

**STRATEGIC SCHOOL PROFILE 2012-13****Regional School District 13**

Susan Viccaro, Superintendent

Location: 135-a Pickett Lane

Telephone: (860)-349-7200

Durham,  
ConnecticutWebsite: [www.rsd13ct.org/](http://www.rsd13ct.org/)

This regional school district serves Durham, Middlefield

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Middlesex

Town Population in 2000: 10,830

1990-2000 Population Growth: 12.1%

Number of Public Schools: 6

Per Capita Income in 2000: \$27,911

Percent of Adults without a High School Diploma in 2000\*: 11.0%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.5%

District Enrollment as % of Estimated. Student Population: N/A

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      1,949  
5-Year Enrollment Change      -9.1%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	114	5.8	8.9	36.7
K-12 Students Who Are Not Fluent in English	8	0.4	0.8	5.8
Students Identified as Gifted and/or Talented*	32	1.6	4.8	3.8
PK-12 Students Receiving Special Education Services in District	278	14.3	11.1	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	110	89.4	88.5	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	54	18.9	12.7	12.7

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	34	1.7
Black	7	0.4
Hispanic	62	3.2
Pacific Islander	0	0.0
White	1,789	91.8
Two or more races	57	2.9
Total Minority	160	8.2

**Percent of Minority Professional Staff:** 1.4%

**Non-English Home Language:**

1.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 13.

---

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

---

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

Regarding efforts to reduce racial, ethnic, and economic isolation, Regional School District 13 continues to make a conscientious effort to enhance student awareness and understanding of all types of diversity to assist students to effectively interact with others in our global community. Through co-curricular and extra-curricular activities, we provide opportunities for our students to interact with others from different backgrounds. Our students, along with residents from the communities of Durham and Middlefield participated in the sixth annual Community Round-Up. Students traveled in teams of three or four following assigned routes to gather non-perishable items and canned goods that were distributed to the needy. The 11,000 items that were collected filled both towns' food pantries as well the Amazing Grace food pantry in Middletown. This cross-age project, co-sponsored by the Local Wellness Council, provides an opportunity for students and adults to work together and promote our district's core ethical values of respect, responsibility, honesty, kindness, and courage. Strong Middle School hosted a traveling exhibition entitled, "The Freedom Riders." Two evening events were held in which students created promotional materials about the exhibit and shared their learning with members of the community. To enhance their learning, students made curricular connections to the Civil Rights Movement of the 1960's. At Memorial Middle School, the "Sister Schools" grant programs allowed our students to share a variety of learning and social experiences with students from Carrigan Middle School in West Haven. Classroom exchanges, collaborative field trips, and long distance learning provide meaningful connections for our students. At John Lyman Elementary School, the third and fourth grade classes sold healthy snacks to benefit children in Haiti. The profits were donated to Haitian charities that support education and orphaned children. At Korn Elementary School, all classes use technology to Skype with students from Canada and across the United States in order to learn about their cultures and customs. This curricular activity promotes awareness and understanding of students from different backgrounds. At Brewster Elementary School, the first graders participated in a Flat Stanley project, which facilitated journal writing and email communication. This authentic literacy project enabled students to follow the adventures, as Flat Stanley visited different cultures around the country and world. Seven high school students attended Interdistrict magnet schools in Hartford, Meriden, and New Haven. A dozen students working with students from other high schools in New England as well as students from South America, Europe, and China took part in Model United Nations Competitions at UCONN, Boston University, and Fairfield University. While interacting with students from the six other Middlesex Consortium high schools, our students attended the Diversity Conference and the Career Fair. Activities of this type engage Regional School District 13 students with peers outside of their environment and increase student awareness of the diversity of individuals and cultures.

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	66.7	56.9	56.3	
Writing	75.0	60.0	72.0	
Mathematics	71.3	61.4	53.4	
Grade 4 Reading	76.9	62.6	69.0	
Writing	66.9	63.0	46.8	
Mathematics	69.5	65.1	41.8	
Grade 5 Reading	74.8	66.9	49.1	
Writing	76.7	65.6	64.0	
Mathematics	76.5	69.2	48.4	
Science	83.5	62.3	79.5	
Grade 6 Reading	88.8	73.3	75.4	
Writing	80.0	65.1	72.4	
Mathematics	83.2	67	71.4	
Grade 7 Reading	88.8	78.9	62.7	
Writing	80.3	64.9	75.3	
Mathematics	80.9	65.4	72.8	
Grade 8 Reading	86.3	76.2	57.6	
Writing	81.4	67.2	62.3	
Mathematics	82.1	65.0	72.3	
Science	76.1	60.4	62.9	

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	60.1	48.5	58.3	
Writing Across the Disciplines	75.0	62.1	59.1	
Mathematics	69.2	52.4	69.7	
Science	72.5	48.8	80.5	

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	60.0	51.1	69.6

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.8	78.5	
Average Score	Mathematics	527	503	68.4
	Critical Reading	532	499	75.9
	Writing	533	504	72.2

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	97.2	84.8	91.9
2011-12 Annual Dropout Rate for Grade 9 through 12	0.3	2.1	70.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.7	82.6
% Employed (Civilian Employment and in Armed Services)	10.1	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	144.20
Paraprofessional Instructional Assistants	13.00
Special Education	
Teachers and Instructors	20.70
Paraprofessional Instructional Assistants	40.50
Library/Media Specialists and/or Assistants	8.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	12.90
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	99.90

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.6	13.9
% with Master's Degree or Above	88.3	82.2	79.8

