Connecticut State Department of Education

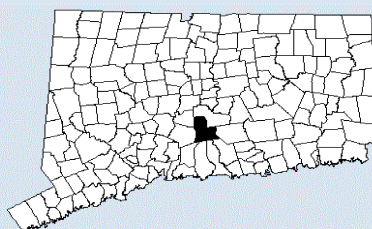# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

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	7
Enrollment	1,751
Per Pupil Expenditures[1]	$18,583
Total Expenditures[1]	$34,489,842

[1]Expenditure data reflect the 2014-15 year.

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2016)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	865	49.4	48.3
Male	886	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	33	1.9	4.9
Black or African American	*	*	12.8
Hispanic or Latino	79	4.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	63	3.6	2.7
White	1,565	89.4	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	134	7.7	38.0
Students with Disabilities[1]	282	16.1	13.7

[1]Students 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]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	49	5.7	*	*
Male	39	4.5	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	79	5.1	33	2.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	22	14.9	7	4.6
Students with Disabilities	33	12.7	16	5.4
District	88	5.1	38	2.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 34

Number of school-based arrests: 0

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	137.0
Paraprofessional Instructional Assistants	10.8
Special Education	
Teachers and Instructors	17.6
Paraprofessional Instructional Assistants	39.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.7
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	6.6
Counselors, Social Workers and School Psychologists	13.0
School Nurses	5.5
Other Staff Providing Non-Instructional Services/Support	88.0

[1]In 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	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	195	100.0	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.8
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	*
White	125	96.2	135	93.8
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	12	*	15	*
Students with Disabilities	16	*	30	75.0
District	141	95.9	154	93.3
State		61.2		73.9

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	24	63.2
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	80	90.9
Other Health Impairment	42	85.7
Other Disabilities	*	*
Speech/Language Impairment	38	92.7
District	193	80.1
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	39	2.3	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	13	0.8	0.5
Learning Disability	88	5.1	4.6
Other Health Impairment	49	2.8	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	50	2.9	1.9
All Disabilities	251	14.5	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	18,778,823	10,301	9,387
Instructional Supplies and Equipment	369,927	203	318
Improvement of Instruction and Educational Media Services	1,062,685	583	541
Student Support Services	3,076,920	1,688	1,048
Administration and Support Services	4,383,365	2,404	1,790
Plant Operation and Maintenance	3,379,996	1,854	1,608
Transportation	1,845,026	961	845
Costs of Students Tuitioned Out	1,005,513	N/A	N/A
Other	587,587	322	194
Total	34,489,842	18,583	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	2,108,603	1,157	1,524

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

Special Education Expenditures: 2014-15

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,686,967	33.8	35.1
Noncertified Personnel	1,884,476	23.7	14.5
Purchased Services	238,675	3.0	5.5
Tuition to Other Schools	924,038	11.6	21.6
Special Ed. Transportation	635,743	8.0	8.3
Other Expenditures	1,568,478	19.8	15.0
Total Expenditures	7,938,377	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.5	78.9
State	18.8	19.4
Federal	1.3	1.4
Tuition & Other	0.3	0.4

[4]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 Correction).

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	*	*	*	*	0	N/A
Asian	21	79.1	21	75.0	8	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	42	70.0	42	60.1	22	57.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	36	71.2	36	65.3	10	*
White	856	73.1	855	66.4	379	67.7
English Learners	6	*	6	*	0	N/A
Non-English Learners	954	73.0	953	66.3	419	67.3
Eligible for Free or Reduced-Price Meals	75	64.8	75	57.5	37	61.5
Not Eligible for Free or Reduced-Price Meals	885	73.6	884	66.9	382	67.9
Students with Disabilities	166	56.6	166	49.5	73	56.3
Students without Disabilities	794	76.4	793	69.7	346	69.6
High Needs	227	59.8	227	52.5	98	58.7
Non-High Needs	733	77.0	732	70.4	321	69.9
District	960	72.9	959	66.2	419	67.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]NAEP 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	94.5	73.8	83.3	73.7	500	81.2
Curl Up	79.1	88.5	96.0	92.4	500	89.6
Push Up	76.4	68.0	82.0	90.7	500	79.4
Mile Run/PACER	85.5	85.2	90.7	78.8	500	85.4
All Tests - District	57.3	50.8	70.7	63.6	500	61.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	34	61.8	.		.
District	154	91.6	93.2	No	93.3
State[4]		87.2			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.8	75	49.3
Male	88.8	64	40.0
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	90.9	125	45.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	8	27.6
Students with Disabilities	40.0	*	*
District	90.7	139	44.6
State	95.6		40.7

[5]College 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

[6]Participation 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 © 2016 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 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	89.2	96.8
Male	70.1	93.3
Black or African American	70.1	*
Hispanic or Latino	*	*
White	78.6	95.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	50.0	*
District	79.5	95.4
State	71.9	88.3

[7]College 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.

