

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 13**

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Location: 135-A Pickett Lane
Durham,
Connecticut

Website: 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.

COMMUNITY DATA

County: Middlesex	Per Capita Income in 2000: \$27,911
Town Population in 2000: 10,830	Percent of Adults without a High School Diploma in 2000*: 11.0%
1990-2000 Population Growth: 12.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.5%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 91.8%

*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, 2007 2,144
5-Year Enrollment Change 1.4%

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	104	4.9	4.7	28.7
K-12 Students Who Are Not Fluent in English	10	0.5	0.6	5.4
Students Identified as Gifted and/or Talented*	55	2.6	3.8	4.0
PK-12 Students Receiving Special Education Services in District	270	12.6	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	113	86.3	87.9	79.2
Homeless	1	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	54	19.2	21.6	20.2

*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	28	1.3
Black	17	0.8
Hispanic	37	1.7
White	2,060	96.1
Total Minority	84	3.9

Percent of Minority Professional Staff: 1.5%

Non-English Home Language: 0.8% 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 7.

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 provided a variety of options for students to gain increased awareness of diversity and a greater sensitivity to differences across all levels K-12. At the elementary level students participate in lessons that demonstrate the diverse world we live in and teach respect and tolerance. Efforts are also supported by the PTA and Parent Association who provide guest speakers representing different cultures and other cultural arts performances for students. All elementary schools participated in a variety of efforts involving community service including donations for Riverview Hospital, Pennies for Patients, Plant a Row for the Hungry, the Amazing Grace Soup Kitchen and the American Heart Association. Students in grades 3-12 participated in the second annual Community Round-up, collecting over 17,000 canned goods for the local food pantry.

Efforts by our 5th and 6th grade middle school students included participation in three ACES Interdistrict Cooperative grants that provided student exchanges between students from Regional School District 13 with students from Naugatuck and Wolcott. Our middle school students also partnered with the Vinal Regional Technical Diversity Club who provided experiences for our 5th and 6th grade students in celebrating diversity and respecting differences. Twenty-one of our students also participated in the Youth Mathematics and Technology Academy along with other participants in the Middlesex Consortium.

At the seventh and eighth grade level, students on the Principal's Advisory Council established a partnership with the Naylor School in Hartford. Additional initiatives are planned for the 2008-2009 school year. Twenty-one students again participated in the Cultural Understanding through the Arts Program pairing them with students from several other communities for an eight day intensive involving art, drama, singing and dancing culminating in a performance of over 150 participants and attendance at a Broadway production of "Wicked".

Regional School District 13 remains a partner district along with Meriden and Middletown for the Thomas Edison Magnet School in Meriden. Twenty-two students in grades 6-8 attended this math/science/technology school that includes a one-to-one laptop initiative.

At the high school level students continued their focus on giving back to the community via the Relay for Life, participation in refurbishing a camp used by inner city students and the sponsoring of a myriad of activities designed to raise awareness of and to celebrate differences across cultures and communities. Students again participated in a Day of Diversity at Wesleyan University as well as the hosting of a

"Day of Silence" sponsored by the Diversity Club. Students also ran school-wide programs focusing on kindness and the need for all students to work together.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	59.6	52.0	47.9
Writing	62.0	63.4	30.1
Mathematics	60.9	60.0	39.3
Grade 4 Reading	66.3	55.9	59.5
Writing	66.3	62.9	42.8
Mathematics	65.1	60.3	47.8
Grade 5 Reading	71.8	62.2	50.0
Writing	81.1	64.5	79.0
Mathematics	82.3	65.9	74.1
Science	75.1	54.9	73.5
Grade 6 Reading	72.1	66.3	43.5
Writing	62.7	61.9	39.9
Mathematics	69.9	66.4	40.5
Grade 7 Reading	82.8	71.1	58.7
Writing	76.1	62.0	69.0
Mathematics	82.2	63.0	77.4
Grade 8 Reading	80.0	64.8	71.7
Writing	85.5	63.4	84.9
Mathematics	78.3	60.8	73.0
Science	77.8	58.6	70.4

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 scoreable 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	62.0	45.5	70.0
Writing Across the Disciplines	80.3	57.9	85.4
Mathematics	72.0	50.1	73.8
Science	69.0	46.3	77.7

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
	50.2	36.1	87.7

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.7	77.6	
Average Score	Mathematics	530	504	73.1
	Critical Reading	531	502	76.2
	Writing	534	503	77.7

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, Class of 2007	98.4	92.6	77.7
Cumulative Four-Year Dropout Rate for Class of 2007	1.4	6.2	74.4
2006-07 Annual Dropout Rate for Grade 9 through 12	0.3	1.7	83.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.5	83.4
% Employed (Civilian Employment and in Armed Services)	9.2	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	149.20
Paraprofessional Instructional Assistants	15.40
Special Education	
Teachers and Instructors	18.50
Paraprofessional Instructional Assistants	28.50
Library/Media Specialists and Assistants	7.70
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	9.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	10.80
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	89.50

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	15.3	14.3	13.6
% with Master's Degree or Above	80.2	75.5	75.6

Average Class Size	District	DRG	State
Grade K	13.1	17.1	18.1
Grade 2	19.0	18.6	19.3
Grade 5	22.9	20.4	20.9
Grade 7	22.3	19.9	20.5
High School	18.5	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	988	993	987
Middle School	1,074	1,032	1,017
High School	991	1,021	1,006

