

**STRATEGIC SCHOOL PROFILE 2007-08****Regional School District 10**

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Location: 24 Lyon Road  
Burlington,  
Connecticut

Website: [www.region10ct.org/](http://www.region10ct.org/)

This regional school district serves Burlington, Harwinton

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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).

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**COMMUNITY DATA**

County: Hartford, Litchfield	Per Capita Income in 2000: \$34,144
Town Population in 2000: 16,473	Percent of Adults without a High School Diploma in 2000*: 7.8%
1990-2000 Population Growth: 34.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 94.1%

\*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.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007	2,844
5-Year Enrollment Change	9.0%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	84	3.0	4.7	28.7
K-12 Students Who Are Not Fluent in English	22	0.8	0.6	5.4
Students Identified as Gifted and/or Talented*	31	1.1	3.8	4.0
PK-12 Students Receiving Special Education Services in District	268	9.4	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	156	91.8	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	65	23.9	21.6	20.2

\*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	55	1.9
Black	17	0.6
Hispanic	63	2.2
White	2,707	95.2
Total Minority	137	4.8

**Percent of Minority Professional Staff:** 2.7%

**Open Choice:** 6 students 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:** 2.4% 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.

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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 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. Students from Region 10 traveled with students from Farmington to visit school in China. We hope to have the Chinese students visit us this year.
  - 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.
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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	71.5	52.0	84.0
Writing	80.7	63.4	82.8
Mathematics	69.0	60.0	55.8
Grade 4 Reading	78.1	55.9	88.0
Writing	79.4	62.9	78.6
Mathematics	75.6	60.3	70.4
Grade 5 Reading	75.2	62.2	64.8
Writing	73.8	64.5	55.6
Mathematics	76.6	65.9	58.6
Science	66.8	54.9	52.5
Grade 6 Reading	80.0	66.3	68.5
Writing	72.3	61.9	63.1
Mathematics	80.0	66.4	69.0
Grade 7 Reading	83.0	71.1	60.0
Writing	74.3	62.0	61.3
Mathematics	80.6	63.0	73.5
Grade 8 Reading	78.2	64.8	64.2
Writing	73.4	63.4	52.8
Mathematics	74.2	60.8	56.6
Science	78.6	58.6	77.4

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 scoreable 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	69.6	45.5	81.5
Writing Across the Disciplines	73.3	57.9	67.7
Mathematics	76.1	50.1	87.7
Science	70.3	46.3	82.3

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
	38.0	36.1	48.1

<b>SAT® I: Reasoning Test Class of 2007</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		88.0	77.6	
Average Score	Mathematics	521	504	65.4
	Critical Reading	512	502	60.0
	Writing	521	503	69.2

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2007	98.3	92.6	75.4
Cumulative Four-Year Dropout Rate for Class of 2007	1.6	6.2	71.4
2006-07 Annual Dropout Rate for Grade 9 through 12	0.1	1.7	93.3

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.6	83.4
% Employed (Civilian Employment and in Armed Services)	9.1	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	179.50
Paraprofessional Instructional Assistants	18.00
Special Education	
Teachers and Instructors	24.30
Paraprofessional Instructional Assistants	46.00
Library/Media Specialists and Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	13.90
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	15.00
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	109.09

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	12.9	14.3	13.6
% with Master's Degree or Above	83.6	75.5	75.6

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	16.9	17.1	18.1
Grade 2	19.9	18.6	19.3
Grade 5	21.2	20.4	20.9
Grade 7	21.9	19.9	20.5
High School	18.9	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,002	993	987
Middle School	1,012	1,032	1,017
High School	1,036	1,021	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*	2.5	3.3	3.4
Middle School	1.8	2.2	2.7
High School	2.7	2.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$16,180	\$5,762	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$1,042	\$371	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$2,059	\$733	\$443	\$395	\$429
Student Support Services	\$1,733	\$617	\$764	\$713	\$761
Administration and Support Services	\$2,671	\$951	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$3,467	\$1,235	\$1,329	\$1,295	\$1,322
Transportation	\$2,151	\$736	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$1,025	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$147	\$130	\$145
<b>Total</b>	<b>\$30,328</b>	<b>\$10,762</b>	<b>\$12,203</b>	<b>\$11,824</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$13,860	\$4,936	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,488,073
Percent of Total PK-12 Expenditures Used for Special Education	18.1%

