

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

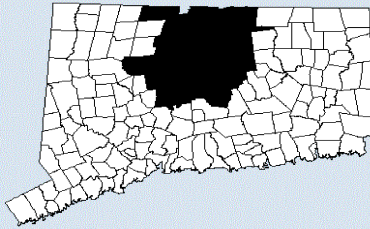


## Capitol Region Education Council

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	32
Enrollment	8,354
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,022	48.1	48.3
Male	4,332	51.9	51.6
American Indian or Alaska Native	28	0.3	0.2
Asian	512	6.1	4.9
Black or African American	2,310	27.7	12.8
Hispanic or Latino	2,720	32.6	23.0
Pacific Islander	14	0.2	0.0
Two or More Races	328	3.9	2.7
White	2,442	29.2	55.9
English Learners	397	4.8	6.4
Eligible for Free or Reduced-Price Meals	4,018	48.1	38.0
Students with Disabilities <sup>1</sup>	1,324	15.8	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	464	13.4	348	8.8
Male	375	10.0	480	11.3
Black or African American	222	10.9	380	16.6
Hispanic or Latino	364	15.3	319	12.1
White	172	8.4	93	3.9
English Learners	70	17.5	30	7.5
Eligible for Free or Reduced-Price Meals	628	16.5	611	14.4
Students with Disabilities	236	17.8	189	12.7
District	839	11.6	828	10.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 313

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>The 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 2015-16

## Capitol Region Education Council

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	595.4
Paraprofessional Instructional Assistants	367.2
<b>Special Education</b>	
Teachers and Instructors	158.5
Paraprofessional Instructional Assistants	300.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	23.7
School Level	57.8
<b>Library/Media</b>	
Specialists (Certified)	10.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	54.2
Counselors, Social Workers and School Psychologists	67.0
School Nurses	26.9
Other Staff Providing Non-Instructional Services/Support	878.5

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	3	0.3	0.1
Asian	14	1.4	1.0
Black or African American	65	6.6	3.5
Hispanic or Latino	50	5.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	848	86.5	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	104	61.5	99	89.2
Hispanic or Latino	83	47.4	128	89.5
White	91	58.7	117	66.5
English Learners	*	*	10	*
Eligible for Free or Reduced-Price Meals	140	50.5	215	86.7
Students with Disabilities	39	42.9	54	46.6
District	304	56.7	381	81.1
State		61.2		73.9

<sup>3</sup>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<sup>4</sup>

	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		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Capitol Region Education Council

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

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

### Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State 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:<sup>4</sup>

#### 2014-15

	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

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2015-16

## 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	*	*	*	*	*	*
Asian	217	78.1	216	77.5	108	65.7
Black or African American	1075	58.9	1066	50.2	475	46.4
Hispanic or Latino	1212	58.4	1205	50.0	531	46.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	134	68.0	133	60.3	53	56.3
White	992	71.4	985	64.5	421	61.2
English Learners	229	47.6	226	42.4	76	36.1
Non-English Learners	3412	64.7	3390	57.0	1520	52.9
Eligible for Free or Reduced-Price Meals	1884	56.8	1870	48.6	863	45.8
Not Eligible for Free or Reduced-Price Meals	1757	71.0	1746	64.0	733	59.5
Students with Disabilities	682	44.9	666	39.3	328	34.5
Students without Disabilities	2959	68.0	2950	59.8	1268	56.6
High Needs	2165	56.0	2146	48.3	978	45.0
Non-High Needs	1476	74.9	1470	67.4	618	63.2
District	3641	63.6	3616	56.0	1596	52.1

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.0	74.4	74.0	76.1	1,769	77.3
Curl Up	85.4	85.2	80.6	72.7	1,769	81.1
Push Up	69.2	72.4	65.0	58.5	1,769	66.5
Mile Run/PACER	69.5	64.6	60.1	53.7	1,769	61.8
All Tests - District	45.7	45.4	42.3	41.5	1,769	43.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Capitol Region Education Council

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	116	87.9	89.4	No	89.9
Hispanic or Latino	82	90.2	77.2	Yes	79.3
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	180	87.2	82.8	Yes	84.2
Students with Disabilities	31	71.0	73.7	No	76.2
District	323	90.4	87.0	Yes	87.9
State <sup>4</sup>		87.2			

<sup>1</sup>The 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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.5	126	24.2
Male	89.7	133	27.4
Black or African American	97.1	33	11.8
Hispanic or Latino	96.9	46	14.5
White	85.2	145	43.8
English Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	95.6	64	12.2
Students with Disabilities	55.7	*	*
District	93.2	259	25.7
State	95.6		40.7

<sup>5</sup>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

<sup>6</sup>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.

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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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	80.5	82.0
Male	66.9	78.6
Black or African American	70.4	80.4
Hispanic or Latino	71.1	75.6
White	81.7	81.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	69.1	77.3
Students with Disabilities	37.5	*
District	75.1	80.8
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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 2015-16

## Capitol Region Education Council

### Next Generation Accountability Results

These statistics are the 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	63.6	75	42.4	50	84.9	67.7
	High Needs Students	56.0	75	37.3	50	74.7	56.7
Math Performance Index	All Students	56.0	75	37.4	50	74.7	61.4
	High Needs Students	48.3	75	32.2	50	64.4	49.9
Science Performance Index	All Students	52.1	75	34.7	50	69.4	57.5
	High Needs Students	45.0	75	30.0	50	60.0	47.0
ELA Academic Growth	All Students	61.4%	100%	61.4	100	61.4	63.8%
	High Needs Students	58.6%	100%	58.6	100	58.6	58.3%
Math Academic Growth	All Students	58.4%	100%	58.4	100	58.4	65.0%
	High Needs Students	54.1%	100%	54.1	100	54.1	57.4%
Chronic Absenteeism	All Students	11.6%	<=5%	36.8	50	73.6	9.6%
	High Needs Students	16.0%	<=5%	28.0	50	56.0	15.6%
Preparation for CCR	% Taking Courses	68.1%	75%	45.4	50	90.8	67.6%
	% Passing Exams	25.7%	75%	17.2	50	34.3	40.7%
On-track to High School Graduation		90.9%	94%	48.4	50	96.7	85.1%
4-year Graduation All Students (2015 Cohort)		90.4%	94%	96.2	100	96.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		78.1%	94%	83.1	100	83.1	78.6%
Postsecondary Entrance (Class of 2015)		75.1%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		76.1%   43.3%	75%	14.4	50	28.9	89.2%   50.5%
Arts Access		52.4%	60%	43.6	50	87.3	47.5%
<b>Accountability Index</b>				<b>959.6</b>	<b>1350</b>	<b>71.1</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	74.9	56.0	18.9	16.5	
Math Performance Index Gap	67.4	48.3	19.1	18.9	
Science Performance Index Gap	63.2	45.0	18.2	17.2	
Graduation Rate Gap	91.3%	78.1%	13.1%	15.3%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.5
	High Needs Students	97.0
Math	All Students	96.9
	High Needs Students	96.1
Science	All Students	97.7
	High Needs Students	96.9

<sup>3</sup>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: 45.5**

**State: 51.4**

#### 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 2015-16

## Capitol Region Education Council

### Narratives

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#### 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 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 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 2015-16 school year, some of these supports included: Common Core aligned Curriculum Guides by grade level, workshops related to reading at home, college preparation, and the special education process, 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 eighteen 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 2015-16 school year, the enrollment for CREC magnet schools was 8354; 48.1% of students were eligible for free or reduced lunch, and 70.81% 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 2,343 Hartford students in suburban districts in 2015-16.

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 2015-16

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