Connecticut State Department of Education

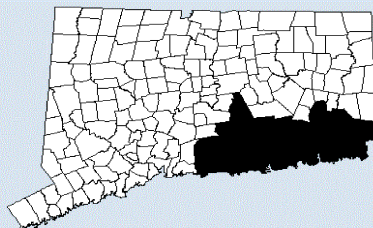# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Learn

860-434-4800

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	2,509
Per Pupil Expenditures[1]	$12,332
Total Expenditures[1]	$30,631,909

[1]*Expenditure data reflect the 2017-18 school year.*

Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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.ct.gov.](#)

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,263	50.3	48.4
Male	1,246	49.7	51.6
American Indian or Alaska Native	7	0.3	0.3
Asian	64	2.6	5.2
Black or African American	381	15.2	12.8
Hispanic or Latino of any race	986	39.3	25.8
Native Hawaiian or Other Pacific Islander	8	0.3	0.1
Two or More Races	215	8.6	3.6
White	848	33.8	52.4
English Learners	239	9.5	7.6
Eligible for Free or Reduced-Price Meals	1,530	61.0	42.1
Students with Disabilities[3]	369	14.7	15.4

[2]This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3]Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	165	16.6	99	7.7
Male	138	14.6	122	9.6
Black or African American	45	14.7	42	10.7
Hispanic or Latino of any race	176	22.6	113	11.3
White	52	8.2	45	5.2
English Learners	48	20.5	29	11.4
Eligible for Free or Reduced-Price Meals	255	21.6	179	11.2
Students with Disabilities	91	25.5	68	14.6
District	303	15.6	221	8.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 561

Number of school-based arrests: Fewer than 6

[4]A student is chronically absent if they miss 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.

[5]This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	167.9
Paraprofessional Instructional Assistants	73.3
Special Education	
Teachers and Instructors	36.3
Paraprofessional Instructional Assistants	82.6
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	16.5
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	20.7
Counselors, Social Workers and School Psychologists	21.7
School Nurses	9.9
Other Staff Providing Non-Instructional Services/Support	155.3

[1]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

	District Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	3	1.1	1.1
Black or African American	11	3.9	3.8
Hispanic or Latino of any race	14	5.0	3.8
Native Hawaiian or Other Pacific Islander	1	0.4	0.0
Two or More Races	0	0.0	0.1
White	249	89.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	17	60.7	11	47.8
Hispanic or Latino of any race	35	50.0	45	62.5
White	88	92.6	85	93.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	60	57.7	64	62.7
Students with Disabilities	13	44.8	17	48.6
District	157	72.7	162	76.4
State		74.5		85.2

[2]College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	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		67.6

[3]This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

[1]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:[3] 2017-18

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$18,808,838	$7,572	$10,545
Support services - students	$5,865,194	$2,361	$1,373
Support services - instruction	$75,004	$30	$644
Support services - general administration	$745,916	$300	$462
Support services - school based administration	$814,200	$328	$1,007
Central and other support services	$1,533,963	$618	$671
Operation and maintenance of plant	$2,510,994	$1,011	$1,629
Student transportation services	$277,798	$1,494	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$30,631,909	$12,332	$17,153

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$1,825,233	15.4	29.7
Instructional Aide Salaries	$1,316,001	11.1	9.6
Other Salaries	$4,554,252	38.4	10.4
Employee Benefits	$2,356,306	19.9	13.0
Purchased Services Other Than Transportation	$1,280,247	10.8	5.5
Special Education Tuition	.	.	22.6
Supplies	$-8,462	-0.1	0.6
Property Services	$332,971	2.8	0.4
Purchased Services For Transportation	$52,777	0.4	8.0
Equipment	$63,958	0.5	0.2
All Other Expenditures	$84,963	0.7	0.1
Total	$11,858,246	100.0	100.0
Percent of Total Expenditures Used for Special Education		38.7	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	56.1
State	40.1
Federal	3.9
Tuition & Other	.

