

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



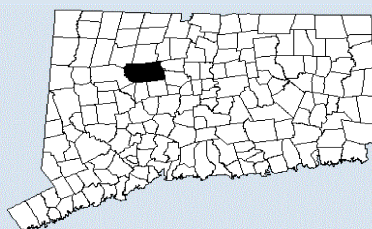
## Regional School District 10

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

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-12        |
| Number of Schools/Programs          | 4            |
| Enrollment                          | 2,366        |
| Per Pupil Expenditures <sup>1</sup> | \$15,179     |
| Total Expenditures <sup>1</sup>     | \$37,538,471 |

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

|  | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|--|-------|-------------------------------------|----------------------------------|
| Female                                   | 1,136 | 48.0                                | 48.4                             |
| Male                                     | 1,230 | 52.0                                | 51.6                             |
| American Indian or Alaska Native         | *     | *                                   | 0.3                              |
| Asian                                    | 43    | 1.8                                 | 5.1                              |
| Black or African American                | 19    | 0.8                                 | 12.9                             |
| Hispanic or Latino                       | 62    | 2.6                                 | 24.0                             |
| Pacific Islander                         | *     | *                                   | 0.1                              |
| Two or More Races                        | 13    | 0.5                                 | 2.9                              |
| White                                    | 2,220 | 93.8                                | 54.8                             |
| English Learners                         | 28    | 1.2                                 | 6.8                              |
| Eligible for Free or Reduced-Price Meals | 122   | 5.2                                 | 35.9                             |
| Students with Disabilities <sup>1</sup>  | 260   | 11.0                                | 14.3                             |

<sup>1</sup>Students 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<br>Absenteeism <sup>2</sup><br>Count | Rate (%) | Suspension/<br>Expulsion <sup>3</sup><br>Count | Rate (%) |
|--|--|----------|--|----------|
| Female                                   | 61   | 5.4      | 9  | 0.8      |
| Male                                     | 59   | 4.9      | 63   | 5.1      |
| Black or African American                | *  | *        | *  | *        |
| Hispanic or Latino                       | 8  | 12.5     | 0  | 0.0      |
| White                                    | 105  | 4.8      | 69   | 3.1      |
| English Learners                         | *  | *        | 0  | 0.0      |
| Eligible for Free or Reduced-Price Meals | 26   | 19.5     | 13   | 9.4      |
| Students with Disabilities               | 29   | 11.4     | 17   | 5.7      |
| District                                 | 120  | 5.1      | 72   | 3.0      |
| State                                    |  | 9.9      |  | 6.7      |

Number of students in 2015-16 qualified as truant under state statute: 20

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Regional School District 10

### Educators

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

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 167.5 |
| Paraprofessional Instructional Assistants                 | 15.0  |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 24.9  |
| Paraprofessional Instructional Assistants                 | 53.0  |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 5.0   |
| School Level  | 17.9  |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 4.0   |
| Support Staff   | 4.0   |
| Instructional Specialists Who Support Teachers            | 11.8  |
| Counselors, Social Workers and School Psychologists       | 13.0  |
| School Nurses   | 6.0   |
| Other Staff Providing Non-Instructional Services/Support  | 122.3 |

<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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0     | 0.0                                 | 0.1                              |
| Asian                            | 2     | 0.8                                 | 1.0                              |
| Black or African American        | 0     | 0.0                                 | 3.6                              |
| Hispanic or Latino               | 2     | 0.8                                 | 3.6                              |
| Pacific Islander                 | 0     | 0.0                                 | 0.0                              |
| Two or More Races                | 0     | 0.0                                 | 0.1                              |
| White                            | 245   | 98.4                                | 91.4                             |

