

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



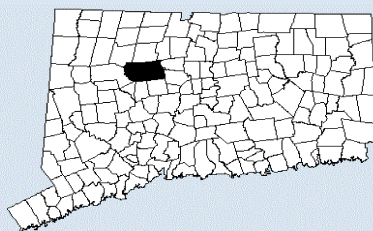
Regional School District 10

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,348
Per Pupil Expenditures ¹	\$15,590
Total Expenditures ¹	\$37,570,782

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,138	48.5	48.4
Male	1,210	51.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	42	1.8	5.1
Black or African American	20	0.9	12.8
Hispanic or Latino	55	2.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	13	0.6	3.3
White	2,207	94.0	53.6
English Learners	31	1.3	7.2
Eligible for Free or Reduced-Price Meals	146	6.2	36.7
Students with Disabilities ¹	274	11.7	14.8

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	92	8.2	13	1.1
Male	69	5.8	73	6.0
Black or African American	*	*	0	0.0
Hispanic or Latino	9	14.5	*	*
White	144	6.6	81	3.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	38	14.9	18	6.4
Students with Disabilities	37	13.9	23	7.1
District	161	6.9	86	3.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 31

Number of school-based arrests: Fewer than 6

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	163.6
Paraprofessional Instructional Assistants	12.0
Special Education	
Teachers and Instructors	23.9
Paraprofessional Instructional Assistants	48.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	17.3
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	10.9
Counselors, Social Workers and School Psychologists	13.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	119.7

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.2	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	0.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	238	97.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	97	54.2	148	78.3
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	15	*
Students with Disabilities	*	*	22	91.7
District	102	53.4	161	78.5
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	31	64.6
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	79	81.4
Other Health Impairment	46	97.9
Other Disabilities	*	*
Speech/Language Impairment	18	*
District	189	75.0
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	2.0	1.8
Emotional Disturbance	17	0.7	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	97	4.1	5.2
Other Health Impairment	48	2.0	3.1
Other Disabilities	27	1.1	1.1
Speech/Language Impairment	25	1.1	1.8
All Disabilities	268	11.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	6.7	8.3
Private Schools or Other Settings	8	3.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,403,672	8,682	9,847
Instructional Supplies and Equipment	605,026	257	287
Improvement of Instruction and Educational Media Services	2,235,679	951	589
Student Support Services	2,412,287	1,027	1,120
Administration and Support Services	3,506,882	1,492	1,905
Plant Operation and Maintenance	4,091,107	1,741	1,648
Transportation	2,367,227	949	904
Costs of Students Tuitioned Out	1,948,902	N/A	N/A
Other	0	0	208
Total	37,570,782	15,590	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,115,589	900	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,268,047	40.6	33.8
Noncertified Personnel	1,164,743	14.5	14.5
Purchased Services	389,494	4.8	5.5
Tuition to Other Schools	1,723,871	21.4	23.4
Special Ed. Transportation	522,424	6.5	8.7
Other Expenditures	982,603	12.2	14.1
Total Expenditures	8,051,182	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.3	77.5
State	19.5	20.2
Federal	1.8	1.9
Tuition & Other	0.4	0.4

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 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	26	86.3	26	78.2
Black or African American	6	*	6	*
Hispanic or Latino	29	72.2	29	67.0
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	6	*	6	*
White	1184	76.5	1184	72.6
English Learners	40	73.0	40	69.7
Non-English Learners	1218	76.6	1218	72.6
Eligible for Free or Reduced-Price Meals	143	68.7	143	64.9
Not Eligible for Free or Reduced-Price Meals	1115	77.5	1115	73.5
Students with Disabilities	133	57.0	133	52.6
Students without Disabilities	1125	78.8	1125	74.8
High Needs	276	65.3	276	61.2
Non-High Needs	982	79.6	982	75.6
District	1258	76.5	1258	72.5

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	73.7	78.7	74.9	89.0	719	78.6
Curl Up	87.7	89.1	91.9	98.1	719	91.5
Push Up	73.7	83.9	86.3	90.3	719	83.4
Mile Run/PACER	83.2	79.9	75.4	69.0	719	77.1
All Tests - District	53.6	66.7	61.6	65.8	719	61.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	0
Hispanic or Latino	11	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	23	87.0
Students with Disabilities	28	78.6
District	200	94.5
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	143	72.2
Male	97.5	132	66.7
Black or African American	*	0	*
Hispanic or Latino	*	6	*
White	98.1	261	70.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.1	12	35.3
Students with Disabilities	85.7	*	*
District	98.2	275	69.4
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	86.4	96.7
Male	74.5	94.0
Black or African American	74.5	*
Hispanic or Latino	*	*
White	80.7	95.6
English Learners	80.7	*
Eligible for Free or Reduced-Price Meals	42.9	*
Students with Disabilities	60.9	*
District	80.0	95.2
State	70.9	88.3

⁵College 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.

⁶College 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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.5	75	50.0	50	100.0	67.6
	High Needs Students	65.3	75	43.6	50	87.1	57.5
Math Performance Index	All Students	72.5	75	48.3	50	96.6	62.7
	High Needs Students	61.2	75	40.8	50	81.7	52.0
ELA Academic Growth	All Students	65.7%	100%	65.7	100	65.7	60.7%
	High Needs Students	58.4%	100%	58.4	100	58.4	55.6%
Math Academic Growth	All Students	62.5%	100%	62.5	100	62.5	61.9%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.4%
Chronic Absenteeism	All Students	6.9%	<=5%	46.1	50	92.3	10.7%
	High Needs Students	13.2%	<=5%	33.6	50	67.2	16.6%
Preparation for CCR	% Taking Courses	66.4%	75%	44.3	50	88.6	74.8%
	% Passing Exams	69.4%	75%	46.3	50	92.6	44.8%
On-track to High School Graduation		99.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		94.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.7%	94%	95.4	100	95.4	81.8%
Postsecondary Entrance (Class of 2017)		80.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.8% 61.8%	75%	41.2	50	82.3	96.6% 50.1%
Arts Access		55.1%	60%	46.0	50	91.9	51.2%
Accountability Index				1027.1	1250	82.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.3	9.7	15.9	
Math Performance Index Gap	75.0	61.2	13.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	89.7%	4.3%	12.7%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.9
	High Needs Students	95.9
Math	All Students	98.9
	High Needs Students	95.9
Science	All Students	97.4
	High Needs Students	91.1

³Minimum 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: 51.5**

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 2017-18

Regional School District 10

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 explore mastery based learning and to support families with new STEM curriculum. 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 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 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.

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. 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.

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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.