

**STRATEGIC SCHOOL PROFILE 2008-09****Eastern Connecticut Regional Educational Service Center**

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Location: 376 Hartford Turnpike  
Hampton,  
Connecticut

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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: N/A	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 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.

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District Reference Group (DRG): N/A

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008	147
5-Year Enrollment Change	N/A

**DISTRICT GRADE RANGE**

Grade Range	9-10
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	57	38.8	N/A	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.2
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	60	40.8	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	3.4
Asian American	1	0.7
Black	4	2.7
Hispanic	17	11.6
White	120	81.6
Total Minority	27	18.4

**Percent of Minority Professional Staff:** 5.2%

**Non-English Home Language:** 4.8% 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 2.

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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.

#### Efforts to Reduce Racial, Ethnic, and Economic Isolation

EASTCONN continues to promote a genuine appreciation and celebration of diversity throughout its own programs and services, as well as region-wide. In 2008-09, for example, we provided professional development and support to the region's districts in the area of Title III services, including facilitating an ELL Consortium to provide assessment and programming expertise. Our implementation of multiple CSDE inter-district grants that focused on improving academic achievement and reducing racial, ethnic, and economic isolation have been critical in building personal and professional connections across and beyond our region's communities. Teachers also benefitted from collaborating with inter-district peers in various professional learning activities. New professional support opportunities emerged through this work, thereby reducing the isolation of the region's educators and students. These experiences are critical in a rural region, lacking transportation options, and marred by economic stability and too few cultural venues.

Our after-school and school vacation multi-cultural programs embrace the vibrancy of the region's rich cultural heritage. Our Arts in the Afternoon Program, for example, operates in the Willimantic Housing Project and engages diverse children, youth, and their families in an array of intensive arts experiences. Public performances by students on ACT's theater stage celebrated indigenous cultural arts, and brought together audiences representing all cultural communities of the greater Willimantic area.

While maintaining its part-time component, ACT, our growing performing arts magnet high school, offered a full-day program for 9th and 10th grade students, as well, bringing together diverse students from across the region. Material selected for student performances represented the work of diverse playwrights and authors who reflect local nationalities, ethnicities, and cultures. Throughout our schools and programs, EASTCONN promotes culturally sensitive curricula and teaching strategies, while working closely with schools and community organizations to actively reduce the racial, ethnic, and economic isolation of students, their families, and our educators. Also, the new Quinebaug Valley Middle College High School, QVMCHS, enrolled a diverse student population from across the region in its maiden voyage as a new magnet high school supported by QVCC, partner districts, and EASTCONN. It proved to be a vital option for students throughout the region.

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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	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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	13.2	47.4	6.1
Writing Across the Disciplines	18.9	55.0	6.1
Mathematics	16.2	47.8	10.7
Science	18.4	42.8	9.9

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
	8.9	36.2	4.2

SAT <sup>®</sup> I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> 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 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	0.0	6.6	100.0
2007-08 Annual Dropout Rate for Grade 9 through 12	0.0	2.5	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	13.20
Paraprofessional Instructional Assistants	43.00
Special Education	
Teachers and Instructors	14.00
Paraprofessional Instructional Assistants	18.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	15.18
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	9.23
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	3.60
School Nurses	1.05
Other Staff Providing Non-Instructional Services and Support	219.25

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	9.8	N/A	13.6
% with Master's Degree or Above	71.4	N/A	76.1

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	13.6	N/A	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1,050	N/A	1,007

\*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*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	0.3	N/A	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
<b>Total</b>	N/A	N/A	N/A	N/A	N/A
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

**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	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

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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.

EASTCONN continues to maintain fair and equitable distribution of resources across all its programs and services as a means of ensuring that each student has access to a high quality, rigorous education. Whether it is the assignment of appropriate, high quality staffing; the distribution of technology resources; or the provision of professional development, we collaborated throughout the year with our own programs and schools, as well as with the region's districts, to ensure equitable access to the resources and support needed to meet high performance standards. We continue to maintain regular processes to review and monitor our current programs, as well as planning for the appropriate rollout of new programs and services that will serve our districts and the students equitably across the region. Collaborations, such as the regional staff development council, superintendent roundtables, the principals' network, literacy and math councils, also continue to help us focus on the equitable allocation of resources.

Our region-wide collaborations on grants, foundational support, and new program development continue to promote new learning options for students throughout the region, reflecting another vehicle for the equitable allocation of resources.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2007-08 with a Standard Diploma	N/A	N/A
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

## 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	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	N/A	N/A	13.2	47.4
	Writing Across the Disciplines	N/A	N/A	18.9	55.0
	Mathematics	N/A	N/A	16.2	47.8
	Science	N/A	N/A	18.4	42.8

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	20.0
	% With Accommodations	80.0
CAPT	% Without Accommodations	40.0
	% With Accommodations	60.0
% Assessed Using Skills Checklist		0.0

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	N/A	N/A
Private Schools or Other Settings	N/A	N/A

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	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

**School District Improvement Plans and Activities**

EASTCONN opened the doors of its second, full-time magnet high school, the Quinebaug Valley Middle College High School, QVMCHS, hosted on the QVCC campus in Danielson, and serving 10th grade students, during the 2008 – 09 school year. At the same time, The ACT School continued its growth as a full-day arts magnet high school serving 9th and 10th grade students, and providing a part-day program for students in grades 10 – 12. While QVMCHS provides a college experience for students who have not met with success in a traditional high school, ACT provides an integrated curriculum in an authentic performing arts learning environment where students are engaged in the production of public performances. At ACT, courses in drama, dance, performance, costume design, stage and set design and construction, lighting and media are integrated with more traditional high school offerings, including English Language Arts, mathematics, and science. EASTCONN hired highly qualified educators for all subjects, though preference to performers and experienced professionals was given to those teaching stage, production, and technology-related courses. QVMCHS, on the other hand, offers a rigorous constellation of academic courses, community service, and college-level courses. We provided research-supported professional development opportunities throughout the year for teachers, instructors, and administrators in both schools. For example, sessions were provided on differentiated instruction, smart board technology utilization to support instruction, team-building activities, project-based learning, creative arts education, and others. Teachers, administrators, students, parents, and specialists collaborated on the development of the school culture, curriculum, and celebrations. In addition, a NEASC Accreditation Team, consisting of all of the school's and regional stakeholders, has been established.

We have drafted a district-wide strategic plan focused on developing capable, ethical, healthy and intellectually reflective citizens, and providing educational options for students and their families throughout northeastern Connecticut. In the next four years, EASTCONN will explore the development of two magnet high schools and a series of day treatment program options to serve our region's learners. Our focus on individual student achievement and being responsive to the needs of learners will be reflected in enhanced learning outcomes.

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