

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

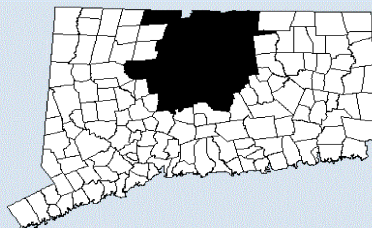


## Capitol Region Education Council

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	28
Enrollment	8,672
Per Pupil Expenditures <sup>1</sup>	\$22,960
Total Expenditures <sup>1</sup>	\$203,215,036

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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 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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,361	50.3	48.4
Male	4,311	49.7	51.6
American Indian or Alaska Native	15	0.2	0.3
Asian	528	6.1	5.2
Black or African American	2,451	28.3	12.8
Hispanic or Latino of any race	3,154	36.4	25.8
Native Hawaiian or Other Pacific Islander	11	0.1	0.1
Two or More Races	455	5.2	3.6
White	2,058	23.7	52.4
English Learners	578	6.7	7.6
Eligible for Free or Reduced-Price Meals	5,030	58.0	42.1
Students with Disabilities <sup>3</sup>	1,508	17.4	15.4

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

<sup>3</sup>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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	796	20.8	307	6.9
Male	623	16.5	413	9.4
Black or African American	396	17.7	292	11.7
Hispanic or Latino of any race	727	25.8	329	10.3
White	186	10.8	68	3.2
English Learners	147	25.3	42	6.8
Eligible for Free or Reduced-Price Meals	1,119	24.4	569	10.6
Students with Disabilities	421	27.8	195	10.9
District	1,419	18.6	720	8.1
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 944**

**Number of school-based arrests: 6**

<sup>4</sup>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.

<sup>5</sup>This column displays 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 2018-19

## Capitol Region Education Council

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	579.6
Paraprofessional Instructional Assistants	265.8
<b>Special Education</b>	
Teachers and Instructors	149.5
Paraprofessional Instructional Assistants	306.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	24.4
School Level	49.0
<b>Library/Media</b>	
Specialists (Certified)	10.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	57.8
Counselors, Social Workers and School Psychologists	68.2
School Nurses	24.4
Other Staff Providing Non-Instructional Services/Support	755.5

<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	1	0.1	0.1
Asian	10	1.1	1.1
Black or African American	66	6.9	3.8
Hispanic or Latino of any race	49	5.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	825	86.8	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	129	77.7	122	83.0
Hispanic or Latino of any race	140	67.6	135	78.5
White	72	67.9	114	67.1
English Learners	13	59.1	7	*
Eligible for Free or Reduced-Price Meals	213	69.6	213	78.0
Students with Disabilities	51	56.0	58	47.2
District	385	72.6	422	77.6
State		74.5		85.2

<sup>2</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>3</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		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Capitol Region Education Council

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

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

	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

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$97,349,355	\$10,999	\$10,545
Support services - students	\$24,449,807	\$2,762	\$1,373
Support services - instruction	\$6,690,564	\$756	\$644
Support services - general administration	\$5,461,419	\$617	\$462
Support services - school based administration	\$13,735,253	\$1,552	\$1,007
Central and other support services	\$11,168,457	\$1,262	\$671
Operation and maintenance of plant	\$20,513,650	\$2,318	\$1,629
Student transportation services	\$23,846,531	\$3,010	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$203,215,036	\$22,960	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$17,976,134	33.3	29.7
Instructional Aide Salaries	\$8,351,801	15.5	9.6
Other Salaries	\$10,930,244	20.3	10.4
Employee Benefits	\$9,083,423	16.8	13.0
Purchased Services Other Than Transportation	\$5,210,127	9.7	5.5
Special Education Tuition	.	.	22.6
Supplies	\$1,210,350	2.2	0.6
Property Services	\$1,049,003	1.9	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	\$66,091	0.1	0.2
All Other Expenditures	\$52,918	0.1	0.1
Total	\$53,930,092	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.5	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	43.3
State	54.7
Federal	1.7
Tuition & Other	0.3

