

**STRATEGIC SCHOOL PROFILE 2011-12****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, 2011      2,663  
5-Year Enrollment Change      -5.7%

**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	133	5.0	8.2	35.2
K-12 Students Who Are Not Fluent in English	24	0.9	0.7	5.6
Students Identified as Gifted and/or Talented*	46	1.7	4.5	4.0
PK-12 Students Receiving Special Education Services in District	267	10.0	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	137	88.4	86.7	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	51	15.7	13.4	13.0

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.0
Asian American	47	1.8
Black	12	0.5
Hispanic	94	3.5
Pacific Islander	3	0.1
White	2,494	93.7
Two or more races	12	0.5
Total Minority	169	6.3

**Percent of Minority Professional Staff:** 2.8%

**Open Choice:**

6 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:**

0.9% 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 10.

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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.

Regional School District #10 continues to encourage and formulate educational opportunities for students to interact with peers and teachers from diverse racial, ethnic and economic backgrounds. These include the following: • Each school schedules assemblies and programs for students that provide awareness of diverse and multi-cultural perspectives. • Ongoing revisions to the social studies curriculum that provide multi-cultural experiences and address diversity • Some high school students attend the Greater Hartford Academy of Arts as well as other magnet schools. • Project Choice students continue to attend our schools. • Our world language department sponsors a “cultural caravan” experience. • A trip to China for students enrolled in our Mandarin Chinese program at the high school level is currently being proposed. • Mandarin Chinese 1, 2, and 3 is 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 offered. • World languages are offered to all students beginning in grade 3. These courses are required in all Region 10 schools. • Cultural day programs are offered at our elementary schools. • The high school offers a biennial student exchange program with Spain. Students travel from Spain and stay with participating host families and later in the school year Region 10 students travel to Spain to stay with the student they hosted and their family. • Cultural visits to France are offered at the high school level. • Diversity club is offered at the high school level. • Credited, teacher-supported independent study opportunities which promote cultural awareness are offered at the high school level. • Sister City program at the middle school level. • World languages are offered to all students starting in grade 3. They are required courses in all schools. • Our world language program features several native speakers who bring their culture to the classroom.

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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	81.2	59.2	91.3
Writing	77.6	62.7	76.9
Mathematics	81.3	66.5	68.1
Grade 4 Reading	80.1	64.1	76.3
Writing	85.1	65.3	88.1
Mathematics	75.6	68.0	46.9
Grade 5 Reading	79.3	67.6	61.4
Writing	71.3	68.1	43.5
Mathematics	83.7	71.6	63.1
Science	79.9	63.9	64.3
Grade 6 Reading	83.1	74.1	57.2
Writing	75.5	67.4	52.4
Mathematics	81.2	69.3	58.4
Grade 7 Reading	88.7	79.8	58.5
Writing	74.7	65.6	51.6
Mathematics	77.4	68.1	52.5
Grade 8 Reading	83.0	76.8	46.5
Writing	68.9	68.3	35.6
Mathematics	82.7	67.2	66.0
Science	75.8	61.9	59.4

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	65.5	47.5	74.4
Writing Across the Disciplines	73.5	63.0	53.7
Mathematics	71.9	49.2	84.2
Science	73.8	47.1	90.3

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
	59.7	50.6	72.8

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.4	77.3	
Average Score	Mathematics	543	505	76.3
	Critical Reading	525	502	65.6
	Writing	522	506	61.8

**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 2011	95.5	82.7	88.7
2010-11 Annual Dropout Rate for Grade 9 through 12	0.4	2.6	79.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.1	84.5
% Employed (Civilian Employment and in Armed Services)	13.6	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	172.20
Paraprofessional Instructional Assistants	12.00
Special Education	
Teachers and Instructors	26.90
Paraprofessional Instructional Assistants	50.00
Library/Media Specialists and/or Assistants	8.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.05
School Level	13.80
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	120.59

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	13.0	14.6	13.9
% with Master's Degree or Above	88.5	82.0	79.6

Average Class Size	District	DRG	State
Grade K	17.3	16.7	18.5
Grade 2	19.7	18.5	19.7
Grade 5	22.8	21.3	21.6
Grade 7	22.3	20.0	20.3
High School	21.3	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,012	994	993
Middle School	1,006	1,023	1,024
High School	1,036	1,022	1,024

\*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*	2.2	2.8	2.8
Middle School	1.9	2.1	2.2
High School	2.8	2.1	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$18,719	\$6,799	\$8,464	\$7,839	\$8,469
Instructional Supplies and Equipment	\$599	\$218	\$267	\$244	\$271
Improvement of Instruction and Educational Media Services	\$2,020	\$734	\$487	\$393	\$482
Student Support Services	\$2,140	\$777	\$901	\$940	\$901
Administration and Support Services	\$2,866	\$1,041	\$1,468	\$1,430	\$1,490
Plant Operation and Maintenance	\$3,378	\$1,227	\$1,471	\$1,407	\$1,463
Transportation	\$2,329	\$803	\$735	\$707	\$724
Costs for Students Tuitioned Out	\$1,313	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$165	\$183	\$165
<b>Total</b>	<b>\$33,364</b>	<b>\$12,010</b>	<b>\$14,238</b>	<b>\$13,684</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,038	\$740	\$1,290	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,874,872	20.6	21.2	21.7

**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	72.8	22.5	4.4	0.2
Excluding School Construction	71.6	23.4	4.7	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.