#### Classroom Teacher Attendance: 2015-16

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 6.6      | 9.6   |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | 0     | 0.0      | *     | *        |
| Hispanic or Latino                       | *     | *        | 8     | *        |
| White                                    | 99    | 53.8     | 143   | 77.7     |
| English Learners                         | *     | *        | 0     | 0.0      |
| Eligible for Free or Reduced-Price Meals | *     | *        | 6     | *        |
| Students with Disabilities               | 14    | 70.0     | 21    | 87.5     |
| District                                 | 108   | 54.5     | 154   | 77.4     |
| State                                    |       | 63.6     |       | 77.5     |

<sup>3</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>4</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 21    | 48.8     |
| Emotional Disturbance      | *     | *        |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 73    | 74.5     |
| Other Health Impairment    | 45    | 95.7     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | 14    | *        |
| District                   | 163   | 68.2     |
| State                      |       | 68.2     |

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Regional School District 10

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

|                            | District | State    |
|----------------------------|----------|----------|
|                            | Count    | Rate (%) |
| Autism                     | 44       | 1.8      |
| Emotional Disturbance      | 11       | 0.5      |
| Intellectual Disability    | 7        | 0.3      |
| Learning Disability        | 98       | 4.1      |
| Other Health Impairment    | 48       | 2.0      |
| Other Disabilities         | 26       | 1.1      |
| Speech/Language Impairment | 19       | 0.8      |
| All Disabilities           | 253      | 10.6     |

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

|   | Total (\$) | Per Pupil     |            |
|---|------------|---------------|------------|
|   |            | District (\$) | State (\$) |
| Instructional Staff and Services                          | 20,298,325 | 8,451         | 9,663      |
| Instructional Supplies and Equipment                      | 1,019,500  | 424           | 321        |
| Improvement of Instruction and Educational Media Services | 2,374,577  | 989           | 578        |
| Student Support Services                                  | 2,218,098  | 923           | 1,103      |
| Administration and Support Services                       | 3,549,740  | 1,478         | 1,861      |
| Plant Operation and Maintenance                           | 3,997,997  | 1,664         | 1,637      |
| Transportation  | 2,351,992  | 923           | 877        |
| Costs of Students Tuitioned Out                           | 1,728,242  | N/A           | N/A        |
| Other   | 0          | 0             | 201        |
| Total   | 37,538,471 | 15,179        | 16,236     |

#### Additional Expenditures

| Land, Buildings, and Debt Service | 2,128,731 | 886 | 1,749 |
|-----------------------------------|-----------|-----|-------|

<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: 2015-16

|                            | District   | State                |
|----------------------------|------------|----------------------|
|                            | Total (\$) | Percent of Total (%) |
| Certified Personnel        | 3,117,574  | 40.5                 |
| Noncertified Personnel     | 1,177,413  | 15.3                 |
| Purchased Services         | 312,288    | 4.1                  |
| Tuition to Other Schools   | 1,494,093  | 19.4                 |
| Special Ed. Transportation | 512,535    | 6.7                  |
| Other Expenditures         | 1,088,305  | 14.1                 |
| Total Expenditures         | 7,702,208  | 100.0                |

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

|                 | Percent of Total (%)          |                               |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 76.0                          | 75.1                          |
| State           | 21.9                          | 22.8                          |
| Federal         | 1.7                           | 1.8                           |
| Tuition & Other | 0.3                           | 0.4                           |

