

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

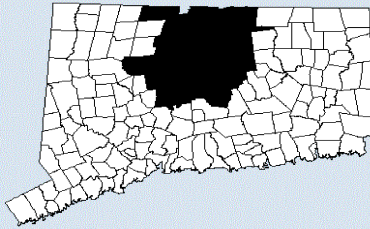


Capitol Region Education Council

Mr. Bruce Douglas, Superintendent • 860-524-4063

District Information

Grade Range	PK-12
Number of Schools/Programs	33
Enrollment	8,166
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,971	48.6	48.3
Male	4,195	51.4	51.6
American Indian or Alaska Native	27	0.3	0.2
Asian	472	5.8	4.7
Black or African American	2,270	27.8	12.9
Hispanic or Latino	2,523	30.9	22.1
Pacific Islander	11	0.1	0.0
Two or More Races	298	3.6	2.5
White	2,565	31.4	57.2
English Language Learners	338	4.1	6.3
Eligible for Free or Reduced-Price Meals	4,073	49.9	37.6
Students with Disabilities ¹	1,242	15.2	13.3

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	568	16.9	282	7.2
Male	475	13.3	371	8.9
Black or African American	308	15.4	270	12.1
Hispanic or Latino	429	19.6	281	11.2
White	239	11.6	72	2.8
English Language Learners	79	27.3	33	9.9
Eligible for Free or Reduced-Price Meals	753	21.5	531	12.9
Students with Disabilities	239	20.0	173	12.4
District	1,043	15.0	653	8.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 161

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.

District Profile and Performance Report for School Year 2014-15

Capitol Region Education Council

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	578.8
Paraprofessional Instructional Assistants	416.0
Special Education	
Teachers and Instructors	146.6
Paraprofessional Instructional Assistants	310.7
Administrators, Coordinators and Department Chairs	
District Central Office	25.8
School Level	57.2
Library/Media	
Specialists (Certified)	8.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	56.7
Counselors, Social Workers and School Psychologists	64.4
School Nurses	26.7
Other Staff Providing Non-Instructional Services/Support	791.6

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	2	0.2	0.1
Asian	16	1.7	1.0
Black or African American	66	6.9	3.5
Hispanic or Latino	52	5.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	817	85.6	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	96	82.1	89	80.2
Hispanic or Latino	111	77.6	69	71.9
White	109	74.1	87	55.4
English Language Learners	9	*	*	*
Eligible for Free or Reduced-Price Meals	195	79.3	124	77.5
Students with Disabilities	53	67.1	22	21.6
District	352	77.7	260	68.2
State		58.4		73.8

³College-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 Peers⁴

	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		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Capitol Region Education Council

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	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
-----------------------------------	-----	-----	-----

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

Special Education Expenditures: 2013-14

	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 2013-14

	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).

District Profile and Performance Report for School Year 2014-15

Capitol Region Education Council

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	11	*	11	*	*	*
Asian	204	80.8	205	75.5	65	68.2
Black or African American	1002	59.2	1005	48.3	468	48.7
Hispanic or Latino	1093	58.8	1093	49.0	464	48.5
Native Hawaiian or Other Pacific Islander	6	*	6	*	*	*
Two or More Races	131	67.0	130	55.8	56	59.5
White	987	71.2	992	62.8	411	65.2
English Language Learners	162	49.7	165	41.7	55	38.8
Non-English Language Learners	3272	64.8	3277	55.2	1414	55.2
Eligible for Free or Reduced-Price Meals	1674	57.0	1671	47.2	720	47.8
Not Eligible for Free or Reduced-Price Meals	1760	70.9	1771	61.5	749	61.0
Students with Disabilities	640	44.7	643	37.3	225	42.5
Students without Disabilities	2794	68.6	2799	58.5	1244	56.7
High Needs	1997	55.9	1999	46.5	817	48.0
Non-High Needs	1437	75.5	1443	65.7	652	62.8
District	3434	64.1	3442	54.6	1469	54.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	94.1	69.1	74.7	76.8	2,026	76.6
Curl Up	78.4	82.4	79.2	76.0	2,026	79.3
Push Up	58.0	73.4	66.3	66.3	2,026	67.2
Mile Run/PACER	66.0	55.3	46.7	44.8	2,026	52.0
All Tests - District	40.7	38.8	30.2	36.7	2,026	36.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Capitol Region Education Council

