

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

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	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

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.

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

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	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 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
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.

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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.

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

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College Entrance and Persistence

	Class of 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

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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.

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](#)

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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. 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 Cuginchaug 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.