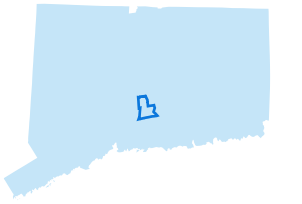
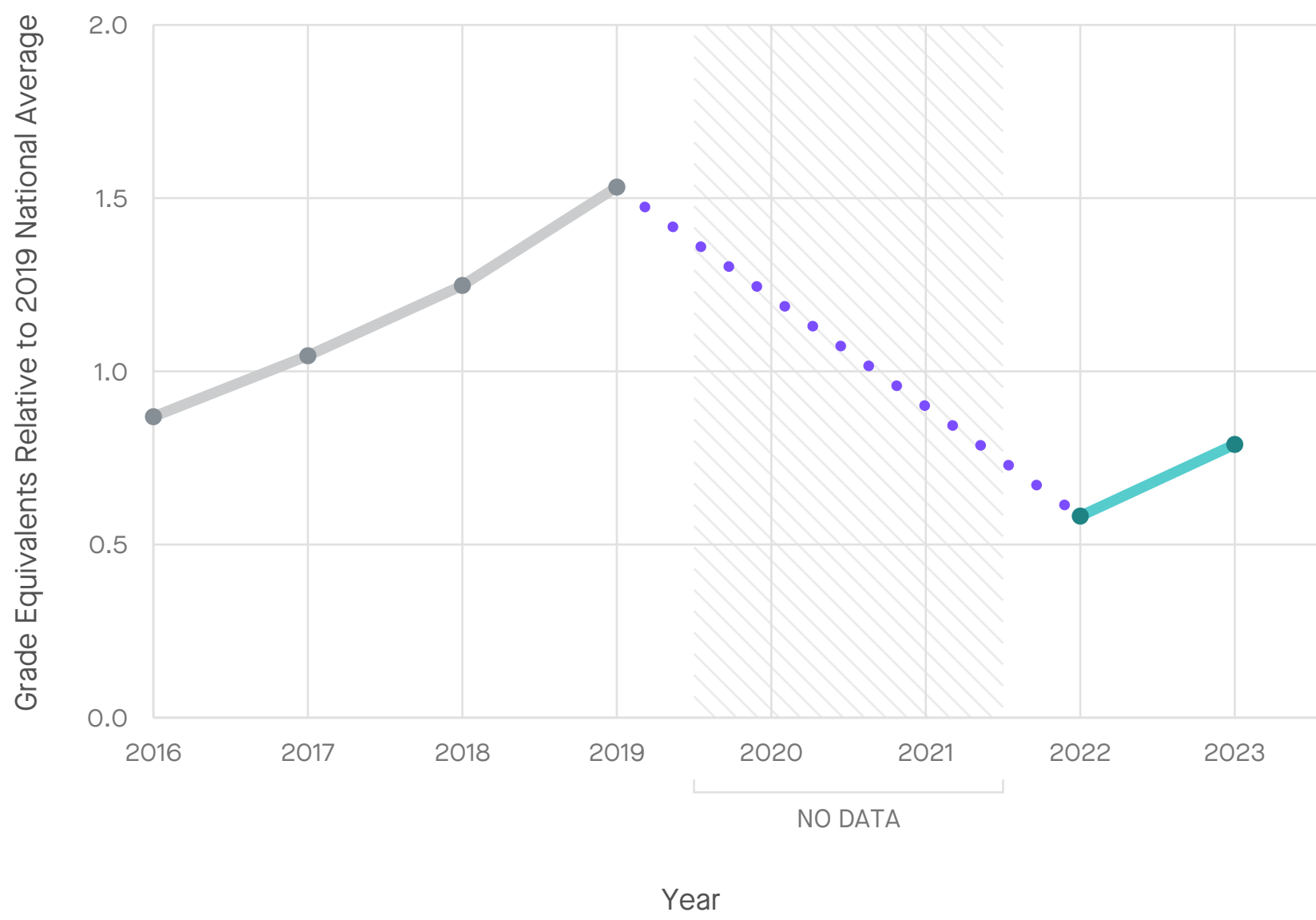