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	129	91.5	88.8	Yes	89.4
Hispanic or Latino	75	80.0	75.1	Yes	77.2
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	190	87.4	81.4	Yes	82.8
Students with Disabilities	24	79.2	71.2	Yes	73.7
District	317	88.6	86.2	Yes	87.0
State ⁴		87.0			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.5	108	23.8
Male	58.3	100	26.2
Black or African American	75.9	29	12.7
Hispanic or Latino	70.3	33	13.8
White	66.4	119	39.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	71.9	57	14.0
Students with Disabilities	20.0	*	*
District	70.9	208	24.9
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 © 2015 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.2	86.6
Male	74.4	77.0
Black or African American	84.0	81.6
Hispanic or Latino	73.0	*
White	74.2	87.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	76.0	79.6
Students with Disabilities	57.4	60.0
District	78.5	82.5
State	72.6	88.8

⁷College 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.

⁸College 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 2014-15

Capitol Region Education Council

Next Generation Accountability Results

These statistics are the first 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	64.1	75	85.5	100	85.5	67.9
	High Needs Students	55.9	75	74.6	100	74.6	56.7
Math Performance Index	All Students	54.6	75	72.8	100	72.8	59.3
	High Needs Students	46.5	75	62.0	100	62.0	47.8
Science Performance Index	All Students	54.6	75	72.7	100	72.7	56.5
	High Needs Students	48.0	75	63.9	100	63.9	45.9
Chronic Absenteeism	All Students	15.0%	<=5%	29.9	50	59.8	10.6%
	High Needs Students	20.6%	<=5%	18.7	50	37.5	17.3%
Preparation for CCR	% Taking Courses	73.4%	75%	48.9	50	97.8	66.1%
	% Passing Exams	24.9%	75%	16.6	50	33.3	37.3%
On-track to High School Graduation		87.2%	94%	46.4	50	92.8	85.6%
4-year Graduation All Students (2014 Cohort)		88.6%	94%	94.3	100	94.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		80.9%	94%	86.1	100	86.1	77.6%
Postsecondary Entrance (Class of 2014)		79.7%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		84.9% 36.1%	75%	12.0	50	24.1	87.6% 51.0%
Arts Access		60.6%	60%	50.0	50	100.0	45.7%
Accountability Index				934.5	1250	74.8	

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	75.0	55.9	19.1	17.3	
Math Performance Index Gap	65.7	46.5	19.2	19.6	
Science Performance Index Gap	62.8	48.0	14.9	17.2	
Graduation Rate Gap	88.3%	80.9%	7.4%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.8
	High Needs Students	95.2
Math	All Students	95.9
	High Needs Students	95.2
Science	All Students	98.8
	High Needs Students	98.6

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: 45.9 State: 50.1

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 2014-15

Capitol Region Education Council

Narratives

School District Improvement Plans and Parental Outreach Activities

The vision of CREC Schools is to empower a diverse population of students to take ownership in meaningful learning and to be life-long learners in an ever changing global society. Through a focus on the essential skills for deeper learning, every student is prepared for success. At the school level, school administrators and teachers engage in data team meetings to assess student needs. At the district level, each school presents twice yearly on their student achievement results. These presentations include strengths, but also highlight where additional support is needed to advance student achievement.

As a district, CREC works collaboratively with Local Education Agency (LEA) districts to implement appropriate services as designed within a magnet school student's Individualized Education Plan (IEP). The development of IEP goal and objectives are aligned to grade level performance expectations. Progress monitoring and data collection assist the Planning and Placement Team (PPT) in writing and revising IEP goals and objectives and determining appropriate service provision.

