

**STRATEGIC SCHOOL PROFILE 2012-13****Regional School District 10**

Alan R. Beitman, Superintendent

Location: 24 Lyon Road

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Burlington,  
ConnecticutWebsite: [www.region10ct.org/](http://www.region10ct.org/)

This regional school district serves Burlington, Harwinton

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Hartford, Litchfield  
 Town Population in 2000: 16,473  
 1990-2000 Population Growth: 34.4%  
 Number of Public Schools: 4

Per Capita Income in 2000: \$34,144  
 Percent of Adults without a High School Diploma in 2000\*: 7.8%  
 Percent of Adults Who Were Not Fluent in English in 2000\*: 0.2%  
 District Enrollment as % of Estimated. Student Population: N/A

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      2,621  
 5-Year Enrollment Change      -7.8%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	174	6.6	8.9	36.7
K-12 Students Who Are Not Fluent in English	24	0.9	0.8	5.8
Students Identified as Gifted and/or Talented*	62	2.4	4.8	3.8
PK-12 Students Receiving Special Education Services in District	256	9.8	11.1	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	144	86.2	88.5	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	39	10.4	12.7	12.7

\*0.0 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	51	1.9
Black	12	0.5
Hispanic	83	3.2
Pacific Islander	4	0.2
White	2,458	93.8
Two or more races	11	0.4
Total Minority	163	6.2

**Percent of Minority Professional Staff:** 2.4%

**Open Choice:**

5 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

1.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Beginning in grade three students in Region #10 are afforded the opportunity to participate in learning about Spain, language and culture. Students engage in activities that include songs, dance, and celebrations. As an extension our children participate in the Connecticut COLT Rhyme program which brings them together with peers from across the state. Region #10 schools have very active and enthusiastic PTA members. They offer supplementary and enriching activities that connect to our social studies curriculum. Again, students engage with dancers, and artists. The opportunity to learn about celebrations and foods from other countries builds stronger background knowledge and connections to day to day studies. Region #10 continues as a participant in the project Choice program offered through CREC. Certainly this too enriches all children as they learn and grow together regardless of backgrounds and experiences from urban or suburban communities.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	76.5	56.9	82.5
Writing	74.6	60.0	70.8
Mathematics	75.0	61.4	62.7
Grade 4 Reading	82.9	62.6	87.3
Writing	76.8	63.0	74.1
Mathematics	81.7	65.1	76.6
Grade 5 Reading	78.0	66.9	57.8
Writing	75.0	65.6	59.0
Mathematics	73.6	69.2	41.0
Science	71.6	62.3	47.8
Grade 6 Reading	81.9	73.3	50.3
Writing	74.8	65.1	51.8
Mathematics	82.2	67	67.3
Grade 7 Reading	88.5	78.9	62.0
Writing	67.9	64.9	40.5
Mathematics	73.3	65.4	48.7
Grade 8 Reading	87.1	76.2	63.9
Writing	78.1	67.2	54.1
Mathematics	79.1	65.0	64.2
Science	74.1	60.4	54.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	61.2	48.5	60.6
Writing Across the Disciplines	69.7	62.1	43.9
Mathematics	67.0	52.4	63.6
Science	66.8	48.8	69.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	60.2	51.1	70.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.7	78.5	
Average Score	Mathematics	555	503	83.5
	Critical Reading	544	499	82.7
	Writing	543	504	81.2

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	96.1	84.8	83.1
2011-12 Annual Dropout Rate for Grade 9 through 12	0.1	2.1	83.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.5	82.6
% Employed (Civilian Employment and in Armed Services)	14.5	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	172.36
Paraprofessional Instructional Assistants	12.00
Special Education	
Teachers and Instructors	27.40
Paraprofessional Instructional Assistants	51.00
Library/Media Specialists and/or Assistants	8.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.60
School Level	15.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	15.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	120.01

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	14.6	13.9
% with Master's Degree or Above	83.9	82.2	79.8

Average Class Size	District	DRG	State
Grade K	17.0	16.8	18.9
Grade 2	20.6	18.0	19.8
Grade 5	22.6	21.1	21.3
Grade 7	20.8	19.9	20.2
High School	20.1	18.3	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,023	997	999
Middle School	1,006	1,024	1,029
High School	1,185	1,024	1,027

