership team as well as other district teacher leaders. The district has also established a plan to begin an international partnership with Ningbo, China with an initial planning meeting set in China in December 2018. This is intended as the first step in a multi-year plan in developing more global partnerships in a variety of ways including virtual connections at the elementary and middle school levels. Students are engaged in various learning opportunities to assist in their understanding of the experiences of other individuals and groups of people who are culturally, religiously, economically different from themselves. Curriculum and other experiences assist students in the exploration of the similarities and differences that exist within our own community. The Regional School District 13 local and school communities do not inherently provide an opportunity to authentically understand diversity, so it is important to provide learning and experiential opportunities to enhance students' ability to take the perspective of another and more deeply and realistically view themselves and others.

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Equitable Allocation of Resources among District Schools

The allocation of resources begins with the foundation of building a district-wide budget that supports children from the towns of Middlefield and Durham in order to insure the highest quality educational experience for all children. The budget process is a collaborative one where teachers work closely with their building administrator and the district leadership team and superintendent work closely with the Educational Resources Committee and the Board of Education. This process assures that a responsible budget is presented to both communities for a vote in May. Prioritization of needs is aligned with district goals. The collaborative budget process assures that the administrative team works closely together to prioritize needs and assure that there is an equitable allocation of resources across all district schools. Based upon student performance relative to resource allocation, there is an equitable support to all schools across the district in a variety of areas supported by the Regional School District 13 operating budget. A multi-year outlook is used to address identified needs over time.