

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



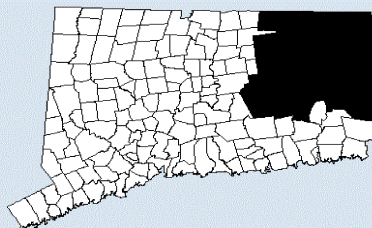
Eastern Connecticut Regional Educational Service Center (EASTCONN)

860-455-0707

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	429
Per Pupil Expenditures ¹	\$38,709
Total Expenditures ¹	\$16,451,430

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	237	55.2	48.4
Male	192	44.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	21	4.9	12.8
Hispanic or Latino of any race	95	22.1	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	18	4.2	3.6
White	290	67.6	52.4
English Learners	8	1.9	7.6
Eligible for Free or Reduced-Price Meals	229	53.4	42.1
Students with Disabilities ³	180	42.0	15.4

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

³Students 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	91	41.2	19	7.4
Male	38	20.7	24	10.9
Black or African American	8	40.0	*	*
Hispanic or Latino of any race	28	31.5	13	12.0
White	82	29.9	25	7.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	79	38.7	27	9.8
Students with Disabilities	56	30.9	21	9.8
District	129	31.9	43	9.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 104

Number of school-based arrests: Fewer than 6

⁴A 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	30.6
Paraprofessional Instructional Assistants	30.1
Special Education	
Teachers and Instructors	30.9
Paraprofessional Instructional Assistants	92.9
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	6.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	7.8
Counselors, Social Workers and School Psychologists	20.7
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	176.5

¹In 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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.7	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	113	97.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	14	*	10	*
White	42	65.6	44	86.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	25	65.8	21	84.0
Students with Disabilities	14	70.0	24	92.3
District	60	67.4	59	85.5
State		74.5		85.2

²College-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 Peers³

	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

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

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Students with Disabilities by Primary Disability¹

	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

¹This 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 District²

	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

²This 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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,690,417	\$29,860	\$10,545
Support services - students	\$3,273,594	\$7,703	\$1,373
Support services - instruction	\$150,000	\$353	\$644
Support services - general administration	.	.	\$462
Support services - school based administration	.	.	\$1,007
Central and other support services	.	.	\$671
Operation and maintenance of plant	.	.	\$1,629
Student transportation services	\$337,420	\$5,442	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$16,451,430	\$38,709	\$17,153

³Expenditures 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	\$3,512,847	32.2	29.7
Instructional Aide Salaries	\$656,255	6.0	9.6
Other Salaries	\$2,586,603	23.7	10.4
Employee Benefits	\$1,735,845	15.9	13.0
Purchased Services Other Than Transportation	\$1,235,029	11.3	5.5
Special Education Tuition	.	.	22.6
Supplies	\$225,569	2.1	0.6
Property Services	\$894,766	8.2	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	\$45,583	0.4	0.2
All Other Expenditures	\$207	0.0	0.1
Total	\$10,892,703	100.0	100.0

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	0.0
State	18.3
Federal	0.7
Tuition & Other	81.1

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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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	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	33	39.7	33	32.5	24	46.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	97	45.5	95	35.1	63	53.6
English Learners	6	*	6	*	*	*
Non-English Learners	132	44.6	130	34.9	*	*
Eligible for Free or Reduced-Price Meals	72	41.4	72	32.2	43	43.3
Not Eligible for Free or Reduced-Price Meals	66	46.8	64	37.3	50	56.2
Students with Disabilities	71	33.4	69	26.0	31	36.3
Students without Disabilities	67	55.2	67	43.5	62	57.2
High Needs	99	38.9	97	31.3	56	43.8
Non-High Needs	39	56.9	39	42.9	37	60.0
District	138	44.0	136	34.6	93	50.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	*	73.2	85	64.7
Curl Up	*	*	*	73.2	85	69.4
Push Up	*	*	*	54.9	85	50.6
Mile Run/PACER	*	*	*	19.7	85	16.5
All Tests - District	*	*	*	16.9	85	14.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	15	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	37	75.7
Students with Disabilities	12	*
District	84	76.2
State		88.3

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

²Cohort 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 Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	10	10.1
Male	91.5	12	20.3
Black or African American	*	*	*
Hispanic or Latino of any race	96.8	0	0.0
White	94.8	19	16.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.8	*	*
Students with Disabilities	82.6	0	0.0
District	94.9	22	13.9
State	95.9		42.6

³College 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

⁴Participation 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	64.4	82.6
Male	46.7	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	52.8	77.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	54.8	*
Students with Disabilities	*	*
District	57.3	73.5
State	71.0	87.8

⁵College 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.

⁶College 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

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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, which 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 arts performances. EASTCONN's clinical-day treatment program 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 student service 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 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. A driving emphasis of this year's professional learning has been the development of a portrait of an EASTCONN graduate. Understanding and identifying the knowledge, skills and dispositions needed for success in careers and life will serve as the school and program North Star as we move into a strategic planning process. Systemic advancements include the establishment of a three year partnership with Knowledge Works, a professional organization emphasizing personalized student-centered learning. Each school participated in a spring Opportunity Analysis providing baseline data for each school regarding where they are in the 10 conditions to competency based learning. Data and training will guide our advancement to common language, practices and policy regarding a competency based learning framework. The Opportunity Analysis along with a series of stakeholder focus groups and surveys are guiding a new strategic planning process to support a comprehensive plan that ensures coherence and action towards a personalized, student-centered, competency model. Our ultimate goal will reach families by instituting student led conference, a strategy that fosters student agency and successful parent engagement. Family engagement efforts have included resource nights, family night dinners, student showcases and coffee houses to mention a few.

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. 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 on 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 promotes respect for the diverse cultures of our students and families. 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 learning and support to districts in the area of Title III services, and facilitate an ELL consortium to provide program, assessment and professional learning resources regarding second language acquisition and culture. Our implementation of CSDE inter-district grants are focused on reducing racial, ethnic, and economic isolation and improving academics have been vital to building awareness, understanding and connections across our region's communities. This year's grant/theme of America's Melting Pot brought students together in exciting learning explorations in discipline and content-related studies and in sessions promoting understanding of social-issues, respect, and appreciation for diverse culture. These experiences are vital in our rural region that lacks transportation, experience reduced economic stability and has few cultural venues.

District Profile and Performance Report for School Year 2018-19 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, which include superintendents from our partner districts, ensure that we provide equitable resources 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, allocating all resources that are critical to the effective operation of the schools. EASTCONN also collaborates through 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 students and districts across the region.