

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



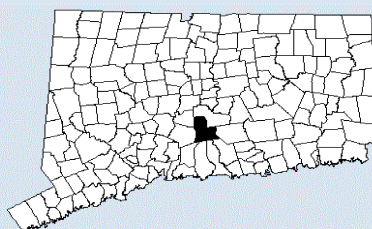
Regional School District 13

Mr. Ernest Perlini, Superintendent • 860-349-7200 • www.rsd13ct.org/

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	1,875
Per Pupil Expenditures ¹	\$16,832
Total Expenditures ¹	\$33,294,398

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	891	47.5	48.3
Male	984	52.5	51.6
American Indian	*	*	0.2
Asian	28	1.5	4.6
Black or African American	*	*	12.9
Hispanic or Latino	76	4.1	21.2
Pacific Islander	0	0.0	0.0
White	1,698	90.6	58.4
Two or More Races	63	3.4	2.3
English Language Learners	8	0.4	5.7
Eligible for Free or Reduced-Price Meals	130	6.9	37.3
Students with Disabilities ¹	283	15.1	12.8

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	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	36 4.1	* *
Male	41 4.2	* *
Black or African American	* *	* *
Hispanic or Latino	* *	0 0.0
White	66 3.9	27 1.5
English Language Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	11 7.9	* *
Students with Disabilities	20 7.4	17 5.4
District	77 4.2	29 1.5
State	10.8	7.4

Number of students in 2012-13 qualified as truant under state statute: 2

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.

District Profile and Performance Report for School Year 2013-14

Regional School District 13

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	139.3
Paraprofessional Instructional Assistants	13.7
Special Education	
Teachers and Instructors	19.2
Paraprofessional Instructional Assistants	38.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.8
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	12.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	93.3

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	2	1.0	3.6
Native American	0	0	0.1
White	197	99.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	*	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	*	*	20	13.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	22	57.9
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	86	85.1
Other Health Impairment	46	88.5
Other Disabilities	*	*
Speech/Language Impairment	45	86.5
District	210	78.7
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Regional School District 13

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	40	2.1	1.4
Emotional Disturbance	13	0.7	1.0
Intellectual Disability	*	*	0.4
Learning Disability	101	5.4	4.2
Other Health Impairment	53	2.8	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	55	2.9	1.9
All Disabilities	273	14.6	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,447,873	9,446	8,769
Instructional Supplies and Equipment	339,159	174	275
Improvement of Instruction and Educational Media Services	943,226	483	487
Student Support Services	3,087,337	1,581	965
Administration and Support Services	3,835,403	1,964	1,600
Plant Operation and Maintenance	3,523,917	1,804	1,472
Transportation	1,740,910	851	786
Costs of Students Tuitioned Out	776,150	N/A	N/A
Other	600,423	307	178
Total	33,294,398	16,832	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,351,357	1,204	1,434
-----------------------------------	-----------	-------	-------

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

Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,692,179	35.0	35.6
Noncertified Personnel	1,788,541	23.3	14.5
Purchased Services	337,294	4.4	5.0
Tuition to Other Schools	674,138	8.8	21.4
Special Ed. Transportation	377,267	4.9	8.5
Other Expenditures	1,818,801	23.7	14.9
Total Expenditures	7,688,220	100.0	100.0
PK-12 Expenditures Used for Special Education		23.1	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.2	78.6
State	19.3	19.7
Federal	1.4	1.5
Tuition & Other	0.1	0.1

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).

District Profile and Performance Report for School Year 2013-14

Regional School District 13

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	79.1	83.9	82.1	75.8	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	73.1	77.3	77.3	74.5	.	.	.	.
Students with Disabilities	60.6	65.1	66.2	66.1	.	.	.	.
High Needs	65.0	69.4	70.9	69.9	.	.	.	.
District	87.3	87.7	88.3	88.2	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	71.1	61.4	54.4	66.0	.	.	.	.
High Needs	71.1	62.6	59.5	72.4	.	.	.	.
District	85.9	84.9	81.3	87.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.1	83.0	82.2	76.7	543	81.6
Curl Up	77.0	89.5	97.8	93.8	543	89.7
Push Up	63.5	73.2	83.7	95.3	543	78.8
Mile Run/PACER	80.2	89.5	90.4	82.9	543	86.0
All Tests - District	44.4	62.1	73.3	61.2	543	60.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