[8]College 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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.9	75	48.6	50	97.3	67.7
	High Needs Students	59.8	75	39.9	50	79.8	56.7
Math Performance Index	All Students	66.2	75	44.1	50	88.3	61.4
	High Needs Students	52.5	75	35.0	50	70.0	49.9
Science Performance Index	All Students	67.3	75	44.9	50	89.7	57.5
	High Needs Students	58.7	75	39.1	50	78.3	47.0
ELA Academic Growth	All Students	69.3%	100%	69.3	100	69.3	63.8%
	High Needs Students	61.6%	100%	61.6	100	61.6	58.3%
Math Academic Growth	All Students	69.5%	100%	69.5	100	69.5	65.0%
	High Needs Students	57.4%	100%	57.4	100	57.4	57.4%
Chronic Absenteeism	All Students	5.1%	<=5%	49.8	50	99.7	9.6%
	High Needs Students	11.8%	<=5%	36.4	50	72.8	15.6%
Preparation for CCR	% Taking Courses	94.6%	75%	50.0	50	100.0	67.6%
	% Passing Exams	44.6%	75%	29.7	50	59.4	40.7%
On-track to High School Graduation		96.7%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		91.6%	94%	97.4	100	97.4	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		73.7%	94%	78.4	100	78.4	78.6%
Postsecondary Entrance (Class of 2015)		79.5%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.6%	61.2%	75%	40.8	50	81.6	89.2%	50.5%
Arts Access		58.0%	60%	48.4	50	96.7	47.5%
Accountability Index				**1090.3**	**1350**	**80.8**	

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	59.8	15.2	16.5	
Math Performance Index Gap	70.4	52.5	18.0	18.9	
Science Performance Index Gap	69.9	58.7	11.2	17.2	
Graduation Rate Gap	94.0%	73.7%	20.3%	15.3%	Y

[1]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.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.5
	High Needs Students	95.9
Math	All Students	98.4
	High Needs Students	95.9
Science	All Students	98.8
	High Needs Students	98.0

[3]Minimum 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: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The core ethical values of respect, responsibility, kindness, honesty and courage provide the foundation for work and interactions and are a defining characteristic of Regional School District 13. Our school improvement efforts were based on our five goal areas that included: curriculum, instruction and assessment, culture and climate, operations, collaborative accountability, and talent development. A priority for our district was in the general area of collaborative accountability with the creation of professional learning communities across the district which included the use of a data protocol to examine student achievement. Curriculum revision work continued and the implementation of the Reader's Workshop model began at the elementary level. Examination and improvement of the district SRBI process began. Plans for STEM programming at the middle school level were developed with a projected implementation date for the 2016-2017 school year. Additional UCONN class and more AP classes were added at Coginchaug High School. We continued our safety and security measures to enhance safety across all school. Additional Mental Health First Aid training was offered to staff in general and special education. The creation of a teacher leadership model in Reading, Math and Special Education was created for implementation in the 2016-2017 school year. The closing of Korn Elementary School represented our on-going Board of Education work to address declining enrollment and responsible budgeting.

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Regional School District 13 is committed to connecting to parents as a means of enhancing parents' understanding the school experience and increasing student achievement. Parents as partners is a key to our success and the success of our students. Several types of outreach efforts occur across the district. Our primary connection happens at the individual level where school personnel make in-person, telephone, email, or written connections with parents. We consider our daily visibility and availability an indication of our commitment to being available to parents. We have several other forms of general outreach including teacher web-pages, Twitter, local newspaper, and Power School. All schools began using their school Facebook page to share information on student learning. Our most profound outreach and connection happens when parents are present at student events whether it is at the volunteer or audience level including musical performances, athletic events, student assemblies or classroom events. Nearly 100% of our parents attended Parent Teacher conferences at the elementary level and events such as Open House, Reading/Math Night, Go Far Running Program, and programs offered in conjunction with community organizations such as the Durham Middlefield Youth Services. Parent/community groups including building level PTOs, Parents of Performers, Booster Clubs, Scholarship and Project Graduation committees work in conjunction with administration and staff to enhance and celebrate opportunities for students. A parent survey was used to assess parents' knowledge and understanding of teaching and learning across the district and the results were used to inform our improvement efforts.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We pay attention to the needs of our students that are caused by economic factors. Every effort is made to provide resources and support to students who need it. We have established a fund that provides support to students who may need financial support in order to participate in field trips and other school sponsored events. A signature event for our district is our Community Round-Up where students, staff and community members work together to gather food and other items for a local food pantry.

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Performances such as Jon Pritkin's at the high school and middle school helped students to understand the negative impact of bullying and the power of kindness and reaching out to ask for and give help. Artists in residence gave students the opportunity to understand and celebrate other cultures. Our students explored and celebrated Brazilian and Mexican cultures by studying the language, food, geography, dance, and art. Elementary students studied Native American beading and weaving. Special programs as well as existing curriculum units helped develop students' understanding of other cultures. Students across the district have also used skype to connect with adults and children around the world and around the country. Our district is a largely homogenous population and thus we rely on curriculum and classroom learning as well as extension learning and events to cultivate students' racial and ethnic awareness, understanding, appreciation and involvement including units of study across all grade levels that engage students in the experiences of people of different racial and ethnic backgrounds and experiences. Additionally, students are connected via social media to other students around the country. Our district is committed to our identified Core Ethical Values and integrates them into all facets of teaching and learning thus relates them to events and experiences relative to other cultures. It is a unifying means of connecting us to others in our global neighborhood.

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 that 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. A multi-year outlook is used to address identified needs over time.