# Regional School District 13, CT



## Math Performance, Grades 3-8, 2016-2023

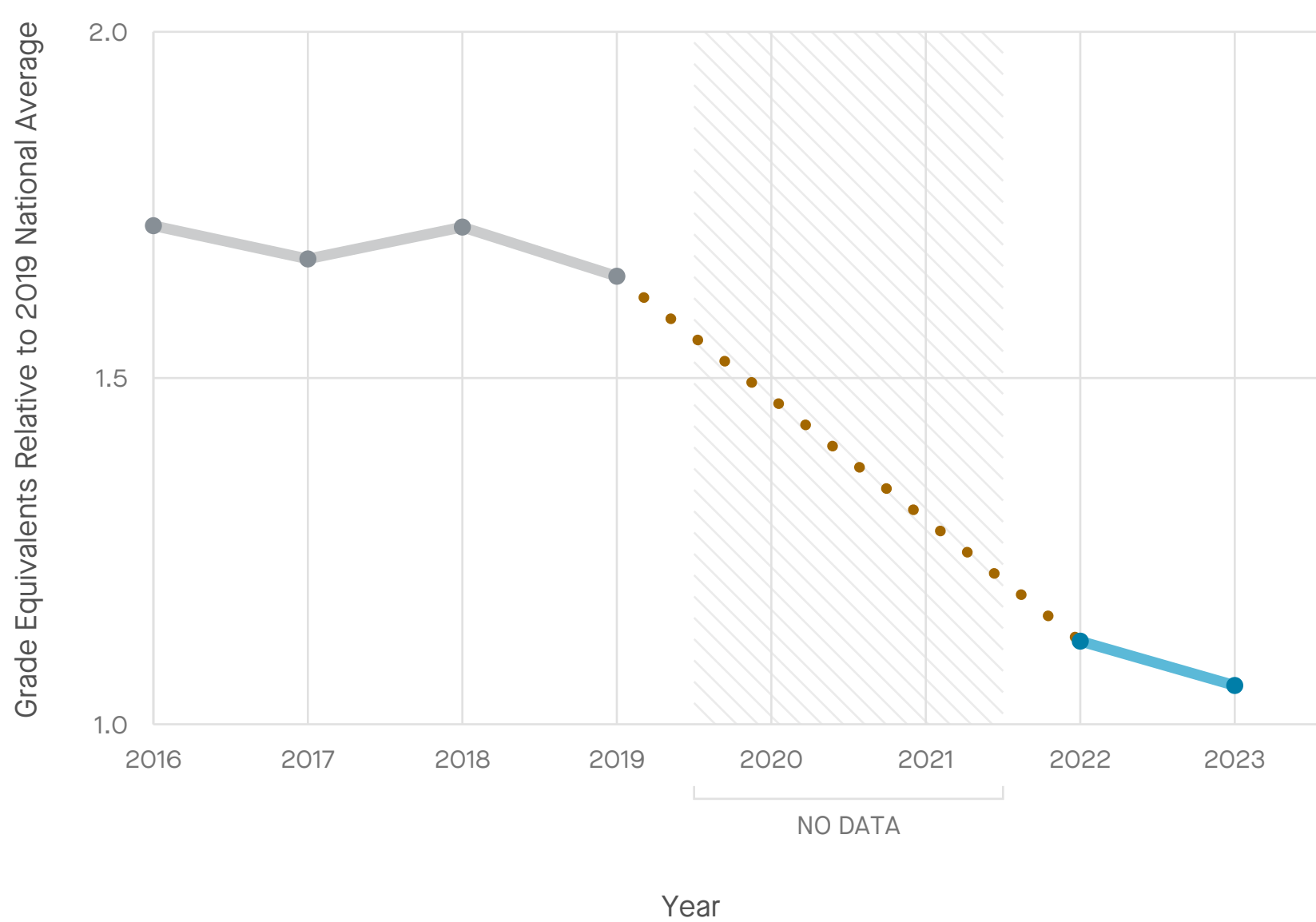


### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

<b>2019 Average</b>	1.53
<b>2022 Average</b>	0.58
<b>2023 Average</b>	0.79
<b>2019-2022 Change</b>	↓ -0.95
<b>2022-2023 Change</b>	↑ +0.21
<b>Since 2019</b>	↓ -0.74

## Reading Performance, Grades 3-8, 2016-2023



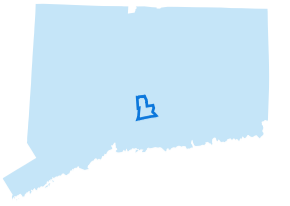
### Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

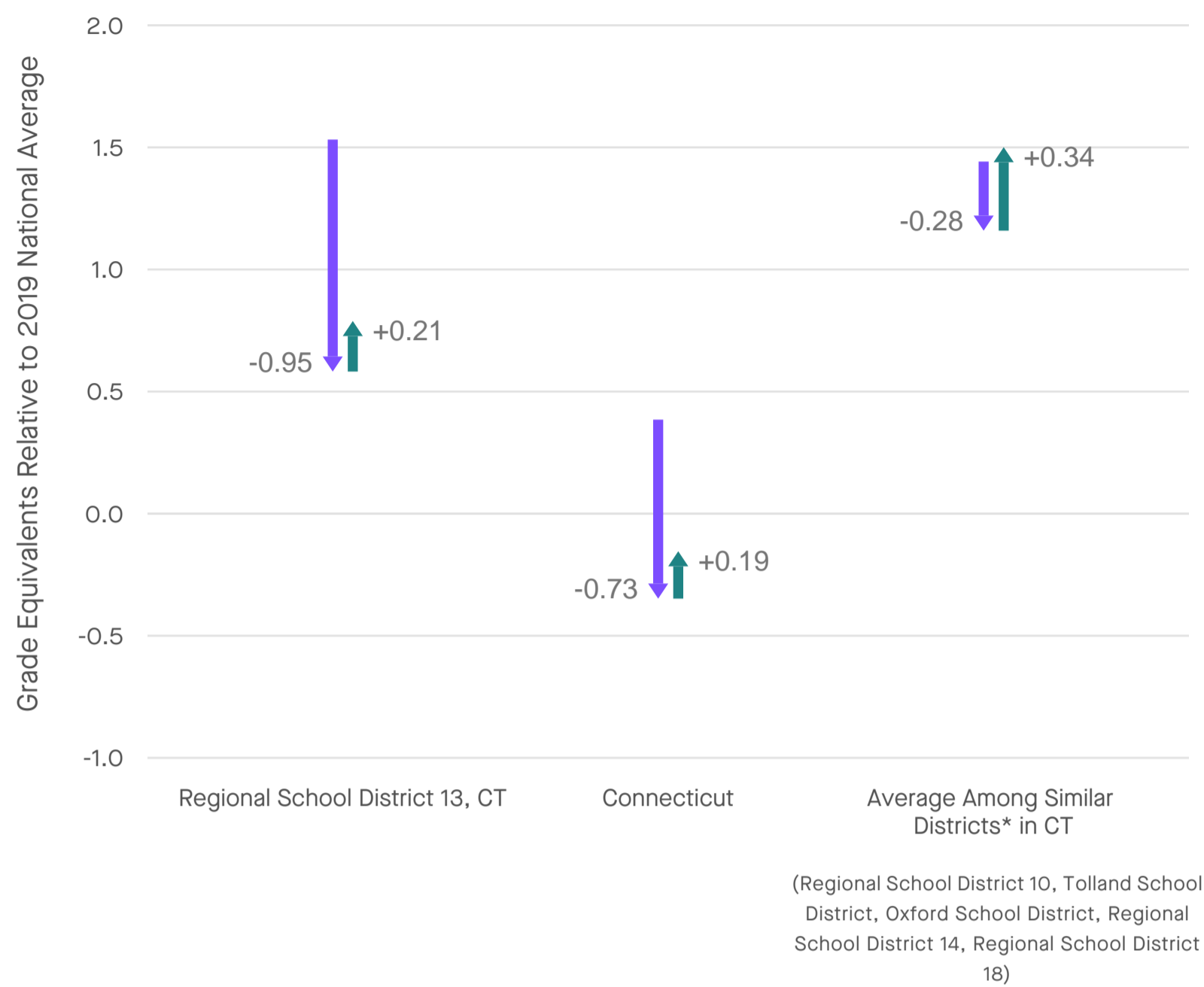
<b>2019 Average</b>	1.65
<b>2022 Average</b>	1.12
<b>2023 Average</b>	1.06
<b>2019-2022 Change</b>	↓ -0.53
<b>2022-2023 Change</b>	↓ -0.06
<b>Since 2019</b>	↓ -0.59



