

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



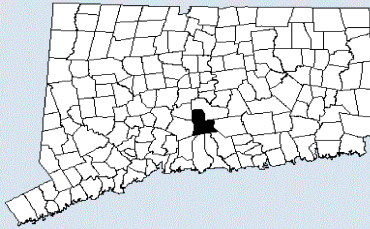
Regional School District 13

Ms. Kathryn Veronesi, Superintendent • 860-349-7200 • <http://www.rsd13ct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,832
Per Pupil Expenditures ¹	\$17,968
Total Expenditures ¹	\$34,066,598

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	893	48.7	48.3
Male	939	51.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	31	1.7	4.7
Black or African American	*	*	12.9
Hispanic or Latino	82	4.5	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	64	3.5	2.5
White	1,647	89.9	57.2
English Language Learners	8	0.4	6.3
Eligible for Free or Reduced-Price Meals	118	6.4	37.6
Students with Disabilities ¹	293	16.0	13.3

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	43	4.9	6	0.6
Male	32	3.5	40	4.2
Black or African American	*	*	0	*
Hispanic or Latino	7	8.3	*	*
White	64	4.0	40	2.4
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	16	10.9	6	4.0
Students with Disabilities	22	8.0	19	6.0
District	75	4.2	46	2.5
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 38

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	141.1
Paraprofessional Instructional Assistants	11.2
Special Education	
Teachers and Instructors	19.2
Paraprofessional Instructional Assistants	38.1
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.8
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	7.6
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 (%)
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	0.0
White	202	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	7	*	7	*
White	121	96.0	126	84.6
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	15	*	9	*
Students with Disabilities	16	80.0	15	39.5
District	134	93.7	138	84.7
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	19	50.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	82	84.5
Other Health Impairment	45	90.0
Other Disabilities	*	*
Speech/Language Impairment	37	82.2
District	189	75.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	40	2.2	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	11	0.6	0.5
Learning Disability	97	5.4	4.4
Other Health Impairment	50	2.8	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	50	2.8	1.9
All Disabilities	260	14.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,612,645	9,985	9,134
Instructional Supplies and Equipment	404,214	217	334
Improvement of Instruction and Educational Media Services	886,142	475	498
Student Support Services	3,095,097	1,660	1,001
Administration and Support Services	4,121,623	2,211	1,694
Plant Operation and Maintenance	3,584,653	1,923	1,572
Transportation	1,679,349	856	813
Costs of Students Tuitioned Out	1,023,348	N/A	N/A
Other	659,527	354	186
Total	34,066,598	17,968	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,178,174	1,169	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,605,527	33.6	35.1
Noncertified Personnel	1,889,137	24.3	14.2
Purchased Services	304,278	3.9	5.2
Tuition to Other Schools	938,354	12.1	22.0
Special Ed. Transportation	443,927	5.7	8.6
Other Expenditures	1,577,369	20.3	14.9
Total Expenditures	7,758,592	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.6	78.8
State	18.9	19.5
Federal	1.2	1.3
Tuition & Other	0.3	0.3

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).

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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	N/A	N/A	N/A	*	*	*
Asian	*	*	*	*	8	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	41	64.7	40	54.1	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	76.6	34	71.0	15	*
White	901	72.6	898	63.2	407	64.7
English Language Learners	6	*	6	*	*	*
Non-English Language Learners	996	72.7	992	63.4	*	*
Eligible for Free or Reduced-Price Meals	81	64.5	81	54.0	24	49.8
Not Eligible for Free or Reduced-Price Meals	921	73.3	917	64.2	424	65.3
Students with Disabilities	193	57.1	193	48.9	92	51.9
Students without Disabilities	809	76.3	805	66.8	356	67.7
High Needs	251	60.0	251	50.9	104	52.5
Non-High Needs	751	76.8	747	67.6	344	68.0
District	1002	72.6	998	63.4	448	64.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.8	88.8	90.4	77.6	591	86.3
Curl Up	80.9	90.0	98.7	93.0	591	91.0
Push Up	70.2	78.1	79.6	88.8	591	79.4
Mile Run/PACER	77.9	89.4	87.3	79.0	591	83.8
All Tests - District	56.5	64.4	59.2	62.2	591	60.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	25	72.0	.		.
District	134	93.3	93.1	Yes	93.2
State ⁴		87.0			

