

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



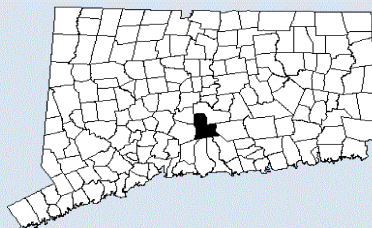
Regional School District 13

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,517
Per Pupil Expenditures ¹	\$21,109
Total Expenditures ¹	\$34,809,371

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	765	50.4	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	24	1.6	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	100	6.6	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	46	3.0	3.8
White	1,337	88.1	51.1
English Learners	13	0.9	8.3
Eligible for Free or Reduced-Price Meals	244	16.1	43.3
Students with Disabilities ³	283	18.7	16.0

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

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	51	6.9	*	*
Male	51	7.0	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	10	10.2	*	*
White	89	6.9	36	2.7
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	23	10.8	12	4.7
Students with Disabilities	34	12.6	19	6.1
District	102	6.9	40	2.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 27

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	122.4
Paraprofessional Instructional Assistants	8.6
Special Education	
Teachers and Instructors	21.4
Paraprofessional Instructional Assistants	42.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.5
Library/Media	
Specialists (Certified)	4.4
Support Staff	1.5
Instructional Specialists Who Support Teachers	14.3
Counselors, Social Workers and School Psychologists	12.7
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	102.1

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	189	99.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	*	*	*
White	113	96.6	123	96.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	20	100.0	14	*
Students with Disabilities	16	*	27	87.1
District	130	97.0	134	96.4
State		75.8		84.8

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 Peers³

	Count	Rate (%)
Autism	12	44.4
Emotional Disturbance	7	*
Intellectual Disability	0	0
Learning Disability	99	87.6
Other Health Impairment	49	80.3
Other Disabilities	0	0
Speech/Language Impairment	18	81.8
District	185	74.6
State		67.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.9	2.0
Emotional Disturbance	13	0.9	1.1
Intellectual Disability	8	0.5	0.5
Learning Disability	113	7.6	5.7
Other Health Impairment	62	4.2	3.3
Other Disabilities	7	0.5	1.1
Speech/Language Impairment	25	1.7	1.8
All Disabilities	256	17.2	15.6

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 District²

	District		State
	Count	Rate (%)	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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$18,452,541	\$11,190	\$10,923
Support services - students	\$3,414,757	\$2,120	\$1,277
Support services - instruction	\$2,506,167	\$1,556	\$682
Support services - general administration	\$967,197	\$600	\$467
Support services - school based administration	\$1,694,897	\$1,052	\$1,021
Central and other support services	\$2,410,465	\$1,496	\$679
Operation and maintenance of plant	\$3,620,374	\$2,247	\$1,718
Student transportation services	\$1,727,973	\$1,062	\$1,288
Food services	\$15,000	\$9	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$34,809,371	\$21,109	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,699,604	24.3	28.5
Instructional Aide Salaries	\$1,301,034	18.6	10.1
Other Salaries	\$1,299,981	18.6	11.1
Employee Benefits	\$848,756	12.1	13.0
Purchased Services Other Than Transportation	\$260,993	3.7	5.7
Special Education Tuition	\$925,415	13.2	22.5
Supplies	\$41,735	0.6	0.6
Property Services	\$22,553	0.3	0.3
Purchased Services For Transportation	\$555,421	7.9	8.0
Equipment	\$39,200	0.6	0.2
All Other Expenditures	\$2,129	0.0	0.1
Total	\$6,996,820	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.1	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	81.9
State	16.6
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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
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

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	23	91.3
Students with Disabilities	37	89.2
District	140	97.1
State		88.5

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	90.1	96.4
Male	57.9	88.9
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	73.9	91.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	52.0	*
Students with Disabilities	46.5	*
District	73.5	92.7
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	6.9%	<=5%	12.2%
	High Needs Students	10.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	96.7%	75%	80.4%
On-track to High School Graduation		97.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		94.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		73.4%	75%	71.5%
Arts Access		63.0%	60%	51.8%

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
Graduation Rate Gap	94.0%	94.3%	-0.3%	10.9%	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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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. 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 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. The BOE two years ago to adopt a single approach design within the next two years and to change the district grade configuration to primary, intermediate, middle, and high. The school closure provided many challenges to outreach and delivery of special education services, yet services were provided without interruption to those students who receive special education services. Teachers and leaders also provided various forms of outreach and communication during the school closure.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Last year we hosted students and staff from Tongi High School in Ningbo, China. Having our partner school students stay with families in our community established a bond a friendship that was profound for all involved. We began our race and ethnic diversity work with SERC in order to more fully understand and address issues related to systemic 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 awareness 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. 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.

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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 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.