

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

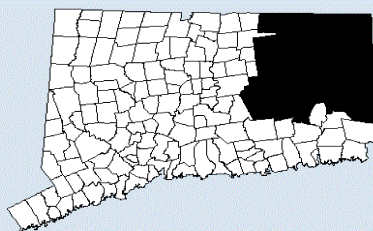


Eastern Connecticut Regional Educational Service Center (EASTCONN)

860-455-0707

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	425
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	227	53.4	48.4
Male	198	46.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	20	4.7	12.8
Hispanic or Latino	81	19.1	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	14	3.3	3.3
White	305	71.8	53.6
English Learners	7	1.6	7.2
Eligible for Free or Reduced-Price Meals	211	49.6	36.7
Students with Disabilities ¹	178	41.9	14.8

¹Students 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	91	41.2	15	6.8
Male	58	29.7	34	16.4
Black or African American	*	*	*	*
Hispanic or Latino	30	34.9	6	6.8
White	109	36.6	36	11.8
English Learners	7	*	0	*
Eligible for Free or Reduced-Price Meals	101	43.7	33	13.3
Students with Disabilities	63	35.0	31	16.2
District	149	35.8	49	11.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 53

Number of school-based arrests: Fewer than 6

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	32.4
Paraprofessional Instructional Assistants	35.0
Special Education	
Teachers and Instructors	27.9
Paraprofessional Instructional Assistants	83.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	6.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	7.1
Counselors, Social Workers and School Psychologists	17.7
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	140.0

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	1.9	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	105	97.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	10.5

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	9	*	17	*
White	44	78.6	59	96.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	33	75.0	37	100.0
Students with Disabilities	14	66.7	22	95.7
District	58	74.4	83	97.6
State		69.3		80.1

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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

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

Special Education Expenditures: 2016-17

	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

Expenditures by Revenue Source:⁴ 2016-17

	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

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	0	N/A	0	N/A
Black or African American	6	*	6	*
Hispanic or Latino	20	45.2	20	39.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	84	40.2	84	32.3
English Learners	*	*	*	*
Non-English Learners	112	42.5	112	34.1
Eligible for Free or Reduced-Price Meals	69	37.6	69	28.1
Not Eligible for Free or Reduced-Price Meals	46	49.0	46	42.3
Students with Disabilities	72	34.8	72	26.3
Students without Disabilities	43	54.5	43	46.2
High Needs	90	37.4	90	28.8
Non-High Needs	25	59.4	25	51.7
District	115	42.2	115	33.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	*	*	*	70.4	107	61.7
Curl Up	*	*	*	81.5	107	74.8
Push Up	*	*	*	61.7	107	54.2
Mile Run/PACER	0.0	*	0.0	23.5	107	20.6
All Tests - District	0.0	0.0	0.0	18.5	107	14.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	75.0
Students with Disabilities	13	*
District	51	76.5
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	18	18.6
Male	93.9	13	19.7
Black or African American	*	0	*
Hispanic or Latino	100.0	*	*
White	94.9	25	21.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.5	9	11.1
Students with Disabilities	84.1	*	*
District	95.7	31	19.0
State	96.3		44.8

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

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	46.0	67.7
Male	44.0	*
Black or African American	*	*
Hispanic or Latino	*	*
White	42.2	74.1
English Learners	42.2	*
Eligible for Free or Reduced-Price Meals	42.5	*
Students with Disabilities	28.6	*
District	45.3	73.7
State	70.9	88.3

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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	42.2	75	28.1	50	56.2	67.6
	High Needs Students	37.4	75	24.9	50	49.8	57.5
Math Performance Index	All Students	33.8	75	22.5	50	45.0	62.7
	High Needs Students	28.8	75	19.2	50	38.4	52.0
ELA Academic Growth	All Students	51.2%	100%	51.2	100	51.2	60.7%
	High Needs Students	51.2%	100%	51.2	100	51.2	55.6%
Math Academic Growth	All Students	45.6%	100%	45.6	100	45.6	61.9%
	High Needs Students	45.6%	100%	45.6	100	45.6	55.4%
Chronic Absenteeism	All Students	35.8%	<=5%	0.0	50	0.0	10.7%
	High Needs Students	40.1%	<=5%	0.0	50	0.0	16.6%
Preparation for CCR	% Taking Courses	86.5%	75%	50.0	50	100.0	74.8%
	% Passing Exams	19.0%	75%	12.7	50	25.4	44.8%
On-track to High School Graduation		85.9%	94%	45.7	50	91.4	87.5%
4-year Graduation All Students (2017 Cohort)		76.5%	94%	81.4	100	81.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		83.7%	94%	89.1	100	89.1	81.8%
Postsecondary Entrance (Class of 2017)		45.3%	75%	60.4	100	60.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		82.9% 14.0%	75%	4.7	50	9.3	96.6% 50.1%
Arts Access		58.0%	60%	48.3	50	96.6	51.2%
Accountability Index				680.6	1250	54.5	

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	59.4	37.4	22.0	15.9	
Math Performance Index Gap	51.7	28.8	22.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	79.3%	83.7%	-4.4%	12.7%	N

¹If 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.

²If 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	93.0
	High Needs Students	92.9
Math	All Students	93.0
	High Needs Students	92.9
Science	All Students	96.1
	High Needs Students	92.9

³Minimum 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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

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 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. These grants brought students 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.

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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.