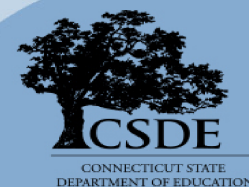


Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



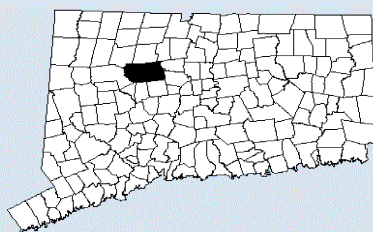
Regional School District 10

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,175
Per Pupil Expenditures ¹	\$17,653
Total Expenditures ¹	\$40,249,043

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2021-22 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.5
Male	1,173	53.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	14	0.6	5.1
Black or African American	*	*	12.6
Hispanic or Latino of any race	124	5.7	29.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	479	22.0	4.3
White	1,548	71.2	48.6
English Learners/Multilingual Learners	33	1.5	8.8
Eligible for Free or Reduced-Price Meals	303	13.9	40.6
Students with Disabilities ³	282	13.0	16.7

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	118	12.1	26	2.5
Male	*	*	75	5.8
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	21	16.4	10	7.0
White	150	10.5	69	4.3
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	39	14.7	31	8.9
Students with Disabilities	46	16.7	24	6.7
District	236	11.1	101	4.3
State		23.7		6.5

Number of students qualified as truant under state statute: 40

Number of school-based arrests: 0

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.

District Profile and Performance Report for School Year 2021-22

Regional School District 10

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	151.0
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	25.1
Paraprofessional Instructional Assistants	49.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	14.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	110.3

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

	Count	District Percent of Total (%)	State 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	4.3
Hispanic or Latino of any race	2	0.9	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	226	98.3	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.7	10.4

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	*	*	*
Hispanic or Latino of any race	*	*	10	*
White	76	74.5	106	81.5
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	10	47.6	14	*
Students with Disabilities	*	*	19	82.6
District	118	73.3	161	84.7
State		81.7		87.7

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	25	56.8
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	74	76.3
Other Health Impairment	51	89.5
Other Disabilities	*	*
Speech/Language Impairment	16	*
District	187	71.6
State		68.4

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).

District Profile and Performance Report for School Year 2021-22

Regional School District 10

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	45	2.1	2.3
Emotional Disturbance	15	0.7	1.1
Intellectual Disability	7	0.3	0.6
Learning Disability	97	4.4	6.1
Other Health Impairment	57	2.6	3.3
Other Disabilities	29	1.3	1.1
Speech/Language Impairment	26	1.2	1.9
All Disabilities	276	12.6	16.3

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	22	8.0	8.2
Private Schools or Other Settings	15	5.4	4.6

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 Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$24,898,040	\$10,920	\$12,000
Support services - students	\$2,871,180	\$1,318	\$1,468
Support services - instruction	\$2,145,510	\$985	\$780
Support services - general administration	\$525,070	\$241	\$472
Support services - school based administration	\$1,814,859	\$833	\$1,103
Central and other support services	\$738,562	\$339	\$703
Operation and maintenance of plant	\$4,618,524	\$2,120	\$1,910
Student transportation services	\$2,620,377	\$1,147	\$1,287
Food services	\$16,920	\$8	\$28
Enterprise operations	.	.	\$170
Total	\$40,249,043	\$17,653	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,583,627	35.7	29.7
Instructional Aide Salaries	\$947,389	9.4	10.8
Other Salaries	\$556,431	5.5	9.8
Employee Benefits	\$1,156,467	11.5	13.8
Purchased Services Other Than Transportation	\$358,905	3.6	5.7
Special Education Tuition	\$2,794,877	27.8	22.6
Supplies	\$58,929	0.6	0.6
Property Services	\$31,771	0.3	0.4
Purchased Services For Transportation	\$550,308	5.5	6.3
Equipment	\$2,418	0.0	0.2
All Other Expenditures	\$2,110	0.0	0.1
Total	\$10,043,232	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	79.6
State	18.0
Federal	2.2
Tuition & Other	0.2

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).