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	21	65.2	21	61.8	17	*
Black or African American	131	55.3	131	44.9	59	47.7
Hispanic or Latino of any race	318	58.1	318	49.9	163	54.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	72	63.7	71	54.8	33	57.3
White	243	69.4	243	62.0	145	69.1
English Learners	164	56.5	164	48.8	72	52.4
Non-English Learners	625	63.3	624	54.8	348	60.9
Eligible for Free or Reduced-Price Meals	497	58.1	496	49.0	233	52.1
Not Eligible for Free or Reduced-Price Meals	292	68.3	292	61.3	187	68.6
Students with Disabilities	155	43.4	154	34.6	76	43.3
Students without Disabilities	634	66.4	634	58.2	344	63.1
High Needs	559	57.6	558	49.0	269	52.3
Non-High Needs	230	72.1	230	64.7	151	72.2
District	789	61.9	788	53.6	420	59.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1]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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	74.2	76.5	87.0	92.9	399	84.0
Curl Up	74.2	90.2	95.7	87.6	399	84.5
Push Up	70.5	68.6	73.9	78.8	399	74.2
Mile Run/PACER	47.0	76.5	58.7	78.8	399	65.7
All Tests - District	31.1	49.0	50.0	65.9	399	50.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	35	88.6
Hispanic or Latino of any race	66	87.9
English Learners	8	*
Eligible for Free or Reduced-Price Meals	103	85.4
Students with Disabilities	29	72.4
District	196	89.8
State		88.3

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2]Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	83	36.4
Male	95.0	80	40.0
Black or African American	98.0	8	15.7
Hispanic or Latino of any race	93.7	22	15.5
White	97.8	110	59.1
English Learners	90.9	*	*
Eligible for Free or Reduced-Price Meals	93.7	44	21.4
Students with Disabilities	76.6	*	*
District	96.0	163	38.1
State	95.9		42.6

[3]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

[4]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 percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	71.9	80.0
Male	58.8	82.7
Black or African American	57.6	*
Hispanic or Latino of any race	53.3	70.3
White	77.5	87.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53.2	71.6
Students with Disabilities	46.4	*
District	67.0	81.1
State	71.0	87.8

[5]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.

[6]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

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.9	75	41.2	50	82.5	67.7
	High Needs Students	57.6	75	38.4	50	76.9	58.1
Math Performance Index	All Students	53.6	75	35.7	50	71.4	63.1
	High Needs Students	49.0	75	32.6	50	65.3	52.7
Science Performance Index	All Students	59.5	75	39.7	50	79.3	63.8
	High Needs Students	52.3	75	34.9	50	69.8	54.2
ELA Academic Growth	All Students	62.8%	100%	62.8	100	62.8	59.9%
	High Needs Students	63.8%	100%	63.8	100	63.8	55.1%
Math Academic Growth	All Students	63.8%	100%	63.8	100	63.8	62.5%
	High Needs Students	60.2%	100%	60.2	100	60.2	55.2%
Progress Toward English Proficiency	Literacy	57.7%	100%	28.9	50	57.7	60.0%
	Oral	49.2%	100%	24.6	50	49.2	52.1%
Chronic Absenteeism	All Students	15.6%	<=5%	28.8	50	57.7	10.4%
	High Needs Students	20.7%	<=5%	18.5	50	37.1	16.1%
Preparation for CCR	% Taking Courses	74.5%	75%	49.7	50	99.4	80.0%
	% Passing Exams	38.1%	75%	25.4	50	50.8	42.6%
On-track to High School Graduation		93.1%	94%	49.5	50	99.1	88.0%
4-year Graduation All Students (2018 Cohort)		89.8%	94%	95.5	100	95.5	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.2%	94%	98.1	100	98.1	83.3%
Postsecondary Entrance (Class of 2018)		67.0%	75%	89.4	100	89.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.7% | 50.4%	75%	33.6	50	67.2	96.4% | 52.9%
Arts Access		60.2%	60%	50.0	50	100.0	51.9%
Accountability Index				**1065.1**	**1450**	**73.5**	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	72.1	57.6	14.5	15.4	
Math Performance Index Gap	64.7	49.0	15.8	17.6	
Science Performance Index Gap	72.2	52.3	19.9	16.1	
Graduation Rate Gap	94.0%	92.2%	1.8%	11.1%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.
[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.0
	High Needs Students	97.8
Math	All Students	97.9
	High Needs Students	97.6
Science	All Students	97.7
	High Needs Students	96.8

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 43.4   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

The vision of the LEARN agency is to provide high quality education to all students through systems of education, support, and service. The agency's theory of action is that if we are innovative, collaborative, and serve the students and educators of this region then we will attain our vision. As a mechanism to support continuous improvement, each school utilizes a school development plan. The school development plan and the school culture/climate action plan are developed by the principal in consultation with the school governance council, teachers, and parents. All LEARN school development plans are aligned to the district goals, including goals in literacy, mathematics, and character development and citizenship. The plans clearly articulate action steps that will be taken by schools that will directly support staff's ability to deliver a high quality education. Indicators of progress are identified for each goal so that the administrators and staff can monitor their progress throughout the school year. District retreats afford school leaders time and space to reflect on the previous year's work and begin to identify key strategies for the upcoming year.