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 2013-14 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	80.7	70	46.7
Male	66.0	55	35.3
Black or African American	*	0	*
Hispanic or Latino	*	7	*
White	72.7	110	40.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	48.3	6	20.7
Students with Disabilities	*	*	*
District	73.2	125	40.8
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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.

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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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.0	91.2
Male	76.3	83.6
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	83.3	88.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	70.8	*
District	83.7	87.8
State	72.6	88.8

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

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Next Generation Accountability Results

These statistics are the first 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	72.6	75	96.8	100	96.8	67.9
	High Needs Students	60.0	75	80.0	100	80.0	56.7
Math Performance Index	All Students	63.4	75	84.5	100	84.5	59.3
	High Needs Students	50.9	75	67.9	100	67.9	47.8
Science Performance Index	All Students	64.4	75	85.9	100	85.9	56.5
	High Needs Students	52.5	75	70.0	100	70.0	45.9
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.8%	<=5%	42.4	50	84.8	17.3%
Preparation for CCR	% Taking Courses	88.9%	75%	50.0	50	100.0	66.1%
	% Passing Exams	40.8%	75%	27.2	50	54.5	37.3%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		93.3%	94%	99.2	100	99.2	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		92.9%	94%	98.8	100	98.8	77.6%
Postsecondary Entrance (Class of 2014)		83.7%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 60.7%	75%	40.5	50	81.0	87.6% 51.0%
Arts Access		53.3%	60%	44.4	50	88.8	45.7%
Accountability Index				1087.6	1250	87.0	

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	60.0	15.0	17.3	
Math Performance Index Gap	67.6	50.9	16.7	19.6	
Science Performance Index Gap	68.0	52.5	15.6	17.2	
Graduation Rate Gap	94.0%	92.9%	1.1%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.7
	High Needs Students	97.3
Math	All Students	98.3
	High Needs Students	97.3
Science	All Students	99.8
	High Needs Students	100.0

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: 49.7 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The school district has core ethical values that provide the foundation for work and interactions within the district. These values are a defining characteristic and include respect, responsibility, kindness, honesty and courage. Community organizations have begun to adopt the core ethical values as well creating which enhances the already strong connection between our schools and the communities of Durham and Middlefield. Teacher teams and departments across the district under the guidance of the administration and with assistance from outside consultants 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, 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. NEASC recommendations from the 2013 review continued to focus of the high school under the guidance of a new principal. Additional AP courses were added and student and teacher voice became a greater part of the school culture. A comprehensive plan to address the CIAC recommendations continued to be followed which enhanced every aspect of the athletic program. Collaboration amongst teachers and support from administration in the teacher evaluation plan contributed to greater coherence in instruction and improved student outcomes. All administrators and teachers worked from a foundation of their school improvement plans which were based on the five district improvement goals.

Regional School District 13 is committed to connecting to parents as a means of enhancing 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. Primary connections happen at the individual, daily administrator-teacher-staff level where school personnel make in-person, telephone, email, or written connections with parents. Daily visibility and availability are an indication of our commitment 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. Outreach 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. Parent teacher conferences at the elementary level are at the nearly 100% 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 PTO's, Parents of Performers, Booster Clubs, Scholarship and Project Graduation committees work in conjunction with administration and staff. A parent survey was used to assess parents' knowledge and understanding of teaching and learning across the district.

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. Students participate in other fund raising events such as "Jump rope for 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 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.

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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. 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 2014-2015 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.