# Regional School District 13, CT



## Math Performance in Regional School District 13 vs. Connecticut and Similar Districts, Grades 3-8, 2019-2023



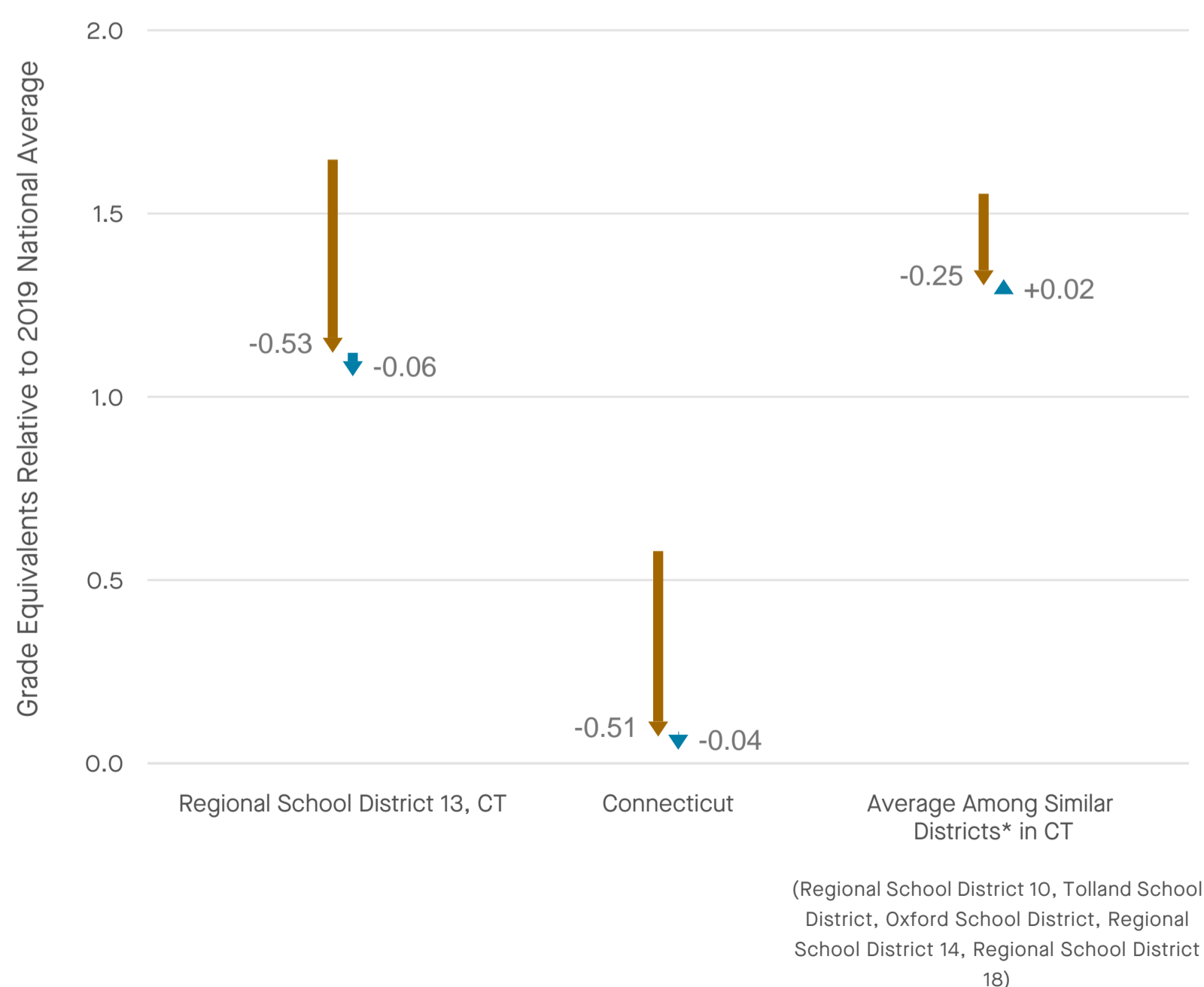
### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

	Regional School District 13, CT	Connecticut	Similar Districts* in Connecticut
<b>2019 Average</b>	1.53	0.39	1.44
<b>2022 Average</b>	0.58	-0.35	1.16
<b>2023 Average</b>	0.79	-0.15	1.50
<b>2019-2022 Change</b>	↓ -0.95	↓ -0.73	↓ -0.28
<b>2022-2023 Change</b>	↑ +0.21	↑ +0.19	↑ +0.34
<b>2019-2023 Change</b>	↓ -0.74	↓ -0.54	↑ +0.06

\*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.

## Reading Performance in Regional School District 13 vs. Connecticut and Similar Districts, Grades 3-8, 2019-2023



### Average Reading Scores and Trends in Scores

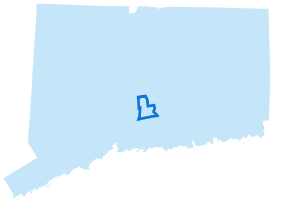
in Grade Level Equivalents Relative to the 2019 National Average

	Regional School District 13, CT	Connecticut	Similar Districts* in Connecticut
<b>2019 Average</b>	1.65	0.58	1.55
<b>2022 Average</b>	1.12	0.07	1.30
<b>2023 Average</b>	1.06	0.04	1.32
<b>2019-2022 Change</b>	↓ -0.53	↓ -0.51	↓ -0.25
<b>2022-2023 Change</b>	↓ -0.06	↓ -0.04	↑ +0.02
<b>2019-2023 Change</b>	↓ -0.59	↓ -0.54	↓ -0.23