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2016-17

## 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             | *                          | *    | *     | *    | 0       | N/A  |
| Asian  | 32                         | 81.1 | 32    | 77.8 | 7       | *    |
| Black or African American                    | 7                          | *    | 7     | *    | *       | *    |
| Hispanic or Latino                           | 24                         | 66.5 | 24    | 61.9 | 18      | *    |
| Native Hawaiian or Other Pacific Islander    | *                          | *    | *     | *    | *       | *    |
| Two or More Races                            | *                          | *    | *     | *    | *       | *    |
| White  | 1248                       | 75.7 | 1245  | 73.1 | 545     | 62.9 |
| English Learners                             | 39                         | 72.0 | 39    | 68.8 | 10      | *    |
| Non-English Learners                         | 1282                       | 75.7 | 1279  | 72.9 | 566     | 62.4 |
| Eligible for Free or Reduced-Price Meals     | 73                         | 64.1 | 72    | 63.2 | 41      | 57.4 |
| Not Eligible for Free or Reduced-Price Meals | 1248                       | 76.2 | 1246  | 73.4 | 535     | 62.8 |
| Students with Disabilities                   | 136                        | 55.0 | 136   | 51.9 | 60      | 51.0 |
| Students without Disabilities                | 1185                       | 77.9 | 1182  | 75.2 | 516     | 63.7 |
| High Needs                                   | 226                        | 60.9 | 225   | 58.5 | 97      | 56.0 |
| Non-High Needs                               | 1095                       | 78.6 | 1093  | 75.7 | 479     | 63.7 |
| District                                     | 1321                       | 75.6 | 1318  | 72.8 | 576     | 62.4 |

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

|                 | NAEP 2015 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
|                 | Grade 4   | Grade 8 | Grade 12  |
| <b>READING</b>  |           |         |           |
| Connecticut     | 43%       | 43%     | 50%       |
| National Public | 35%       | 33%     | 36%       |
| <b>MATH</b>     |           |         |           |
| Grade 4         |           |         |           |
| Connecticut     | 41%       | 36%     | 32%       |
| National Public | 39%       | 32%     | 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 student subgroup performance on NAEP, [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    | 10   | Count             | Rate (%) |
| Sit & Reach          | 73.1  | 82.3 | 77.6 | 91.0 | 755               | 80.8     |
| Curl Up              | 79.1  | 93.9 | 94.9 | 98.3 | 755               | 91.7     |
| Push Up              | 62.6  | 86.7 | 83.6 | 84.8 | 755               | 79.6     |
| Mile Run/PACER       | 72.5  | 90.1 | 80.4 | 77.5 | 755               | 80.1     |
| All Tests - District | 43.4  | 72.4 | 62.6 | 69.1 | 755               | 61.9     |
| All Tests - State    | 52.8  | 51.4 | 51.4 | 50.6 |                   | 51.6     |

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Regional School District 10

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

|  | 2015-16                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | *                         | *        |
| Hispanic or Latino                       | *                         | *        |
| English Learners                         | *                         | *        |
| Eligible for Free or Reduced-Price Meals | 26                        | 80.8     |
| Students with Disabilities               | 21                        | 71.4     |
| District                                 | 196                       | 95.4     |
| State                                    |                           | 87.4     |

<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 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

|  | Participation <sup>6</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 98.9                       | 129               | 69.0     |
| Male                                     | 96.7                       | 138               | 65.7     |
| Black or African American                | *                          | 0                 | *        |
| Hispanic or Latino                       | *                          | 11                | *        |
| White                                    | 97.6                       | 249               | 67.7     |
| English Learners                         | *                          | 0                 | *        |
| Eligible for Free or Reduced-Price Meals | 100.0                      | 7                 | 35.0     |
| Students with Disabilities               | 79.5                       | *                 | *        |
| District                                 | 97.7                       | 267               | 67.3     |
| State                                    | 96.1                       |                   | 43.5     |

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 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 <sup>7</sup> | Persistence <sup>8</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 76.3                  | 93.8                     |
| Male                                     | 76.4                  | 92.1                     |
| Black or African American                | *                     | *                        |
| Hispanic or Latino                       | *                     | *                        |
| White                                    | 77.7                  | 93.4                     |
| English Learners                         | N/A                   | N/A                      |
| Eligible for Free or Reduced-Price Meals | 54.5                  | *                        |
| Students with Disabilities               | *                     | *                        |
| District                                 | 76.3                  | 93.0                     |
| State                                    | 72.0                  | 88.5                     |