District Profile and Performance Report for School Year 2013-14

Regional School District 13

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	26	73.1	.		.
District	153	94.1	93.0	Yes	93.1
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.7	73	50.0
Male	69.7	60	42.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	79.0	118	45.0
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	79.9	133	46.2
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

Copyright © 2014 The College Board. www.collegeboard.org

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

Copyright © 2015 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.0	96.6
Male	80.9	84.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	84.7	90.2
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	84.6	90.7
State	72.7	88.5

⁷College 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.

⁸College 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

District Profile and Performance Report for School Year 2013-14

Regional School District 13

Narratives

School District Improvement Plans and Parental Outreach Activities

At the elementary and middle school level there was an on-going and shared focus on improving student achievement in Math and ELA. Teacher teams under the guidance of the Director of Curriculum and with assistance from the area RESC continued to develop and refine pacing guides, units of study including pre and post assessments, as well as performance tasks. Teachers worked together in various team configurations to analyze student data sources including classroom performance, and formative and summative assessments. Specialists and Special Education staff in collaboration with classroom teachers examined tiered instruction and support of students throughout this continuum. Support for students and staff was further enhanced through collaboration and co-teaching. A variety of approaches were used to enhance students' stamina, choice, and goal setting. At the high school level the school improvement focus was organized around the NEASC recommendations that were generated after the 2013 review. A CIAC accreditation was completed in 2012-2013 and a multi-year action plan was created and followed to address and meet the recommendations. A teacher leadership team created an action plan which individuals and departments followed as part of the school improvement effort. Collaboration amongst teachers and support from administration in the teacher evaluation plan contributed to greater coherence in instruction and improved student outcomes.

Regional School District 13 is committed to connecting with parents as a means of enhancing parents' understanding of their children's 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, daily administrator/teacher/staff 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. Our most profound outreach and connection happens when parents are present in student events whether it is at the volunteer or audience level including musical performances, athletic events, student assemblies or classroom events as well as 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 teacher conferences at the elementary level are at the nearly 100% level. Parent/community groups including building level PTO's, Parents of Performers, Booster Clubs, Scholarship and Project Graduation committees work in conjunction with administration and staff to enhance and celebrate opportunities for students.

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 work together in an event that collects food and other items for a local food pantry. Students participate in other fund raising events such as "Jump Rope for Your Heart," "Pennies for Patients," "One World Celebration," "Healthy Snacks for Haiti," and other fund raising efforts. Additionally visiting artists and performances such as the "Lollipop Opera" and "Destiny Africa Children's Choir" helped develop students' understanding of other cultures. Sister school partnerships exist with urban districts at the classroom level as well. 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. Examples of this include a traveling exhibit showcasing the "Progressive Era," "Faces on the Wall" showcasing African Americans, and 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 of respect, responsibility, kindness, honesty and courage, and integrating them into all facets of teaching and learning relates them to events and experiences relative to other cultures. It is a unifying means of connecting us to others in our global neighborhood.

District Profile and Performance Report for School Year 2013-14

Regional School District 13

Equitable Allocation of Resources among District Schools

The allocation of resources begins with building a district-wide budget that supports children from the towns of Middlefield and Durham. The budget process is a responsible and diligent one where the school administration works with the Board of Education to present a budget that is responsible and respectful of both communities. Prioritization of needs is based upon identified goals that are aligned with variables that are proven to enhance student learning. The administrative team used a process of collaboration and needs assessment and allocation to ensure that there was an equitable allocation of resources across the district. In this process the administrative team examined its identified school goals to assess the necessary resources for individual schools and programs as well as the district-at-large. In the 2013-2014 school year the impact of declining enrollment became a more evident variable to address through staff reductions. All schools and departments were required to make cuts and allocate resources accordingly. There is a district-wide commitment to a high quality education for all children and thus the allocation of resources is equitable across the district.