LEARN has an ongoing commitment to enhance and strengthen home-school communication and to provide avenues for parental involvement. Each LEARN school provides different avenues of communication for families, including family/student handbooks, newsletters, goal setting conferences prior to the start of the school year, visitation days, back to school nights, parent/teacher conferences, PowerSchool Parent Portal, and School Messenger for phone/text/email communications. In order to meet the needs of the population of our schools, all communications are sent home both in English and Spanish. All parents are encouraged to participate in a school level advisory committee or a governing board to support planning and improvement of school based programs, including instruction, culture and climate, and budget development.

LEARN teams work collaboratively with Local Education Agencies (LEAS) to design and implement appropriate services within the IEP. The development of IEP objectives are based on standards and individual student needs. Data collection systems are in place and implemented in order to inform progress, make revisions to the IEP, and determine supports and services to ensure all learners have access to a Free Appropriate Public Education (FAPE). To ensure all students have the supports they need, interventions for learning and behavior are designed and closely monitored on a systematic basis. Planning and Placement Teams include LEARN school administrators, student support staff, parents, and the LEA. All parents of children with disabilities have access to LEARN's Student Support Services Department. LEARN Student Support Service staff members meet monthly to receive relevant trainings, analyze case studies, and interact in a rich professional learning community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

LEARN, on behalf of districts across the region, successfully serves students from preschool through 12th grade from 81 districts through its successful magnet schools, which are: Regional Multicultural Magnet School, a K-5 program serving 520 students; The Friendship School, an early childhood program for grades PK & K, serving 506 students; Dual Language & Arts Magnet Middle School, with grades 6-8, serving 146 students; Connecticut River Academy at Goodwin College, a high school program with grades 9-12, serving 476 students; Marine Science Magnet High School of Southeastern Connecticut, a high school program with grades 9-12, and serving 271 students; Three Rivers Middle College, with grades 11 and 12 and serving 67 students; and Riverside Magnet School at Goodwin College, a PK- 4th grade program, serving 464 students. These magnet schools serve approximately 2,509 students, increasing student achievement while promoting diversity.

To address issues in CT such as the extreme wealth and deep poverty, the wide racial diversity/significant minority group isolation and the large divides between student achievement/student failure, as well as the identification of certain districts as out of balance according to state equity laws, LEARN developed a proposal to and was awarded an U.S. Department of Education Magnet School Assistance Program [MSAP] grant. This MSAP grant, entitled EXPECT, is expanding student choice through the development and support of a consortia of 6 inter- and intra-district magnet schools across eastern Connecticut. The grant has a dual goal of reducing minority group and socio-economic isolation, as well as increasing student achievement in the participating schools over the next 5 years. The EXPECT grant represents a range of regional opportunities for K-12 students, including a focus on inquiry and transdisciplinary learning opportunities through the development of deep relationships with community partners. EXPECT is significantly revising 2 inter-district magnet schools and supporting the development and opening of 4 new intra-district magnet schools, all with the goal of creating high-quality and rigorous learning opportunities for students within diverse communities. Through this grant, LEARN is supporting approximately 3,000 student

Equitable Allocation of Resources among District Schools

LEARN's seven magnet schools receive funding from the SDE on a per pupil basis. Each participating district contributes tuition fees. The schools also solicit funds from foundations and grant dollars to supplement educational components. Each school budget is developed by the school administration. LEARN recently established the Regional Magnet Advisory Council, which includes Superintendents and district and college leaders from sending towns, to provide input, oversight and to recommend actions to LEARN's Board of Directors. Each school budget is reviewed and approved by LEARN's Board of Directors, comprised of representative members of the Boards of Education of LEARN's member districts, to ensure that each school receives an equitable share. Each interdistrict magnet school is funded on a per pupil basis and supplemented with grants such as Title I. The participating schools have the autonomy and authority to allocate resources where they are most needed. Each school is required to consider student learning needs in Mathematics and English/Language Arts as key funding priorities, and to develop support and intervention systems to ensure all students learn at high levels.