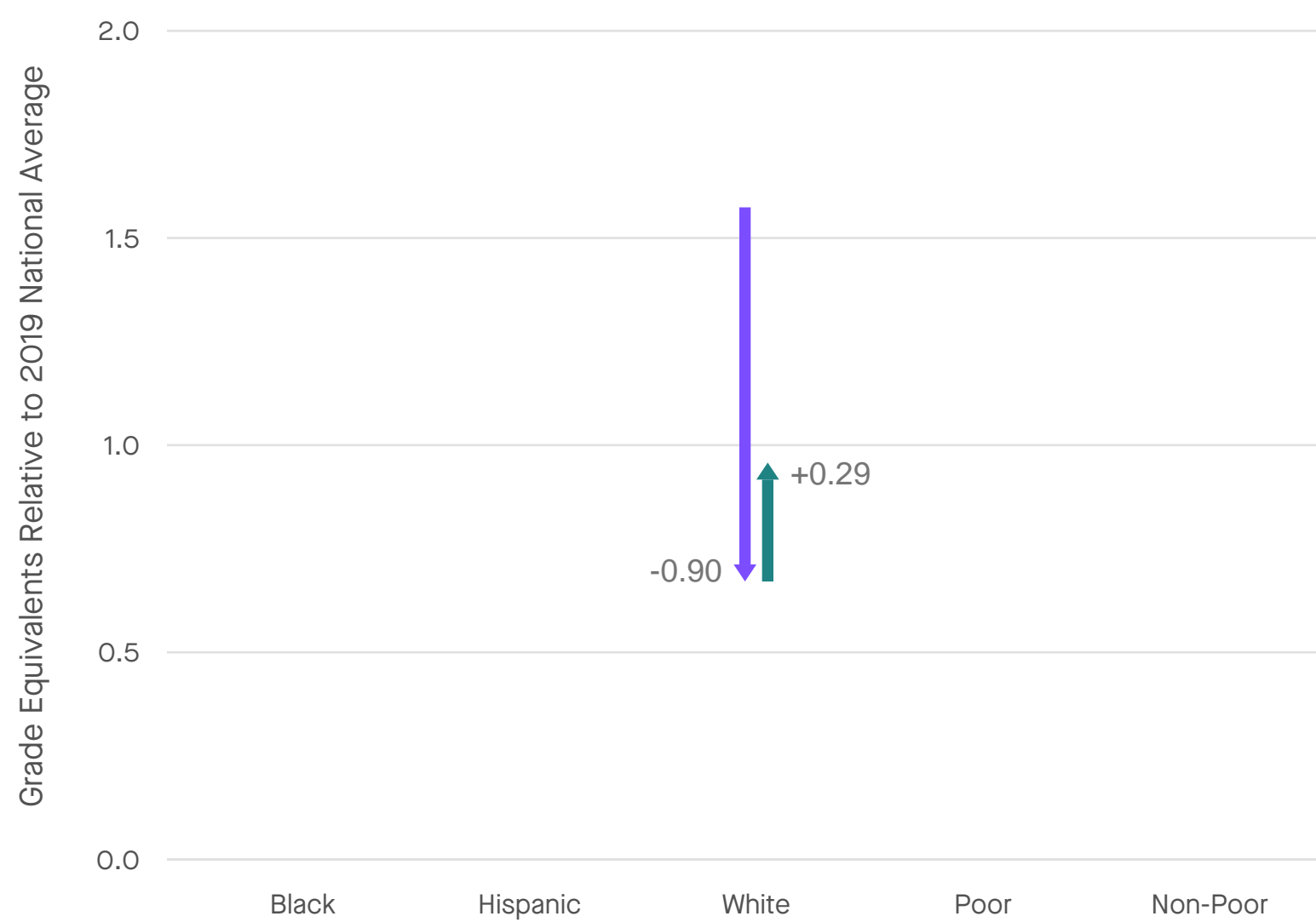
\*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.



# Regional School District 13, CT



## Math Performance by Subgroup, Grades 3-8, 2019-2023

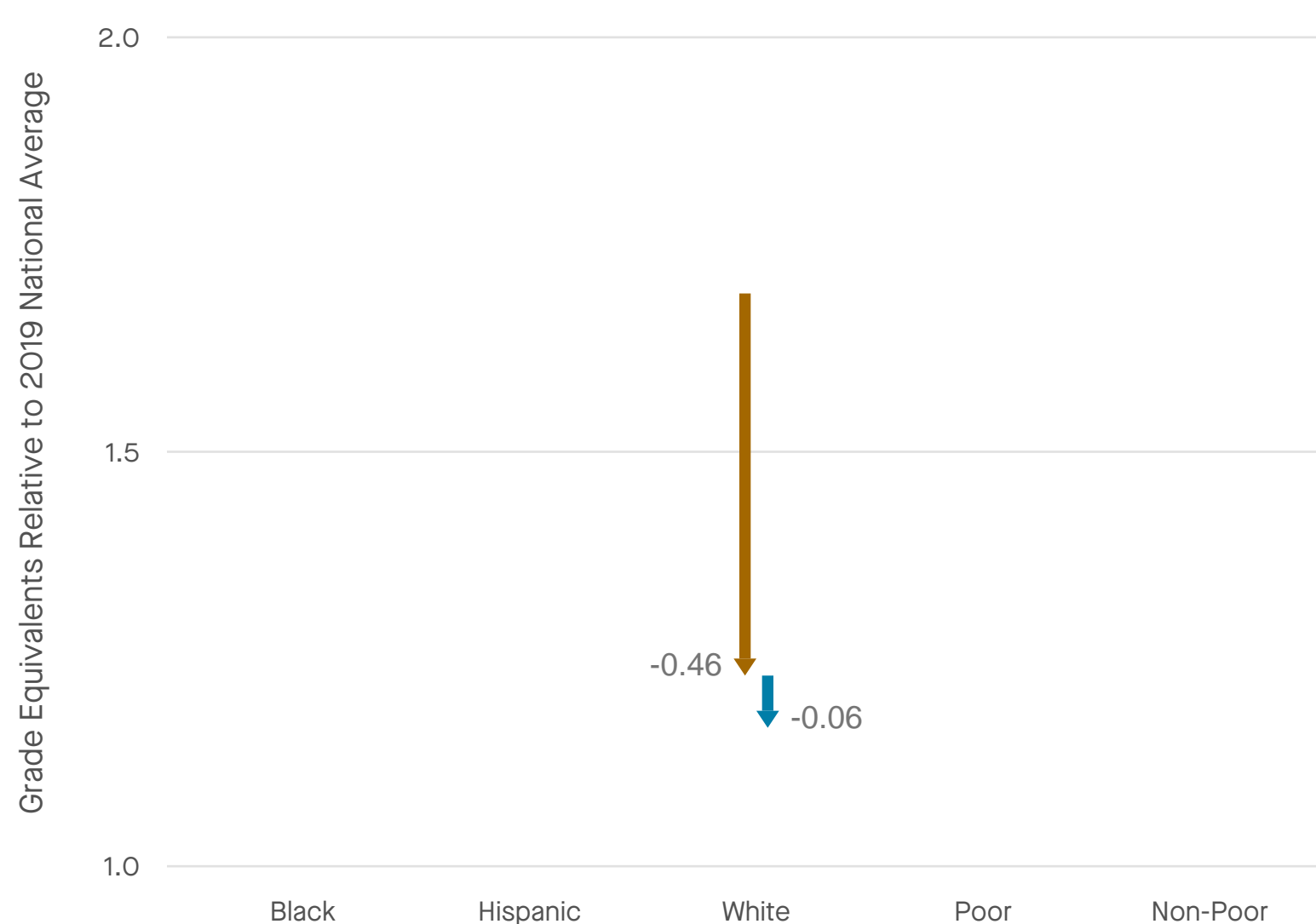


### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

	Black	Hispanic	White	Poor	Non-Poor
<b>2019 Average</b>	N/A	N/A	1.57	N/A	N/A
<b>2022 Average</b>	N/A	N/A	0.67	N/A	N/A
<b>2023 Average</b>	N/A	N/A	0.96	N/A	N/A
<b>2019-2022 Change</b>	N/A	N/A	↓ -0.90	N/A	N/A
<b>2022-2023 Change</b>	N/A	N/A	↑ +0.29	N/A	N/A
<b>2019-2023 Change</b>	N/A	N/A	↓ -0.62	N/A	N/A

