

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



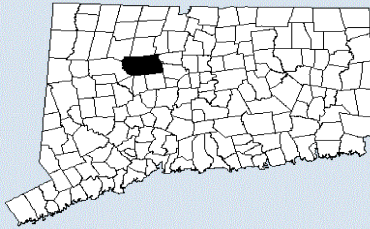
Regional School District 10

Mr. Alan Beitman, Superintendent • 860-673-2538 • www.region10ct.org/

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	2,577
Per Pupil Expenditures ¹	\$13,341
Total Expenditures ¹	\$35,739,624

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,230	47.7	48.3
Male	1,347	52.3	51.6
American Indian	*	*	0.2
Asian	60	2.3	4.6
Black or African American	12	0.5	12.9
Hispanic or Latino	75	2.9	21.2
Pacific Islander	*	*	0.0
White	2,414	93.7	58.4
Two or More Races	11	0.4	2.3
English Language Learners	22	0.9	5.7
Eligible for Free or Reduced-Price Meals	182	7.1	37.3
Students with Disabilities ¹	258	10.0	12.8

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	107	8.8	11	0.8
Male	80	6.0	77	5.6
Black or African American	*	*	*	*
Hispanic or Latino	8	10.5	7	9.2
White	172	7.2	78	3.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	25	12.6	17	8.4
Students with Disabilities	34	13.7	24	8.1
District	187	7.3	88	3.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 4

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	179.9
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	28.4
Paraprofessional Instructional Assistants	53.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.6
School Level	14.8
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	9.6
Counselors, Social Workers and School Psychologists	15.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	111.7

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 (%)
Asian	1	0.4	1.0
Black or African American	1	0.4	3.5
Hispanic	2	0.8	3.6
Native American	1	0.4	0.1
White	256	98.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.5	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	20	11.4	59	28.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	20	10.9	62	27.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	22	61.1
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	74	85.1
Other Health Impairment	46	88.5
Other Disabilities	*	*
Speech/Language Impairment	25	89.3
District	183	75.6
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.5	1.4
Emotional Disturbance	17	0.7	1.0
Intellectual Disability	10	0.4	0.4
Learning Disability	87	3.3	4.2
Other Health Impairment	52	2.0	2.5
Other Disabilities	12	0.5	1.0
Speech/Language Impairment	36	1.4	1.9
All Disabilities	252	9.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,661,592	7,510	8,769
Instructional Supplies and Equipment	589,774	225	275
Improvement of Instruction and Educational Media Services	2,156,853	824	487
Student Support Services	2,354,616	899	965
Administration and Support Services	3,205,544	1,224	1,600
Plant Operation and Maintenance	3,637,926	1,390	1,472
Transportation	2,329,094	837	786
Costs of Students Tuitioned Out	1,804,225	N/A	N/A
Other	0	0	178
Total	35,739,624	13,341	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,028,000	775	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,006,874	38.1	35.6
Noncertified Personnel	1,092,683	13.9	14.5
Purchased Services	477,750	6.1	5.0
Tuition to Other Schools	1,661,458	21.1	21.4
Special Ed. Transportation	546,448	6.9	8.5
Other Expenditures	1,097,651	13.9	14.9
Total Expenditures	7,882,864	100.0	100.0
PK-12 Expenditures Used for Special Education		22.1	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.3	73.1
State	28.3	25.4
Federal	1.3	1.4
Tuition & Other	0.1	0.1

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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	77.1	78.9	78.3	72.7	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	77.7	76.3	76.5	74.9	.	.	.	.
Students with Disabilities	56.3	56.9	52.9	53.7	.	.	.	.
High Needs	65.4	66.7	64.4	63.9	.	.	.	.
District	89.0	89.2	89.0	88.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	.	.	44.0	.	.	.	.	.
High Needs	65.2	64.2	48.9	61.8	.	.	.	.
District	86.6	87.5	85.8	85.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.9	76.7	80.2	89.0	764	81.3
Curl Up	77.4	93.6	94.6	95.3	764	90.1
Push Up	75.9	88.4	80.7	89.0	764	83.2
Mile Run/PACER	72.4	73.3	71.3	68.1	764	71.2
All Tests - District	50.3	61.0	60.4	68.1	764	59.8
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	21	81	.		.
Students with Disabilities	24	62.5	.		.
District	198	92.4	94.0	No	94.0
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.9	123	57.7
Male	77.9	102	52.3
Black or African American	*	0	*
Hispanic or Latino	*	6	*
White	83.1	213	56.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	61.5	7	26.9
Students with Disabilities	*	*	*
District	82.6	225	55.1
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.6	92.6
Male	76.5	80.7
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	82.5	86.3
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.9	86.8
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

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 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: 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, two CPAC parent nights were held for all parents of students with special needs to support the unique needs of this parent group.

Region 10 Schools joined the State Education Resource Center (SERC) in an effort to boost literacy skills and foster a positive school environment for all students, particularly students with disabilities, students of color, and students learning English.

This effort resulted in a comprehensive approach to SRBI aiming to eliminate the predictability of achievement gaps between students with disabilities and their nondisabled peers. Professional development 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 experiences 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 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 "Parent Portal" 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. Students engage with artists, musicians and dancers to be immersed in rich cultural experiences.

The world language program in RSD10 plays an essential part in our commitment to and 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. Building upon this elementary experience our students are able to expand their language knowledge in Middle and High School. One unique language offered is Mandarin Chinese offered at our High School. This program teaches students not only the language but the culture of China as well. Each year a student fieldtrip to New York's Chinatown is a fun highlight. The World Language Department hosts an annual cultural event, which highlights numerous ethnic groups and customs.

The high school offers a biennial student exchange program with Spain. Students travel from Spain and stay with host families and later in the school year Region 10 students travel to Spain to stay with the student they hosted and their family. Lewis Mills welcomes foreign exchange students; the most recent exchange students were from Spain, Switzerland and Thailand. Cultural visits to France are also offered at the high school level.

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.

RSD10 continues to participate in the Project Choice Program. This opportunity enriches all children as they learn and grow together in a shared educational experience.

Lake Garda Elementary School is a participant in a unique relationship with the University of Northwest Switzerland. College seniors join classrooms with a supervising teacher and co-taught lesson

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Equitable Allocation of Resources among District Schools

Regional School District #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 tax payers 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.