Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Regional School District 10

Mr. Howard Thiery III, Superintendent • 860-673-2538 • http://www.region10ct.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,242
Per Pupil Expenditures[1]	$16,434
Total Expenditures[1]	$38,833,503

[1] Expenditure data reflect the 2018-19 school year.
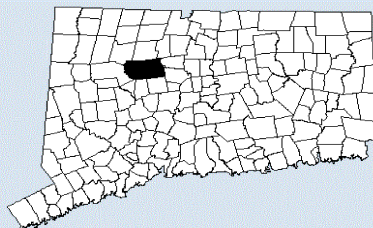
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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.

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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,067	47.6	48.4
Male	1,175	52.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	23	1.0	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	101	4.5	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	191	8.5	3.8
White	1,907	85.1	51.1
English Learners	34	1.5	8.3
Eligible for Free or Reduced-Price Meals	299	13.3	43.3
Students with Disabilities[3]	298	13.3	16.0

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

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	73	7.0	6	0.5
Male	68	5.9	33	2.5
Black or African American	0	*	0	0.0
Hispanic or Latino of any race	*	*	*	*
White	107	6.3	32	1.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	27	9.9	10	2.8
Students with Disabilities	41	15.8	15	4.3
District	141	6.4	39	1.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 43

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	161.8
Paraprofessional Instructional Assistants	11.0
Special Education	
Teachers and Instructors	21.9
Paraprofessional Instructional Assistants	58.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	13.1
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	12.4
Counselors, Social Workers and School Psychologists	15.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	114.0

[1] In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	3	1.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	233	98.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	84	55.6	108	76.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	*	8	*
Students with Disabilities	10	*	14	*
District	114	56.2	136	79.1
State		75.8		84.8

[2] 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[3]

	Count	Rate (%)
Autism	27	54.0
Emotional Disturbance	12	60.0
Intellectual Disability	0	0
Learning Disability	77	82.8
Other Health Impairment	48	87.3
Other Disabilities	11	44.0
Speech/Language Impairment	14	*
District	189	71.6
State		67.8

[3] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	52	2.3	2.0
Emotional Disturbance	20	0.9	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	93	4.1	5.7
Other Health Impairment	55	2.4	3.3
Other Disabilities	33	1.5	1.1
Speech/Language Impairment	21	0.9	1.8
All Disabilities	280	12.3	15.6

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	6.4	8.2
Private Schools or Other Settings	12	4.3	5.0

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2018-19

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$23,984,388	$10,150	$10,923
Support services - students	$2,617,051	$1,158	$1,277
Support services - instruction	$2,385,393	$1,055	$682
Support services - general administration	$683,125	$302	$467
Support services - school based administration	$1,756,529	$777	$1,021
Central and other support services	$685,296	$303	$679
Operation and maintenance of plant	$4,016,395	$1,777	$1,718
Student transportation services	$2,705,326	$1,133	$1,288
Food services	.	.	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$38,833,503	$16,434	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$3,319,867	36.7	28.5
Instructional Aide Salaries	$960,530	10.6	10.1
Other Salaries	$679,201	7.5	11.1
Employee Benefits	$1,018,826	11.3	13.0
Purchased Services Other Than Transportation	$230,391	2.5	5.7
Special Education Tuition	$2,154,381	23.8	22.5
Supplies	$39,551	0.4	0.6
Property Services	$25,079	0.3	0.3
Purchased Services For Transportation	$626,400	6.9	8.0
Equipment	.	.	0.2
All Other Expenditures	$500	0.0	0.1
Total	$9,054,726	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.3	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	78.0
State	19.9
Federal	1.6
Tuition & Other	0.5

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	33	93.9
Students with Disabilities	27	85.2
District	198	96.5
State		88.5

[1] The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	87.1	91.9
Male	72.2	93.2
Black or African American	72.2	*
Hispanic or Latino of any race	*	*
White	80.9	94.0
English Learners	80.9	*
Eligible for Free or Reduced-Price Meals	61.3	*
Students with Disabilities	52.2	*
District	80.1	92.5
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	71.8%	100%	60.4%
	Oral	77.9%	100%	57.6%
Chronic Absenteeism	All Students	6.4%	<=5%	12.2%
	High Needs Students	11.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	66.7%	75%	80.4%
On-track to High School Graduation		98.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		96.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		97.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		80.1%	75%	71.5%
Arts Access		60.7%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	94.0%	97.5%	-3.5%	10.9%	N

[1] 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.
[2] 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

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 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.

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. Teachers engage in professional learning that fosters inclusiveness and culturally literate teaching.

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.