## Reading Performance by Subgroup, Grades 3-8, 2019-2023



### Average Reading Scores and Trends in Scores

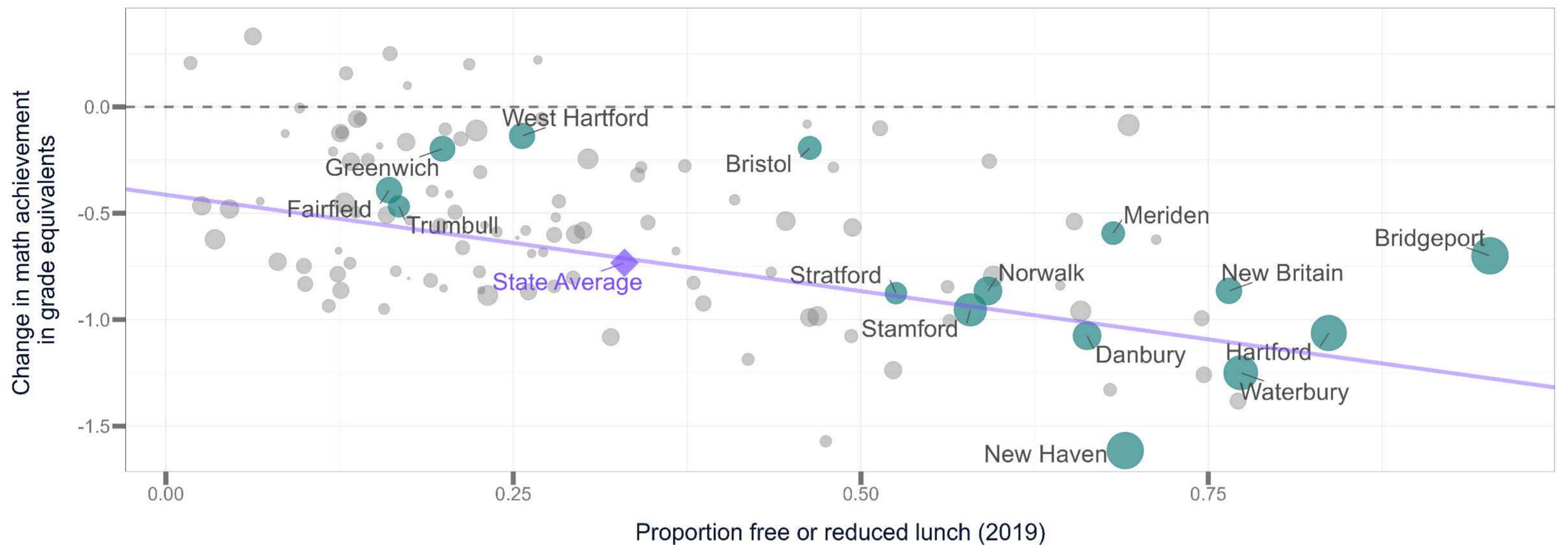
in Grade Level Equivalents Relative to the 2019 National Average

	Black	Hispanic	White	Poor	Non-Poor
<b>2019 Average</b>	N/A	N/A	1.69	N/A	N/A
<b>2022 Average</b>	N/A	N/A	1.23	N/A	N/A
<b>2023 Average</b>	N/A	N/A	1.17	N/A	N/A
<b>2019-2022 Change</b>	N/A	N/A	↓ -0.46	N/A	N/A
<b>2022-2023 Change</b>	N/A	N/A	↓ -0.06	N/A	N/A
<b>2019-2023 Change</b>	N/A	N/A	↓ -0.52	N/A	N/A



# Connecticut Report on Covid Recovery

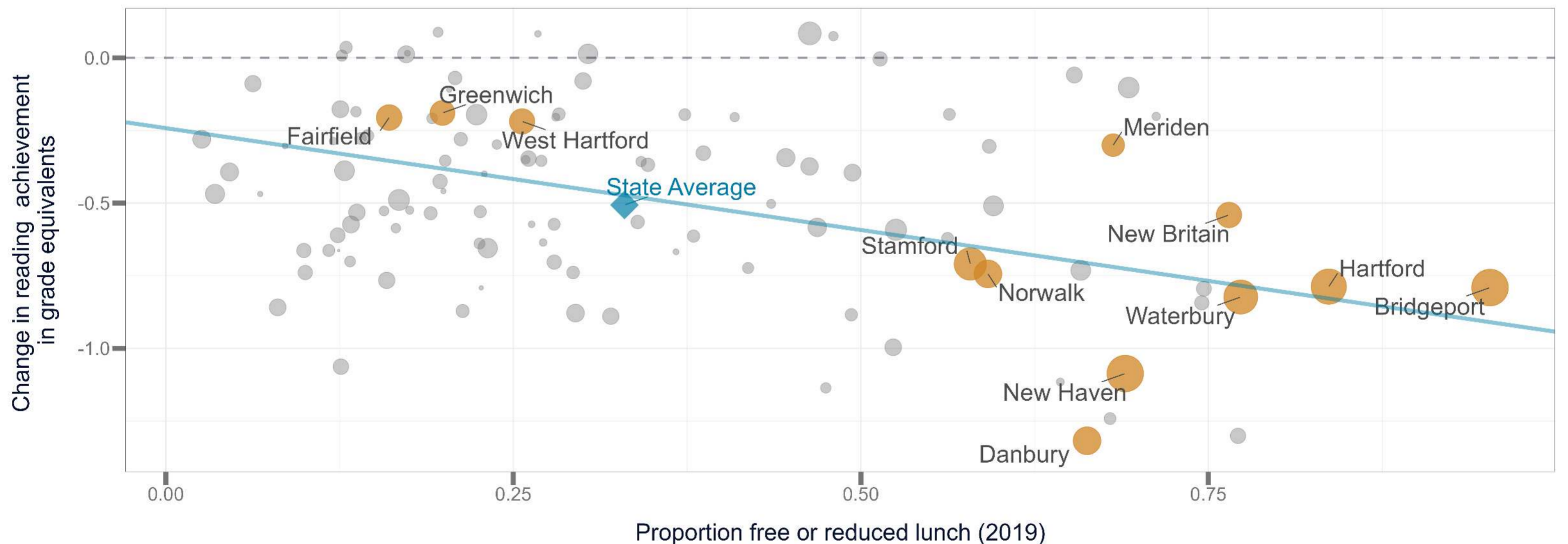
## Change in Math Achievement 2019-2022 by proportion FRPL in Connecticut districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

## Change in Reading Achievement 2019-2022 by proportion FRPL in Connecticut districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 600 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