<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 2016-17

## 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        | 75.6          | 75     | 50.0          | 50          | 100.0           | 67.1                     |
|  | High Needs Students | 60.9          | 75     | 40.6          | 50          | 81.2            | 55.9                     |
| Math Performance Index                               | All Students        | 72.8          | 75     | 48.5          | 50          | 97.1            | 62.2                     |
|  | High Needs Students | 58.5          | 75     | 39.0          | 50          | 78.0            | 50.5                     |
| Science Performance                                  | All Students        | 62.4          | 75     | 41.6          | 50          | 83.2            | 55.3                     |
|  | High Needs Students | 56.0          | 75     | 37.3          | 50          | 74.6            | 45.2                     |
| ELA Academic Growth                                  | All Students        | 65.3%         | 100%   | 65.3          | 100         | 65.3            | 55.4%                    |
|  | High Needs Students | 54.2%         | 100%   | 54.2          | 100         | 54.2            | 49.8%                    |
| Math Academic Growth                                 | All Students        | 75.3%         | 100%   | 75.3          | 100         | 75.3            | 61.7%                    |
|  | High Needs Students | 64.4%         | 100%   | 64.4          | 100         | 64.4            | 53.7%                    |
| Chronic Absenteeism                                  | All Students        | 5.1%          | <=5%   | 49.7          | 50          | 99.4            | 9.9%                     |
|  | High Needs Students | 13.0%         | <=5%   | 34.1          | 50          | 68.2            | 15.8%                    |
| Preparation for CCR                                  | % Taking Courses    | 66.0%         | 75%    | 44.0          | 50          | 88.0            | 70.7%                    |
|  | % Passing Exams     | 67.3%         | 75%    | 44.8          | 50          | 89.7            | 43.5%                    |
| On-track to High School Graduation                   |                     | 97.3%         | 94%    | 50.0          | 50          | 100.0           | 87.8%                    |
| 4-year Graduation All Students (2016 Cohort)         |                     | 95.4%         | 94%    | 100.0         | 100         | 100.0           | 87.4%                    |
| 6-year Graduation - High Needs Students (2014)       |                     | 85.7%         | 94%    | 91.2          | 100         | 91.2            | 82.0%                    |
| Postsecondary Entrance (Class of 2016)               |                     | 76.3%         | 75%    | 100.0         | 100         | 100.0           | 72.0%                    |
| Physical Fitness (estimated part rate) and (fitness) |                     | 95.0%   61.9% | 75%    | 41.2          | 50          | 82.5            | 92.0%   51.6%            |
| Arts Access  |                     | 56.2%         | 60%    | 46.8          | 50          | 93.6            | 50.5%                    |
| <b>Accountability Index</b>                          |                     |               |        | <b>1118.0</b> | <b>1350</b> | <b>82.8</b>     |                          |

| 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                             | 60.9            | 14.1        | 16.7                                 |                                 |
| Math Performance Index Gap    | 75.0                             | 58.5            | 16.5        | 18.7                                 |                                 |
| Science Performance Index Gap | 63.7                             | 56.0            | 7.8         | 16.6                                 |                                 |
| Graduation Rate Gap           | 94.0%                            | 85.7%           | 8.3%        | 12.0%                                | 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.

| Subject/Subgroup |                     | Participation Rate (%) <sup>3</sup> |
|------------------|---------------------|-------------------------------------|
| ELA              | All Students        | 99.1                                |
|                  | High Needs Students | 97.1                                |
| Math             | All Students        | 98.9                                |
|                  | High Needs Students | 96.7                                |
| Science          | All Students        | 98.8                                |
|                  | High Needs Students | 98.1                                |

<sup>3</sup>Minimum 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](#)

# District Profile and Performance Report for School Year 2016-17

## 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 explore mastery based learning and also explain the new PSAT/SAT expectations for students. 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 non-disabled 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 improved 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. 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. 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.

Each year a student field trip 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 and France. 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. French students will be visiting their pen pal school this spring. Lewis Mills welcomes foreign exchange students; the most recent exchange students were from Spain, Switzerland and Thailand.

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.

# District Profile and Performance Report for School Year 2016-17

## 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 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.