

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

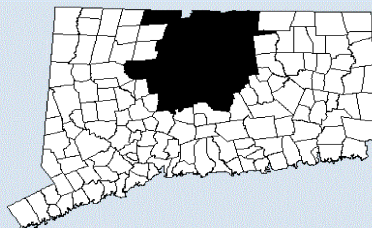


Capitol Region Education Council

860-524-4063

District Information

Grade Range	PK-12
Number of Schools/Programs	33
Enrollment	8,591
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,172	48.6	48.4
Male	4,419	51.4	51.6
American Indian or Alaska Native	20	0.2	0.3
Asian	520	6.1	5.1
Black or African American	2,445	28.5	12.9
Hispanic or Latino	2,922	34.0	24.0
Pacific Islander	13	0.2	0.1
Two or More Races	381	4.4	2.9
White	2,290	26.7	54.8
English Learners	458	5.3	6.8
Eligible for Free or Reduced-Price Meals	4,489	52.3	35.9
Students with Disabilities ¹	1,444	16.8	14.3

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	576	15.8	331	8.1
Male	476	12.3	494	11.4
Black or African American	297	13.6	344	14.3
Hispanic or Latino	477	18.3	346	12.1
White	207	10.5	94	4.2
English Learners	82	18.4	47	10.5
Eligible for Free or Reduced-Price Meals	740	19.8	636	13.9
Students with Disabilities	287	20.6	225	14.1
District	1,052	14.0	825	9.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 435

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	614.2
Paraprofessional Instructional Assistants	396.7
Special Education	
Teachers and Instructors	146.3
Paraprofessional Instructional Assistants	308.1
Administrators, Coordinators and Department Chairs	
District Central Office	23.0
School Level	53.8
Library/Media	
Specialists (Certified)	11.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	55.1
Counselors, Social Workers and School Psychologists	68.8
School Nurses	26.4
Other Staff Providing Non-Instructional Services/Support	870.8

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	1.0
Black or African American	66	6.7	3.6
Hispanic or Latino	55	5.6	3.6
Pacific Islander	1	0.1	0.0
Two or More Races	0	0.0	0.1
White	850	86.2	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.6

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	108	63.9	121	74.7
Hispanic or Latino	109	50.9	110	65.5
White	88	57.1	113	65.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	159	53.4	148	69.5
Students with Disabilities	48	39.3	24	23.5
District	344	58.6	376	69.9
State		63.6		77.5

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		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	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: 2015-16

	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:⁴

2015-16

	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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	210	79.4	210	76.6	75	66.8
Black or African American	1194	58.0	1187	49.9	466	45.6
Hispanic or Latino	1372	58.1	1364	51.8	573	45.6
Native Hawaiian or Other Pacific Islander	6	*	6	*	6	*
Two or More Races	171	68.2	171	58.0	72	51.7
White	963	72.1	959	66.3	412	61.2
English Learners	357	51.3	355	47.2	103	41.9
Non-English Learners	3565	64.3	3548	57.3	1505	51.5
Eligible for Free or Reduced-Price Meals	2002	57.0	1990	49.8	765	44.9
Not Eligible for Free or Reduced-Price Meals	1920	69.4	1913	63.2	843	56.4
Students with Disabilities	715	43.8	709	39.8	291	35.9
Students without Disabilities	3207	67.4	3194	60.1	1317	54.2
High Needs	2355	56.1	2341	49.6	922	44.2
Non-High Needs	1567	73.6	1562	66.6	686	59.9
District	3922	63.1	3903	56.4	1608	50.9

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			
Grade 4			
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	78.7	73.2	74.5	73.7	1,897	75.0
Curl Up	85.7	80.2	80.9	75.9	1,897	80.9
Push Up	70.1	63.5	61.1	51.1	1,897	61.9
Mile Run/PACER	68.4	64.3	60.1	40.1	1,897	59.1
All Tests - District	44.8	40.0	36.8	31.6	1,897	38.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	106	92.5
Hispanic or Latino	148	89.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	273	90.8
Students with Disabilities	61	86.9
District	425	92.5
State		87.4

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 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.1	171	30.5
Male	89.4	156	27.7
Black or African American	96.1	62	18.7
Hispanic or Latino	96.6	64	16.8
White	85.3	154	47.2
English Learners	92.9	0	0.0
Eligible for Free or Reduced-Price Meals	96.3	94	18.4
Students with Disabilities	67.4	*	*
District	93.2	327	29.1
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.2	85.1
Male	70.2	78.8
Black or African American	68.8	84.2
Hispanic or Latino	63.6	79.7
White	78.1	84.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	67.9	76.2
Students with Disabilities	46.3	*
District	71.9	82.8
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.1	75	42.1	50	84.1	67.1
	High Needs Students	56.1	75	37.4	50	74.8	55.9
Math Performance Index	All Students	56.4	75	37.6	50	75.2	62.2
	High Needs Students	49.6	75	33.1	50	66.1	50.5
Science Performance	All Students	50.9	75	33.9	50	67.9	55.3
	High Needs Students	44.2	75	29.5	50	59.0	45.2
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	55.4%
	High Needs Students	52.7%	100%	52.7	100	52.7	49.8%
Math Academic Growth	All Students	59.4%	100%	59.4	100	59.4	61.7%
	High Needs Students	57.4%	100%	57.4	100	57.4	53.7%
Chronic Absenteeism	All Students	14.0%	<=5%	32.0	50	64.0	9.9%
	High Needs Students	18.7%	<=5%	22.6	50	45.3	15.8%
Preparation for CCR	% Taking Courses	64.0%	75%	42.7	50	85.3	70.7%
	% Passing Exams	29.1%	75%	19.4	50	38.8	43.5%
On-track to High School Graduation		91.4%	94%	48.6	50	97.3	87.8%
4-year Graduation All Students (2016 Cohort)		92.5%	94%	98.4	100	98.4	87.4%
6-year Graduation - High Needs Students (2014)		90.8%	94%	96.6	100	96.6	82.0%
Postsecondary Entrance (Class of 2016)		71.9%	75%	95.8	100	95.8	72.0%
Physical Fitness (estimated part rate) and (fitness)		77.8% 38.5%	75%	12.8	50	25.7	92.0% 51.6%
Arts Access		63.8%	60%	50.0	50	100.0	50.5%
Accountability Index				958.7	1350	71.0	

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	73.6	56.1	17.5	16.7	
Math Performance Index Gap	66.6	49.6	17.0	18.7	
Science Performance Index Gap	59.9	44.2	15.7	16.6	
Graduation Rate Gap	92.5%	90.8%	1.7%	12.0%	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	98.3
	High Needs Students	98.1
Math	All Students	97.8
	High Needs Students	97.4
Science	All Students	97.7
	High Needs Students	96.4

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: 47.4

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 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 2015-16 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 2016-17 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 2016-17 school year, the enrollment for CREC magnet schools was 8,590; 45.2% of students were eligible for free or reduced lunch, and 71.9% 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 eighteen magnet schools are submitted for approval to CREC Council in June of each year.