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.7	2.6	2.7
Middle School	2.0	1.9	2.1
High School	3.4	2.0	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,579	\$7,369	\$8,570	\$8,110	\$8,570
Instructional Supplies and Equipment	\$640	\$241	\$252	\$252	\$257
Improvement of Instruction and Educational Media Services	\$2,080	\$783	\$475	\$412	\$471
Student Support Services	\$2,249	\$847	\$949	\$954	\$950
Administration and Support Services	\$3,011	\$1,133	\$1,526	\$1,521	\$1,547
Plant Operation and Maintenance	\$3,471	\$1,306	\$1,466	\$1,417	\$1,459
Transportation	\$2,353	\$842	\$775	\$750	\$765
Costs for Students Tuitioned Out	\$1,563	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$170	\$184	\$170
<b>Total</b>	<b>\$34,947</b>	<b>\$12,939</b>	<b>\$14,444</b>	<b>\$14,121</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,124	\$1,176	\$1,405	\$1,204	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,368,102	21.1	21.3	21.8

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	67.9	29.0	3.0	0.2
Excluding School Construction	71.9	24.7	3.2	0.2

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

During the late fall/early winter months, site-based administrators are charged with setting priorities for needs related to, (e.g.) increasing enrollment, facility upgrades, program changes, technology, and other related supplies. Priorities are discussed among all central office and school based leaders, always with a focus on the equitable distribution of resources. The challenges underlying education reform have fostered new considerations related to the acquisition of resources. Staffing, curriculum (CCSS) and other support elements need to be reviewed and aligned to meet the new expectations. Technology will be a priority topic reflecting the demands of the upcoming SMARTER balance assessment. Over the past year we have begun to lay the foundation in order to address current and future needs. Careful reflection and planning will be required of all stakeholders in order to ensure equity of expenditure both vertically and across all grades in our district.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	262
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	38	1.4	1.3	1.3
Learning Disability	90	3.4	4.1	4.0
Intellectual Disability	9	0.3	0.4	0.4
Emotional Disturbance	18	0.7	0.8	1.0
Speech Impairment	39	1.5	1.7	2.0
Other Health Impairment*	52	2.0	2.3	2.4
Other Disabilities**	16	0.6	0.7	1.0
<b>Total</b>	<b>262</b>	<b>9.9</b>	<b>11.1</b>	<b>12.1</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	84.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	30.5	34.5	82.7	69.2
	Writing	20.9	19.9	74.6	64.4
	Mathematics	23.5	29.0	77.7	65.5
	Science	28.1	21.3	73.0	61.3
CAPT	Reading Across the Disciplines	17.6	15.7	61.2	48.5
	Writing Across the Disciplines	29.4	16.7	69.7	62.1
	Mathematics	13.3	16.8	67.0	52.4
	Science	22.2	14.6	66.8	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	21.7
	% With Accommodations	78.3
CAPT	% Without Accommodations	63.2
	% With Accommodations	36.8
% Assessed Using Skills Checklist		10.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	4	1.5
Private Schools or Other Settings	16	6.1

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	201	76.7	74.0	72.0
40.1 to 79.0 Percent of Time	44	16.8	19.1	16.4
0.0 to 40.0 Percent of Time	17	6.5	6.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Schools across the Region #10 district continue to strive toward higher levels of achievement as reflected on both CMT and CAPT assessments. All schools have employed a professional learning community model where teachers review data, discuss instructional strategies that target learning needs, and develop action plans to address the changing expectations embedded in the Common Core. As a district we have established a centralized team made up of coordinators, consultants, administrators and teachers. Agendas drive all actions and include topics relative to the development of common core curriculum, the employment of scientifically research based practices (SRBI) the integration of technology and strategies that will affect a positive school climate. The primary goal is to improve the classroom/school environment while developing a more rigorous curriculum and refining instructional practice. As we move forward we will continue to foster teacher collaboration, address professional needs as articulated by staff, and within the context of new and challenging demands, always maintain a focus on each student's success in our schools.

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