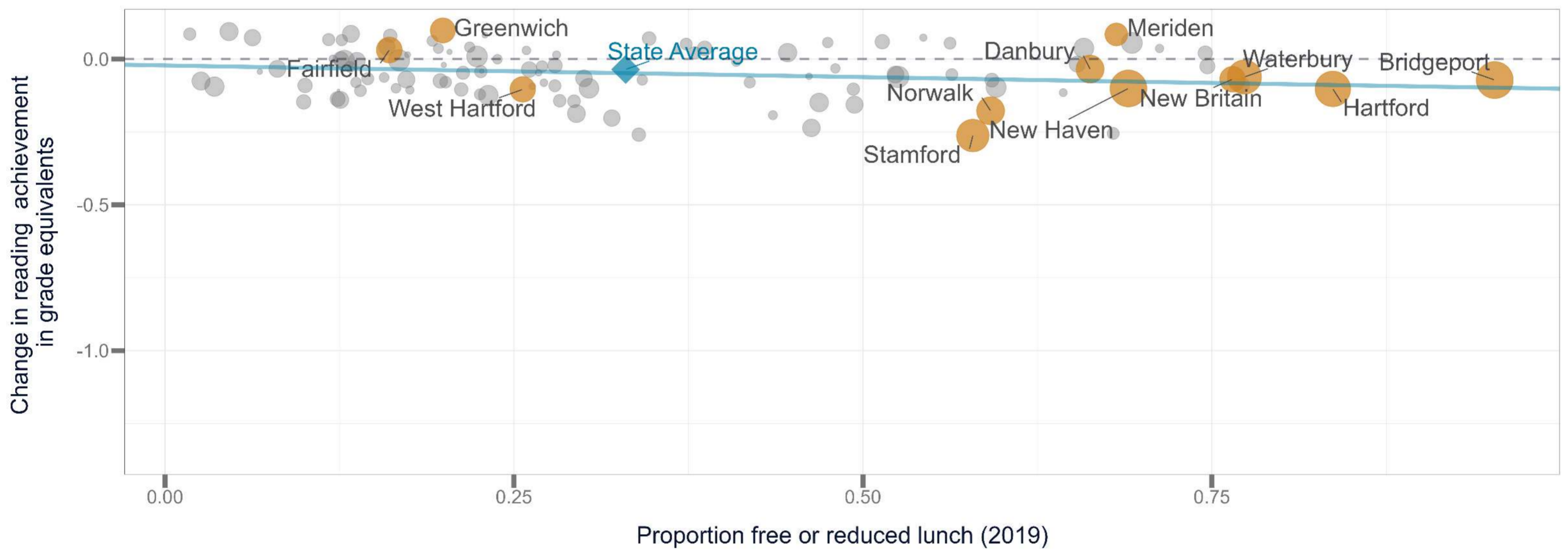
## Change in Math Achievement 2022-2023 by proportion FRPL in Connecticut districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

## Change in Reading Achievement 2022-2023 by proportion FRPL in Connecticut districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

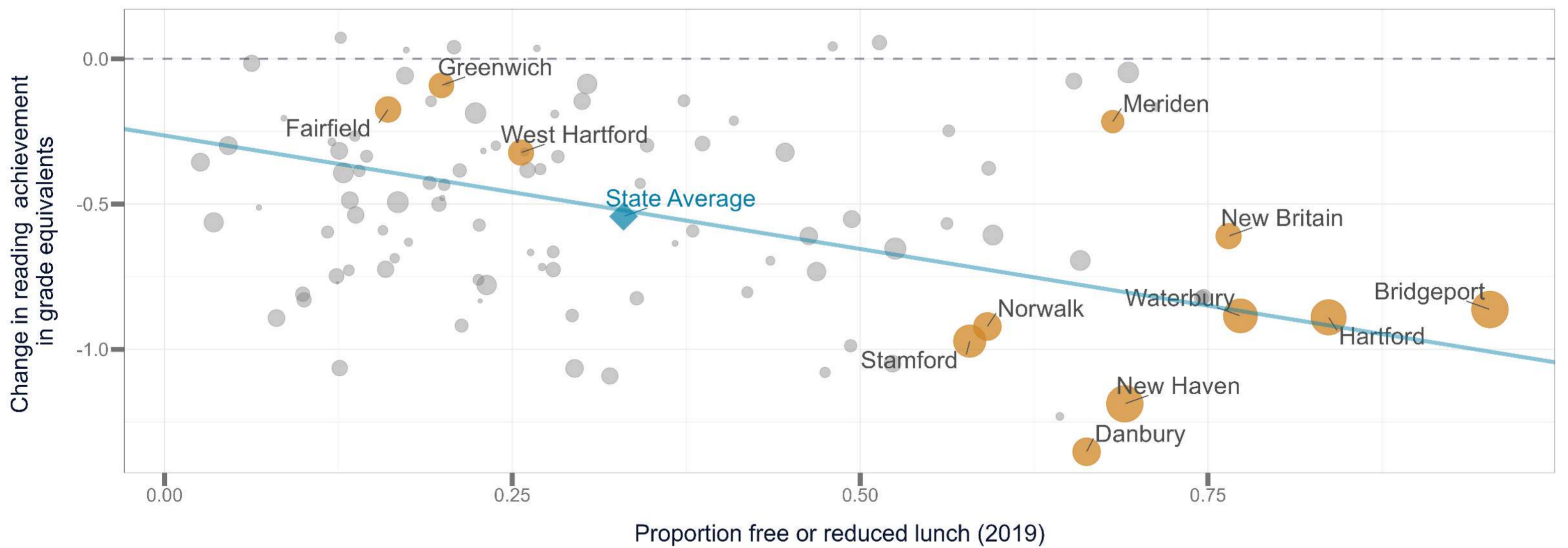
Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 600 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

