

STRATEGIC SCHOOL PROFILE 2011-12**Regional School District 13**

SUSAN VICCARO, Superintendent

Location: 135-a Pickett Lane
Durham,
Connecticut

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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.

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 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, 2011 1,982
5-Year Enrollment Change -8.5%

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	125	6.3	8.2	35.2
K-12 Students Who Are Not Fluent in English	9	0.5	0.7	5.6
Students Identified as Gifted and/or Talented*	31	1.6	4.5	4.0
PK-12 Students Receiving Special Education Services in District	282	14.2	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	91	90.1	86.7	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	41	13.9	13.4	13.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	39	2.0
Black	10	0.5
Hispanic	57	2.9
Pacific Islander	0	0.0
White	1,836	92.6
Two or more races	38	1.9
Total Minority	146	7.4

Percent of Minority Professional Staff: 1.4%

Non-English Home Language:

1.5% 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.

Regional School District 13 continuously looks for opportunities for our students that will reduce racial, ethnic and economic isolation. At the elementary level this primarily takes the focus of curricular studies that expose the children to the diverse world they live in. They have a variety of opportunities to explore different cultures and traditions from around the world. Special celebrations, assembly programs, and exposure to different languages also helped to increase students' awareness and knowledge of other cultures. Students also used skype and pen pal programs to connect with students in other states and countries. Students in all elementary schools participated in numerous and varied community projects. At the middle school students partnered with students from Vinal Technical High School who provided a diversity program for all fifth graders. We again participated in the Interdistrict Grant Program run by Area Cooperative Educational Services or ACES. This led to a sister school project with Carrigan Middle School in West Haven. In addition, our participation continued in the Thomas Edison Magnet School where our students joined others from Middletown, Meriden and Wallingford. Our upper middle school students focused on the thematic idea of "accepting and understanding differences" and read a broad variety of literature focusing on this theme. Student Council members participated in an exchange with a neighboring school and had an opportunity to explore similarities and differences between the schools and their students. At the high school level a variety of activities were held to expose students to differences. Programs were offered by the Diversity, EDGE and Helping Hands Clubs. Programs focused on healthy living, healthy decision making and a myriad of services projects were conducted throughout the year. Students participated in our annual Diversity Conference with students from surrounding towns. Students partnered with officials from both towns to participate in and offer another "mock crash" during prom week. All buildings demonstrated significant efforts in reducing bullying through added focus on the Core Ethical Values of the School District: Respect, Responsibility, Kindness, Courage and Honesty. In addition a variety of programs were held across the District emphasizing these values. We continued our practice of holding a Community Round Up collecting food donations for local needy families and the local food bank. Lastly, additional teachers and administrators were trained in "Capturing Kids' Hearts," a program designed to foster student connectedness.

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
Grade 3 Reading	60.5	59.2	40.6
Writing	66.9	62.7	46.3
Mathematics	75.8	66.5	55.0
Grade 4 Reading	78.0	64.1	67.5
Writing	68.6	65.3	38.8
Mathematics	74.8	68.0	44.4
Grade 5 Reading	78.0	67.6	59.0
Writing	82.3	68.1	73.8
Mathematics	78.5	71.6	48.2
Science	76.8	63.9	54.2
Grade 6 Reading	89.9	74.1	80.7
Writing	83.8	67.4	78.3
Mathematics	89.9	69.3	84.3
Grade 7 Reading	84.3	79.8	39.6
Writing	71.7	65.6	44.1
Mathematics	78.3	68.1	56.3
Grade 8 Reading	87.7	76.8	64.8
Writing	78.7	68.3	53.8
Mathematics	80.9	67.2	59.1
Science	78.7	61.9	64.4

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.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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
Reading Across the Disciplines	48.9	47.5	42.9
Writing Across the Disciplines	71.1	63.0	48.5
Mathematics	57.4	49.2	54.1
Science	59.3	47.1	63.4

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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
	57.6	50.6	67.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.1	77.3	
Average Score	Mathematics	544	505	78.6
	Critical Reading	546	502	87.0
	Writing	544	506	80.9

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 2011	92.9	82.7	68.4
2010-11 Annual Dropout Rate for Grade 9 through 12	0.7	2.6	64.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.8	84.5
% Employed (Civilian Employment and in Armed Services)	3.8	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	144.00
Paraprofessional Instructional Assistants	14.00
Special Education	
Teachers and Instructors	21.20
Paraprofessional Instructional Assistants	28.00
Library/Media Specialists and/or Assistants	7.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	9.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	11.70
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	79.35

