

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



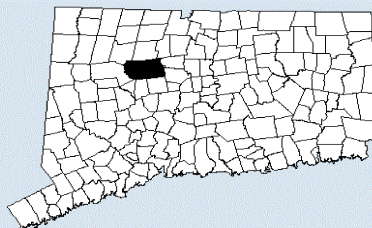
## Regional School District 10

Mr. Alan Beitman, Superintendent • 860-673-2538 • <http://www.region10ct.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,273
Per Pupil Expenditures <sup>1</sup>	\$15,823
Total Expenditures <sup>1</sup>	\$38,433,019

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,098	48.3	48.4
Male	1,175	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	36	1.6	5.2
Black or African American	23	1.0	12.8
Hispanic or Latino of any race	70	3.1	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	13	0.6	3.6
White	2,119	93.2	52.4
English Learners	29	1.3	7.6
Eligible for Free or Reduced-Price Meals	267	11.7	42.1
Students with Disabilities <sup>3</sup>	285	12.5	15.4

<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.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	48	4.5	12	1.1
Male	43	3.7	43	3.6
Black or African American	*	*	*	*
Hispanic or Latino of any race	6	8.8	*	*
White	79	3.8	49	2.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	37	13.4	10	3.2
Students with Disabilities	35	12.7	16	4.6
District	91	4.1	55	2.4
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 37**

**Number of school-based arrests: Fewer than 6**

<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 2018-19

## Regional School District 10

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	165.3
Paraprofessional Instructional Assistants	11.0
<b>Special Education</b>	
Teachers and Instructors	22.9
Paraprofessional Instructional Assistants	54.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	14.7
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	11.4
Counselors, Social Workers and School Psychologists	13.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	115.6

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.2	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	0.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	236	97.9	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	10.0

### 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	*	*	*	*
Hispanic or Latino of any race	0	*	8	*
White	*	*	149	78.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	20	74.1
Students with Disabilities	12	*	17	68.0
District	84	51.2	161	78.5
State		74.5		85.2

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

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	27	57.4
Emotional Disturbance	17	85.0
Intellectual Disability	*	*
Learning Disability	85	84.2
Other Health Impairment	41	87.2
Other Disabilities	*	*
Speech/Language Impairment	16	*
District	194	74.0
State		67.6

<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 2018-19

## Regional School District 10

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	49	2.1	1.9
Emotional Disturbance	20	0.9	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	102	4.4	5.5
Other Health Impairment	47	2.0	3.2
Other Disabilities	30	1.3	1.1
Speech/Language Impairment	18	0.8	1.8
All Disabilities	272	11.8	15.0

<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	19	7.0	8.2
Private Schools or Other Settings	9	3.3	5.0

<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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$23,787,219	\$9,793	\$10,545
Support services - students	\$2,576,555	\$1,103	\$1,373
Support services - instruction	\$2,270,385	\$972	\$644
Support services - general administration	\$488,785	\$209	\$462
Support services - school based administration	\$1,969,807	\$844	\$1,007
Central and other support services	\$676,460	\$290	\$671
Operation and maintenance of plant	\$4,151,107	\$1,778	\$1,629
Student transportation services	\$2,512,702	\$1,035	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$38,433,019	\$15,823	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,241,095	38.0	29.7
Instructional Aide Salaries	\$847,862	9.9	9.6
Other Salaries	\$529,416	6.2	10.4
Employee Benefits	\$972,452	11.4	13.0
Purchased Services Other Than Transportation	\$432,842	5.1	5.5
Special Education Tuition	\$1,889,452	22.2	22.6
Supplies	\$31,140	0.4	0.6
Property Services	\$19,764	0.2	0.4
Purchased Services For Transportation	\$560,952	6.6	8.0
Equipment	.	.	0.2
All Other Expenditures	\$641	0.0	0.1
Total	\$8,525,615	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.2	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	79.5
State	18.3
Federal	1.7
Tuition & Other	0.5