*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*	3.8	3.3	3.4
Middle School	2.7	2.2	2.7
High School	2.6	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$14,458	\$6,672	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$349	\$161	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$1,272	\$587	\$443	\$395	\$429
Student Support Services	\$2,240	\$1,034	\$764	\$713	\$761
Administration and Support Services	\$2,248	\$1,037	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$3,145	\$1,451	\$1,329	\$1,295	\$1,322
Transportation	\$1,920	\$845	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$993	N/A	N/A	N/A	N/A
Other	\$362	\$167	\$147	\$130	\$145
Total	\$26,987	\$12,256	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,934	\$1,354	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,143,813
Percent of Total PK-12 Expenditures Used for Special Education	19.0%

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	75.5	22.7	1.6	0.3
Excluding School Construction	75.9	22.5	1.4	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.

The Board of Education recognizes the need for good planning in distributing District resources equitably. To that end they hold a fall retreat to identify budget priorities and strategic plan initiatives. This year a new budget format designed to provide greater clarity and transparency was introduced. Budget requests begin at the building level to ensure that unique situations (student growth, individual student needs, new programs, etc.) are addressed by those stakeholders most familiar with building needs. While Regional School District 13 offers two programs for parents to choose from K-8, every effort is made to keep resources equitable, while still allowing for program differences. Individual building principals meet with central office personnel where overall budget priorities are determined. The budget is presented to the Board of Education in March followed by Board deliberations over several weeks. A public hearing and a District Meeting are also held allowing for significant input from the public.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	265
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.4%

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	14	0.7	0.8	0.7
Learning Disability	89	4.2	4.1	4.0
Intellectual Disability	8	0.4	0.4	0.5
Emotional Disturbance	19	0.9	0.7	1.0
Speech Impairment	77	3.6	2.2	2.4
Other Health Impairment*	49	2.3	1.9	2.1
Other Disabilities**	9	0.4	0.6	0.9
Total	265	12.4	10.7	11.5

*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 2006-07 with a Standard Diploma	81.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

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	27.0	20.4	72.1	62.1
	Writing	28.1	19.3	72.4	63.0
	Mathematics	31.7	22.6	73.2	62.7
	Science	40.0	22.2	76.5	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	62.0	45.5
	Writing Across the Disciplines	N/A	N/A	80.3	57.9
	Mathematics	N/A	N/A	72.0	50.1
	Science	N/A	N/A	69.0	46.3

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	-30.0
	% With Accommodations	130.0
CAPT	% Without Accommodations	27.3
	% With Accommodations	72.7
% Assessed Using Skills Checklist		8.8

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	0.8
Private Schools or Other Settings	13	4.9

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	205	77.4	71.7	71.6
40.1 to 79.0 Percent of Time	43	16.2	21.8	16.6
0.0 to 40.0 Percent of Time	17	6.4	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

District 13's six schools focused on a variety of district-wide and individual school improvement plans. In particular they focused on special education service delivery as well as a focus on building-specific initiatives. Parents play a significant role in the development of specific strategies and plans that form the basis for District and school improvement plans and activities over a five year period as part of our five year District Strategic Plan.

At Brewster School there was a continued focus on including students with disabilities and differentiating instruction for all students. Additional emphasis was placed on the development of a Literacy Team as a means to increase student performance in the area of reading. A new phonics scope and sequence was introduced as well as adding the DIBELS school-wide administration to identify students at risk for reading difficulty. From these results a data wall was developed and used to monitor student progress throughout the year. A new math program was introduced and parents and students participated in a variety of activities related to this on Math night.

At Korn School the focus was on improving reading comprehension skills as well as the implementation of the new Scott Foresman math program. Math instruction followed a calendar designed to ensure mastery by spiraling skills throughout the year. Parents were involved in Colonial Day as well as participating in a trip to Plymouth Plantation. Parents are involved at Korn on a daily basis supporting students in classrooms, the library and sharing ideas with teachers and staff for continuous school improvement.

At John Lyman School the School Improvement Plan is shared with parents at a John Lyman Parents Association (JLPA) meeting as well as posted on their website. Continued collaboration between classroom teachers and special education teachers ensures deliberate classroom instruction for students with disabilities and provides the support necessary for their success. Lyman students also focused on the area of reading comprehension in the area of text connections.

At Memorial Middle School the major focus was on increased literacy instruction. Staff analyzed and reviewed instructional practices, participated in staff development and continued to infuse reading and writing across all subject areas. Additional training and emphasis was placed on differentiating instruction for all types of learners.

At Strong Middle School staff continued the District focus on reading comprehension and differentiated instruction. They also focused on learning theory and tuning protocols specific to nine case studies as a building-wide effort to review student achievement and performance on the Connecticut Mastery Test. All teachers' Professional Growth Projects were directly tied to the School Improvement Goals.

At Coginchaug High School, the school improvement plan focused on the development of a new five-year site plan that tied directly to our overall strategic plan. Additional focus was in the areas of standardized testing improvement which resulted in our tenth graders performing in the top 20% of the state on three of the four assessments. The percentage of students with disabilities scoring in the proficient range also increased. In addition, staff worked on measuring student progress on the Lifelong Learning Standards. 78% of students taking AP exams scored a 3 or better and student SAT scores continued to exceed the state and national average in all areas. The Parent Advisory Committee continued to play an important role in school-wide decision-making and activities.
