

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



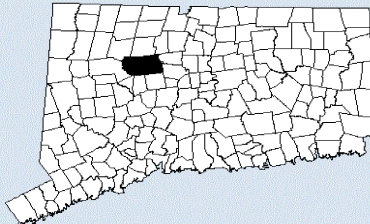
## Regional School District 10

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,201
Per Pupil Expenditures <sup>1</sup>	\$16,934
Total Expenditures <sup>1</sup>	\$39,523,243

<sup>1</sup> Expenditure data reflect the 2019-20 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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, 2020 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,037	47.1	48.4
Male	1,164	52.9	51.5
American Indian or Alaska Native	0	0.0	0.3
Asian	15	0.7	5.2
Black or African American	9	0.4	12.7
Hispanic or Latino of any race	98	4.5	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	384	17.4	4.0
White	1,695	77.0	49.9
English Learners	33	1.5	8.3
Eligible for Free or Reduced-Price Meals	290	13.2	42.7
Students with Disabilities <sup>3</sup>	281	12.8	16.3

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	76	7.4	8	0.7
Male	57	5.0	53	4.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	8.6	*	*
White	101	6.1	47	2.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	44	15.3	21	6.8
Students with Disabilities	30	11.6	19	5.8
District	133	6.1	61	2.7
State		19.0		1.4

**Number of students in 2019-20 qualified as truant under state statute: 24**

**Number of school-based arrests: 0**

*NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays 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 2020-21

## Regional School District 10

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	160.7
Paraprofessional Instructional Assistants	12.0
<b>Special Education</b>	
Teachers and Instructors	22.9
Paraprofessional Instructional Assistants	58.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	14.7
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	11.8
Counselors, Social Workers and School Psychologists	17.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	120.0

#### 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	1.3
Black or African American	1	0.4	4.1
Hispanic or Latino of any race	3	1.3	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	234	97.9	89.9

<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.

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.2	7.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	9	*
White	79	57.2	121	75.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	68.2	15	65.2
Students with Disabilities	14	70.0	19	82.6
District	105	56.5	165	76.4
State		75.9		85.6

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	23	47.9
Emotional Disturbance	11	*
Intellectual Disability	0	0
Learning Disability	71	80.7
Other Health Impairment	48	77.4
Other Disabilities	10	38.5
Speech/Language Impairment	17	*
District	180	68.4
State		67.9

<sup>3</sup> 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).

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	49	2.2	2.1
Emotional Disturbance	15	0.7	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	88	4.0	5.8
Other Health Impairment	63	2.8	3.3
Other Disabilities	32	1.4	1.2
Speech/Language Impairment	21	0.9	1.9
<b>All Disabilities</b>	<b>274</b>	<b>12.3</b>	<b>15.9</b>

<sup>1</sup> 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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	28	10.2	8.3
Private Schools or Other Settings	13	4.7	4.8

<sup>2</sup> 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<sup>3</sup>: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$24,589,992	\$10,536	\$11,205
Support services - students	\$2,940,307	\$1,321	\$1,346
Support services - instruction	\$2,620,213	\$1,178	\$698
Support services - general administration	\$458,273	\$206	\$464
Support services - school based administration	\$1,657,125	\$745	\$1,037
Central and other support services	\$681,630	\$306	\$691
Operation and maintenance of plant	\$3,995,623	\$1,796	\$1,692
Student transportation services	\$2,580,080	\$1,100	\$1,159
Food services	.	.	\$21
Enterprise operations	.	.	\$151
<b>Total</b>	<b>\$39,523,243</b>	<b>\$16,934</b>	<b>\$17,838</b>

<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: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,495,561	37.1	29.6
Instructional Aide Salaries	\$1,065,041	11.3	11.1
Other Salaries	\$573,386	6.1	9.5
Employee Benefits	\$1,150,783	12.2	13.5
Purchased Services Other Than Transportation	\$152,075	1.6	5.4
Special Education Tuition	\$2,317,986	24.6	22.5
Supplies	\$36,264	0.4	0.5
Property Services	\$35,147	0.4	0.3
Purchased Services For Transportation	\$585,592	6.2	7.2
Equipment	\$591	0.0	0.2
All Other Expenditures	\$941	0.0	0.1
<b>Total</b>	<b>\$9,413,367</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		23.8	25.1

### Expenditures by Revenue Source<sup>4</sup>: 2019-20

	Percent of Total (%) Excluding School Construction
Local	79.7
State	18.4
Federal	1.4
Tuition & Other	0.4

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

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

READING	NAEP 2019		NAEP 2013
	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
National Public	40	33	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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

# District Profile and Performance Report for School Year 2020-21

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

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	21	90.5
Students with Disabilities	18	*
District	160	98.1
State		88.8

<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 2019-20 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.2	108	56.0
Male	87.1	106	50.7
Black or African American	*	0	*
Hispanic or Latino	71.4	*	*
White	89.6	164	55.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	82.2	10	22.2
Students with Disabilities	60.5	*	*
District	89.6	214	53.2
State	85.0		36.0

<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

<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 percentage.