**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	53.0	45.7	1.2	0.1
Excluding School Construction	72.9	25.2	1.8	0.1

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 late autumn 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. A formal public hearing is held in early April to solicit further public input.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	265
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.4%

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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	24	0.9	0.8	0.7
Learning Disability	86	3.1	4.1	4.0
Intellectual Disability	14	0.5	0.4	0.5
Emotional Disturbance	30	1.1	0.7	1.0
Speech Impairment	42	1.5	2.2	2.4
Other Health Impairment*	54	1.9	1.9	2.1
Other Disabilities**	15	0.5	0.6	0.9
Total	265	9.4	10.7	11.5

\*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 2006-07 with a Standard Diploma	85.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.1	2.8

## 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	22.0	20.4	77.7	62.1
	Writing	21.4	19.3	75.6	63.0
	Mathematics	26.7	22.6	75.9	62.7
	Science	36.4	22.2	73.2	56.8
CAPT	Reading Across the Disciplines	13.6	11.4	69.6	45.5
	Writing Across the Disciplines	9.1	16.3	73.3	57.9
	Mathematics	27.3	14.7	76.1	50.1
	Science	22.7	14.4	70.3	46.3

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	32.9
	% With Accommodations	67.1
CAPT	% Without Accommodations	15.0
	% With Accommodations	85.0
% Assessed Using Skills Checklist		4.7

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	1	0.4
Private Schools or Other Settings	16	6.0

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	221	83.4	71.7	71.6
40.1 to 79.0 Percent of Time	23	8.7	21.8	16.6
0.0 to 40.0 Percent of Time	21	7.9	6.5	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

This year, the district has recognized specific areas for improvement and each teacher has goals to support that effort. 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.

Parents are engaged in all areas of school improvement. Parents are involved in the Comprehensive School Health Team, serve on interview committees and on the district's curriculum committee, and are well represented through band and athletic organizations. Parent teacher organizations support all schools in a variety of ways.

In the area of special education, there were two major goals for improving special education programs for students with disabilities: reading instruction and behavioral support services. In the area of improving reading instruction, students' special education teachers began by collaborating with general education teachers in assessing students using DRAs, DRPs, "Along the Ways," and other curricular measures. Based on results, teachers received professional development geared to meet students' needs while students received focused instruction to improve areas of weaknesses. Building level reading consultants and outside consultants provided teachers with in-service training on reading strategies and instruction. Teachers not previously trained in the Wilson Reading System spent the year working with students to become certified in these methods. Additionally, all special education teachers participated in Educational Benefit workshops for developing IEPs using standards based curriculum for data driven programming for students. In the area of improving behavioral support services, the high school's Student Support Center was revamped to meet students' needs. This included tutoring services, counseling, and substance abuse programs with the McCall's Foundation. On-going Applied Behavioral Analysis consultations and professional development for programming for students with autism occurred at all levels and involved parents, as well.

Concerning students' transitional needs, the transition counselor worked with students to provide structured work experiences, job shadowing, and mentorships. Additionally, an evening for parents to obtain information from a variety of available services for their children after graduation from high school was held in the spring.

Looking ahead, the district will be finalizing an implementation plan for Scientific Research-Based Instruction, Co-Teaching Model at one of the elementary schools, a new Teacher Evaluation Program using SMART goals and peer observations, and Learning Walks; all of which will benefit not only students with disabilities but all students in Regional School District #10.

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