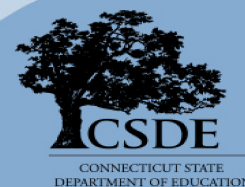


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



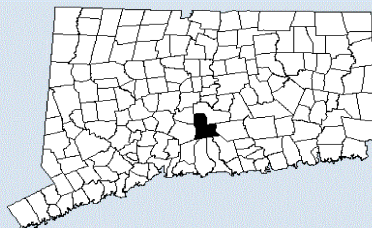
Regional School District 13

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

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 6 |
| Enrollment | 1,745 |
| Per Pupil Expenditures ¹ | \$20,089 |
| Total Expenditures ¹ | \$35,757,776 |

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 854 | 48.9 | 48.4 |
| Male | 891 | 51.1 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 30 | 1.7 | 5.1 |
| Black or African American | * | * | 12.9 |
| Hispanic or Latino | 91 | 5.2 | 24.0 |
| Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 52 | 3.0 | 2.9 |
| White | 1,564 | 89.6 | 54.8 |
| English Learners | * | * | 6.8 |
| Eligible for Free or Reduced-Price Meals | 156 | 8.9 | 35.9 |
| Students with Disabilities ¹ | 267 | 15.3 | 14.3 |

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 Count | Rate (%) | Suspension/ Expulsion ³ Count | Rate (%) |
|--|--|----------|--|----------|
| Female | 41 | 4.8 | 9 | 1.0 |
| Male | 32 | 3.6 | 30 | 3.3 |
| Black or African American | 0 | * | * | * |
| Hispanic or Latino | * | * | * | * |
| White | 62 | 4.0 | 30 | 1.9 |
| English Learners | * | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 14 | 9.5 | 10 | 5.7 |
| Students with Disabilities | 22 | 8.1 | 19 | 6.3 |
| District | 73 | 4.2 | 39 | 2.2 |
| State | | 9.9 | | 6.7 |

Number of students in 2015-16 qualified as truant under state statute: 6

Number of school-based arrests: 0

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 2016-17

Regional School District 13

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 137.6 |
| Paraprofessional Instructional Assistants | 11.5 |
| Special Education | |
| Teachers and Instructors | 17.5 |
| Paraprofessional Instructional Assistants | 44.6 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 4.0 |
| School Level | 6.5 |
| Library/Media | |
| Specialists (Certified) | 4.0 |
| Support Staff | 1.5 |
| Instructional Specialists Who Support Teachers | 7.1 |
| Counselors, Social Workers and School Psychologists | 12.9 |
| School Nurses | 5.2 |
| Other Staff Providing Non-Instructional Services/Support | 92.0 |

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 | 3.6 |
| Hispanic or Latino | 0 | 0.0 | 3.6 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 196 | 99.5 | 91.4 |

Classroom Teacher Attendance: 2015-16

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.1 | 9.6 |

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 | * | * | * |
| White | 113 | 96.6 | 143 | 97.3 |
| English Learners | 0 | 0.0 | * | * |
| Eligible for Free or Reduced-Price Meals | 7 | * | 12 | * |
| Students with Disabilities | 10 | * | 42 | 97.7 |
| District | 124 | 96.9 | 162 | 97.6 |
| State | | 63.6 | | 77.5 |

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 | 20 | 58.8 |
| Emotional Disturbance | * | * |
| Intellectual Disability | * | * |
| Learning Disability | 81 | 93.1 |
| Other Health Impairment | 40 | 95.2 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 37 | 90.2 |
| District | 186 | 80.5 |
| State | | 68.2 |

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Regional School District 13

Students with Disabilities by Primary Disability¹

| | District | State |
|----------------------------|----------|----------|
| | Count | Rate (%) |
| Autism | 38 | 2.2 |
| Emotional Disturbance | * | * |
| Intellectual Disability | 14 | 0.8 |
| Learning Disability | 87 | 5.0 |
| Other Health Impairment | 44 | 2.5 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 47 | 2.7 |
| All Disabilities | 244 | 14.1 |

