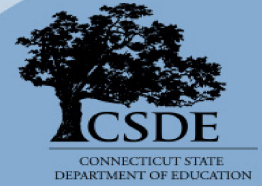


Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2022-23**



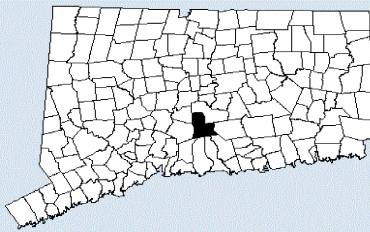
**Regional School District 13**

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

**District Information**

Grade Range	<b>PK-12</b>
Number of Schools/Programs	<b>7</b>
Enrollment	<b>1,365</b>
Per Pupil Expenditures <sup>1</sup>	<b>\$26,396</b>
Total Expenditures <sup>1</sup>	<b>\$36,875,425</b>

<sup>1</sup> Expenditure data reflect the 2021-22 school year.



**Community Information**

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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**Notes**

Unless otherwise noted, all data are for 2022-23 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

**Students**

**October 1, 2022 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	712	52.2	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	17	1.2	5.2
Black or African American	*	*	12.5
Hispanic or Latino of any race	112	8.2	30.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	39	2.9	4.5
White	1,188	87.0	47.5
English Learners/Multilingual Learners	22	1.6	9.7
Eligible for Free or Reduced-Price Meals	217	15.9	42.4
Students with Disabilities <sup>3</sup>	313	22.9	17.1

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	82	11.5	6	0.8
Male	68	10.6	41	6.1
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	23	20.7	11	9.0
White	118	10.0	32	2.6
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	56	25.0	26	10.2
Students with Disabilities	71	23.4	26	7.6
District	150	11.1	47	3.3
State		20.0		7

**Number of students qualified as truant under state statute: 127**

**Number of school-based arrests: 0**

<sup>4</sup> 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.

<sup>5</sup> This column displays the 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 2022-23

## Regional School District 13

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	111.6
Paraprofessional Instructional Assistants	8.6
<b>Special Education</b>	
Teachers and Instructors	23.8
Paraprofessional Instructional Assistants	43.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	10.8
Counselors, Social Workers and School Psychologists	11.9
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	96.0

<sup>1</sup> 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.6	1.3
Black or African American	0	0.0	4.6
Hispanic or Latino of any race	0	0.0	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	177	99.4	88.7

#### Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.8	13.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	10	*
White	78	98.7	115	98.3
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	*	13	*
Students with Disabilities	19	95.0	34	94.4
District	90	98.9	130	97.7
State		86.5		94.2

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	10	38.5
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	116	81.1
Other Health Impairment	55	88.7
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	208	73.2
State		68.6

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2022-23

## Regional School District 13

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	27	2.0	2.4
Emotional Disability	15	1.1	1.0
Intellectual Disability	11	0.8	0.6
Learning Disability	144	10.7	6.3
Other Health Impairment	63	4.7	3.4
Other Disabilities	10	0.7	1.1
Speech/Language Impairment	26	1.9	1.9
<b>All Disabilities</b>	<b>296</b>	<b>22.0</b>	<b>16.7</b>

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	4.7

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$19,002,417	\$13,602	\$12,671
Support services - students	\$3,353,689	\$2,459	\$1,558
Support services - instruction	\$2,909,090	\$2,133	\$837
Support services - general administration	\$1,035,719	\$759	\$463
Support services - school based administration	\$1,970,789	\$1,445	\$1,133
Central and other support services	\$2,665,569	\$1,954	\$716
Operation and maintenance of plant	\$4,010,684	\$2,940	\$1,893
Student transportation services	\$1,927,468	\$1,349	\$1,464
Food services	.	.	\$5
Enterprise operations	.	.	\$186
<b>Total</b>	<b>\$36,875,425</b>	<b>\$26,396</b>	<b>\$20,165</b>

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

### Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,277,499	27.4	29.0
Instructional Aide Salaries	\$1,378,302	16.6	10.6
Other Salaries	\$1,371,710	16.5	10.1
Employee Benefits	\$1,521,845	18.3	13.1
Purchased Services Other Than Transportation	\$295,719	3.6	5.9
Special Education Tuition	\$756,439	9.1	21.8
Supplies	\$58,209	0.7	0.7
Property Services	\$30,000	0.4	0.4
Purchased Services For Transportation	\$555,621	6.7	8.1
Equipment	\$59,457	0.7	0.2
All Other Expenditures	\$2,283	0.0	0.1
<b>Total</b>	<b>\$8,307,086</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		22.5	24.9

### Expenditures by Revenue Source<sup>4</sup>: 2021-22

	Percent of Total (%) Excluding School Construction
Local	82.8
State	14.4
Federal	2.5
Tuition & Other	0.3

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2022-23

## Regional School District 13

### 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	62	65.6	62	55.8	28	60.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	25	77.3	25	73.4	11	*
White	605	70.5	600	65.5	236	71.5
English Learners/Multilingual Learners	19	*	19	*	9	*
Non-English Learners/Non-Multilingual Learners	685	70.5	680	65.4	275	71.4
Eligible for Free or Reduced-Price Meals	103	63.8	102	54.1	48	62.6
Not Eligible for Free or Reduced-Price Meals	601	71.5	597	66.9	236	72.6
Students with Disabilities	172	52.4	169	45.4	67	52.3
Students without Disabilities	532	76.2	530	71.3	217	76.6
High Needs	236	56.9	233	49.9	98	57.8
Non-High Needs	468	77.2	466	72.6	186	77.8
District	704	70.4	699	65.0	284	70.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> 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, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.8	84.8	85.1	78.7	474	83.1
Curl Up	83.2	99.0	96.0	94.8	473	93.2
Push Up	70.8	82.7	86.0	69.9	473	76.3
Mile Run/PACER	77.7	90.5	79.0	51.6	470	72.3
All Tests - District	55.4	74.0	66.0	44.7	466	58.4
All Tests - State	51.5	46.0	44.1	41.1		45.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2022-23

