

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

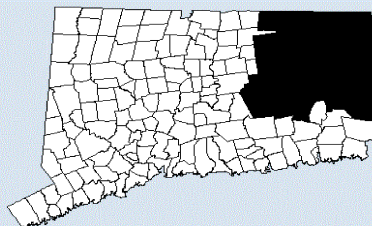


## Eastern Connecticut Regional Educational Service Center (EASTCONN)

Ms. Paula Colen, Superintendent • 860-455-0707

### District Information

Grade Range	PK-12
Number of Schools	3
Enrollment	366
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2012-13 year.

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
 (2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	196	53.6	48.3
Male	170	46.4	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	17	4.6	12.9
Hispanic or Latino	60	16.4	21.2
Pacific Islander	0	0.0	0.0
White	272	74.3	58.4
Two or More Races	11	3.0	2.3
English Language Learners	7	1.9	5.7
Eligible for Free or Reduced-Price Meals	155	42.3	37.3
Students with Disabilities <sup>1</sup>	139	38.0	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	23	13.5	0	0.0
Male	21	13.2	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	36	14.8	0	0.0
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	22	15.0	0	0.0
Students with Disabilities	7	5.4	0	0.0
District	44	13.4	0	0.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 57

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	28.3
Paraprofessional Instructional Assistants	50.8
<b>Special Education</b>	
Teachers and Instructors	22.1
Paraprofessional Instructional Assistants	1.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.6
School Level	6.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.5
Counselors, Social Workers and School Psychologists	12.9
School Nurses	0.5
Other Staff Providing Non-Instructional Services/Support	144.6

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	1	0.8	1.0
Black or African American	1	0.8	3.5
Hispanic	2	1.5	3.6
Native American	2	1.5	0.1
White	127	95.5	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	97.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.2	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	0	0	0	0
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	0	0	*	*
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

#### Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

PK-12 Expenditures Used for Special Education	N/A	N/A
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	.	.	.	.	.	.	.	.	
District	.	.	.	.	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	51.0	52.6	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	.	54.3	48.9	52.5	.	.	.	.	
District	60.2	67.4	57.4	63.2	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	77.0	61	77.0
Curl Up	N/A	N/A	N/A	80.3	61	80.3
Push Up	N/A	N/A	N/A	68.9	61	68.9
Mile Run/PACER	N/A	N/A	N/A	31.1	61	31.1
All Tests - District	N/A	N/A	N/A	18.0	61	18.0
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	30	80	.		.
Students with Disabilities	*	*	.		.
District	69	78.3	77.8	Yes	79.4
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	71.2	15	20.5
Male	49.2	9	14.8
Black or African American	*	0	*
Hispanic or Latino	76.0	*	*
White	57.0	20	20.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	61.7	8	13.3
Students with Disabilities	*	*	*
District	61.2	24	17.9
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	59.4	64.0
Male	42.3	*
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	48.9	62.9
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	47.6	*
Students with Disabilities	*	*
District	51.7	63.2
State	72.7	88.5

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2013-14

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

EASTCONN's magnet high schools and clinical day-treatment programs provide educational services, using research-supported models, that serve a wide variety of student needs and interests. Quinebaug Middle College (QMC), on the campus of Quinebaug Valley Community College (QVCC) provides highly-personalized academic experiences and behavioral supports, project-based learning, and access to college and career pathways for non-traditional learners. 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 numerous public arts performances. EASTCONN's clinical day-treatment programs— provide intensive individualized, high-interest instruction taught by special education teachers with embedded support from psychological and behavior support services, vocational staff and related service personnel. These programs serve students who require a highly structured, supportive, therapeutic environment in order to achieve academic and behavioral success. Students in EASTCONN's programs acquire the academic, social, emotional and behavioral skills necessary to successfully return to their local public schools, or to a less restrictive environment.

In each school, EASTCONN has established evidence-based instructional and behavior management strategies that are focused on increased student learning. To promote greater student achievement, we have provided professional development opportunities throughout the year for teachers, instructors, and administrators in all of our schools and programs that help educators address the needs of diverse learners. For example, teachers attend workshops on differentiation of instruction, positive behavioral support, the use of technology to improve student learning, project-based learning, and the development of formative and performance-based assessments to assess student achievement of 21st century learning expectations. Systemic improvements have included the development of Student Assistance Resource Boards (SARBs) at each school, and education for staff, students, and families in components of positive behavioral supports and interventions. Our truancy specialist assists our magnet schools and day-treatment programs, as well as other districts in our region in addressing truancy policy and prevention. Family engagement efforts have included family resource nights, family night dinners, student showcases and coffee houses. We continue to actively recruit parents to serve on our parent support committees as well as governance councils and climate committees. 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 and school-related 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.

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

EASTCONN promotes and embraces diversity in its own schools, programs and services. Our magnet high schools exist as a response to the need to reduce racial, ethnic, and economic isolation in northeastern Connecticut, and as a result of our recruitment efforts, our schools continue to be among the most diverse in the region. EASTCONN focuses its student outreach and recruitment activities to attract racial, ethnic, and economic minorities to its schools. We work with superintendents, principals, and guidance counselors to ensure that we reach a diverse applicant pool. Information describing our magnet schools and student services is disseminated widely throughout local communities. Brochures describing programs and application procedures are written in Spanish and English for distribution in local high schools, social-service and community-based organizations, and media serving cultural and ethnic minority communities in the region. In our schools and programs, EASTCONN develops culturally-sensitive curricula that promote respect for the diverse cultures of our students, their families, and our educators. Public performances by students in our schools celebrate diverse cultural arts and bring together audiences representing all cultural communities in the northeastern region. We provide professional development and support to districts in the area of Title III services, and facilitate an ELL consortium to provide assessment, programming, and professional development resources. Our implementation of CSDE interdistrict grants that improve achievement and reducing racial, ethnic, and economic isolation have been vital to building personal and professional connections across our region's communities. Each year, twenty-five interdistrict grants have benefitted over 5,000 students in grades 2-12, and over 100 educators from 33 districts, bringing them together in exciting learning explorations in discipline/content-related studies and in sessions promoting understanding of social issues, bullying, respect and appreciation of diverse cultures. These experiences are important in a rural region that lacks transportation options, with reduced economic stability, few cultural venues, and an increasingly diverse student population.

# District Profile and Performance Report for School Year 2013-14 Eastern Connecticut Regional Educational Service Center (EASTCONN)

## **Equitable Allocation of Resources among District Schools**

EASTCONN continues to maintain the fair and equitable distribution of resources across all of its programs, schools, and services to ensure that each student has access to a high-quality education. Our magnet schools' governing boards include superintendents from our partner districts, who approve annual budgets and modifications, and ensure that we provide equitable resource allocation to each of our schools. As magnet schools, financial support is provided by grants and by tuitions paid by local districts. We retain a zero-based budget process, and allocate all resources that are critical to the effective operation of the schools. EASTCONN also collaborated throughout the year with our region's districts to provide support needed to meet high performance standards, including the assignment of appropriate, high-quality staffing, distribution of technology resources, and professional learning. 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 own students and districts across the region.