

STRATEGIC SCHOOL PROFILE 2009-10**Regional School District 10**

ALAN R. BEITMAN, Superintendent

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Burlington,
ConnecticutWebsite: 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.

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 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, 2009 2,817
 5-Year Enrollment Change 3.5%

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	103	3.7	6.7	32.6
K-12 Students Who Are Not Fluent in English	21	0.8	0.7	5.4
Students Identified as Gifted and/or Talented*	50	1.8	4.6	4.1
PK-12 Students Receiving Special Education Services in District	263	9.4	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	167	85.6	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	21	8.3	12.7	13.6

*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	54	1.9
Black	19	0.7
Hispanic	64	2.3
White	2,678	95.1
Total Minority	139	4.9

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:

2.7% 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 13.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 has encouraged educational opportunities for students to interact with students and teachers from diverse racial ethnic and economic backgrounds. These include:

- Each school schedules assemblies and programs for students that provide diverse and multi-cultural perspectives
- Revisions to the social studies curriculum that provided multi-cultural and diverse education experiences
- High school students involved in a cooperative interdistrict art grant, as well as students who attend the Greater Hartford Academy of Arts. During the summer, students also attended an interdistrict future teachers' program and an art institute.
- Project Choice students continue to attend our schools
- Teacher recruitment using the CREC Minority Teacher Recruitment Program provides a diverse application pool for open teaching positions.
- Various classes are involved in "sister school" collaboration with city schools
- Social studies teachers are involved in an interdistrict grant, Teaching American History
- Region 10 has established sister school relations with Taishan Middle School in Shandong Province, China
- Region 10 and four other districts have developed a multi-year plan to introduce the study of the Chinese language and encourage student exchanges.
- Cultural visits to France and Spain
- World languages are offered to students starting in grade 3
- Our world language program features several native speakers
- Student service clubs and world language classes have adopted inner-city elementary schools as "sister schools" to foster relations across age and socio-economic boundaries.

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	77.9	57.0	84.0
Writing	76.0	58.3	83.4
Mathematics	78.8	62.4	74.8
Grade 4 Reading	77.8	59.9	79.2
Writing	82.5	63.6	84.4
Mathematics	77.8	67.0	62.3
Grade 5 Reading	79.9	61.8	75.8
Writing	76.4	68.2	50.6
Mathematics	85.7	72.4	69.9
Science	76.0	59.4	64.5
Grade 6 Reading	77.7	74.9	40.5
Writing	72.8	65.9	53.0
Mathematics	79.1	70.7	55.2
Grade 7 Reading	91.7	77.4	77.3
Writing	74.0	61.2	60.4
Mathematics	84.2	68.5	70.8
Grade 8 Reading	84.7	73.3	65.0
Writing	72.1	62.6	51.0
Mathematics	84.6	67.3	75.8
Science	81.6	62.8	74.5

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.

To see the NCLB Report Card for this school, go to 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	58.7	45.9	64.4
Writing Across the Disciplines	66.7	59.6	54.9
Mathematics	70.2	48.7	79.5
Science	64.5	45.3	74.2

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	61.5	50.7	76.4

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.0	68.5	
Average Score	Mathematics	537	508	73.6
	Critical Reading	539	503	80.6
	Writing	548	506	83.7

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, Class of 2009	98.5	91.3	86.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.6	3.0	72.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.5	84.5
% Employed (Civilian Employment and in Armed Services)	12.5	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	174.16
Paraprofessional Instructional Assistants	15.50
Special Education	
Teachers and Instructors	27.40
Paraprofessional Instructional Assistants	52.50
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
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	114.04

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	14.5	13.8
% with Master's Degree or Above	84.0	79.0	77.8

Average Class Size	District	DRG	State
Grade K	16.2	17.2	18.5
Grade 2	17.8	18.5	19.7
Grade 5	22.8	20.7	21.1
Grade 7	22.1	19.9	20.8
High School	21.1	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,002	994	992
Middle School	1,080	1,034	1,018
High School	1,036	1,007	1,006

