

STRATEGIC SCHOOL PROFILE 2010-11**Capitol Region Education Council**

BRUCE E. DOUGLAS, Superintendent

Location: 111 Charter Oak Avenue
Hartford,
Connecticut

Telephone: (860) 524-4063

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
 Town Population in 2000: N/A
 1990-2000 Population Growth: N/A
 Number of Public Schools: 12

Per Capita Income in 2000: N/A
 Percent of Adults without a High School Diploma in 2000*: N/A
 Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 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, 2010 4,650
 5-Year Enrollment Change 101.8%

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	1,883	40.5	N/A	34.1
K-12 Students Who Are Not Fluent in English	95	2.3	N/A	5.6
Students Identified as Gifted and/or Talented*	29	0.6	N/A	4.0
PK-12 Students Receiving Special Education Services in District	648	13.9	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	229	85.8	N/A	80.2
Homeless	7	0.2	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	30	6.5	N/A	13.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	20	0.4
Asian American	249	5.4
Black	1,571	33.8
Hispanic	1,227	26.4
Pacific Islander	1	0.0
White	1,487	32.0
Two or more races	95	2.0
Total Minority	3,163	68.0

Percent of Minority Professional Staff: 15.5%

Non-English Home Language:

8.2% 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 34.

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 (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 fourteen magnet schools in an effort to reduce the racial, social and economic isolation that exists in the area. Since the 2010-2011 school year, CREC has developed and expanded its magnet school division significantly, adding 1,134 students and one more new school. As a result of these efforts, CREC's total enrollment increased to 4,646 students in its magnet schools, with 1,497 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 the Open Choice program, which placed approximately 1,380 Hartford students in suburban districts this year. It also 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. One additional magnet school program, the Discovery Academy opened in August, 2011. The Medical Professions and Teacher Preparation Academy opened in August, 2010 for students in grades 6-12. In addition to serving middle and high school students, the Academy will enroll two classrooms of children who are three and four years old. The preschool will serve as a laboratory for the high school students who want to become teachers.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	70.9	58.4	64.4	
Writing	65.1	61.1	44.7	
Mathematics	62.0	63.0	34.2	
Grade 4 Reading	76.2	62.5	66.3	
Writing	67.9	65.5	36.0	
Mathematics	74.2	67.0	47.6	
Grade 5 Reading	75.0	61.4	63.8	
Writing	69.5	66.8	39.3	
Mathematics	82.4	72.5	62.0	
Science	53.9	59.9	23.9	
Grade 6 Reading	74.3	76.0	26.8	
Writing	66.0	65.2	39.9	
Mathematics	64.5	71.3	20.2	
Grade 7 Reading	78.2	77.8	31.8	
Writing	56.8	58.9	32.9	
Mathematics	63.4	68.4	28.2	
Grade 8 Reading	72.4	74.7	29.3	
Writing	63.2	64.8	31.2	
Mathematics	62.8	66.6	29.3	
Science	53.0	63.1	20.4	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	35.5	44.7	29.5	
Writing Across the Disciplines	58.9	61.2	35.3	
Mathematics	35.1	49.5	24.1	
Science	36.3	47.0	27.8	

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
	33.2	51.0	13.8

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.4	70.6	
Average Score	Mathematics	440	510	10.7
	Critical Reading	448	505	13.0
	Writing	458	510	13.0

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, Adjusted Cohort Rate 2010	84.8	81.8	31.3
2009-10 Annual Dropout Rate for Grade 9 through 12	0.3	2.8	78.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.1	84.8
% Employed (Civilian Employment and in Armed Services)	7.5	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	323.49
Paraprofessional Instructional Assistants	193.84
Special Education	
Teachers and Instructors	115.76
Paraprofessional Instructional Assistants	197.44
Library/Media Specialists and/or Assistants	5.80
Staff Devoted to Adult Education	0.36
Administrators, Coordinators, and Department Chairs	
District Central Office	12.00
School Level	32.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	14.66
Counselors, Social Workers, and School Psychologists	41.64
School Nurses	19.19
Other Staff Providing Non-Instructional Services and Support	410.77

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	11.0	N/A	13.9
% with Master's Degree or Above	71.5	N/A	79.0

Average Class Size	District	DRG	State
Grade K	16.4	N/A	18.4
Grade 2	22.3	N/A	19.9
Grade 5	16.6	N/A	21.2
Grade 7	20.1	N/A	20.6
High School	17.6	N/A	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,030	N/A	992
Middle School	1,119	N/A	1,017
High School	1,117	N/A	1,010

*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*	3.8	N/A	3.1
Middle School	1.1	N/A	2.4
High School	1.5	N/A	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	PK-12 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	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

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 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, who work 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 thirteen magnet schools is submitted for approval to CREC Council in June of each year.

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 2009-10 with a Standard Diploma	68.4	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	54.9	33.0	74.8	68.6
	Writing	24.9	19.3	63.2	63.7
	Mathematics	47.7	33.4	65.7	68.2
	Science	18.2	21.2	53.2	61.5
CAPT	Reading Across the Disciplines	14.3	14.1	35.5	44.7
	Writing Across the Disciplines	16.7	17.3	58.9	61.2
	Mathematics	13.3	15.8	35.1	49.5
	Science	7.7	13.1	36.3	47.0

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	2.7
	% With Accommodations	97.3
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		9.1

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.

Ten of CREC's magnet schools administered state-wide assessments to students in grades 3-5, 6-8, and 10 during the 2010-11 school year. The results of the Connecticut Mastery Test (CMT) show an increase of 5% in the total number of students who scored at the goal level and above in reading and a 4% increase in mathematics. CREC also experienced similar gains on the CAPT, with 83% of students meeting proficiency or better on the Reading and over 80% performing at this level or above on Mathematics. Several schools contributed to the district's increases in both CMT and CAPT. At the Montessori Magnet School, the percentage of students scoring at or above the goal level is 90%. Eighty percent of students attending the University of Hartford Magnet School performed at the goal level or above on CMT Math. Ninety percent of 10th grade students at the Metropolitan Learning Center Magnet School scored at the proficient level or better on the CAPT Math, Reading and Writing sections. Because of their strong overall performance, CREC schools have closed or eliminated the achievement gap that exists in Connecticut. Fifth grade students who receive free or reduced lunch outperformed their peers (83% vs. 82%) on CMT Math and in Reading (88% vs. 87%). Black students who are enrolled at CREC outperformed the state average in reading by 31 points on CAPT Math and by 21% in CAPT Reading. CREC's Leadership Team regularly examines student performance to establish goals that are monitored by academic benchmarks. This includes implementing common assessments in the areas of math, 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 these subject areas for the schools. Resources are then assigned to provide ongoing support and systematic monitoring of student performance. The data is also used to provide staff with professional development programs designed to close the achievement gap. Administrators participate in an in-depth data analysis process and develop improvement plans that are focused on increasing student achievement. Teachers from each school participate in 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 that focuses on continuing to prepare students for college and careers. For the 2010-11 school year, CREC will focus its professional development on the following topics: incorporating the National Common Core Standards into the curricula, developing project-based assessments, and incorporating inquiry based learning experiences across all disciplines.
