

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



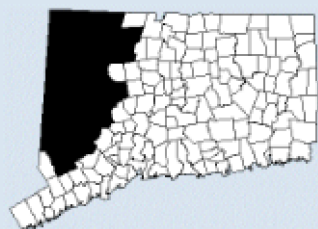
EdAdvance

Jonathan Costa Sr., Superintendent • 860-567-0863

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	263
Per Pupil Expenditures	\$59,528
Total Expenditures	\$17,144,115

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	109	41.4	48.4
Male	154	58.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	21	8.0	12.4
Hispanic or Latino of any race	101	38.4	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	14	5.3	4.8
White	117	44.5	45.1
English Learners/Multilingual Learners	6	2.3	11.3
Eligible for Free or Reduced-Price Meals	177	67.3	44.8
Students with Disabilities	102	38.8	18.5

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

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	13	50.0	*	*
Male	36	45.6	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	11	*	9	7.6
White	32	47.1	10	7.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	57.4	12	5.4
Students with Disabilities	43	43.9	22	16.2
All Students - District	49	46.7	24	7.7
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 32
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	11.1
General Education Paraprofessionals	67.8
Special Education Teachers and Instructors	13.7
Special Education Paraprofessionals	24.0
District Central Office Administrators	18.9
School Level Administrators	9.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	5.8
Counselors, Social Workers and School Psychologists	24.5
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	239.5

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	3	3.2	4.9
Hispanic or Latino of any race	1	1.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	90	95.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	10	11.6	6.8
Teachers	4	16	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	27	90.0
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	*	*	*	*
All Students - District	*	*	34	89.5
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$7,681,284	\$26,671	\$13,471
Support services - students	\$2,050,077	\$7,118	\$1,826
Support services - instruction	\$2,208,349	\$7,668	\$972
Support services - general administration	\$3,291,051	\$11,427	\$568
Support services - school based administration	\$593,111	\$2,059	\$1,274
Central and other support services	\$374,285	\$1,300	\$761
Operation and maintenance of plant	\$945,957	\$3,285	\$2,125
Student transportation services	.	.	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$17,144,115	\$59,528	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,248,155	18.3	26.4
Instructional Aide Salaries	\$1,088,610	8.9	10.1
Other Salaries	\$3,356,777	27.3	10.5
Employee Benefits	\$1,633,397	13.3	13.3
Purchased Services Other Than Transportation	\$1,469,307	12.0	6.8
Special Education Tuition	.	.	22.8
Supplies	\$280,974	2.3	0.6
Property Services	\$523,577	4.3	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$97,091	0.8	0.2
All Other Expenditures	\$1,590,756	12.9	0.1
Total	\$12,288,642	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	71.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	0.0
State	0.8
Federal	27.3
Tuition & Other	71.9

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	10	*	8	*	7	*
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	20	47.5	18	*	13	*
Eligible for Free or Reduced-Price Meals	10	*	8	*	*	*
Not Eligible for Free or Reduced-Price Meals	10	*	10	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students without Disabilities	*	*	*	*	*	*
High Needs	*	*	*	*	*	*
Non-High Needs	*	*	*	*	*	*
All Students - District	20	47.5	18	*	13	*

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	*	*	N/A	*	*
Curl Up	N/A	*	*	*	*	*
Push Up	N/A	*	*	*	*	*
Mile Run/PACER	N/A	*	*	N/A	*	*
All Tests - District	N/A	*	*	N/A	*	*
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
All Students - District	N/A	N/A
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	0	*
White	*	*
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	8	17.0
All Students - District	8	16.3
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	37.5	*
All Students - District	37.5	*
All Students - State	67.0	88.2

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.

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

District Profile and Performance Report for School Year 2024-25

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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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	47.5	75	95.1	150	63.4	64.7
ELA Performance Index	High Needs Students	.	75	.	.	.	54.9
Math Performance Index	All Students	.	75	.	.	.	61.1
Math Performance Index	High Needs Students	.	75	.	.	.	50.6
Science Performance Index	All Students	.	75	.	.	.	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	46.7%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	46.1%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	79.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	16.3%	75%	10.9	50	21.8	47.2%
On-track to High School Graduation	All Students	17.4%	94%	9.3	50	18.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	37.5%	75%	50.0	100	50.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	0.0%	75%	0.0	50	0.0	49.0%
Arts Access	All Students	15.9%	60%	13.3	50	26.6	55.1%
Accountability Index				228.5	600	38.1	

Physical Fitness Estimated Participation Rate - District: 20.7% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	.	.	.	16.9	N
Math Performance Index Gap	.	.	.	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	88.9
ELA	High Needs Students	88.1
Math	All Students	82.2
Math	High Needs Students	81.0
Science	All Students	87.0
Science	High Needs Students	85.7

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: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

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Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2024-2025 School Year, EdAdvance RESC schools provided support and intervention for students who were at risk for truancy through frequent home visits, community provider collaboration and continuous communication with guardians. School teams partnered with families to identify and facilitate solutions to the root causes of school attendance inconsistencies.

EdAdvance RESC schools prioritize building and maintaining positive relationships between home and school. School teams communicate at least one time per week with families regarding academic content (to be) covered, events and celebrations. EdAdvance RESC schools are each staffed with multiple high quality School Social Workers, School Counselors and BCBAs so that more intensive and individualized support can be offered to families and students, which may be non-educational in nature but important to the stability and well-being of the student, including food or housing insecurity, childcare and referrals for mental health services.

EdAdvance RESC schools encourage and follow the guardian's lead in creating learning opportunities to practice outside of the school day. Our schools are sensitive to the many competing priorities that our families experience, and we offer natural, everyday activities where guardians can reinforce and practice reading, math, writing and social-emotional skills.

Efforts to Reduce Racial, Ethnic and Economic Isolation

EdAdvance RESC schools are an available option for public school districts who have determined that a student's educational progress cannot be met within the public school setting. Our processes for intake and enrollment of new students do not make decisions based upon race, ethnicity or economic situation. Our staff and student populations are diverse, which provides the foundation of an inclusive school community that is rich in culture.

Within our Increasing Employee Diversity Plan, EdAdvance has formally documented our ongoing commitment and goals aligned with recruitment and retention practices. We continue to expand our outreach network to maximize applicant access. We participate in employee training events which encourage self-awareness and self-reflection of biases. We offer competitive wages and benefits that ease the economic strain and cost of living for our employees.

Both within our EdAdvance RESC schools and as a resource for surrounding communities, EdAdvance designs professional and personal development, addressing diversity and equity. In addition, school staff evaluations require ongoing self-reflection and adjustments to one's responses to prioritize safe and empathic school environments for all.

District Profile and Performance Report for School Year 2024-25

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Equitable Allocation of Resources among District Schools

EdAdvance ensures that students who are attending same grade levels at our schools located in the northern region and in the southern region of the our RESC district, experience similar curriculum, high quality instruction and clinical support, and educational materials and resources.

The EdAdvance RESC district has continued to revise and align procedures, curriculum materials and best practices for instruction and assessments across all EdAdvance RESC schools. Each EdAdvance RESC school budget is carefully balanced to include both equitable and customized resources, while remaining fiscally responsible to the community school districts we serve.

District Profile and Performance Report for School Year 2024-25

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	6	66.7	32.0
Retired	2	22.2	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	11.1	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	9		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.