¹Grades K-12

Overall Expenditures:³ 2015-16

| | Total (\$) | Per Pupil |
|---|------------|--------------------------|
| | | District (\$) State (\$) |
| Instructional Staff and Services | 18,887,552 | 10,836 9,663 |
| Instructional Supplies and Equipment | 364,579 | 209 321 |
| Improvement of Instruction and Educational Media Services | 1,121,983 | 644 578 |
| Student Support Services | 3,203,580 | 1,838 1,103 |
| Administration and Support Services | 4,699,873 | 2,696 1,861 |
| Plant Operation and Maintenance | 3,940,927 | 2,261 1,637 |
| Transportation | 1,846,545 | 1,001 877 |
| Costs of Students Tuitioned Out | 1,048,339 | N/A N/A |
| Other | 644,398 | 370 201 |
| Total | 35,757,776 | 20,089 16,236 |

Additional Expenditures

| Land, Buildings, and Debt Service | 2,672,947 | 1,534 1,749 |
|-----------------------------------|-----------|-------------|
|-----------------------------------|-----------|-------------|

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

Special Education Expenditures: 2015-16

| | District | State |
|----------------------------|------------|----------------------|
| | Total (\$) | Percent of Total (%) |
| Certified Personnel | 2,717,672 | 34.2 |
| Noncertified Personnel | 1,730,351 | 21.7 |
| Purchased Services | 278,592 | 3.5 |
| Tuition to Other Schools | 914,169 | 11.5 |
| Special Ed. Transportation | 597,851 | 7.5 |
| Other Expenditures | 1,718,043 | 21.6 |
| Total Expenditures | 7,956,678 | 100.0 |

Expenditures by Revenue Source:⁴

2015-16

| | Percent of Total (%) | Percent of Total (%) |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 79.7 | 80.0 |
| State | 18.7 | 18.4 |
| Federal | 1.2 | 1.3 |
| Tuition & Other | 0.3 | 0.4 |

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 2016-17

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 |
| Asian | 18 | * | 18 | * | 11 | * |
| Black or African American | * | * | * | * | * | * |
| Hispanic or Latino | 52 | 67.7 | 52 | 63.1 | 19 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | 24 | 79.6 | 24 | 76.2 | 14 | * |
| White | 823 | 72.8 | 823 | 68.7 | 376 | 63.2 |
| English Learners | 9 | * | 9 | * | * | * |
| Non-English Learners | 912 | 72.9 | 912 | 68.8 | 417 | 63.4 |
| Eligible for Free or Reduced-Price Meals | 75 | 64.5 | 75 | 59.4 | 31 | 61.6 |
| Not Eligible for Free or Reduced-Price Meals | 846 | 73.5 | 846 | 69.5 | 390 | 63.4 |
| Students with Disabilities | 128 | 55.3 | 128 | 50.4 | 69 | 51.7 |
| Students without Disabilities | 793 | 75.6 | 793 | 71.7 | 352 | 65.6 |
| High Needs | 189 | 59.2 | 189 | 54.6 | 98 | 54.6 |
| Non-High Needs | 732 | 76.3 | 732 | 72.3 | 323 | 66.0 |
| District | 921 | 72.8 | 921 | 68.7 | 421 | 63.3 |

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 | 90.3 | 81.3 | 75.4 | 68.5 | 541 | 79.3 |
| Curl Up | 76.4 | 86.1 | 96.0 | 91.3 | 541 | 87.1 |
| Push Up | 65.3 | 64.6 | 77.8 | 80.3 | 541 | 71.5 |
| Mile Run/PACER | 82.6 | 86.8 | 81.0 | 74.0 | 541 | 81.3 |
| All Tests - District | 52.8 | 53.5 | 64.3 | 48.0 | 541 | 54.5 |
| All Tests - State | 52.8 | 51.4 | 51.4 | 50.6 | | 51.6 |

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 2016-17

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Cohort Graduation: Four-Year¹

| | 2015-16 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 27 | 85.2 |
| Students with Disabilities | 29 | 62.1 |
| District | 149 | 90.6 |
| State | | 87.4 |

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 92.6 | 83 | 61.0 |
| Male | 91.1 | 83 | 52.5 |
| Black or African American | * | * | * |
| Hispanic or Latino | * | * | * |
| White | 92.0 | 154 | 58.3 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 100.0 | 6 | 28.6 |
| Students with Disabilities | 54.7 | * | * |
| District | 91.8 | 166 | 56.5 |
| State | 96.1 | | 43.5 |

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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.