## Regional School District 13

### Cohort Graduation: Four-Year<sup>1</sup>

	2021-22	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	102	95.1
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	*
Students with Disabilities	20	75.0
District	111	95.5
State		88.9

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.7	64	51.6
Male	*	44	44.4
Non-Binary	*	0	*
Black or African American	*	0	*
Hispanic or Latino	*	9	*
White	91.8	93	47.4
English Learners/ Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.8	10	41.7
Students with Disabilities	73.2	*	*
District	92.0	108	48.2
State	95.2		44.3

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

<sup>4</sup> Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	91.4	93.8
Male	72.2	92.0
Non-Binary	N/A	N/A
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	84.3	92.8
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	52.4	*
District	82.1	92.9
State	66.1	87.7

<sup>5</sup> 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.

<sup>6</sup> 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

# District Profile and Performance Report for School Year 2022-23

## Regional School District 13

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.4	75	46.9	50	93.8	63.9
	High Needs Students	56.9	75	37.9	50	75.8	54.1
Math Performance Index	All Students	65.0	75	43.4	50	86.7	59.7
	High Needs Students	49.9	75	33.3	50	66.6	48.9
Science Performance Index	All Students	70.9	75	47.3	50	94.5	61.6
	High Needs Students	57.8	75	38.5	50	77.0	51.1
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	57.2%
	High Needs Students	56.2%	100%	56.2	100	56.2	52.5%
Math Academic Growth	All Students	70.3%	100%	70.3	100	70.3	61.8%
	High Needs Students	61.9%	100%	61.9	100	61.9	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	11.1%	<=5%	37.9	50	75.8	20.0%
	High Needs Students	21.1%	<=5%	17.9	50	35.8	28.5%
Preparation for CCR	% Taking Courses	98.2%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	48.2%	75%	32.1	50	64.3	44.3%
On-track to High School Graduation		92.1%	94%	49.0	50	98.0	82.4%
4-year Graduation All Students (2022 Cohort)		95.5%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		88.1%	94%	93.7	100	93.7	85.6%
Postsecondary Entrance (Class of 2022)		82.1%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   58.4%	75%	38.9	50	77.8	93.0%   45.5%
Arts Access		60.0%	60%	50.0	50	100.0	54.5%
<b>Accountability Index</b>				<b>1065.5</b>	<b>1350</b>	<b>78.9</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	56.9	18.1	16.6	
Math Performance Index Gap	72.6	49.9	22.6	18.0	
Science Performance Index Gap	75.0	57.8	17.2	17.8	
Graduation Rate Gap	94.0%	88.1%	5.9%	8.7%	N

<sup>1</sup>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.

<sup>2</sup>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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) <sup>3</sup>	
ELA	All Students	98.4
	High Needs Students	96.4
Math	All Students	97.7
	High Needs Students	95.3
Science	All Students	96.0
	High Needs Students	93.5

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 49.6**

# District Profile and Performance Report for School Year 2022-23

## Regional School District 13

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Following the unanimous adoption of a new strategic plan in June 2022, the district has begun making our system more learner-centered, which has included engaging learners, parents, employees, and other community members in action teams aligned to six core strategies. The five fundamental elements are: learner agency, socially embedded, personalized, relevant, and contextualized, open walled, and competency based. The work also includes empowering learners for life across the domains of academics, wellness, employability, and citizenship, while reinforcing the district's core ethical values of respect, responsibility, honesty, kindness, and courage. A learner-centered transformation will also serve to dramatically reduce and ideally eliminate the systemic inequities that exist in the current Industrial Age school-centered paradigm. Although these learner-centered ideas will continue to be shaped through additional work of our district and strategy action teams, we have already made great progress in a number of areas.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Following the unanimous adoption of a new strategic plan in June 2022, the district has begun making our system more learner-centered, which has included engaging learners, parents, employees, and other community members in action teams aligned to six core strategies. The five fundamental elements are: learner agency, socially embedded, personalized, relevant, and contextualized, open walled, and competency based. The work also includes empowering learners for life across the domains of academics, wellness, employability, and citizenship, while reinforcing the district's core ethical values of respect, responsibility, honesty, kindness, and courage. A learner-centered transformation will also serve to dramatically reduce and ideally eliminate the systemic inequities that exist in the current Industrial Age school-centered paradigm. Populations of learners and families who have historically been marginalized by the prevailing system of education will feel more connected to school and experience more individual success if and when we are able to make this transformation. While that transformational work is taking place, we also continue training related to equity and diversity with assistance from SERC with a specific focus on understanding and addressing issues related to systemic racism. Our schools use skype, pen pal programs, technology, curricular activities and literature to enhance knowledge of diverse cultures. Learners of all ages use technology to connect remotely with students from other states and around the world in order to learn about their schools, cultures and geography. Learners are exposed to the people and traditions of different cultures through cultural arts programs sponsored by the PTO. The Unified Sports program brings together learners with special needs and their peer partners with other Unified Sports teams for soccer, basketball, bowling, track and volleyball.

# District Profile and Performance Report for School Year 2022-23

## Regional School District 13

### **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 ensure the highest quality educational experience for all children. The budget process is collaborative and actively solicits input from employees, families, and citizens. This process assures that a responsible budget is proposed by the Board of Education and presented to both communities for a vote in May. Prioritization of needs is aligned with the district strategic plan. 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.