

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

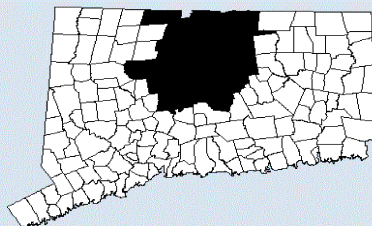


Capitol Region Education Council

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

District Information

Grade Range	PK-12
Number of Schools	31
Enrollment	7,177
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,535	49.3	48.3
Male	3,642	50.7	51.6
American Indian	*	*	0.2
Asian	440	6.1	4.6
Black or African American	2,045	28.5	12.9
Hispanic or Latino	2,084	29.0	21.2
Pacific Islander	*	*	0.0
White	2,339	32.6	58.4
Two or More Races	243	3.4	2.3
English Language Learners	221	3.1	5.7
Eligible for Free or Reduced-Price Meals	3,219	44.9	37.3
Students with Disabilities ¹	1,082	15.1	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	475	16.1	256	7.4
Male	349	11.3	366	10.1
Black or African American	218	12.1	264	13.0
Hispanic or Latino	318	17.8	242	11.8
White	233	12.4	100	4.3
English Language Learners	50	24.0	26	11.5
Eligible for Free or Reduced-Price Meals	554	18.7	460	13.5
Students with Disabilities	154	15.2	155	13.0
District	824	13.7	622	8.8
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 63

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	522.8
Paraprofessional Instructional Assistants	240.6
Special Education	
Teachers and Instructors	146.6
Paraprofessional Instructional Assistants	44.2
Administrators, Coordinators and Department Chairs	
District Central Office	16.5
School Level	53.5
Library/Media	
Specialists (Certified)	7.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	50.9
Counselors, Social Workers and School Psychologists	58.3
School Nurses	16.5
Other Staff Providing Non-Instructional Services/Support	803.4

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 (%)
Asian	17	1.9	1.0
Black or African American	67	7.7	3.5
Hispanic	55	6.3	3.6
Native American	0	0	0.1
White	734	84.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	20	17.1	37	29.1
Hispanic or Latino	16	17.6	21	25.9
White	47	37.0	46	34.3
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	25	16.3	51	30.9
Students with Disabilities	0	0	*	*
District	91	25.9	118	32.5
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

PK-12 Expenditures Used for Special Education	N/A	N/A
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Expenditures by Revenue Source:⁴ 2012-13

	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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	75.5	77.9	75.3	73.7	.	.	.	.
Hispanic or Latino	71.4	75.0	73.7	71.0	.	.	.	.
English Language Learners	47.5	58.2	56.1	54.0	.	.	.	.
Eligible for Free or Reduced-Price Meals	71.3	74.1	72.9	71.1	.	.	.	.
Students with Disabilities	56.0	61.0	57.5	58.0	.	.	.	.
High Needs	70.7	73.8	72.4	70.7	.	.	.	.
District	80.2	82.1	80.8	79.5	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	70.1	68.1	70.2	68.1	.	.	.	.
Hispanic or Latino	63.3	65.7	66.4	71.0	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	65.5	67.2	65.6	67.8	.	.	.	.
Students with Disabilities	59.1	51.5	52.0	63.9	.	.	.	.
High Needs	66.0	66.3	65.8	67.6	.	.	.	.
District	73.6	73.1	73.1	76.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.7	67.2	74.8	79.8	1,558	75.6
Curl Up	87.2	75.3	82.5	79.1	1,558	80.4
Push Up	68.0	68.5	72.2	70.2	1,558	69.8
Mile Run/PACER	79.4	49.0	52.6	54.3	1,558	56.8
All Tests - District	52.0	30.4	32.2	43.4	1,558	38.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	100	89	88.2	Yes	88.8
Hispanic or Latino	62	77.4	73.0	Yes	75.1
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	127	84.3	80.0	Yes	81.4
Students with Disabilities	25	72	68.6	Yes	71.2
District	246	85	85.3	No	86.2
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	87.4	116	29.1
Male	68.5	78	24.6
Black or African American	86.1	41	16.8
Hispanic or Latino	75.6	29	16.9
White	73.9	102	39.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	81.8	54	17.0
Students with Disabilities	25.0	*	*
District	79.0	194	27.1
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.4	79.5
Male	65.2	77.4
Black or African American	76.6	80.7
Hispanic or Latino	61.8	70.8
White	75.0	80.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	65.4	71.3
Students with Disabilities	35.6	*
District	71.1	78.5
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

Capitol Region Education Council (CREC) magnet schools have adopted a set of guiding principles to inspire high intellectual performance and ensure each student's success. These principles set forth goals around inspiring high intellectual performance, graduating students college and career ready, enlisting parents as co-educators, and engaging the mind, body and heart of every student. Each student's emotional, physical and intellectual well-being is taken into account when they enter a CREC magnet school. To that end, the appropriate steps are taken to ensure their achievement. At the school level, school administrators, as well as their 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 successes, but also highlight where additional support is needed to support 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 goal 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), SRBI and PBIS 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.

As a district, CREC has established a goal 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. In addition, 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 2013-14 school year, some of these supports included: Common Core aligned Curriculum Guides by grade level, workshops related to the Common Core, Parent Compacts, frequently updated lists of online and print resources for parents to support learning at home, and parental access to 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 offers monthly workshops on topics such as understanding IEPs, positive parenting, and community resources.

Efforts to Reduce Racial, Ethnic and Economic Isolation

For more than four 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 nineteen magnet schools 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 socio-economically diverse.

For the 2013-2014 school year, the total enrollment for CREC magnet schools was 7,184 students, 2,401 of which were residents of Hartford. 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 2,100 Hartford students in suburban districts in 2013-2014.

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.

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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 budget for all nineteen magnet schools is submitted for approval to CREC Council in June of each year.