Copyright © 2017 ACT, Inc. www.act.org

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

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College Entrance and Persistence

| | Class of 2016 | Class of 2015 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 87.3 | 98.5 |
| Male | 67.1 | 94.4 |
| Black or African American | N/A | N/A |
| Hispanic or Latino | * | * |
| White | 75.8 | 96.4 |
| English Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 63.6 | * |
| Students with Disabilities | 43.5 | * |
| District | 77.3 | 96.7 |
| State | 72.0 | 88.5 |

⁵College 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.

⁶College 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 2016-17

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 | 72.8 | 75 | 48.5 | 50 | 97.0 | 67.1 |
| | High Needs Students | 59.2 | 75 | 39.5 | 50 | 79.0 | 55.9 |
| Math Performance Index | All Students | 68.7 | 75 | 45.8 | 50 | 91.6 | 62.2 |
| | High Needs Students | 54.6 | 75 | 36.4 | 50 | 72.9 | 50.5 |
| Science Performance | All Students | 63.3 | 75 | 42.2 | 50 | 84.4 | 55.3 |
| | High Needs Students | 54.6 | 75 | 36.4 | 50 | 72.8 | 45.2 |
| ELA Academic Growth | All Students | 56.5% | 100% | 56.5 | 100 | 56.5 | 55.4% |
| | High Needs Students | 50.6% | 100% | 50.6 | 100 | 50.6 | 49.8% |
| Math Academic Growth | All Students | 69.2% | 100% | 69.2 | 100 | 69.2 | 61.7% |
| | High Needs Students | 63.3% | 100% | 63.3 | 100 | 63.3 | 53.7% |
| Chronic Absenteeism | All Students | 4.2% | <=5% | 50.0 | 50 | 100.0 | 9.9% |
| | High Needs Students | 7.3% | <=5% | 45.5 | 50 | 91.0 | 15.8% |
| Preparation for CCR | % Taking Courses | 97.3% | 75% | 50.0 | 50 | 100.0 | 70.7% |
| | % Passing Exams | 56.5% | 75% | 37.6 | 50 | 75.3 | 43.5% |
| On-track to High School Graduation | | 95.6% | 94% | 50.0 | 50 | 100.0 | 87.8% |
| 4-year Graduation All Students (2016 Cohort) | | 90.6% | 94% | 96.4 | 100 | 96.4 | 87.4% |
| 6-year Graduation - High Needs Students (2014) | | 84.8% | 94% | 90.3 | 100 | 90.3 | 82.0% |
| Postsecondary Entrance (Class of 2016) | | 77.3% | 75% | 100.0 | 100 | 100.0 | 72.0% |
| Physical Fitness (estimated part rate) and (fitness) | | 88.7% 54.5% | 75% | 18.2 | 50 | 36.4 | 92.0% 51.6% |
| Arts Access | | 53.0% | 60% | 44.1 | 50 | 88.3 | 50.5% |
| Accountability Index | | | | 1070.5 | 1350 | 79.3 | |

| 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 | 59.2 | 15.8 | 16.7 | |
| Math Performance Index Gap | 72.3 | 54.6 | 17.7 | 18.7 | |
| Science Performance Index Gap | 66.0 | 54.6 | 11.4 | 16.6 | |
| Graduation Rate Gap | 94.0% | 84.8% | 9.2% | 12.0% | N |

¹If 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.

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

| Subject/Subgroup | | Participation Rate (%) ³ |
|------------------|---------------------|-------------------------------------|
| ELA | All Students | 98.8 |
| | High Needs Students | 96.6 |
| Math | All Students | 98.8 |
| | High Needs Students | 96.6 |
| Science | All Students | 99.3 |
| | High Needs Students | 98.0 |

³Minimum participation standard is 95%.

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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

Regional School District 13

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. In particular 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 March 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our schools address this issue through skyping, pen-pal programs, technology, curricular activities and literature. 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 tolerance 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 inter-district 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.

An elementary school welcomed Karim Nagi, a performer who teaches students about Arabic culture, for a cultural arts performance. Our students learned about Arabic music, dance, and traditions during this performance. 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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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 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.