

**STRATEGIC SCHOOL PROFILE 2008-09****Capitol Region Education Council**

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Location: 111 Charter Oak Avenue  
Hartford,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 11	District Enrollment as % of Estimated. Student Population: N/A

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): N/A

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008	3,436
5-Year Enrollment Change	41.6%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,045	30.4	N/A	30.3
K-12 Students Who Are Not Fluent in English	104	3.5	N/A	5.2
Students Identified as Gifted and/or Talented*	23	0.7	N/A	4.0
PK-12 Students Receiving Special Education Services in District	561	16.3	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	177	92.2	N/A	79.7
Homeless	5	0.1	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	94	34.9	N/A	19.0

\*0.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	17	0.5
Asian American	146	4.2
Black	1,279	37.2
Hispanic	755	22.0
White	1,239	36.1
Total Minority	2,197	63.9

**Percent of Minority Professional Staff:** 13.5%

**Non-English Home Language:** 7.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 28.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

For more than four decades, the Capitol Region Education Council (CREC), in partnership with its member districts, has been working to serve the needs of children and families in the Greater Hartford Area through its high quality educational programs.

In accordance with the Sheff stipulation, CREC operates 11 magnet schools and 1 charter school in an effort to reduce the racial, social and economic isolation that exists in the area. During the 2008-09 school year, CREC opened three early childhood schools: the Reggio School for the Arts, the International Magnet School for Global Citizenship, and the Charter School for Young Children on Asylum Hill. CREC also developed the Public Safety Academy (grades 6-12) and expanded two of its half day magnet programs. The Greater Hartford Academy of the Arts (grades 9-12) and the Greater Hartford Academy of Math and Science (7-12) now operate full day schools that provide both academic and specialized learning for students. As a result of these efforts, CREC's total enrollment increased to 3,606 students in its magnet schools, with 1,158 of those students being from the city of Hartford. CREC is dedicated to extending its work beyond the magnet schools by providing educational services to its partnering districts. It manages an Open Choice program, which placed approximately 1,139 Hartford students in suburban districts this year. It also designs and facilitates professional development activities for teachers and administrators in the Greater Hartford Area so that they can develop their skills on how to work effectively in diverse educational environments. In 2008-09, CREC managed over 20 Interdistrict grants that brought students from urban and suburban backgrounds together to learn during the school year and in the summer.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	59.7	54.6	45.3
Writing	66.0	62.5	45.3
Mathematics	61.0	62.8	31.4
Grade 4 Reading	55.9	60.7	22.1
Writing	56.5	64.2	17.0
Mathematics	54.7	63.6	20.1
Grade 5 Reading	69.1	66.0	41.0
Writing	72.9	66.5	49.4
Mathematics	62.9	68.8	22.8
Science	72.1	58.1	58.0
Grade 6 Reading	66.2	68.9	26.4
Writing	61.5	62.2	35.0
Mathematics	64.1	68.8	25.8
Grade 7 Reading	75.0	74.9	36.3
Writing	57.8	62.9	27.4
Mathematics	62.8	66.0	28.0
Grade 8 Reading	73.3	68.4	43.2
Writing	61.8	66.5	25.2
Mathematics	59.9	64.5	27.1
Science	60.2	60.6	31.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	44.0	47.4	38.6
Writing Across the Disciplines	66.5	55.0	59.5
Mathematics	35.2	47.8	23.7
Science	32.8	42.8	22.9

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	26.2	36.2	20.0

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		89.1	74.5	
Average Score	Mathematics	442	507	10.9
	Critical Reading	449	503	10.9
	Writing	455	506	12.4

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	100.0	92.1	100.0
Cumulative Four-Year Dropout Rate for Class of 2008	0.0	6.6	100.0
2007-08 Annual Dropout Rate for Grade 9 through 12	0.3	2.5	87.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.0	84.1
% Employed (Civilian Employment and in Armed Services)	0.0	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	234.70
Paraprofessional Instructional Assistants	188.68
Special Education	
Teachers and Instructors	113.38
Paraprofessional Instructional Assistants	136.60
Library/Media Specialists and/or Assistants	4.80
Staff Devoted to Adult Education	3.87
Administrators, Coordinators, and Department Chairs	
District Central Office	12.50
School Level	27.05
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	13.44
Counselors, Social Workers, and School Psychologists	35.17
School Nurses	17.84
Other Staff Providing Non-Instructional Services and Support	379.20

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.6	N/A	13.6
% with Master's Degree or Above	74.5	N/A	76.1