## Change in Math Achievement 2019-2023 by proportion FRPL in Connecticut districts



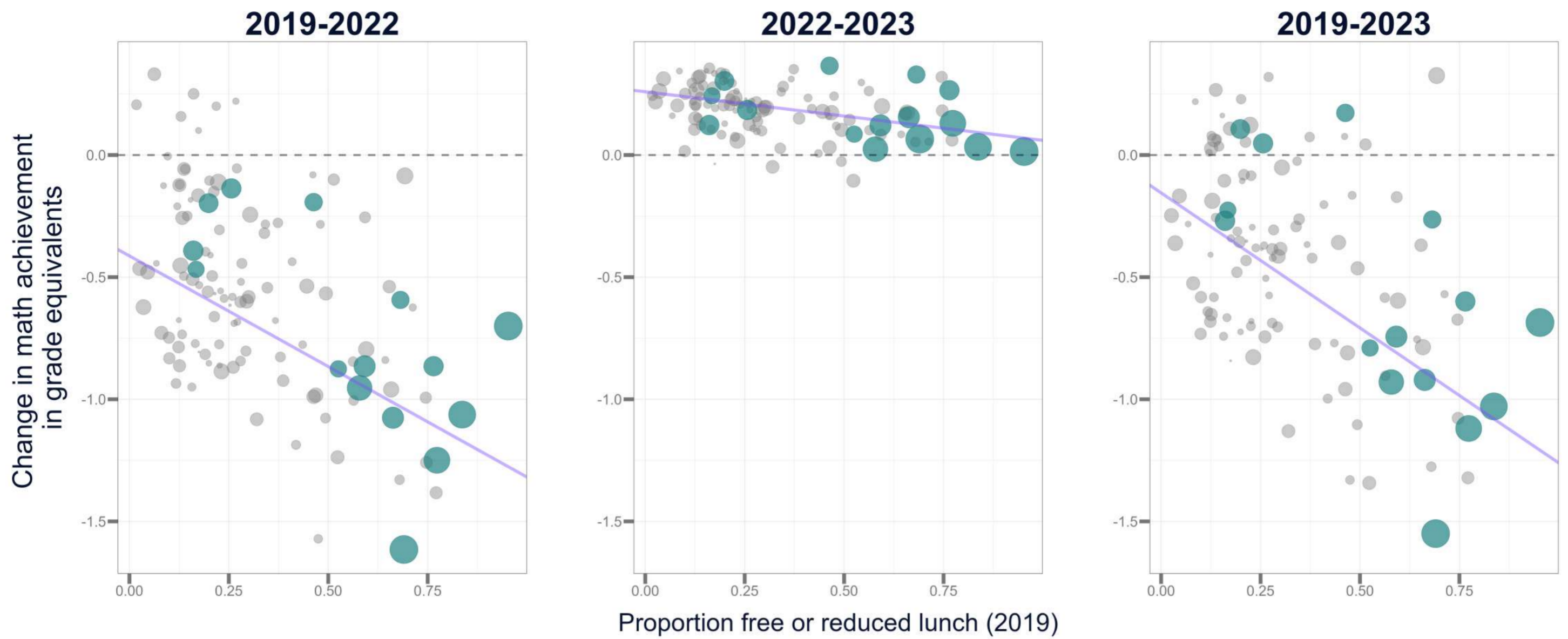
Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.  
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## Change in Reading Achievement 2019-2023 by proportion FRPL in Connecticut districts



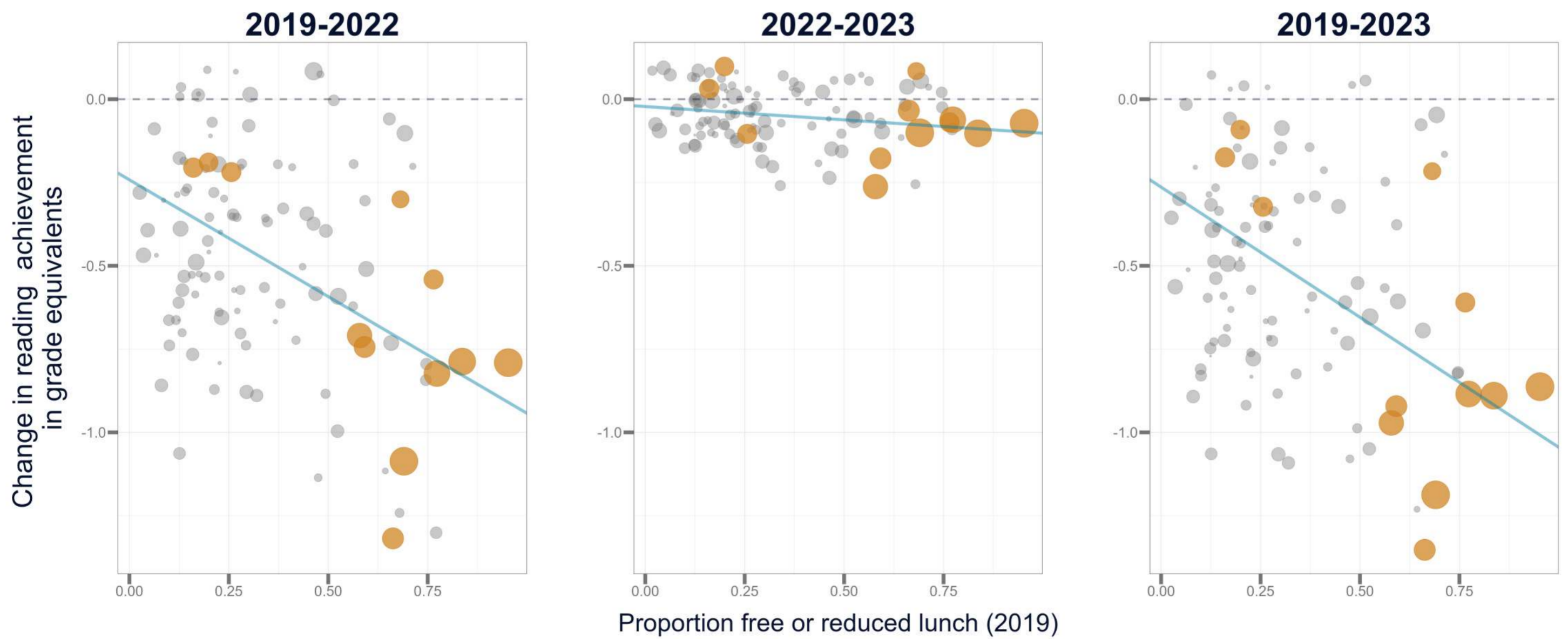
Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.  
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# Change in Math Achievement by proportion FRPL in Connecticut districts



