

STRATEGIC SCHOOL PROFILE 2012-13**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: 16

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, 2012 6,260
 5-Year Enrollment Change 123.9%

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	2,798	44.7	N/A	36.7
K-12 Students Who Are Not Fluent in English	161	3.0	N/A	5.8
Students Identified as Gifted and/or Talented*	9	0.1	N/A	3.8
PK-12 Students Receiving Special Education Services in District	892	14.2	N/A	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	361	79.0	N/A	79.3
Homeless	4	0.1	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	16	3.0	N/A	12.7

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	23	0.4
Asian American	371	5.9
Black	1,835	29.3
Hispanic	1,785	28.5
Pacific Islander	6	0.1
White	2,035	32.5
Two or more races	205	3.3
Total Minority	4,225	67.5

Percent of Minority Professional Staff: 15.8%

Non-English Home Language:

8.7% 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 45.

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'Neil desegregation case, CREC operates seventeen magnet schools in an effort to reduce the racial, social and economic isolation that exists in the area. Since the 2011-2012 school year, CREC has developed and expanded its magnet school division significantly, adding 734 students and three more schools. As a result of these efforts, CREC's total enrollment increased to 6,767 in its magnet schools, with 1,962 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 1,455 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. Three additional magnet school programs opened in August, 2012: Greater Hartford Academy of the Arts Elementary School, Greater Hartford Academy of the Arts Middle School, and Two Rivers High School.

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	66.0	56.9	53.1	
Writing	63.4	60.0	42.2	
Mathematics	64.5	61.4	40.4	
Grade 4 Reading	65.1	62.6	39.2	
Writing	57.9	63.0	25.3	
Mathematics	58.6	65.1	24.1	
Grade 5 Reading	78.0	66.9	57.8	
Writing	73.9	65.6	55.3	
Mathematics	71.9	69.2	37.3	
Science	68.4	62.3	41.0	
Grade 6 Reading	67.9	73.3	21.6	
Writing	57.8	65.1	25.3	
Mathematics	61.8	67	29.8	
Grade 7 Reading	75.1	78.9	24.1	
Writing	58.5	64.9	23.4	
Mathematics	58.5	65.4	23.4	
Grade 8 Reading	75.6	76.2	25.9	
Writing	65.7	67.2	30.2	
Mathematics	58.5	65.0	22.6	
Science	56.6	60.4	24.5	

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	45.3	48.5	34.8	
Writing Across the Disciplines	71.0	62.1	47.0	
Mathematics	44.1	52.4	28.0	
Science	38.2	48.8	26.3	

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
	38.9	51.1	21.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		100.0	78.5	
Average Score	Mathematics	442	503	12.8
	Critical Reading	447	499	11.3
	Writing	450	504	12.8

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 2012	79.4	84.8	21.3
2011-12 Annual Dropout Rate for Grade 9 through 12	0.7	2.1	43.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.1	82.6
% Employed (Civilian Employment and in Armed Services)	3.8	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	465.40
Paraprofessional Instructional Assistants	246.14
Special Education	
Teachers and Instructors	140.48
Paraprofessional Instructional Assistants	233.50
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.14
Administrators, Coordinators, and Department Chairs	
District Central Office	16.00
School Level	45.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	16.00
Counselors, Social Workers, and School Psychologists	49.60
School Nurses	22.99
Other Staff Providing Non-Instructional Services and Support	695.82

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	9.0	N/A	13.9
% with Master's Degree or Above	68.0	N/A	79.8

Average Class Size	District	DRG	State
Grade K	17.5	N/A	18.9
Grade 2	22.4	N/A	19.8
Grade 5	19.3	N/A	21.3
Grade 7	20.0	N/A	20.2
High School	19.2	N/A	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,015	N/A	999
Middle School	1,265	N/A	1,029
High School	1,160	N/A	1,027

*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*	3.3	N/A	2.7
Middle School	1.3	N/A	2.1
High School	1.4	N/A	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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 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 seventeen 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 2011-12 with a Standard Diploma	54.1	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	48.6	34.5	71.7	69.2
	Writing	23.7	19.9	61.3	64.4
	Mathematics	32.6	29.0	60.8	65.5
	Science	30.7	21.3	59.0	61.3
CAPT	Reading Across the Disciplines	22.2	15.7	45.3	48.5
	Writing Across the Disciplines	34.8	16.7	71.0	62.1
	Mathematics	17.6	16.8	44.1	52.4
	Science	13.6	14.6	38.2	48.8

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	10.1
	% With Accommodations	89.9
CAPT	% Without Accommodations	8.0
	% With Accommodations	92.0
% Assessed Using Skills Checklist		7.3

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.

Fourteen of CREC's magnet schools administered state-wide assessments to students in grades 3-5, 6-8, and 10 during the 2012-13 school year. Several schools contributed to the district's performance in both CMT and CAPT. CREC Magnet Schools outperformed the state in all areas with the exception of students performing at or above Goal level in mathematics. CREC is especially proud of the achievement found in their subgroups. For example, Black and Hispanic students attending CREC magnet schools outperformed their peers statewide in reading by double digit percentage points at the Proficient and Goal levels. In mathematics, both Black and Hispanic students led both Proficient and Goal levels by a minimum of seven percentage points. In terms of the Connecticut Academic Performance Test (CAPT), all subgroups in CREC Magnet Schools, again, outperformed their peers statewide in both mathematics and reading at both the Proficient and Goal level. Specifically, Hispanic students lead their peers statewide by 9.1 percentage points at the Goal level in mathematics, and by 10.9 percentage points at the Goal level in reading. Over the past five years, CREC Magnet Schools have experienced decreases in the achievement gap between White and Black and Hispanic students. On the CAPT mathematics assessment, the gap in performance between Hispanic and White students decreased in half and the percent of Hispanic students performing at or above the Proficient level increased by over 30 percentage points in a five year period. Furthermore, the achievement gap between White and Black students has also decreased. Black students enrolled in CREC Magnet Schools performing at or above the Proficient level on CAPT mathematics and reading assessments exceeded the state figures by over 10 percentage points. Since the CMT administration in 2011, at CREC's Medical Professions and Teacher Preparation Academy, scores show an increase in the percent of students scoring at or above the Goal level in mathematics by 23.2 percentage points, and in reading by 32.1 percentage points. Because of their strong overall performance, CREC schools have closed or eliminated the achievement gap among its students.