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.

Copyright © 2021 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

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\* The data are suppressed to ensure confidentiality.

### College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	85.9	89.8
Male	75.7	86.4
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	79.2	89.7
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65.0	*
Students with Disabilities	*	*
District	81.1	88.3
State	67.4	84.9

<sup>3</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>4</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

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## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

Indicator	Index/Rate	Target	State Average Index/Rate	
Chronic Absenteeism	All Students	6.1%	<=5%	19.0%
	High Needs Students	12.1%	<=5%	30.2%
Preparation for CCR	% Taking Courses	67.2%	75%	80.6%
	% Passing Exams	53.2%	75%	36.0%
On-track to High School Graduation	96.9%	94%	84.5%	
4-year Graduation All Students (2020 Cohort)	98.1%	94%	88.8%	
6-year Graduation - High Needs Students (2018 Cohort)	90.7%	94%	85.2%	
Postsecondary Entrance (Class of 2020)	81.1%	75%	67.4%	
Arts Access	50.4%	60%	50.7%	

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	90.7%	3.3%	9.8%	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.

*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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2020-21

## 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 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 and extends to family college and career events at LSM. Every planned activity in RSD10, i.e., transition-year orientations at Kinder, Grade 5 and Grade 9, open houses, parent conferences, family engagement workshops, weekly principal newsletters, user-friendly school and district websites, and our community newsletter called The School Bell is viewed as an opportunity to partner with and educate parents in best practices to support their children. Our literacy and numeracy curriculum, K " " 8 in particular, have authentic parent components that we incorporate into our parent outreach. Events such as STEM activities, Invention Convention, Visual Arts Fairs and Musical performances are held to build community and engage families in different expressions of student learning.

Regional School District 10 continues to engage in a continuous improvement process at the district, school and classroom level that prioritizes teaching and learning goals based on student performance data, areas of strength and areas of need. We are also very much in a continuous process of ensuring our Vision of the Graduate is alive and well and is a driver of our learning environment. The continuous improvement plans at each school are outcome driven with collaborative decisions around professional learning, resource allocation, curriculum revisions, use of Professional Learning Community time, standards review, data analysis and areas of instructional focus all an integrated part of our school and district improvement.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Regional School District 10 continues to foster both social and academic opportunities for students and staff through meaningful exploration of diverse cultural, linguistic, racial, ethnic, and socio-economic identities through the exploration of windows and mirrors into a diverse, global society. We continue to deepen our Social and Emotional Learning practices at every grade-level and anchor our learning in the CASEL framework for social and emotional well-being. Each school has an SEL Team which focuses on the social and emotional health of students and staff. Our long-standing partnership with Teachers College includes curricular and instructional lessons that include Culturally Responsive Read-Alouds, Identity-Mapping, diverse classroom libraries, and meaningful writing prompts that support the identities of all students. Our Professional Learning Choice Board for faculty and staff includes extensive learning opportunities in the areas Emotional Wellness and Equity. Our district's recent Equity Audit has been a springboard for professional learning around the creation of equitable classrooms for all students and for ongoing efforts to ensure positive, diverse representation in our curriculum K " " 12. Each school has an Equity Team that is part of the leadership decision-making around school climate and efforts to increase students' feelings of belonging. The district's music, visual arts, and world language programs are also essential access points for students to gain an awareness and appreciation of the diversity of the world. Our World Language program is offered to all students beginning in grade 3, while music and arts begin in Kindergarten. Our library media specialists are deeply invested in providing students with reading opportunities that engage all students with varied interests and expansive backgrounds. We have expanded our physical libraries to include SORA " " an electronic library for K " " 12 students that can be accessed from any device at anytime, anywhere. There is intentional book acquisition with specific efforts to provide titles and authors that are diverse and support exploration of differences and the familiar. Region 10 also partners with The National Conference for Community and Justice with the Bridges program to provide student

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## 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 taxpayers with a clear and transparent view of the budget. Schools receive guidance on overall prospective spending levels and district goals but are 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.