Average Class Size	District	DRG	State
Grade K	17.6	16.8	18.9
Grade 2	13.6	18.0	19.8
Grade 5	22.9	21.1	21.3
Grade 7	18.2	19.9	20.2
High School	18.5	18.3	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	984	997	999
Middle School	1,047	1,024	1,029
High School	990	1,024	1,027

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

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	2.6	2.7
Middle School	2.9	1.9	2.1
High School	2.4	2.0	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$18,140	\$9,106	\$8,570	\$8,110	\$8,570
Instructional Supplies and Equipment	\$349	\$175	\$252	\$252	\$257
Improvement of Instruction and Educational Media Services	\$910	\$457	\$475	\$412	\$471
Student Support Services	\$2,912	\$1,462	\$949	\$954	\$950
Administration and Support Services	\$3,685	\$1,850	\$1,526	\$1,521	\$1,547
Plant Operation and Maintenance	\$3,112	\$1,562	\$1,466	\$1,417	\$1,459
Transportation	\$1,749	\$841	\$775	\$750	\$765
Costs for Students Tuitioned Out	\$541	N/A	N/A	N/A	N/A
Other	\$592	\$297	\$170	\$184	\$170
<b>Total</b>	<b>\$31,992</b>	<b>\$15,861</b>	<b>\$14,444</b>	<b>\$14,121</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,342	\$1,176	\$1,405	\$1,204	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,358,200	23.0	21.3	21.8

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	77.0	20.1	2.7	0.2
Excluding School Construction	76.5	20.4	2.9	0.2

---

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


---

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Annually the administration and Board of Education prepare a zero-based budget. The process involves individual school-based participation from teachers and support staff who prepare and present their budget requests to administration. From those requests, a budget for each school is prepared. A comprehensive school -by-school review is conducted with a focus on allocation of resources. The review includes a focus on enrollment, staff, classroom support, technology, textbooks and supplies. Current needs, past investments and future plans are weighed on a school-by-school basis to equitably allocate resources on an annual basis. In the event it becomes necessary to make reductions to the plan as presented, that is accomplished in a participatory manner with all schools participating in the discussion and developing the amended plan.

---

**SPECIAL EDUCATION**


---

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	278
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.2%

---

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	34	1.7	1.3	1.3
Learning Disability	97	5.0	4.1	4.0
Intellectual Disability	10	0.5	0.4	0.4
Emotional Disturbance	15	0.8	0.8	1.0
Speech Impairment	60	3.1	1.7	2.0
Other Health Impairment*	57	2.9	2.3	2.4
Other Disabilities**	5	0.3	0.7	1.0
<b>Total</b>	<b>278</b>	<b>14.2</b>	<b>11.1</b>	<b>12.1</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2011-12 with a Standard Diploma	91.3	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	46.7	34.5	81.1	69.2
	Writing	33.6	19.9	76.8	64.4
	Mathematics	42.0	29.0	77.6	65.5
	Science	52.7	21.3	79.5	61.3
CAPT	Reading Across the Disciplines	12.5	15.7	60.1	48.5
	Writing Across the Disciplines	28.6	16.7	75.0	62.1
	Mathematics	33.3	16.8	69.2	52.4
	Science	33.3	14.6	72.5	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	16.0
	% With Accommodations	84.0
CAPT	% Without Accommodations	9.1
	% With Accommodations	90.9
% Assessed Using Skills Checklist		2.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	2	0.7
Private Schools or Other Settings	7	2.5

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	234	84.2	74.0	72.0
40.1 to 79.0 Percent of Time	38	13.7	19.1	16.4
0.0 to 40.0 Percent of Time	6	2.2	6.9	11.6

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

Throughout the year, school-based data teams reviewed a broad range of student data on a regular basis to identify students' academic performance in relation to district benchmarks in order to plan and differentiate instruction. Common Formative Assessments (CFAs) continued to be used as another measure of learning. In the social and behavioral area, the new school climate plans were shared with staff as a means to prevent and respond to bullying. Each school has a school climate committee who works to support a safe and supportive environment for all students. This year, our reading teachers took a leadership role in providing professional development and consultation to regular education teachers in a variety of topics and skills related to improving our reading instruction in light of the changes brought on by the new Common Core State Standards. To support that effort, our reading support and instruction was expanded with the addition of literacy tutors across the district. Parents were an important part of our work in developing parent-school-district compacts which define each of the roles we all play in improving students' performance in reading and math through parental involvement, support and homework supervision. Information about the Common Core State Standards was shared with parents so they could understand the impact and changes to the learning focus for their children. In the area of special education, a major focus was on expanding our transition programming for students through job shadows and internships throughout the community, including continued expansion of our age-appropriate program, Middlesex Transition Academy, located on the Wesleyan University campus. Instruction in social language and skills using the Social Thinking model was another initiative this year as we focused on preparing our students to be effective communicators and social problem-solvers. Similarly, our counselors worked with our students and teachers on several PBIS activities that center on our district's Core Ethical Values and support anti-bullying in our schools. Co-teaching remained a primary focus as a means to provide appropriate instruction for our students in the least restrictive environment. Specialized training took place for those teachers and staff members who work with our students with autism across the district. As part of our focus to prevent truancy and improve school attendance, school administrators worked with the school Student Assistance Team (SAT) to identify students who demonstrated poor attendance patterns. These teams developed attendance action plans which provided intervention and supports for students to improve their attendance. Additional collaboration with outside agencies such as DCF, ICAPS and DDS, was beneficial in our efforts to have students regularly attend school.

---