

STRATEGIC SCHOOL PROFILE 2007-08**Capitol Region Education Council**

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Location: 111 Charter Oak Avenue
Hartford,
Connecticut

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.

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: 7	District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2007 2,796
5-Year Enrollment Change 28.9%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	782	28.0	N/A	28.7
K-12 Students Who Are Not Fluent in English	56	2.1	N/A	5.4
Students Identified as Gifted and/or Talented*	21	0.8	N/A	4.0
PK-12 Students Receiving Special Education Services in District	600	21.5	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	143	95.3	N/A	79.2
Homeless	7	0.3	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	22	8.5	N/A	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.3
Asian American	104	3.7
Black	1,084	38.8
Hispanic	566	20.2
White	1,033	36.9
Total Minority	1,763	63.1

Percent of Minority Professional Staff: 12.4%

Non-English Home Language: 6.5% 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 20.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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, working with and for its member districts, has developed a wide array of programs and services to meet the educational needs of children and adults in the Capitol Region. Below are some of the CREC programs that address this Connecticut law.

- CREC has been directed by the State Department of Education and by the Connecticut State Supreme Court to be the lead agency in developing programs, schools, and other initiatives that serve as remedies to the agreement between the State and the plaintiffs in the landmark Sheff v. O'Neill desegregation case. CREC has assumed this responsibility and commits a significant amount of funding and human resources to the effort to desegregate the urban and suburban schools in the Capitol Region.
 - During the 2007-2008 school year, CREC managed eight magnet schools and developed three additional magnet schools to open in the 2008-2009 school year.
 - During the 2007-2008 the Greater Hartford Academy of the Arts expanded to provide a full day program for ninth graders and will add additional grade levels.
 - CREC prepared an application for a school charter for the School for Young Children on Asylum Hill. This was adopted by the State Board of Education and will become a charter school beginning 2008-2009.
 - CREC managed the Open Choice program, which placed approximately 1,100 Hartford students in suburban school districts.
 - CREC managed over 21 Interdistrict grants for the CREC region, which brought urban and suburban students together to learn during the school year and the summer.
 - CREC staff is actively involved in the design and construction of magnet school facilities that will educate students of diverse backgrounds.
 - CREC staff designed and implemented a multitude of professional development activities for teachers and administrators through the development of skills to work effectively in diverse, desegregated educational environments.
 - CREC served member districts with recruitment, placement and mentoring of minority teaching candidates in public schools.
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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	47.1	52.0	23.9
Writing	71.2	63.4	50.9
Mathematics	56.4	60.0	25.2
Grade 4 Reading	56.6	55.9	36.7
Writing	52.2	62.9	11.9
Mathematics	46.3	60.3	15.7
Grade 5 Reading	70.7	62.2	47.5
Writing	68.3	64.5	39.5
Mathematics	65.9	65.9	35.8
Science	68.3	54.9	54.3
Grade 6 Reading	62.9	66.3	22.6
Writing	66.9	61.9	48.8
Mathematics	64.2	66.4	28.0
Grade 7 Reading	69.0	71.1	28.4
Writing	56.8	62.0	25.8
Mathematics	58.1	63.0	27.7
Grade 8 Reading	71.2	64.8	47.2
Writing	62.8	63.4	33.3
Mathematics	59.1	60.8	28.9
Science	61.8	58.6	37.1

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.

To see the NCLB Report Card for this school, go to 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	32.0	45.5	22.3
Writing Across the Disciplines	65.8	57.9	49.2
Mathematics	41.7	50.1	26.9
Science	38.0	46.3	29.2

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to 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
	18.5	36.1	6.4

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.5	77.6	
Average Score	Mathematics	454	504	13.8
	Critical Reading	462	502	13.1
	Writing	475	503	16.9

