Connecticut State Department of Education

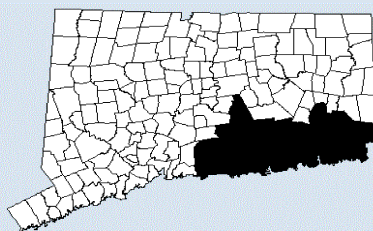# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Learn

860-434-4800

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	2,484
Per Pupil Expenditures¹	N/A
Total Expenditures¹	N/A

¹Expenditure data reflect the 2016-17 year.

Community Information

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

Contents

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,242	50.0	48.4
Male	1,242	50.0	51.6
American Indian or Alaska Native	9	0.4	0.3
Asian	62	2.5	5.1
Black or African American	380	15.3	12.8
Hispanic or Latino	950	38.2	24.8
Pacific Islander	8	0.3	0.1
Two or More Races	213	8.6	3.3
White	862	34.7	53.6
English Learners	307	12.4	7.2
Eligible for Free or Reduced-Price Meals	1,310	52.7	36.7
Students with Disabilities¹	366	14.7	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 Absenteeism²		Suspension/ Expulsion³	
	Count	Rate (%)	Count	Rate (%)
Female	174	18.1	78	6.5
Male	163	17.2	152	12.5
Black or African American	60	19.8	57	15.7
Hispanic or Latino	191	25.2	100	10.7
White	50	8.1	56	6.8
English Learners	60	26.7	28	9.1
Eligible for Free or Reduced-Price Meals	265	24.0	164	11.3
Students with Disabilities	89	27.3	63	15.2
District	337	17.7	230	9.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 322

Number of school-based arrests: 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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	163.4
Paraprofessional Instructional Assistants	74.5
Special Education	
Teachers and Instructors	37.2
Paraprofessional Instructional Assistants	68.8
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	12.0
Library/Media	
Specialists (Certified)	2.8
Support Staff	2.0
Instructional Specialists Who Support Teachers	21.0
Counselors, Social Workers and School Psychologists	20.7
School Nurses	10.8
Other Staff Providing Non-Instructional Services/Support	168.2

[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	1	0.4	0.1
Asian	2	0.7	1.1
Black or African American	11	4.1	3.7
Hispanic or Latino	14	5.2	3.7
Pacific Islander	1	0.4	0.0
Two or More Races	0	0.0	0.1
White	242	89.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.5

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	22.2	17	51.5
Hispanic or Latino	28	40.6	31	47.0
White	77	85.6	65	85.5
English Learners	0	0.0	6	*
Eligible for Free or Reduced-Price Meals	50	48.5	47	47.0
Students with Disabilities	15	46.9	9	30.0
District	131	62.1	128	66.0
State		69.3		80.1

[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		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	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

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	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

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	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

[3]Expenditures 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

[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.

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	18	*	18	*
Black or African American	111	55.1	111	45.5
Hispanic or Latino	298	57.5	298	49.1
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	78	66.6	78	56.9
White	230	70.2	231	61.0
English Learners	128	56.0	128	46.6
Non-English Learners	612	63.8	613	54.9
Eligible for Free or Reduced-Price Meals	430	57.6	430	48.8
Not Eligible for Free or Reduced-Price Meals	310	69.1	311	60.0
Students with Disabilities	123	43.3	123	36.5
Students without Disabilities	617	66.2	618	56.9
High Needs	488	57.5	488	48.8
Non-High Needs	252	72.0	253	62.6
District	740	62.4	741	53.5

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

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	80.1	82.2	71.4	97.8	436	86.9
Curl Up	76.9	88.9	69.4	72.0	436	75.2
Push Up	76.9	64.4	59.2	66.7	436	69.3
Mile Run/PACER	68.6	73.3	83.7	66.1	436	69.7
All Tests - District	46.8	44.4	38.8	59.1	436	50.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

[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]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	26	96.2
Hispanic or Latino	64	85.9
English Learners	6	*
Eligible for Free or Reduced-Price Meals	103	89.3
Students with Disabilities	26	76.9
District	190	93.2
State		87.9

[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 2016-17 school year.

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

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	94	40.5
Male	94.2	61	35.3
Black or African American	96.7	6	10.0
Hispanic or Latino	96.3	21	15.6
White	97.0	106	63.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.1	41	20.2
Students with Disabilities	77.4	7	11.3
District	96.3	155	38.3
State	96.3		44.8

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

[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 percent.

Sources:
SAT® and AP® statistics derived from data provided by the College Board.
Copyright © 2018 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2018 ACT, Inc. www.act.org
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	74.5	84.1
Male	74.6	71.0
Black or African American	79.2	*
Hispanic or Latino	65.5	77.8
White	76.8	81.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.8	77.0
Students with Disabilities	40.0	*
District	74.6	78.5
State	70.9	88.3

[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.

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	62.4	75	41.6	50	83.2	67.6
	High Needs Students	57.5	75	38.3	50	76.7	57.5
Math Performance Index	All Students	53.5	75	35.7	50	71.3	62.7
	High Needs Students	48.8	75	32.5	50	65.0	52.0
ELA Academic Growth	All Students	64.8%	100%	64.8	100	64.8	60.7%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.6%
Math Academic Growth	All Students	55.8%	100%	55.8	100	55.8	61.9%
	High Needs Students	53.9%	100%	53.9	100	53.9	55.4%
Chronic Absenteeism	All Students	17.7%	<=5%	24.7	50	49.4	10.7%
	High Needs Students	23.0%	<=5%	14.1	50	28.1	16.6%
Preparation for CCR	% Taking Courses	64.0%	75%	42.6	50	85.3	74.8%
	% Passing Exams	38.3%	75%	25.5	50	51.0	44.8%
On-track to High School Graduation		93.7%	94%	49.9	50	99.7	87.5%
4-year Graduation All Students (2017 Cohort)		93.2%	94%	99.1	100	99.1	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.1%	94%	94.8	100	94.8	81.8%
Postsecondary Entrance (Class of 2017)		75.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% | 50.9%	75%	33.9	50	67.9	96.6% | 50.1%
Arts Access		63.8%	60%	50.0	50	100.0	51.2%
Accountability Index				**916.0**	**1250**	**73.3**	

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?					N
ELA Performance Index Gap	72.0	57.5	14.5	15.9	
Math Performance Index Gap	62.6	48.8	13.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	92.4%	89.1%	3.3%	12.7%	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	98.3
	High Needs Students	97.9
Math	All Students	98.4
	High Needs Students	97.9
Science	All Students	98.4
	High Needs Students	97.7

[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: 41.8   **State: 51.5**

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

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 of this region then we will attain our goals. 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 progress throughout the school year. .LEARN has an ongoing commitment to enhance and strengthen home-school communication and to provide avenues for parental involvement. Each LEARN school provides numerous 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 our diverse schools' population 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, 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 82 districts through its successful magnet schools, which are: Regional Multicultural Magnet School, a K-5 program serving 535 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 150 students; Connecticut River Academy, a high school program with grades 9-12, serving 486 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 394 students. These magnet schools serve approximately 2,434 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 2,979 students.

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, including key leaders from key 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.