Connecticut State Department of Education

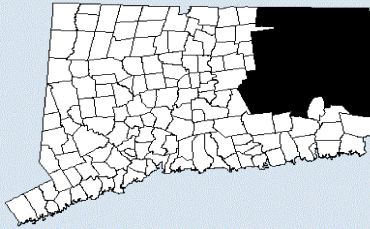# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Eastern Connecticut Regional Educational Service Center (EASTCONN)

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	425
Per Pupil Expenditures[1]	N/A
Total Expenditures[1]	N/A

[1]Expenditure data reflect the 2014-15 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 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	231	54.4	48.3
Male	194	45.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	23	5.4	12.8
Hispanic or Latino	70	16.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	13	3.1	2.7
White	308	72.5	55.9
English Learners	8	1.9	6.4
Eligible for Free or Reduced-Price Meals	197	46.4	38.0
Students with Disabilities[1]	155	36.5	13.7

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	86	38.4	17	7.5
Male	53	28.5	39	20.2
Black or African American	*	*	*	*
Hispanic or Latino	26	40.6	9	13.6
White	101	33.6	39	12.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	74	38.9	37	18.8
Students with Disabilities	48	30.8	31	18.9
District	139	33.9	56	13.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

[2]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.

[3]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	30.6
Paraprofessional Instructional Assistants	48.5
Special Education	
Teachers and Instructors	21.3
Paraprofessional Instructional Assistants	54.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	7.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.2
Counselors, Social Workers and School Psychologists	15.5
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	170.6

[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		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.9	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	101	98.1	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.9	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	7	*
White	40	54.8	37	56.9
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	18	51.4	24	64.9
Students with Disabilities	11	45.8	17	73.9
District	45	51.1	48	57.1
State		61.2		73.9

[3]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[4]

	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		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil 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

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State 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

Expenditures by Revenue Source:[4] 2014-15

	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

[4]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).

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	*	*	*	*	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	6	*	6	*	*	*
Hispanic or Latino	13	*	13	*	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	91	42.1	89	35.0	61	52.1
English Learners	*	*	*	*	6	*
Non-English Learners	*	*	*	*	83	51.0
Eligible for Free or Reduced-Price Meals	59	37.2	57	31.8	43	45.9
Not Eligible for Free or Reduced-Price Meals	59	46.8	59	38.3	46	52.1
Students with Disabilities	70	32.2	68	28.7	24	38.3
Students without Disabilities	48	56.2	48	44.1	65	53.1
High Needs	90	36.5	88	32.2	54	46.4
Non-High Needs	28	59.6	28	44.2	35	53.4
District	118	42.0	116	35.1	89	49.1

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	*	*	0.0	74.4	61	75.4
Curl Up	*	*	*	92.3	61	86.9
Push Up	*	*	*	76.9	61	67.2
Mile Run/PACER	*	0.0	0.0	30.8	61	21.3
All Tests - District	*	0.0	0.0	25.6	61	18.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	40	72.5	.		.
Students with Disabilities	*	*	.		.
District	72	75.0	81.0	No	82.6
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.9	15	13.6
Male	87.1	6	9.7
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	89.9	19	13.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	87.5	*	*
Students with Disabilities	*	0	*
District	89.5	21	12.2
State	95.6		40.7

[5]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
- Smarter Balanced - Level 3 or higher on both ELA and math

[6]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 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	57.5	*
Male	36.0	*
Black or African American	*	*
Hispanic or Latino	*	*
White	53.1	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	29.7	*
Students with Disabilities	*	*
District	49.2	70.0
State	71.9	88.3

[7]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.

[8]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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	42.0	75	28.0	50	56.0	67.7
	High Needs Students	36.5	75	24.3	50	48.7	56.7
Math Performance Index	All Students	35.1	75	23.4	50	46.8	61.4
	High Needs Students	32.2	75	21.5	50	43.0	49.9
Science Performance Index	All Students	49.1	75	32.8	50	65.5	57.5
	High Needs Students	46.4	75	30.9	50	61.8	47.0
ELA Academic Growth	All Students	35.0%	100%	35.0	100	35.0	63.8%
	High Needs Students	35.0%	100%	35.0	100	35.0	58.3%
Math Academic Growth	All Students	40.2%	100%	40.2	100	40.2	65.0%
	High Needs Students	40.2%	100%	40.2	100	40.2	57.4%
Chronic Absenteeism	All Students	33.9%	<=5%	0.0	50	0.0	9.6%
	High Needs Students	35.2%	<=5%	0.0	50	0.0	15.6%
Preparation for CCR	% Taking Courses	54.1%	75%	36.0	50	72.1	67.6%
	% Passing Exams	12.2%	75%	8.1	50	16.3	40.7%
On-track to High School Graduation		92.2%	94%	49.1	50	98.1	85.1%
4-year Graduation All Students (2015 Cohort)		75.0%	94%	79.8	100	79.8	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		80.0%	94%	85.1	100	85.1	78.6%
Postsecondary Entrance (Class of 2015)		49.2%	75%	65.6	100	65.6	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		50.4% | 18.0%	75%	3.0	50	6.0	89.2% | 50.5%
Arts Access		60.7%	60%	50.0	50	100.0	47.5%
Accountability Index				**688.0**	**1350**	**51.0**	

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	59.6	36.5	23.1	16.5	
Math Performance Index Gap	44.2	32.2	12.0	18.9	
Science Performance Index Gap	53.4	46.4	7.0	17.2	
Graduation Rate Gap	90.9%	80.0%	10.9%	15.3%	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.

	Subject/Subgroup	Participation Rate (%)[3]
ELA	All Students	89.8
	High Needs Students	89.4
Math	All Students	88.4
	High Needs Students	87.6
Science	All Students	90.7

[3]Minimum participation standard is 95%.

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

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: ***   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 provided professional development and support to districts in the area of Title III services, and facilitated 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. This year, ten interdistrict grants have benefitted nearly 3,000 students in grades 2-12, and over 100 educators from 15 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 a limited but growing student population.

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, which include superintendents from our partner districts, ensure that we provide equitable resource allocation to each of our schools. As magnet schools, financial support is grant-funded and established via legislation; our districts also provide fiscal support to the schools. We retain a zero-based budget process, 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.