Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	1,617
Per Pupil Expenditures[1]	$20,127
Total Expenditures[1]	$34,356,351

[1]Expenditure data reflect the 2017-18 school year.
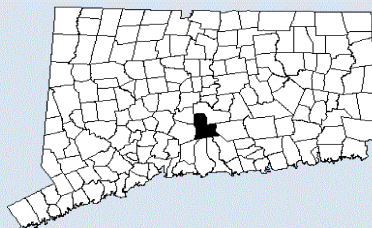
Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	813	50.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	25	1.5	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	99	6.1	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	44	2.7	3.6
White	1,436	88.8	52.4
English Learners	11	0.7	7.6
Eligible for Free or Reduced-Price Meals	252	15.6	42.1
Students with Disabilities[3]	289	17.9	15.4

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

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

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	50	6.4	*	*
Male	55	7.0	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	13	13.0	*	*
White	87	6.3	50	3.4
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	39	16.5	18	6.4
Students with Disabilities	41	13.8	21	6.1
District	105	6.7	53	3.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 22

Number of school-based arrests: Fewer than 6

[4]A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[5]This column displays 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	123.1
Paraprofessional Instructional Assistants	12.2
Special Education	
Teachers and Instructors	19.2
Paraprofessional Instructional Assistants	51.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	6.6
Library/Media	
Specialists (Certified)	3.5
Support Staff	1.5
Instructional Specialists Who Support Teachers	14.1
Counselors, Social Workers and School Psychologists	13.7
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	87.6

[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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	187	99.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	6	*
White	111	94.9	147	97.4
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	15	*	21	95.5
Students with Disabilities	14	*	38	84.4
District	119	94.4	155	95.7
State		74.5		85.2

[2]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[3]

	Count	Rate (%)
Autism	17	60.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	88	92.6
Other Health Impairment	54	90.0
Other Disabilities	0	0
Speech/Language Impairment	39	95.1
District	209	82.6
State		67.6

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

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	29	1.8	1.9
Emotional Disturbance	11	0.7	1.1
Intellectual Disability	13	0.8	0.5
Learning Disability	95	5.9	5.5
Other Health Impairment	61	3.8	3.2
Other Disabilities	8	0.5	1.1
Speech/Language Impairment	45	2.8	1.8
All Disabilities	262	16.4	15.0

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

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

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

Overall Expenditures:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$17,458,515	$10,228	$10,545
Support services - students	$4,233,203	$2,536	$1,373
Support services - instruction	$2,644,450	$1,584	$644
Support services - general administration	$2,149,335	$1,288	$462
Support services - school based administration	$2,360,157	$1,414	$1,007
Central and other support services	$625,882	$375	$671
Operation and maintenance of plant	$3,246,521	$1,945	$1,629
Student transportation services	$1,638,287	$950	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$34,356,351	$20,127	$17,153

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

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$1,598,361	21.7	29.7
Instructional Aide Salaries	$1,397,696	18.9	9.6
Other Salaries	$1,238,011	16.8	10.4
Employee Benefits	$1,247,350	16.9	13.0
Purchased Services Other Than Transportation	$276,936	3.8	5.5
Special Education Tuition	$992,793	13.4	22.6
Supplies	$113,239	1.5	0.6
Property Services	$84,326	1.1	0.4
Purchased Services For Transportation	$379,069	5.1	8.0
Equipment	$48,975	0.7	0.2
All Other Expenditures	$4,702	0.1	0.1
Total	$7,381,459	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.5	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	82.1
State	16.4
Federal	1.2
Tuition & Other	0.3

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	56	74.1	56	68.3	23	74.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	28	77.5	28	74.4	*	*
White	727	75.0	727	70.4	337	73.7
English Learners	10	*	10	*	*	*
Non-English Learners	819	75.3	819	70.6	*	*
Eligible for Free or Reduced-Price Meals	124	67.3	124	62.0	56	65.1
Not Eligible for Free or Reduced-Price Meals	705	76.6	705	72.0	317	75.5
Students with Disabilities	150	54.9	150	48.5	62	57.1
Students without Disabilities	679	79.7	679	75.4	311	77.3
High Needs	246	61.5	246	56.4	103	62.2
Non-High Needs	583	81.0	583	76.5	270	78.4
District	829	75.2	829	70.5	373	73.9

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

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

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.9	77.5	80.6	81.0	514	81.1
Curl Up	94.4	95.1	88.9	98.3	514	94.0
Push Up	86.0	73.9	69.4	97.5	514	80.7
Mile Run/PACER	90.7	90.1	76.4	62.0	514	79.8
All Tests - District	72.9	59.2	54.9	41.3	514	56.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.
[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	16	*
District	134	93.3
State		88.3

[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.

[2]Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	89.2	73	46.2
Black or African American	*	*	*
Hispanic or Latino of any race	*	6	*
White	93.3	128	47.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	92.3	15	38.5
Students with Disabilities	69.4	*	*
District	93.1	141	49.0
State	95.9		42.6

[3]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

[4]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 percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	88.7	91.2
Male	79.4	82.4
Black or African American	79.4	*
Hispanic or Latino of any race	*	*
White	83.2	88.5
English Learners	83.2	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.8	87.0
State	71.0	87.8

[5]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.

