

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



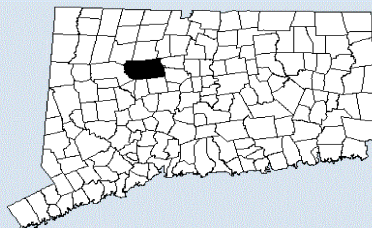
## Regional School District 10

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,484
Per Pupil Expenditures <sup>1</sup>	\$13,813
Total Expenditures <sup>1</sup>	\$36,480,869

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,183	47.6	48.3
Male	1,301	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	51	2.1	4.7
Black or African American	14	0.6	12.9
Hispanic or Latino	71	2.9	22.1
Pacific Islander	*	*	0.0
Two or More Races	9	0.4	2.5
White	2,332	93.9	57.2
English Language Learners	26	1.0	6.3
Eligible for Free or Reduced-Price Meals	204	8.2	37.6
Students with Disabilities <sup>1</sup>	259	10.4	13.3

<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 Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	88	7.5	10	0.8
Male	67	5.2	66	5.0
Black or African American	*	*	*	*
Hispanic or Latino	7	9.6	*	*
White	141	6.1	68	2.8
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	28	16.0	19	8.1
Students with Disabilities	21	8.8	24	8.5
District	155	6.3	76	3.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 5

<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 2014-15

## Regional School District 10

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	169.7
Paraprofessional Instructional Assistants	14.0
<b>Special Education</b>	
Teachers and Instructors	22.9
Paraprofessional Instructional Assistants	55.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	16.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	9.8
Counselors, Social Workers and School Psychologists	12.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	117.3

<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 Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	2	0.8	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	0.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	242	98.0	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.2
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	9.2

### 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	*	*	*	*
White	88	49.2	125	68.3
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	*	*	*
Students with Disabilities	*	*	14	63.6
District	97	50.3	132	67.7
State		58.4		73.8

<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	26	60.5
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	75	91.5
Other Health Impairment	43	86.0
Other Disabilities	*	*
Speech/Language Impairment	22	95.7
District	185	76.4
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Regional School District 10

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	44	1.7	1.5
Emotional Disturbance	19	0.8	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	82	3.3	4.4
Other Health Impairment	51	2.0	2.6
Other Disabilities	20	0.8	1.0
Speech/Language Impairment	30	1.2	1.9
All Disabilities	253	10.1	13.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	16	6.3	8.1
Private Schools or Other Settings	10	4.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,073,077	7,844	9,134
Instructional Supplies and Equipment	735,431	287	334
Improvement of Instruction and Educational Media Services	2,193,516	857	498
Student Support Services	2,103,228	822	1,001
Administration and Support Services	3,265,405	1,276	1,694
Plant Operation and Maintenance	3,782,493	1,478	1,572
Transportation	2,300,829	842	813
Costs of Students Tuitioned Out	2,026,890	N/A	N/A
Other	0	0	186
Total	36,480,869	13,813	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	2,211,548	864	1,272
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<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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,930,934	36.9	35.1
Noncertified Personnel	1,164,702	14.7	14.2
Purchased Services	511,995	6.5	5.2
Tuition to Other Schools	1,813,055	22.9	22.0
Special Ed. Transportation	471,786	5.9	8.6
Other Expenditures	1,040,398	13.1	14.9
Total Expenditures	7,932,870	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.9	71.6
State	24.9	26.0
Federal	1.7	1.8
Tuition & Other	0.5	0.5

<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 2014-15

## 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	*	*	*	*	N/A	N/A
Asian	26	88.6	26	81.0	8	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino	36	69.4	36	61.2	28	59.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	1249	76.9	1247	70.3	565	62.8
English Language Learners	21	77.4	21	66.2	*	*
Non-English Language Learners	1306	76.7	1304	70.1	*	*
Eligible for Free or Reduced-Price Meals	123	69.4	123	62.7	42	56.3
Not Eligible for Free or Reduced-Price Meals	1204	77.5	1202	70.8	564	63.0
Students with Disabilities	152	55.6	151	51.3	76	46.1
Students without Disabilities	1175	79.5	1174	72.5	530	64.9
High Needs	263	63.4	262	58.0	111	50.4
Non-High Needs	1064	80.0	1063	73.0	495	65.3
District	1327	76.7	1325	70.1	606	62.6

#### 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	79.1	86.9	77.3	77.8	783	80.5
Curl Up	86.1	97.2	93.2	95.5	783	93.1
Push Up	81.3	85.9	83.6	86.9	783	84.4
Mile Run/PACER	72.2	92.0	80.2	52.8	783	75.4
All Tests - District	57.2	70.0	68.6	47.2	783	61.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Regional School District 10

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	32	78.1	.		.
District	218	94.5	94.0	Yes	94.0
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 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	81.3	104	57.1
Male	76.7	113	54.9
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	79.0	204	56.4
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	52.2	6	26.1
Students with Disabilities	*	*	*
District	78.9	217	55.9
State	67.2		37.3

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	87.4	96.2
Male	74.3	89.3
Black or African American	74.3	*
Hispanic or Latino	*	*
White	81.0	93.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	41.9	*
District	81.1	92.8
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Regional School District 10

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.7	75	100.0	100	100.0	67.9
	High Needs Students	63.4	75	84.6	100	84.6	56.7
Math Performance Index	All Students	70.1	75	93.4	100	93.4	59.3
	High Needs Students	58.0	75	77.3	100	77.3	47.8
Science Performance Index	All Students	62.6	75	83.4	100	83.4	56.5
	High Needs Students	50.4	75	67.2	100	67.2	45.9
Chronic Absenteeism	All Students	6.3%	<=5%	47.4	50	94.7	10.6%
	High Needs Students	11.0%	<=5%	38.1	50	76.1	17.3%
Preparation for CCR	% Taking Courses	59.0%	75%	39.3	50	78.7	66.1%
	% Passing Exams	55.9%	75%	37.3	50	74.6	37.3%
On-track to High School Graduation		98.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		94.5%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		93.9%	94%	99.9	100	99.9	77.6%
Postsecondary Entrance (Class of 2014)		81.2%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.2%   61.4%	75%	41.0	50	81.9	87.6%   51.0%
Arts Access		58.8%	60%	49.0	50	98.0	45.7%
<b>Accountability Index</b>				<b>1107.9</b>	<b>1250</b>	<b>88.6</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	63.4	11.6	17.3	
Math Performance Index Gap	73.0	58.0	15.0	19.6	
Science Performance Index Gap	65.3	50.4	14.8	17.2	
Graduation Rate Gap	94.0%	93.9%	0.1%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.4
	High Needs Students	96.1
Math	All Students	98.3
	High Needs Students	95.7
Science	All Students	99.8
	High Needs Students	99.1

### 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: 66.0**

**State: 50.1**

#### 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 2014-15

## 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 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, 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.

# District Profile and Performance Report for School Year 2014-15

## 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.