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2018-19

## 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	232	78.8	230	78.9	96	71.8
Black or African American	1,254	58.0	1,250	48.7	544	50.7
Hispanic or Latino of any race	1,546	57.2	1,537	48.9	618	50.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	211	69.7	210	60.3	82	65.7
White	882	74.7	879	67.9	339	68.6
English Learners	492	54.3	490	49.2	174	47.4
Non-English Learners	3,642	64.2	3,625	56.0	1,509	57.1
Eligible for Free or Reduced-Price Meals	2,483	57.4	2,470	48.8	1,013	51.0
Not Eligible for Free or Reduced-Price Meals	1,651	71.6	1,645	64.7	670	63.9
Students with Disabilities	811	44.5	803	37.0	319	40.6
Students without Disabilities	3,323	67.6	3,312	59.6	1,364	59.8
High Needs	2,796	57.2	2,780	49.1	1,125	50.7
Non-High Needs	1,338	75.2	1,335	67.7	558	67.1
District	4,134	63.0	4,115	55.2	1,683	56.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	86.3	73.8	76.9	81.6	2,043	79.3
Curl Up	87.1	65.2	66.5	73.9	2,043	72.9
Push Up	70.5	58.8	65.6	62.0	2,043	64.2
Mile Run/PACER	72.3	64.1	64.8	44.8	2,043	63.1
All Tests - District	49.2	37.7	40.2	35.7	2,043	41.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

## Capitol Region Education Council

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	158	93.0
Hispanic or Latino of any race	195	95.4
English Learners	14	*
Eligible for Free or Reduced-Price Meals	321	94.1
Students with Disabilities	73	90.4
District	534	94.9
State		88.3

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	151	27.5
Male	89.3	156	29.7
Black or African American	95.2	57	18.2
Hispanic or Latino of any race	97.4	58	15.3
White	83.3	134	48.6
English Learners	96.7	0	0.0
Eligible for Free or Reduced-Price Meals	95.3	91	15.7
Students with Disabilities	65.4	9	4.2
District	93.1	307	28.6
State	95.9		42.6

<sup>3</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

<sup>4</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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	73.0	81.7
Male	58.2	78.1
Black or African American	70.4	80.7
Hispanic or Latino of any race	60.0	70.0
White	64.5	85.4
English Learners	43.5	*
Eligible for Free or Reduced-Price Meals	61.0	73.3
Students with Disabilities	42.9	64.7
District	65.8	80.1
State	71.0	87.8

<sup>5</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>6</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 2018-19

## Capitol Region Education Council

### 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	63.0	75	42.0	50	84.1	67.7
	High Needs Students	57.2	75	38.1	50	76.3	58.1
Math Performance Index	All Students	55.2	75	36.8	50	73.6	63.1
	High Needs Students	49.1	75	32.8	50	65.5	52.7
Science Performance Index	All Students	56.1	75	37.4	50	74.8	63.8
	High Needs Students	50.7	75	33.8	50	67.6	54.2
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	59.9%
	High Needs Students	53.7%	100%	53.7	100	53.7	55.1%
Math Academic Growth	All Students	49.4%	100%	49.4	100	49.4	62.5%
	High Needs Students	45.3%	100%	45.3	100	45.3	55.2%
Progress Toward English Proficiency	Literacy	63.3%	100%	31.7	50	63.3	60.0%
	Oral	53.3%	100%	26.7	50	53.3	52.1%
Chronic Absenteeism	All Students	18.6%	<=5%	22.7	50	45.4	10.4%
	High Needs Students	23.7%	<=5%	12.6	50	25.2	16.1%
Preparation for CCR	% Taking Courses	75.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	28.6%	75%	19.1	50	38.1	42.6%
On-track to High School Graduation		89.3%	94%	47.5	50	95.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.9%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		94.2%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		65.8%	75%	87.7	100	87.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		84.4%   41.1%	75%	13.7	50	27.4	96.4%   52.9%
Arts Access		62.1%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>987.5</b>	<b>1450</b>	<b>68.1</b>	

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 <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	75.0	57.2	17.8	15.4	
Math Performance Index Gap	67.7	49.1	18.6	17.6	
Science Performance Index Gap	67.1	50.7	16.4	16.1	
Graduation Rate Gap	94.0%	94.2%	-0.2%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.1
	High Needs Students	97.8
Math	All Students	97.5
	High Needs Students	97.2
Science	All Students	96.7
	High Needs Students	96.3

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 49.9      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Capitol Region Education Council

### Narratives

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#### **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 2018-19 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 2018-19 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 2018-19 school year, the enrollment for CREC magnet schools was 8,672; 58% of students were eligible for free or reduced lunch, and 76.27% 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.

# District Profile and Performance Report for School Year 2018-19

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