<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 2018-19

## Regional School District 10

### 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	*	*	*	*	*	*
Asian	23	78.4	23	78.2	9	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino of any race	28	71.9	27	69.4	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	1,089	75.1	1,089	72.7	491	71.8
English Learners	45	70.6	45	69.8	18	*
Non-English Learners	1,113	75.2	1,112	72.7	501	71.7
Eligible for Free or Reduced-Price Meals	144	66.0	143	62.0	72	65.4
Not Eligible for Free or Reduced-Price Meals	1,014	76.2	1,014	74.1	447	72.4
Students with Disabilities	141	56.0	140	52.8	56	56.1
Students without Disabilities	1,017	77.6	1,017	75.3	463	73.2
High Needs	275	63.6	274	60.8	120	63.3
Non-High Needs	883	78.5	883	76.3	399	73.8
District	1,158	75.0	1,157	72.6	519	71.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

#### 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	70.4	73.7	85.4	97.0	690	82.6
Curl Up	85.2	77.7	94.2	62.6	690	79.0
Push Up	68.3	77.7	91.2	86.9	690	81.7
Mile Run/PACER	75.4	78.2	80.7	78.3	690	78.3
All Tests - District	46.5	53.6	69.0	57.6	690	57.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

<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 2018-19

## Regional School District 10

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	20	70.0
District	202	95.5
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	116	61.1
Male	95.5	105	58.7
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	96.8	214	61.7
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.6	20	44.4
Students with Disabilities	78.6	*	*
District	96.7	221	59.9
State	95.9		42.6

<sup>3</sup>College 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

<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® 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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	86.9	97.3
Male	78.7	89.5
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	84.3	92.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	54.5	*
Students with Disabilities	47.6	*
District	82.9	93.4
State	71.0	87.8

<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 2018-19

## Regional School District 10

### 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	75.0	75	50.0	50	100.0	67.7
	High Needs Students	63.6	75	42.4	50	84.7	58.1
Math Performance Index	All Students	72.6	75	48.4	50	96.8	63.1
	High Needs Students	60.8	75	40.5	50	81.0	52.7
Science Performance Index	All Students	71.4	75	47.6	50	95.2	63.8
	High Needs Students	63.3	75	42.2	50	84.4	54.2
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	59.9%
	High Needs Students	52.2%	100%	52.2	100	52.2	55.1%
Math Academic Growth	All Students	67.1%	100%	67.1	100	67.1	62.5%
	High Needs Students	60.8%	100%	60.8	100	60.8	55.2%
Progress Toward English Proficiency	Literacy	91.0%	100%	45.5	50	91.0	60.0%
	Oral	49.1%	100%	24.5	50	49.1	52.1%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	11.8%	<=5%	36.4	50	72.7	16.1%
Preparation for CCR	% Taking Courses	66.4%	75%	44.3	50	88.5	80.0%
	% Passing Exams	59.9%	75%	39.9	50	79.9	42.6%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.5%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		87.8%	94%	93.4	100	93.4	83.3%
Postsecondary Entrance (Class of 2018)		82.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.8%   57.1%	75%	38.1	50	76.1	96.4%   52.9%
Arts Access		57.6%	60%	48.0	50	96.1	51.9%
<b>Accountability Index</b>				<b>1177.9</b>	<b>1450</b>	<b>81.2</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?					N
ELA Performance Index Gap	75.0	63.6	11.4	15.4	
Math Performance Index Gap	75.0	60.8	14.2	17.6	
Science Performance Index Gap	73.8	63.3	10.5	16.1	
Graduation Rate Gap	94.0%	87.8%	6.2%	11.1%	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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.4
	High Needs Students	95.9
Math	All Students	98.4
	High Needs Students	95.9
Science	All Students	98.5
	High Needs Students	96.2

<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: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Regional School District 10

### Narratives

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

Regional School District #10 strives towards high levels of achievement and engagement from all of our students. We know that this starts with a strong home school connection built upon shared values and a commitment to positive communication. This experience starts with our preschool students in both elementary schools through the Partners in Literacy and Numeracy Program. This program extends early learning experiences to parents and caregivers and builds a strong foundation for child, parent, and school forming lasting relationships. This fosters a positive start for parents and students alike! This foundation is nurtured with an active PTA group at both elementary schools and numerous opportunities for families to be involved in their child's learning. Every planned activity in RSD10, i.e. open house, parent conferences, special presenters, is viewed as an opportunity to educate parents in ways to support their children. Efforts are made to be responsive to the needs of our families.