*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*	2.6	3.1	3.2
Middle School	2.0	2.2	2.5
High School	3.0	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$18,218	\$6,424	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$676	\$239	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$2,225	\$785	\$474	\$406	\$459
Student Support Services	\$1,939	\$684	\$863	\$816	\$859
Administration and Support Services	\$2,821	\$995	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$3,588	\$1,265	\$1,469	\$1,468	\$1,462
Transportation	\$2,644	\$896	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$1,233	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$163	\$148	\$162
Total	\$33,343	\$11,761	\$13,458	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,945	\$686	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,677,191	20.0	20.2	20.7

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	71.9	26.4	1.4	0.2
Excluding School Construction	71.2	27.0	1.5	0.3

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	259
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.2%

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	27	1.0	1.0	1.0
Learning Disability	85	3.0	3.9	3.9
Intellectual Disability	12	0.4	0.4	0.5
Emotional Disturbance	26	0.9	0.7	1.0
Speech Impairment	42	1.5	2.1	2.2
Other Health Impairment*	49	1.7	1.9	2.1
Other Disabilities**	18	0.6	0.7	0.9
Total	259	9.2	10.5	11.6

*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 2008-09 with a Standard Diploma	95.7	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.1	4.1

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	34.9	31.6	81.7	67.5
	Writing	20.5	19.6	75.6	63.3
	Mathematics	36.5	32.9	81.8	68.1
	Science	43.1	23.7	78.9	61.1
CAPT	Reading Across the Disciplines	8.3	13.8	58.7	45.9
	Writing Across the Disciplines	26.7	16.8	66.7	59.6
	Mathematics	25.0	16.7	70.2	48.7
	Science	13.3	13.0	64.5	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	66.7
	% With Accommodations	33.3
CAPT	% Without Accommodations	76.5
	% With Accommodations	23.5
% Assessed Using Skills Checklist		6.7

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	0	0.0
Private Schools or Other Settings	22	8.5

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	220	84.9	76.7	73.4
40.1 to 79.0 Percent of Time	16	6.2	16.4	15.3
0.0 to 40.0 Percent of Time	23	8.9	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

No Child Left Behind legislation requires students to be tested on CMT in grades 3-8 where formerly the State only tested grades 4,6 and 8. In 2005-06 the State administered a new generation of CMTs and set new higher proficiency levels based on NCLB. One subgroup of students, Har-Bur special education students, did not achieve Adequate Yearly Progress in the Spring 2008 CMT testing. Administrators and coordinators have met to develop an AYP action plan to address this issue. It is being implemented during the 2009/2010 school year with frequent check points along the way. Students in Region 10 over the past ten years continue to show significant improvement in their performance at goal and at proficiency on Connecticut Mastery Tests. Our scores are above average among the schools in towns similar to us (District Reference Groups /DRG) as well as above the averages for the State as a whole. Students in 10th grade taking the CAPT have over the past ten years shown improvement meeting and surpassing goal and meeting the NCLB proficiency level. The 2007/2008 results show an increase in those at goal or above goal and show an increase in those students meeting proficiency. Proficiency levels ranged from 91% to 95% of all students tested on the mathematics, science, reading and writing portions of the test. During 2006/07, the district developed its new research project requirement for students in grades 3 through 11. These interdisciplinary projects combined research strategies, technology skills and content material with the goal of establishing consistent, systemic growth in these skills for all students. This project undergoes refinement each year. Region 10 students continue to excel on the athletic fields, in their artistic endeavors, and musical performances as well as in the academic arena. This year 16 students qualified to attend the National Conference of the Future Business Leaders of America, two students attended the National Leadership Conference and multiple students received art awards at the state and national levels for their portfolio work. Band students performed in California. Many of our students also participated successfully in the Odyssey of the Mind Program. The district has recognized specific areas for improvement each teacher has goals to support. An additional focus is on wellness, including revising our nutrition policy, increasing physical fitness time and responding to the needs of at-risk youngsters. The district has recently revised its technology plan to align with district goals and expand opportunities for student use of technology.