[6]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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.2	75	50.0	50	100.0	67.7
	High Needs Students	61.5	75	41.0	50	82.0	58.1
Math Performance Index	All Students	70.5	75	47.0	50	94.1	63.1
	High Needs Students	56.4	75	37.6	50	75.3	52.7
Science Performance Index	All Students	73.9	75	49.3	50	98.6	63.8
	High Needs Students	62.2	75	41.5	50	83.0	54.2
ELA Academic Growth	All Students	68.9%	100%	68.9	100	68.9	59.9%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.1%
Math Academic Growth	All Students	75.3%	100%	75.3	100	75.3	62.5%
	High Needs Students	60.0%	100%	60.0	100	60.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.7%	<=5%	46.6	50	93.3	10.4%
	High Needs Students	12.8%	<=5%	34.4	50	68.7	16.1%
Preparation for CCR	% Taking Courses	95.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	49.0%	75%	32.6	50	65.3	42.6%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.3%	94%	99.2	100	99.2	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.1%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		83.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% | 56.6%	75%	37.7	50	75.5	96.4% | 52.9%
Arts Access		57.8%	60%	48.2	50	96.3	51.9%
Accountability Index				**1128.3**	**1350**	**83.6**	

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

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	61.5	13.5	15.4	
Math Performance Index Gap	75.0	56.4	18.6	17.6	
Science Performance Index Gap	75.0	62.2	12.8	16.1	
Graduation Rate Gap	94.0%	95.1%	-1.1%	11.1%	N

[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.

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

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	99.3
	High Needs Students	98.8
Math	All Students	99.3
	High Needs Students	98.8
Science	All Students	98.9
	High Needs Students	99.0

[3]Minimum participation standard is 95%.

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 53.1   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Various forms of communication including social media, electronic and in-person are used throughout the district to keep parents and guardians aware of important information and school events. Events are held at the elementary schools to teach parents about curriculum and instruction and how best to support children at home. In particular the area of literacy is explained which includes the importance of sustained daily reading. 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 learning and to encourage parent 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. Teachers and administrators are available via phone, email and in-person contact to assist parents. School and district-wide committees include representation of parents and community members whose ideas influence decision-making and improvements.

At the high school level truancy is consistently addressed by following district policy and by reaching out to individual students to create a system of support to reduce truancy. There are numerous parent and community groups that support programming/events at the high school including scholarships, graduation, sports, music, athletics, health and wellness.

Coordinated through our Special Education department is a focus on mental health issues for students 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. RSD13 hosted a Mental Health Summit for professionals in our consortium area that included a focus on school anxiety and refusal, community resources for families, and behavioral intervention strategies. Extensive work was done in the area of dyslexia to improve assessment and identification to address programming needs for students and improve teachers' knowledge and specialized instructional practices in the area of reading.

Two Unified Programs; Sports and Foods have been developed at our high school. Students with special needs and their peers partners compete against other schools in soccer, basketball and track and bake for the faculty and for various school events.

Through our Strategic Visioning process we engaged parents and community members in the planning of academic programming for the future of our district. With the decision to close another elementary school, it was critically important to examine our two program/choice option with the district. Parent and student input was integral to the discussion and decision-making process which ultimately led to the decision by the BOE to adopt a single approach design within the next two years and to change the district grade configuration to primary, intermediate, middle, and high.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Last year we began our efforts to partner with Tongi High School in Ningbo, China. Additionally we began our racial and ethnic diversity work with SERC in order to more fully understand and address issues related to racism.

Our schools use skype, pen pal programs, technology, curricular activities and literature to enhance knowledge of diverse cultures. Students from every grade level use technology to skype with students from other states and Canada in order to learn about their schools, cultures and geography. Students are exposed to the people and traditions of different cultures through cultural arts programs sponsored by the PTO. In order to develop tolerance and respect for others the Second Step program is used to teach acceptance and provide students with an understanding and appreciation for the diverse world in which we live. At the middle school level an interdistrict grant opportunity through ACES; Project Lucid partners us with Farm Hill School in Middletown. This grant has been instrumental in breaking down barriers to economic and social isolation.

An elementary school welcomed Karim Nagi, a performer who teaches students about Arabic culture, for a cultural arts performance. Our students learned about Arabic music, dance, and traditions during this performance. Teaching artist residencies are a part of our involvement with the Higher Order Thinking (HOT) Schools network which helped students to embrace a variety of art forms and styles. First and second grade students completed a residency this year with a focus on family heritage which integrated music with content and allowed students to explore their unique and diverse backgrounds. Strong School annually hosts cultural arts presentations such as Shakesperience and Chariot of the Sun. Additionally, units of study in language arts include the reading of Bronx Masquerade, Night, and a collaborative project during which students research and present on people through history that have displayed courage in the face of real life adversity. The Unified Sports program at Coginchaug Regional High School continued to expand in order to bring together students with special needs and their peer partners with other Unified Sports teams for soccer, basketball, bowling, track and volleyball.

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.