Average Class Size	District	DRG	State
Grade K	19.8	N/A	18.3
Grade 2	23.4	N/A	19.3
Grade 5	19.3	N/A	21.0
Grade 7	19.2	N/A	20.5
High School	16.6	N/A	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,008	N/A	988
Middle School	1,118	N/A	1,016
High School	1,132	N/A	1,007

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	N/A	3.3
Middle School	0.9	N/A	2.6
High School	1.2	N/A	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
<b>Total</b>	N/A	N/A	N/A	N/A	N/A
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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 General Director and Assistant Director of Magnet Schools, along with CREC's Business Services Manager and each school principal to make sure that all schools have equitable allocation of resources and that the needs of individual schools are addressed. The budget for all twelve magnet schools is submitted for approval to CREC Council in June of each year.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
<b>Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2007-08 with a Standard Diploma	N/A	N/A
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	33.6	30.2	68.5	65.7
	Writing	18.2	19.5	61.7	64.1
	Mathematics	32.3	30.7	61.5	65.7
	Science	24.5	23.8	63.6	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	44.0	47.4
	Writing Across the Disciplines	N/A	N/A	66.5	55.0
	Mathematics	N/A	N/A	35.2	47.8
	Science	N/A	N/A	32.8	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	31.9
	% With Accommodations	68.1
CAPT	% Without Accommodations	56.9
	% With Accommodations	43.1
% Assessed Using Skills Checklist		0.0

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Nine of CREC's twelve magnet schools administered state-wide assessments to students in grades 6, 7, 8, and 10 during the 2008-09 school year. The results of the Connecticut Mastery Test (CMT) show an increase of 3% in the total number of students who scored at the proficiency level and above in both reading and in mathematics, with the strongest performances occurring at the East Hartford-Glastonbury Elementary School, the Metropolitan Learning Center (MLC) and the University of Hartford Magnet School (UHMS). The University of Hartford Magnet School saw growth in all academic areas, including double-digit gains in grades three and four. The MLC showed significant growth in both reading and math, with over 14% of its students moving into the goal and advanced levels in the area of CMT-reading. Students attending this school also performed well on the Connecticut Academic Performance Test, with over 80% of the tenth graders performing at the proficient level or better on all four tests. Of the nine schools tested, four did not make the AYP targets for this year. While Two Rivers Magnet School met the whole school goals, three of its subgroups did not achieve the required proficiency levels. The Montessori Magnet School has been identified as a school in need of improvement for reading. Although they showed strong results in the areas of reading and writing, two schools, the Greater Hartford Academy of the Arts and Great Path Academy, did not meet the CAPT math target as whole schools.

The Magnet School Leadership Team regularly examines student performance to establish goals that are monitored regularly by academic benchmarks. This includes implementing common assessments in the areas of mathematics, reading and writing, which have been proven to be strong predictors for the CMT and CAPT. In-depth data analysis indicates areas of need in certain subject areas for particular schools. Resources are then assigned from our Magnet Curriculum Division to provide ongoing professional development and systematic monitoring of student performance. The data is also used to provide staff with professional development programs in closing the achievement gap. Administrators participate in an in-depth data analysis and develop school improvement plans with a focus to increase student achievement. Teachers from each school participated in data leadership training to enhance the quality of our data teams.

Based on the results of CREC Common Assessment and state-wide testing results, the magnet schools have developed a comprehensive plan for district improvement. For the 2009-10 school year, there will be a concentrated effort to improve the reading instruction in our schools. Building administrators and school-level leaders will receive advanced literacy training. Literacy coaches have been hired for all of the magnet schools, and they participated in professional development at Lesley College this summer. A new literacy curriculum that incorporates the Reader's Workshop approach will be implemented in early childhood and elementary schools. In addition, teachers of students in grades 3-12 will participate in professional development on the "shared inquiry" approach. In the area of mathematics, teachers of students at the early childhood and elementary schools will work to improve their implementation of the Every Day Mathematics program, which will be in its second year of use. Math profile cards were developed to monitor the students' understanding of math concepts. At the middle and high school level, curriculum documents were enhanced significantly to include lessons, activities and formative and summative assessments.

The district continues to enhance the quality of its curriculum and instruction and align it to state-wide and our own expectations. CREC's Magnet Curriculum Division works with teachers during the summer months to develop "core" curriculum documents that align to state standards and itemize what all CREC students should know, understand, and be able to do. During the school year, members of the Magnet Curriculum Team work in schools to support the implementation of these core documents. They model lessons, facilitate professional development, mentor new teachers, and work with teachers to analyze formative and summative assessment data and adjust instruction.

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