For example, events were held to celebrate STEM, Invention Convention and reading. Region 10 Schools are working collaboratively with Teachers College Reading and Writing Project to develop authentic literacy skills and foster a rigorous school environment for all learners. Previous work related to our approach to SRBI aiming to eliminate the predictability of achievement gaps between students with disabilities and their nondisabled peers. Professional Learning offered to teachers was inclusive of all regular education and special education staff to connect the learning experiences for all students to the CT Core State Standards. In addition, all Region 10 schools participated in Standards-Based IEP training. This training focused on how to write IEP goals that are aligned with the general education curriculum and the Common Core standards. Lewis Mills High School has worked closely with the ACES program to explicitly teach social and life skills for our students with special education needs. In addition, our secondary program is working closely with outside agencies to transition IEP students to be more successful in the community through work and college experiences.

Region 10 has many systems in place to reduce truancy in our schools. RSD10 has devoted one staff member strictly to attendance at Lewis Mills High School, in order to send out mid- point and final attendance letters to inform students and parents. The attendance policy is in all school handbooks and is adhered to strictly and explicitly and taught to both parents and students. If a problem does arise, a SAM (Student Assistance Model) referral is made for any students whom we track as having attendance issues. The student is given a case manager to monitor and employs interventions to curb attendance issues.

Lastly, teachers in RSD10 reach out to parents with email communication, resources via school website and individual teacher webpages as well as the use of Power School for student data management which allows parents to access students' grades and attendance. The website allows a parent to access personal information and contact their child's teacher. Communication in this way is immediate and responsive to parent needs.

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

Regional School District 10 continues to encourage and foster educational opportunities for students to interact with peers and teachers from diverse racial, ethnic and economic backgrounds. Each school schedules assemblies and programs for students that provide awareness of diverse and multi-cultural perspectives. At our elementary schools, the PTA offers many wonderful programs that bring a variety of cultures to life for our youngest students. This year, students at both elementary schools and Har-Bur Middle School engaged in a "Kindness Rocks" campaign.

The world language program in RSD10 plays an essential part in our commitment to an awareness of other cultures. Our world language program features several native speakers who bring their culture to the classroom. World languages are offered to all students beginning in grade 3. The students experience the Spanish language and culture in fun, authentic and hands on ways. Building upon this elementary experience our students are able to expand their language knowledge in Middle and High School. This program teaches students not only the language, but the culture of China as well.

Region 10 Schools partner with The National Conference for Community and Justice with the Bridges program to provide student support and training. This program works to help students gain a deeper understanding of how prejudice and bias affect our lives and how schools can work to combat them to create more accepting and inclusive environments. The values of inclusiveness and celebration of diversity are explored.

Credited, teacher-supported independent study opportunities, which promote cultural awareness, are offered at the high school and a Sister City program at the middle school level. Teachers engage in professional learning that fosters inclusiveness and culturally literate teaching.

# District Profile and Performance Report for School Year 2018-19

## Regional School District 10

### **Equitable Allocation of Resources among District Schools**

Region 10 works to ensure an equitable distribution of resources among its schools through a budget process that involves the Board of Education, administration, staff, parents of school children, and our two communities as a whole. Site based administrators identify priorities and discuss in forums with all staff. A detailed budget document provides staff and taxpayers with a clear and transparent view of the budget.

Schools receive guidance on overall prospective spending levels and district goals, but are generally allowed to allocate resources as they see best at their individual sites. Financial resources are allocated based on enrollments and program requirements at each site. Budget submissions from the schools reflect both contractual and legal requirements, as well as program needs and goals.

The Superintendent of Schools presents the budget to the Board and schedules a series of public meetings to encourage participation in the budget process. These meetings are used to ensure the budget accommodates all programs fairly. Region 10 works in concert with all stakeholders to plan accordingly for future growth and expected needs.