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. The budget process begins in the fall when the schools are provided with budget development packages that they utilize to prepare their budget requests. A new detailed budget document has been developed to provide 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 initial requests are prepared by the principals and teachers at each school and are submitted to the Superintendent for review and revision as needed. Following such revisions, the Superintendent presents the proposed budget to the Board of Education. After his presentation, the Board schedules a series of public meetings to encourage public comment and participation in the budget process. The district utilizes these meetings to make sure that the budget accommodates all programs fairly and that it meets the needs of each school.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	263
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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	35	1.3	1.2	1.2
Learning Disability	88	3.3	3.9	3.9
Intellectual Disability	9	0.3	0.4	0.4
Emotional Disturbance	25	0.9	0.7	1.0
Speech Impairment	38	1.4	1.8	2.1
Other Health Impairment*	52	1.9	2.2	2.2
Other Disabilities**	16	0.6	0.7	1.0
<b>Total</b>	<b>263</b>	<b>9.8</b>	<b>10.9</b>	<b>11.7</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 2010-11 with a Standard Diploma	62.5	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

## 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	27.1	36.0	82.7	70.4
	Writing	20.0	21.5	75.1	66.3
	Mathematics	25.5	31.8	80.5	68.4
	Science	21.6	23.0	77.9	62.9
CAPT	Reading Across the Disciplines	5.0	14.5	65.5	47.5
	Writing Across the Disciplines	8.3	18.2	73.5	63.0
	Mathematics	17.6	15.4	71.9	49.2
	Science	26.1	13.6	73.8	47.1

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	39.4
	% With Accommodations	60.6
CAPT	% Without Accommodations	44.4
	% With Accommodations	55.6
% Assessed Using Skills Checklist		7.8

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	2	0.8
Private Schools or Other Settings	18	6.8

### 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	204	77.6	75.0	72.1
40.1 to 79.0 Percent of Time	37	14.1	17.9	16.3
0.0 to 40.0 Percent of Time	22	8.4	7.1	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

As required by “No Child Left Behind” legislation, students in Region 10 continue to take the CMTs in grades 3-8. Upon receipt of student results, administrators and site-based consultants meet to review and carefully analyze data to identify areas of strength and areas in need of attention after which specific action plans are developed. Each school develops goals, targets programs, acquires resources, and plans professional development activities that will enhance instructional practice to better serve the needs of our Region 10 students. A recent longitudinal analysis of Region 10 results yielded the following:

- Overall district performance has been consistently higher than the state in all subjects at both proficient and goal levels.
- Achievement in math is at higher levels than in 2006.
- There has been a fairly stable performance in reading achievement at both the proficient and goal levels over the last three years.
- Students with disabilities in Region 10 consistently outperform their peers statewide in mathematics at the proficient level.
- Students eligible for free or reduced lunch have had strong mathematics performance relative to 2006.
- Since 2007, the first year of the current generation of the CAPT, the percentage of students scoring at or above proficient in mathematics has increased by 2.5 percentage points, and the percent scoring at or above goal has increased by 7.7 percentage points.

As the state transitions to a system of accountability that counts performance in all achievement levels on the CMT and CAPT, Region 10 staff will closely monitor numbers and percentages of students in all achievement bands on the CMT and CAPT. We will also focus more attention on writing and science. Region 10 students continue to benefit from a wide array of activities that include athletics as well as artistic and musical opportunities. Our students truly excel in these areas that enrich their overall educational experience and prepare them for the challenges that lie ahead in work, college, and life. Regional School District #10, with the support of the Board of Education and the community, will continue to focus on bringing the best possible educational programs to its students. These include academics, an awareness of good nutrition through contemporary health and wellness programs, and relevant and positive applications of technology as the thread that connects all learning. We look forward to continued success. This year the district revised its administrative regulations regarding student attendance and truancy to align with the state’s new definitions of excused and unexcused absences. Detailed information regarding the revisions was issued to all Region 10 families. On an ongoing basis, principals work with the school nurses and teachers to identify students who have attendance issues and they have developed an action plan to improve attendance, which involves working closely with their families. As a result, great improvement achieved.

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