District Profile and Performance Report for School Year 2021-22

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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	66	64.9	66	60.5	27	68.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	249	71.5	248	67.8	109	72.6
White	823	70.1	822	66.1	363	70.9
English Learners/Multilingual Learners	33	63.4	33	67.0	13	*
Non-English Learners/Non-Multilingual Learners	1,112	70.2	1,110	66.0	491	71.2
Eligible for Free or Reduced-Price Meals	181	62.7	181	58.0	80	66.6
Not Eligible for Free or Reduced-Price Meals	964	71.4	962	67.6	424	72.0
Students with Disabilities	138	52.9	138	47.8	47	61.6
Students without Disabilities	1,007	72.4	1,005	68.6	457	72.1
High Needs	302	60.3	302	56.5	125	66.0
Non-High Needs	843	73.5	841	69.5	379	72.8
District	1,145	70.0	1,143	66.1	504	71.1

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	53.7	75.3	73.2	87.9	667	72.1
Curl Up	70.4	97.6	84.0	95.7	667	86.7
Push Up	46.3	86.5	83.5	86.5	667	75.9
Mile Run/PACER	70.4	65.9	64.9	73.0	667	68.2
All Tests - District	28.4	41.2	48.5	62.4	667	44.7
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2021-22

Regional School District 10

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	13	*
White	150	98.7
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	21	90.5
Students with Disabilities	28	89.3
District	205	98.5
State		89.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	102	60.4
Male	97.3	106	58.2
Non-Binary	N/A	N/A	N/A
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.8	132	56.9
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	94.4	12	33.3
Students with Disabilities	75.0	*	*
District	98.0	208	59.3
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ 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.

Copyright © 2022 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2022 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2022

College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.9	93.2
Male	75.0	82.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	83.9	89.3
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	77.3	*
Students with Disabilities	70.6	*
District	82.3	88.4
State	66.1	84.9

⁵ 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.

⁶ 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 2021-22

Regional School District 10

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.0	75	46.7	50	93.4	64.2
	High Needs Students	60.3	75	40.2	50	80.5	54.2
Math Performance Index	All Students	66.1	75	44.0	50	88.1	58.6
	High Needs Students	56.5	75	37.7	50	75.4	47.7
Science Performance Index	All Students	71.1	75	47.4	50	94.8	61.4
	High Needs Students	66.0	75	44.0	50	88.0	51.3
ELA Academic Growth	All Students	54.6%	100%	54.6	100	54.6	60.4%
	High Needs Students	49.3%	100%	49.3	100	49.3	56.2%
Math Academic Growth	All Students	60.3%	100%	60.3	100	60.3	65.2%
	High Needs Students	56.3%	100%	56.3	100	56.3	59.1%
Progress Toward English Proficiency	Literacy	85.1%	100%	42.6	50	85.1	64.9%
	Oral	74.3%	100%	37.2	50	74.3	57.4%
Chronic Absenteeism	All Students	11.1%	<=5%	37.7	50	75.5	23.7%
	High Needs Students	15.2%	<=5%	29.6	50	59.1	34.0%
Preparation for CCR	% Taking Courses	79.5%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	59.3%	75%	39.5	50	79.0	43.5%
On-track to High School Graduation		97.5%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		98.5%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		96.0%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		82.3%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		97.2% 44.7%	75%	29.8	50	59.6	94.0% 45.8%
Arts Access		52.6%	60%	43.8	50	87.7	52.4%
Accountability Index				1140.6	1450	78.7	

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 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	73.5	60.3	13.2	16.6	
Math Performance Index Gap	69.5	56.5	12.9	18.2	
Science Performance Index Gap	72.8	66.0	6.8	17.4	
Graduation Rate Gap	94.0%	96.0%	-2.0%	10.2%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.6
	High Needs Students	96.8
Math	All Students	98.5
	High Needs Students	96.8
Science	All Students	96.8
	High Needs Students	94.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2021-22

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 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. We have thriving PTOs at each of our schools, a parent-led Booster Club at LSM and their partnership with building leadership and teachers is an essential through-line of communication. Our literacy and numeracy curriculum, K " 8 in particular, have authentic parent components that we incorporate into our parent partnership around academics. 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. At the end of each school year, we update our Summer and eLearning resources page on our district website with vetted, diverse, academic and socially engaging content for families to tap into throughout the summer, including, but not limited to summer reading and summer Math activities that extend their learning from the school year.

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

RSD10 fosters both social and academic opportunities for students and staff through meaningful exploration of diverse cultural, linguistic, racial, ethnic, and socio-economic identities by offering windows and mirrors into a diverse, global society. Our intentional work is guided by a board-approved DEI Statement. We continue to deepen SEL practices at every grade-level and anchor our learning in the CASEL 5 framework for social and emotional well-being. Each school has both SEL and Equity Teams who focus 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 20-21 Equity Audit was a springboard for adult 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's Equity Team is part of the leadership decision-making around school climate and efforts to increase students' feelings of belonging. The district's music, visual arts, social studies 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 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 leadership.

District Profile and Performance Report for School Year 2021-22

Regional School District 10

Equitable Allocation of Resources among District Schools

RSD 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 and public budget workshops provide 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 that support student growth. 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.