To ensure all students receive the supports and assistance they need, CREC utilizes an Early Intervention Program (EIP) and SRBI strategies and interventions to assist struggling students. Teams that include school administrators, student support staff, community supports if applicable, parents and the LEA review all information and develop appropriate interventions and strategies to assist students in making academic and behavioral strides through scheduled progress monitoring and review. Teams re-meet regularly to review progress and make further determinations. In addition, schools have implemented Positive Behavior Interventions & Supports (PBIS) programs to support a positive school climate.

Parent and family engagement is a critical component to student success and as such, CREC continued its efforts in 2014-15 to enlist parents as co-educators. In addition to establishing and defining expectations for parental engagement, CREC builds staff capacity through ongoing, embedded professional development. Regular meetings with school-based parent liaisons enable schools to share best practice related to parent engagement and ensure consistent expectations for home-school communication. All CREC schools are expected to include parents in the development of their School Improvement Plan.

CREC provides a mix of online resources, print materials and in person meetings to help parents support academic growth at home. For the 2014-15 school year, some of these supports included: Common Core aligned Curriculum Guides by grade level, workshops related to reading at home, Parent Compacts, frequently updated lists of online and print resources for parents to support learning at home, and parental access to a Parent Portal, PowerSchool and Schoology. PowerSchool enables parents to monitor grades and attendance, and Schoology allows parents to see course content and specific assignments.

In addition, the CREC Family Resource Center located at the Wilson Gray YMCA in Hartford offers monthly workshops on topics such as nutrition, communication with school staff, and understanding the education process.

Efforts to Reduce Racial, Ethnic and Economic Isolation

For nearly five decades, the Capitol Region Education Council (CREC), in partnership with its member districts, has served the needs of children and families in the Greater Hartford Area through its high quality educational programs. In accordance with the Sheff v. O'Neil desegregation case, CREC operates nineteen magnet schools and programs in an effort to reduce the racial, social and economic isolation that exists in the area. As a continued effort to provide equitable access to education for students throughout greater Hartford, additional seats are offered each year through the Regional School Choice Office lottery. In addition, each CREC magnet school completes an Enrollment Management Plan to ensure that the demographics of their school are both racially and socioeconomically diverse.

For the 2014-15 school year, the enrollment for CREC magnet schools was 8,164; 49.9% of students were eligible for free or reduced lunch, and 68.6% of students identified as a member of a racial or ethnic minority group. The diversity of the district is reflected in the demographics of CREC's schools. In addition, CREC is dedicated to extending its work beyond the magnet schools by providing educational services to its partnering districts. It manages the Open Choice program, which placed approximately 2,100 Hartford students in suburban districts in 2014-2015.

As a Regional Educational Service Center CREC designs and facilitates professional development activities for teachers and administrators in Greater Hartford by using the effective teaching practices that are implemented in its magnet schools.

In all of CREC's schools and programs diversity is celebrated on a daily basis. Students are encouraged to share with their peers their life experiences, cultural heritages, and family traditions. Special attention is also given to the development of curricula that recognizes diversity and the importance of that diversity in the classroom. Project based learning empowers students to apply their life experiences and perspectives to their learning in authentic, meaningful ways.

District Profile and Performance Report for School Year 2014-15

Capitol Region Education Council

Equitable Allocation of Resources among District Schools

Magnet schools that are operated by the Capitol Region Education Council (CREC) are funded by Interdistrict Magnet School grants from the State Department of Education and from tuition that is charged to each of the participating districts. School budgets are created in January at the district level by the Superintendent and Assistant Superintendents of Magnet Schools who work along with CREC's Business Services Manager and each school principal to make sure that all schools have an equitable allocation of resources and that the needs of individual schools are addressed. The budgets for all nineteen magnet schools are submitted for approval to CREC Council in June of each year.