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 2007	100.0	92.6	100.0
Cumulative Four-Year Dropout Rate for Class of 2007	0.0	6.2	100.0
2006-07 Annual Dropout Rate for Grade 9 through 12	0.0	1.7	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.2	83.4
% Employed (Civilian Employment and in Armed Services)	2.8	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	182.74
Paraprofessional Instructional Assistants	134.05
Special Education	
Teachers and Instructors	88.58
Paraprofessional Instructional Assistants	172.60
Library/Media Specialists and Assistants	3.61
Staff Devoted to Adult Education	4.68
Administrators, Coordinators, and Department Chairs	
District Central Office	15.00
School Level	18.55
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	9.22
Counselors, Social Workers, and School Psychologists	25.94
School Nurses	11.73
Other Staff Providing Non-Instructional Services and Support	414.18

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	11.9	N/A	13.6
% with Master's Degree or Above	74.6	N/A	75.6

Average Class Size	District	DRG	State
Grade K	21.0	N/A	18.1
Grade 2	22.9	N/A	19.3
Grade 5	23.9	N/A	20.9
Grade 7	17.0	N/A	20.5
High School	19.7	N/A	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	998	N/A	987
Middle School	1,058	N/A	1,017
High School	1,217	N/A	1,006

*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*	2.9	N/A	3.4
Middle School	0.7	N/A	2.7
High School	1.0	N/A	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

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

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

Magnet schools managed by the Capitol Region Education Council are funded by Interdistrict Magnet School grants from the State Department of Education and from tuitions from each of the participating school districts. The school districts governing boards agreed to raise tuition in several magnet schools for the 2008-2009 school year. CREC managed the following magnet schools during the 2007-08 school year: East Hartford-Glastonbury Elementary Magnet School, Greater Hartford Academy of the Arts, Greater Hartford Academy of Math and Science, Great Path Academy, Metropolitan Learning Center, Montessori Magnet School, Two Rivers Magnet Middle School, University of Hartford Magnet School.

SPECIAL EDUCATION

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

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
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
Total	N/A	N/A	N/A	N/A

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	N/A	N/A
2006-07 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	31.2	20.4	64.5	62.1
	Writing	25.2	19.3	62.7	63.0
	Mathematics	27.9	22.6	59.1	62.7
	Science	48.9	22.2	63.7	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	32.0	45.5
	Writing Across the Disciplines	N/A	N/A	65.8	57.9
	Mathematics	N/A	N/A	41.7	50.1
	Science	N/A	N/A	38.0	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	-580.8
	% With Accommodations	680.8
CAPT	% Without Accommodations	55.3
	% With Accommodations	44.7
% Assessed Using Skills Checklist		1.4

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

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The eight magnet schools operated by the Capitol Region Education Council during the 2007-08 school year sustained growth in student achievement in the core academic areas of mathematics and literacy as measured by the CMT, CAPT and other curriculum embedded assessments. The 2007-2008 CMT scores showed an increase in the number of students at proficiency in grades 3-8 in reading, writing and math in several schools, with the strongest performances occurring at East Hartford/Glastonbury Magnet School and the Metropolitan Learning Center. In addition, the University of Hartford Magnet showed significant growth in all academic areas and in the overall achievement of its subgroup population. In CREC's high schools, students at both the Metropolitan Learning Center and Great Path Academy performed at very high levels on the CAPT. Both schools met AYP targets in reading and mathematics in the area of "whole school" and in the district's only subgroup, black.

The district continues to enhance the quality of its curriculum and instruction. CREC's Magnet Curriculum Division worked with teachers to develop "core" curriculum documents that align to state standards and itemize what all CREC students should know, understand, and be able to do. Members of the Magnet Curriculum Division followed-up this work by working closely in schools to support the implementation of these core documents. They modeled lessons, facilitated professional development, mentored new teachers, and worked with teachers to analyze formative and summative assessment data and adjust instruction.

During the 2007-08 school year, administration examined current student performance in the magnet schools to establish academic benchmarks for the following school year. This included implementing common assessments in the areas of mathematics, reading and writing. Further data analysis indicated areas of need in certain subject areas for particular schools. Resources were then assigned from our Magnet Curriculum Division to provide ongoing professional development and systematic monitoring of student performance. The data was also used to provide staff with professional development programs in closing the achievement gap. Administrators participated in an in-depth data analysis and developed school improvement plans with a focus to increase student achievement.

All students who applied to college from the Metropolitan Learning Center and Great Path Academy were accepted into college.
