

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

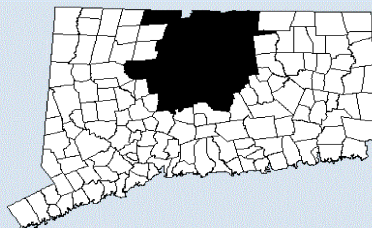


Capitol Region Education Council

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

District Information

Grade Range	PK-12
Number of Schools/Programs	26
Enrollment	8,657
Per Pupil Expenditures ¹	\$22,744
Total Expenditures ¹	\$202,827,237

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,377	50.6	48.4
Male	4,280	49.4	51.6
American Indian or Alaska Native	19	0.2	0.3
Asian	504	5.8	5.2
Black or African American	2,549	29.4	12.7
Hispanic or Latino of any race	3,297	38.1	26.9
Native Hawaiian or Other Pacific Islander	11	0.1	0.1
Two or More Races	360	4.2	3.8
White	1,917	22.1	51.1
English Learners	646	7.5	8.3
Eligible for Free or Reduced-Price Meals	5,349	61.8	43.3
Students with Disabilities ³	1,607	18.6	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	816	21.3	218	4.9
Male	743	19.7	310	7.1
Black or African American	443	19.4	255	9.9
Hispanic or Latino of any race	782	26.4	227	6.8
White	217	13.8	27	1.4
English Learners	168	26.3	29	4.4
Eligible for Free or Reduced-Price Meals	1,220	25.3	436	7.7
Students with Disabilities	452	29.4	170	9.7
District	1,559	20.5	528	6.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 1,111

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the 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	603.0
Paraprofessional Instructional Assistants	246.7
Special Education	
Teachers and Instructors	165.3
Paraprofessional Instructional Assistants	305.4
Administrators, Coordinators and Department Chairs	
District Central Office	24.0
School Level	52.0
Library/Media	
Specialists (Certified)	9.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	57.6
Counselors, Social Workers and School Psychologists	76.1
School Nurses	25.4
Other Staff Providing Non-Instructional Services/Support	889.8

¹ 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	1	0.1	0.1
Asian	8	0.8	1.2
Black or African American	77	7.7	4.0
Hispanic or Latino of any race	60	6.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	852	85.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	10.4

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	96	68.6	133	79.2
Hispanic or Latino of any race	116	61.7	152	76.8
White	79	70.5	89	67.9
English Learners	6	*	14	*
Eligible for Free or Reduced-Price Meals	180	64.3	233	75.4
Students with Disabilities	54	55.7	54	42.2
District	323	67.4	417	76.0
State		75.8		84.8

² 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 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		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$96,603,949	\$10,832	\$10,923
Support services - students	\$20,450,524	\$2,293	\$1,277
Support services - instruction	\$10,081,553	\$1,130	\$682
Support services - general administration	\$5,337,517	\$599	\$467
Support services - school based administration	\$14,870,973	\$1,668	\$1,021
Central and other support services	\$7,413,833	\$831	\$679
Operation and maintenance of plant	\$23,446,057	\$2,629	\$1,718
Student transportation services	\$24,622,830	\$3,238	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$202,827,237	\$22,744	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$19,513,674	41.2	28.5
Instructional Aide Salaries	\$10,010,595	21.2	10.1
Other Salaries	\$3,710,613	7.8	11.1
Employee Benefits	\$8,261,528	17.5	13.0
Purchased Services Other Than Transportation	\$3,878,717	8.2	5.7
Special Education Tuition	.	.	22.5
Supplies	\$916,973	1.9	0.6
Property Services	\$995,794	2.1	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	\$26,845	0.1	0.2
All Other Expenditures	\$7,227	0.0	0.1
Total	\$47,321,966	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	40.8
State	56.6
Federal	2.6
Tuition & Other	.

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	145	93.1
Hispanic or Latino of any race	182	88.5
English Learners	14	*
Eligible for Free or Reduced-Price Meals	309	90.3
Students with Disabilities	66	83.3
District	505	92.9
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	75.1	79.3
Male	64.8	73.0
Black or African American	77.5	79.6
Hispanic or Latino of any race	64.8	68.6
White	62.7	79.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.2	72.2
Students with Disabilities	45.0	60.5
District	70.2	76.6
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	62.9%	100%	60.4%
	Oral	61.4%	100%	57.6%
Chronic Absenteeism	All Students	20.5%	<=5%	12.2%
	High Needs Students	24.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	72.0%	75%	80.4%
On-track to High School Graduation		90.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		70.2%	75%	71.5%
Arts Access		58.6%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	93.6%	0.4%	10.9%	N

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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 support 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 2019-20 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. Comprising 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 2019-20 school year, some of these supports included: Common Core aligned Curriculum Guides by grade level, 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'Neill desegregation case, CREC operates seventeen 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 2019-20 school year, the enrollment for CREC magnet schools was 8,657; 62% of students were eligible for free or reduced lunch, and 78% 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 seventeen magnet schools are submitted for approval to the CREC Council in June of each year.