

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

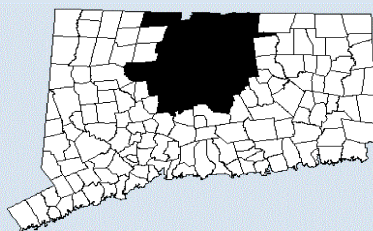


Capitol Region Education Council

Mr. Timothy Sullivan, Superintendent • 860-524-4063

District Information

Grade Range	PK-12
Number of Schools/Programs	32
Enrollment	8,564
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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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	4,219	49.3	48.4
Male	4,345	50.7	51.6
American Indian or Alaska Native	15	0.2	0.3
Asian	519	6.1	5.1
Black or African American	2,432	28.4	12.8
Hispanic or Latino	3,018	35.2	24.8
Pacific Islander	12	0.1	0.1
Two or More Races	422	4.9	3.3
White	2,146	25.1	53.6
English Learners	485	5.7	7.2
Eligible for Free or Reduced-Price Meals	4,430	51.7	36.7
Students with Disabilities ¹	1,484	17.3	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	622	17.0	300	7.3
Male	585	15.3	457	10.7
Black or African American	321	14.6	314	13.1
Hispanic or Latino	594	22.1	321	10.8
White	207	11.4	80	3.8
English Learners	108	22.4	37	7.6
Eligible for Free or Reduced-Price Meals	930	22.0	565	11.9
Students with Disabilities	371	26.0	205	12.7
District	1,207	16.1	757	9.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 659

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	603.4
Paraprofessional Instructional Assistants	309.6
Special Education	
Teachers and Instructors	149.7
Paraprofessional Instructional Assistants	325.4
Administrators, Coordinators and Department Chairs	
District Central Office	17.7
School Level	50.8
Library/Media	
Specialists (Certified)	11.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	58.0
Counselors, Social Workers and School Psychologists	67.6
School Nurses	26.3
Other Staff Providing Non-Instructional Services/Support	747.9

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	3	0.3	0.1
Asian	11	1.1	1.1
Black or African American	67	6.9	3.7
Hispanic or Latino	52	5.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	834	86.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	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	97	65.5	110	68.3
Hispanic or Latino	93	49.7	135	68.2
White	96	65.3	102	59.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	151	54.7	210	64.0
Students with Disabilities	47	47.0	41	30.4
District	326	60.7	389	67.1
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	211	79.7	211	78.2
Black or African American	1205	58.9	1202	50.0
Hispanic or Latino	1437	58.0	1434	50.9
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	201	67.4	201	58.4
White	921	74.1	920	67.5
English Learners	384	53.4	384	49.0
Non-English Learners	3601	64.7	3594	57.1
Eligible for Free or Reduced-Price Meals	2078	57.3	2072	49.5
Not Eligible for Free or Reduced-Price Meals	1907	70.6	1906	63.6
Students with Disabilities	754	45.3	752	39.1
Students without Disabilities	3231	67.9	3226	60.3
High Needs	2416	56.6	2410	49.3
Non-High Needs	1569	74.5	1568	66.9
District	3985	63.6	3978	56.3

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	87.8	79.0	74.0	75.4	2,140	79.2
Curl Up	83.8	77.7	71.4	72.8	2,140	76.5
Push Up	69.8	62.8	62.7	59.3	2,140	63.9
Mile Run/PACER	74.3	60.7	52.7	51.2	2,140	60.1
All Tests - District	49.7	38.9	34.3	39.7	2,140	40.7
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	158	93.0
Hispanic or Latino	164	90.2
English Learners	15	*
Eligible for Free or Reduced-Price Meals	286	90.2
Students with Disabilities	66	81.8
District	496	92.3
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	97.3	178	31.8
Male	90.5	171	30.7
Black or African American	96.1	62	20.1
Hispanic or Latino	97.9	67	17.4
White	85.9	164	51.3
English Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	98.0	125	20.7
Students with Disabilities	71.1	11	4.7
District	93.9	349	31.2
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	71.2	80.1
Male	62.0	78.7
Black or African American	69.0	76.4
Hispanic or Latino	57.6	68.6
White	70.1	86.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.8	71.2
Students with Disabilities	40.7	83.9
District	66.7	79.5
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	63.6	75	42.4	50	84.8	67.6
	High Needs Students	56.6	75	37.7	50	75.4	57.5
Math Performance Index	All Students	56.3	75	37.5	50	75.0	62.7
	High Needs Students	49.3	75	32.9	50	65.8	52.0
ELA Academic Growth	All Students	58.8%	100%	58.8	100	58.8	60.7%
	High Needs Students	56.0%	100%	56.0	100	56.0	55.6%
Math Academic Growth	All Students	52.4%	100%	52.4	100	52.4	61.9%
	High Needs Students	49.2%	100%	49.2	100	49.2	55.4%
Chronic Absenteeism	All Students	16.1%	<=5%	27.8	50	55.5	10.7%
	High Needs Students	21.2%	<=5%	17.6	50	35.3	16.6%
Preparation for CCR	% Taking Courses	64.0%	75%	42.7	50	85.3	74.8%
	% Passing Exams	31.2%	75%	20.8	50	41.7	44.8%
On-track to High School Graduation		87.6%	94%	46.6	50	93.2	87.5%
4-year Graduation All Students (2017 Cohort)		92.3%	94%	98.2	100	98.2	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		91.7%	94%	97.5	100	97.5	81.8%
Postsecondary Entrance (Class of 2017)		66.7%	75%	88.9	100	88.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		87.8% 40.7%	75%	13.6	50	27.1	96.6% 50.1%
Arts Access		60.2%	60%	50.0	50	100.0	51.2%
Accountability Index				870.7	1250	69.7	

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	74.5	56.6	17.9	15.9	
Math Performance Index Gap	66.9	49.3	17.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	91.7%	2.3%	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	97.6
	High Needs Students	97.2
Math	All Students	97.4
	High Needs Students	97.0
Science	All Students	95.9
	High Needs Students	95.1

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: 48.3

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Capitol Region Education Council

Narratives

School District Improvement Plans and Parental Outreach Activities

CREC Schools will work with families to ensure success for all students. CREC will eliminate opportunity gaps; provide rigorous, relevant, and engaging instruction; and guarantee schools where students feel connected, achieve their goals, and are empowered to positively impact the world in which they live. School and district administrators are committed to being in classrooms observing instruction and providing feedback to teachers. Data from 'semi-formal' observations are used to highlight areas of strength, and to target professional development for those areas identified as ones for improvement. 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 goals 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 2017-18 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. At the start of the 2017-18 school year, CREC created a Parent Senate. Comprised of representatives elected by their respective school, the Parent Senate meets monthly with the Superintendent to discuss issues and challenges, and to collectively propose feasible solutions. CREC also provides a mixture of online resources, print materials and in person meetings to help parents support academic growth at home. For the 2017-18 school year, some of these supports included: Common Core aligned Curriculum Guides by grade level, 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 over 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 sixteen 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 2017-18 school year, the enrollment for CREC magnet schools was 8,564; 51.73% of students were eligible for free or reduced lunch, and 74.94% 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. 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.

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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 sixteen magnet schools are submitted for approval to CREC Council in June of each year.