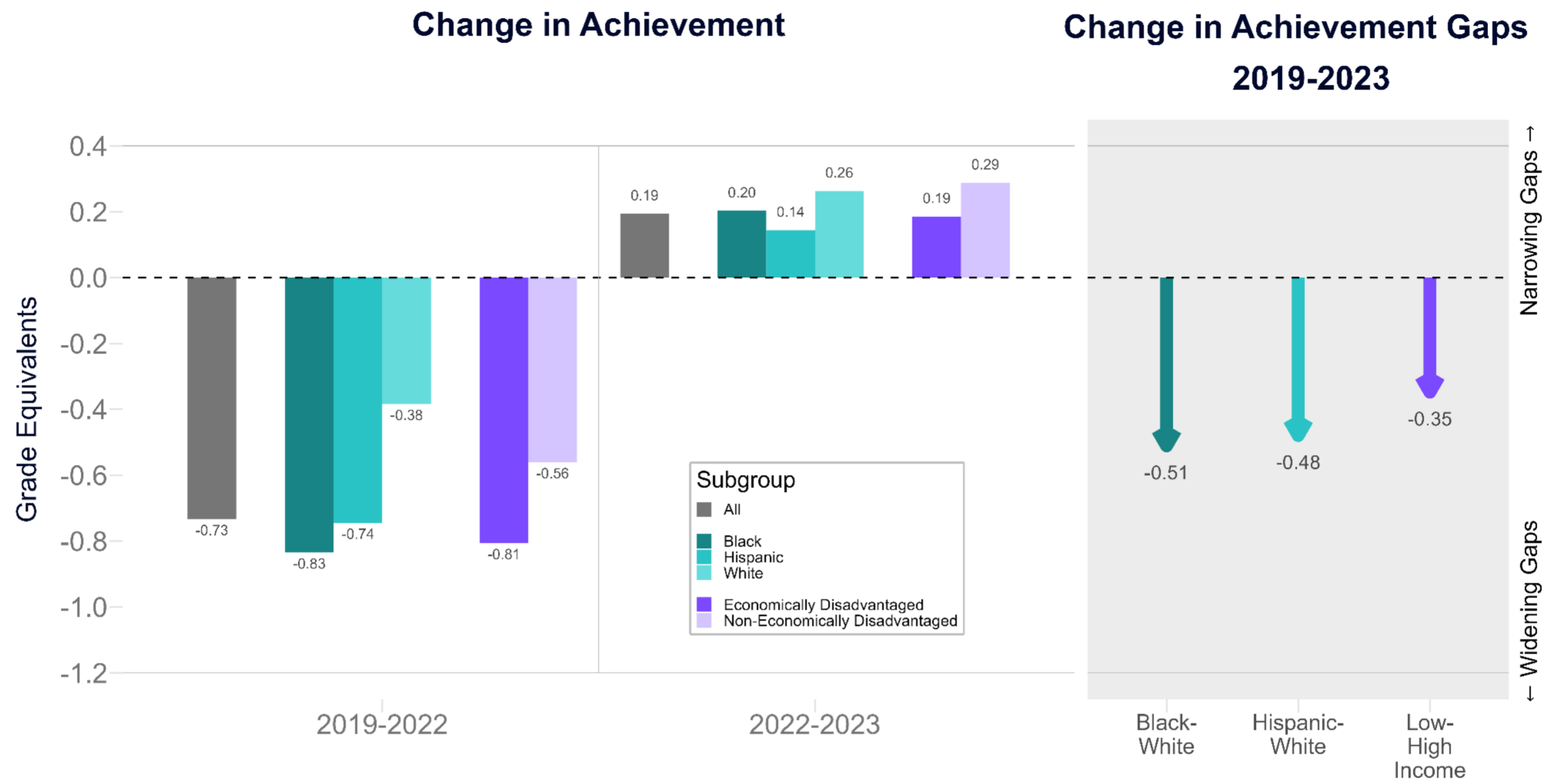
Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.  
 Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Blue points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

# Change in Reading Achievement by proportion FRPL in Connecticut districts



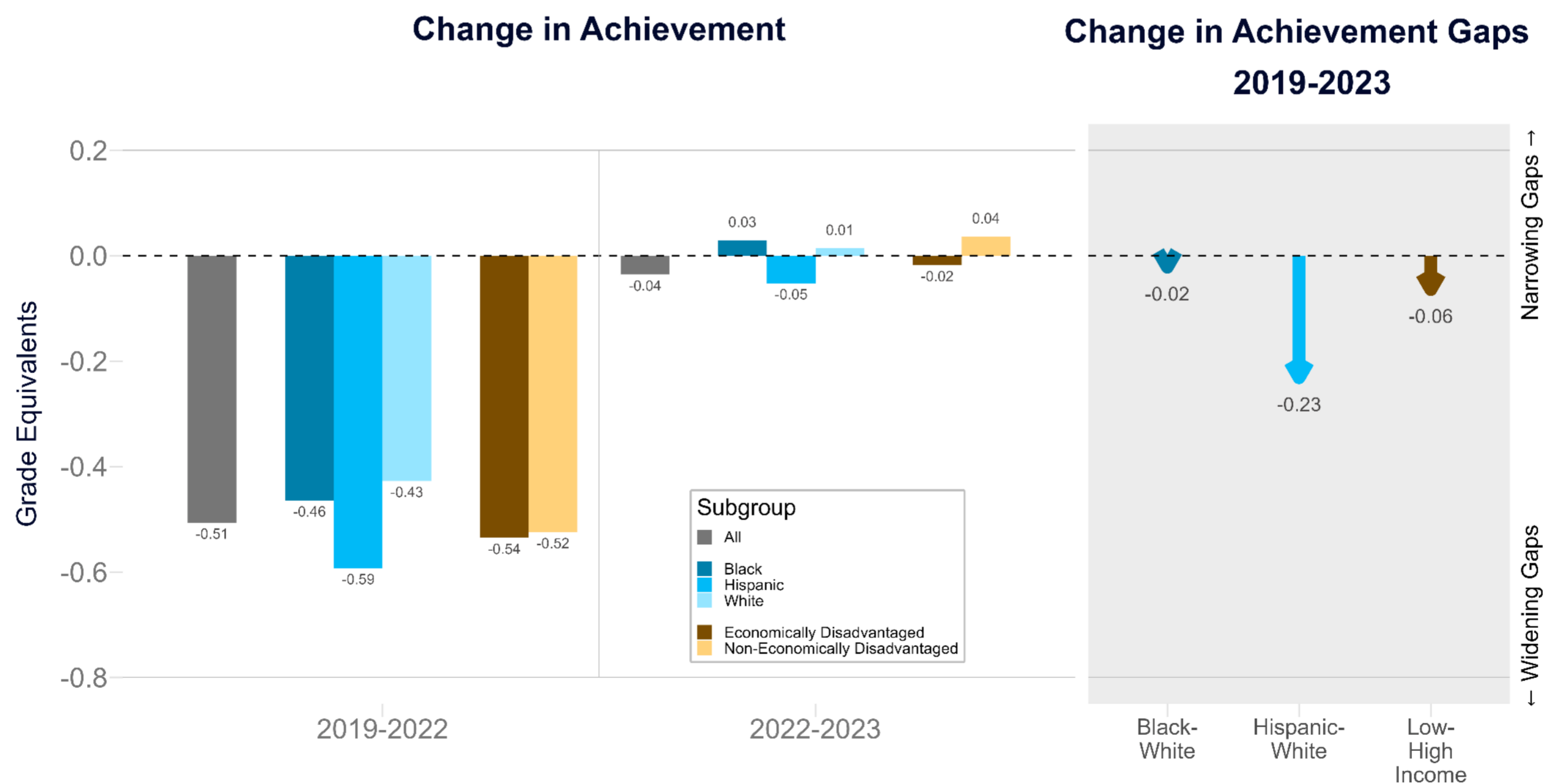
Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.  
 Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Orange points represent districts with at least 600 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

# Connecticut Math Achievement By Race and Economic Status



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.  
 Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress.  
 For details on the methodology, see <https://edopportunity.org/methods/>.

# Connecticut Reading Achievement By Race and Economic Status



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 Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress.  
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