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	87.1	82.0	79.6

Average Class Size	District	DRG	State
Grade K	14.4	16.7	18.5
Grade 2	10.8	18.5	19.7
Grade 5	22.8	21.3	21.6
Grade 7	22.9	20.0	20.3
High School	18.2	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	978	994	993
Middle School	1,049	1,023	1,024
High School	975	1,022	1,024

*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*	3.2	2.8	2.8
Middle School	3.5	2.1	2.2
High School	2.5	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$16,907	\$8,284	\$8,464	\$7,839	\$8,469
Instructional Supplies and Equipment	\$397	\$194	\$267	\$244	\$271
Improvement of Instruction and Educational Media Services	\$971	\$476	\$487	\$393	\$482
Student Support Services	\$3,963	\$1,942	\$901	\$940	\$901
Administration and Support Services	\$3,306	\$1,620	\$1,468	\$1,430	\$1,490
Plant Operation and Maintenance	\$3,453	\$1,692	\$1,471	\$1,407	\$1,463
Transportation	\$1,748	\$820	\$735	\$707	\$724
Costs for Students Tuitioned Out	\$852	N/A	N/A	N/A	N/A
Other	\$627	\$307	\$165	\$183	\$165
Total	\$32,224	\$15,605	\$14,238	\$13,684	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,746	\$1,345	\$1,290	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,130,856	22.1	21.2	21.7

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	76.6	19.1	4.1	0.3
Excluding School Construction	76.9	18.5	4.4	0.3

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.

School improvement plans emphasized improving literacy and numeracy skills through the strengthening of instructional practices. In keeping with our Strategic Plan, all teachers continued to focus on differentiated learning and assessment in order to meet the needs of all learners. Improving school climate was a focus in every building. At Brewster School, the kindergarten program wove literacy and writing through the entire half day through a redesign of the program. They also revised the math curriculum to align with the CCSS. Korn School's focus was on strengthening reading comprehension and writing skills related to composing and revising. Common formative assessments and scoring rubrics were developed to address these areas. School climate, CCSS, and reading instruction were the focus of the John Lyman improvement plan. In reading, efforts focused on improving vocabulary and comprehension. Memorial School's efforts were focused on school climate, data team work and CCSS. Strong Middle School focused on common formative assessments, differentiated instruction aligned with Scientifically Researched Based Instruction (SRBI) and school climate. Coginchaug Regional High School's focus was largely on the preparation for the New England Association of Schools and Colleges accreditation process. In addition, other areas of focus included continued integration of technology to enhance student learning, content-specific reading strategies, and student engagement.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	274
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	31	1.6	1.2	1.2
Learning Disability	94	4.7	3.9	3.9
Intellectual Disability	10	0.5	0.4	0.4
Emotional Disturbance	13	0.7	0.7	1.0
Speech Impairment	62	3.1	1.8	2.1
Other Health Impairment*	60	3.0	2.2	2.2
Other Disabilities**	4	0.2	0.7	1.0
Total	274	13.8	10.9	11.7

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	81.3	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	49.5	36.0	79.5	70.4
	Writing	32.9	21.5	75.2	66.3
	Mathematics	47.4	31.8	79.4	68.4
	Science	36.5	23.0	77.7	62.9
CAPT	Reading Across the Disciplines	14.3	14.5	48.9	47.5
	Writing Across the Disciplines	27.8	18.2	71.1	63.0
	Mathematics	16.7	15.4	57.4	49.2
	Science	38.9	13.6	59.3	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	37.4
	% With Accommodations	62.6
CAPT	% Without Accommodations	25.0
	% With Accommodations	75.0
% Assessed Using Skills Checklist		4.6

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	1	0.4
Private Schools or Other Settings	9	3.3

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	233	85.0	75.0	72.1
40.1 to 79.0 Percent of Time	34	12.4	17.9	16.3
0.0 to 40.0 Percent of Time	7	2.6	7.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Recognizing the need for good planning in distributing district resources equitably, the Board of Education holds a fall and a winter retreat to identify budget priorities as well as the goals identified in the District's 5 year strategic plan. Budgets are first developed at the building level ensuring that unique situations (student growth, new programs, individual student needs, etc.) are addressed by those knowing the issues best. Building administrators meet with central office staff and overall priorities are determined before the budget is presented to the Board in mid-February. Board of Education meetings, a public hearing and a District Meeting allow for significant input from the public during the months of March, April and May. A budget summary is provided for every postal patron in Durham and Middlefield. In addition, information is posted and updated on the website during this time. The budget is voted on in a district-wide referendum held in May. A new budget format, developed a year ago, allows for greater clarity and transparency for the general public.
