

STRATEGIC SCHOOL PROFILE 2011-12**Eastern Connecticut Regional Educational Service Center**

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Location: 376 Hartford Turnpike

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Hampton,
Connecticut

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: N/A

Town Population in 2000: N/A

1990-2000 Population Growth: N/A

Number of Public Schools: 2

Per Capita Income in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

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): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2011 297

5-Year Enrollment Change N/A

DISTRICT GRADE RANGE

Grade Range

9 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	62	20.9	N/A	35.2
K-12 Students Who Are Not Fluent in English	1	0.3	N/A	5.6
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	85	28.6	N/A	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	3	2.6	N/A	13.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	1.0
Asian American	4	1.3
Black	16	5.4
Hispanic	35	11.8
Pacific Islander	0	0.0
White	232	78.1
Two or more races	7	2.4
Total Minority	65	21.9

Percent of Minority Professional Staff: 4.6%

Non-English Home Language:

0.3% 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 1.

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.

EASTCONN continues to promote a genuine appreciation and celebration of diversity in its own programs and services throughout the region. For example, we provided professional development and support to districts in the area of Title III services, including facilitating an ELL consortium to provide assessment, programming, and professional development resources. Our implementation of multiple CSDE inter-district grants that focused on improving achievement and reducing racial, ethnic, and economic isolation have been vital to building personal and professional connections across and beyond our region's communities. Teachers also benefitted from collaborating with inter-district peers in these learning activities. New professional support emerged through this work, thereby reducing the isolation of educators in rural areas. These experiences are important in a rural region that lacks transportation options, with reduced economic stability, few cultural venues, and a limited but growing student population. EASTCONN routinely conducts student outreach and recruitment activities to attract a diverse minority population. Personal meetings are conducted with district superintendents, principals, and guidance counselors to ensure that outreach to students is based on best practices. Prepared announcements describing our magnet schools and their student services are routinely disseminated as widely as possible throughout participating communities. Brochures describing programs and application procedures are written in Spanish and English for distribution in local high schools, social services and community-based organizations, newspapers, radio and cable stations serving cultural and ethnic minority communities in the participating districts. Public performances by participants in our magnet schools celebrate diverse cultural arts, and bring together audiences representing all cultural communities in the northeastern region. Throughout all of our schools and programs, EASTCONN promotes culturally-sensitive curricula, working closely with schools and community organizations to actively reduce the racial, ethnic, and economic isolation of students, their families, and our educators. The ACT School and Quinebaug Middle College enroll diverse populations of students from across the region, with support from local colleges, partner districts, and EASTCONN. EASTCONN's magnet schools have proven to be valuable options for students throughout the region.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	22.4	47.5	9.8	
Writing Across the Disciplines	47.8	63.0	17.2	
Mathematics	10.6	49.2	3.8	
Science	17.6	47.1	7.5	

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
	12.5	50.6	2.1

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		48.9	77.3	
Average Score	Mathematics	423	505	8.4
	Critical Reading	458	502	13.0
	Writing	454	506	10.7

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, Adjusted Cohort Rate 2011	74.6	82.7	15.8
2010-11 Annual Dropout Rate for Grade 9 through 12	0.0	2.6	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	61.7	84.5
% Employed (Civilian Employment and in Armed Services)	17.0	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	25.78
Paraprofessional Instructional Assistants	48.00
Special Education	
Teachers and Instructors	19.00
Paraprofessional Instructional Assistants	30.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	17.58
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	5.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.10
School Nurses	1.45
Other Staff Providing Non-Instructional Services and Support	228.13

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	9.0	N/A	13.9
% with Master's Degree or Above	66.0	N/A	79.6

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	11.1	N/A	19.6

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	1,049	N/A	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*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	0.7	N/A	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	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
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
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

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.

EASTCONN continues to maintain the fair and equitable distribution of resources across all of its programs and services as a means of ensuring that each student has access to a high-quality education. We collaborated throughout the year with our region's districts and within our own schools to ensure equitable access to the support needed to meet high performance standards, whether in the assignment of appropriate, high-quality staffing, the distribution of technology resources, or the provision of professional development. We continue to maintain regular processes for review and monitoring of our current programs, and to plan for the appropriate introduction of new programs and services that will serve our districts and the students across the region. Collaborations, such as the Regional Staff Development Council meetings, superintendent roundtables, and 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.

SPECIAL EDUCATION

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

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	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

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	N/A	N/A
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	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	22.4	47.5
	Writing Across the Disciplines	N/A	N/A	47.8	63.0
	Mathematics	N/A	N/A	10.6	49.2
	Science	N/A	N/A	17.6	47.1

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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% 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

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

EASTCONN's magnet schools provide programs and services that serve a wide variety of student needs and interests. Quinebaug Middle College (QMC) provides highly-personalized instruction and access to a "college experience" for students who have not met with academic success in traditional high schools. Arts at the Capitol Theater (ACT) school provides an integrated curriculum in an authentic performing arts learning environment, where students are engaged in the production of public performances. In each school, EASTCONN has attracted highly-qualified educators for all subjects, who are actively engaged in the development of new curricula and instructional strategies that are focused on increased student learning. To promote greater student achievement, we have provided research-supported professional development opportunities throughout the year for teachers, instructors, and administrators in all of our schools and programs. For example, teachers attended sessions on differentiation of instruction, the use of technology (including Web 2.0 tools, online interactive learning environments, and Smartboards) to improve student learning, project-based learning, and the development and use of school-wide rubrics to assess student achievement of 21st century learning expectations. Both magnet schools have begun the processes of attaining initial accreditation through NEASC, with initial site visits scheduled for Fall 2012. Following the collaboration of teachers, administrators, parents and students in the development of the schools' new statements of core values and beliefs, ongoing curriculum revision in each school reflects our goals for making interdisciplinary connections an explicit and integral part of instruction and assessment practices. In 2011-2012, we worked to hire a truancy specialist to begin in the 2012-2013 school year, who will assist our magnet schools and other schools in our region in addressing truancy policy and prevention. Our district-wide strategic plan is focused on the development of capable, ethical, healthy, and intellectually reflective citizens, and on enhancing educational options for students and families throughout northeastern Connecticut. This plan has established a set of strategic priorities focused on student success through strengthening partnerships among EASTCONN's regional stakeholders, collaborating to take advantage of diverse experiences and perspectives, and the effective use of resources and expertise among the communities, schools, and programs within EASTCONN.
