

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023–24



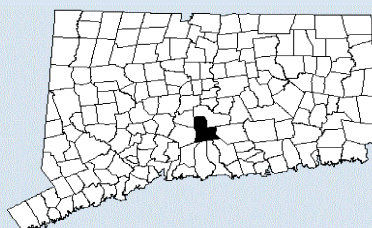
Regional School District 13

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,350
Per Pupil Expenditures ¹	\$27,232
Total Expenditures ¹	\$37,662,252

¹ Expenditure data reflect the 2022-23 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 2023-24 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, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	693	51.3	48.3
Male	657	48.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	18	1.3	5.2
Black or African American	*	*	12.5
Hispanic or Latino of any race	102	7.6	31.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	43	3.2	4.7
White	1,177	87.2	46.2
English Learners/Multilingual Learners	21	1.6	10.5
Eligible for Free or Reduced-Price Meals	223	16.5	44.0
Students with Disabilities ³	306	22.7	17.9

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	60	8.7	12	1.7
Male	53	8.1	39	5.6
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	15	13.4	*	*
White	93	8.0	44	3.6
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	46	20.7	23	8.5
Students with Disabilities	56	19.5	23	6.6
District	113	8.4	51	3.6
State		17.7		7.0

Number of students qualified as truant under state statute: 52

Number of school-based arrests: 0

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	107.1
Paraprofessional Instructional Assistants	8.6
Special Education	
Teachers and Instructors	22.4
Paraprofessional Instructional Assistants	43.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	11.8
Counselors, Social Workers and School Psychologists	13.9
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	106.0

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	0.6	1.4
Black or African American	0	0.0	4.8
Hispanic or Latino of any race	0	0.0	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	174	99.4	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	13.3

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	12	*	*	*
White	87	100.0	95	100.0
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	20	100.0	13	*
Students with Disabilities	23	100.0	39	100.0
District	105	100.0	111	100.0
State		88.4		94.6

² 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 Peers³

	Count	Rate (%)
Autism	17	54.8
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	124	94.7
Other Health Impairment	57	93.4
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
District	230	83.0
State		66.8

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	34	2.6	2.6
Emotional Disability	15	1.1	1.1
Intellectual Disability	11	0.8	0.6
Learning Disability	131	9.9	6.4
Other Health Impairment	62	4.7	3.5
Other Disabilities	13	1.0	1.2
Speech/Language Impairment	22	1.7	2.0
All Disabilities	288	21.7	17.3

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	*	*	8.0
Private Schools or Other Settings	*	*	4.6

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: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$18,737,799	\$13,549	\$12,942
Support services - students	\$4,052,832	\$2,982	\$1,724
Support services - instruction	\$2,497,565	\$1,838	\$905
Support services - general administration	\$1,157,835	\$852	\$520
Support services - school based administration	\$1,947,494	\$1,433	\$1,207
Central and other support services	\$2,637,238	\$1,941	\$771
Operation and maintenance of plant	\$4,696,256	\$3,456	\$2,101
Student transportation services	\$1,935,232	\$1,320	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
Total	\$37,662,252	\$27,232	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,483,275	27.5	27.6
Instructional Aide Salaries	\$1,423,689	15.8	10.2
Other Salaries	\$1,368,887	15.1	10.5
Employee Benefits	\$1,550,255	17.2	13.2
Purchased Services Other Than Transportation	\$276,766	3.1	6.4
Special Education Tuition	\$1,171,715	13.0	22.2
Supplies	\$76,075	0.8	0.7
Property Services	\$30,425	0.3	0.4
Purchased Services For Transportation	\$609,822	6.7	8.4
Equipment	\$44,882	0.5	0.3
All Other Expenditures	\$2,766	0.0	0.1
Total	\$9,038,556	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.0	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	83.2
State	14.5
Federal	2.0
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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	10	*	10	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	52	60.0	52	50.7	24	56.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	73.8	22	69.8	11	*
White	626	69.3	625	63.9	267	67.8
English Learners/Multilingual Learners	18	*	18	*	*	*
Non-English Learners/Non-Multilingual Learners	695	68.9	694	63.5	*	*
Eligible for Free or Reduced-Price Meals	111	57.8	110	51.6	50	55.2
Not Eligible for Free or Reduced-Price Meals	602	70.6	602	65.3	260	69.1
Students with Disabilities	156	46.9	155	41.3	82	41.6
Students without Disabilities	557	74.7	557	69.3	228	76.0
High Needs	231	53.2	230	47.8	110	47.7
Non-High Needs	482	76.0	482	70.6	200	77.4
District	713	68.6	712	63.2	310	66.9

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	79.2	85.1	85.0	87.2	386	83.9
Curl Up	84.9	96.8	98.0	97.7	386	94.0
Push Up	76.4	76.6	82.0	87.2	386	80.3
Mile Run/PACER	76.4	86.2	75.0	72.1	386	77.5
All Tests - District	54.7	61.7	61.0	61.6	386	59.6
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	11	*
White	105	92.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	24	83.3
Students with Disabilities	24	75.0
District	120	93.3
State		88.4

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	61	51.7
Male	44	44.9
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino	7	*
White	91	50.0
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	27.3
Students with Disabilities	6	9.7
District	105	48.6
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	84.1	94.3
Male	66.7	89.7
Non-Binary	*	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	77.0	93.0
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	61.9	*
Students with Disabilities	33.3	*
District	75.7	92.4
State	68.4	87.2

⁵ 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.

⁶ 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.6	75	45.7	50	91.4	63.9
	High Needs Students	53.2	75	35.5	50	71.0	54.1
Math Performance Index	All Students	63.2	75	42.1	50	84.3	60.2
	High Needs Students	47.8	75	31.8	50	63.7	49.5
Science Performance Index	All Students	66.9	75	44.6	50	89.2	61.8
	High Needs Students	47.7	75	31.8	50	63.6	51.4
ELA Academic Growth	All Students	55.4%	100%	55.4	100	55.4	58.7%
	High Needs Students	42.5%	100%	42.5	100	42.5	54.2%
Math Academic Growth	All Students	54.6%	100%	54.6	100	54.6	61.4%
	High Needs Students	49.5%	100%	49.5	100	49.5	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	8.4%	<=5%	43.2	50	86.3	17.7%
	High Needs Students	17.1%	<=5%	25.8	50	51.7	25.5%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	48.6%	75%	32.4	50	64.8	44.3%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		93.3%	94%	99.3	100	99.3	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		90.5%	94%	96.3	100	96.3	86.6%
Postsecondary Entrance (Class of 2023)		75.7%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% 59.6%	75%	39.7	50	79.4	93.6% 47.2%
Arts Access		66.4%	60%	50.0	50	100.0	55.0%
Accountability Index				1020.2	1350	75.6	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	53.2	21.8	16.9	
Math Performance Index Gap	70.6	47.8	22.8	18.2	
Science Performance Index Gap	75.0	47.7	27.3	17.9	
Graduation Rate Gap	94.0%	90.5%	3.5%	9.9%	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.

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 (%) ³
ELA	All Students	97.3
	High Needs Students	93.3
Math	All Students	97.2
	High Needs Students	92.9
Science	All Students	96.9
	High Needs Students	93.3

³Minimum 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: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

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 Partners for Educational Leadership with a specific focus on understanding and addressing issues related to systemic racism. Our schools use video conferencing, 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 state and nationally recognized 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.

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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 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.