

Testimony  
Submitted to the  
Education Committee

March 5, 2012

**HB 5350 AN ACT CONCERNING ACHIEVING UNIVERSAL LITERACY BY GRADE THREE**

**SB 300 AN ACT CONCERNING EARLY CHILDHOOD EDUCATION**

Good afternoon Representative Fleischmann, Senator Stillman, and members of the Education Committee.

My name is Julia Case, and I am the Communications and Legislative Coordinator for the Capitol Region Education Council (CREC). I am here to speak on behalf of Dr. Bruce Douglas, CREC's Executive Director. CREC provides extensive educational support services throughout the state of Connecticut and operates 15 accomplished interdistrict magnet schools in the greater Hartford area.

I am testifying today in support of **House Bill 5350** An Act Concerning Achieving Universal Literacy by Grade Three and **Senate Bill 300** An Act Concerning Early Childhood Education. Overall, CREC supports the Governor's education reform agenda and his proposed actions to close the state's persistent and devastating achievement gaps. We believe these two bills, in particular, have the greatest chance of producing dramatic change in Connecticut's schools and dramatic outcomes for Connecticut's children and families.

CREC strongly believes that financial investments in additional academic time are best made in early childhood for 3, 4, and 5 year olds under public education. Currently, CREC enrolls 3 & 4 year olds in our seven elementary magnet schools and in our Medical Professions and Teacher Preparation Academy School of Early Childhood Education. CREC Magnet School students entering school at age 3 & 4 are predictably reading on grade level by third grade because of the quality and intensity of our academically focused early childhood programs. Furthermore, because of these programs, there is *no achievement gap* in CREC Magnet Schools at the third grade level (see attachment page 8, table 7). Together, these bills have the potential to afford all of Connecticut's children with the same opportunity.

The state's commitment to providing universal access to early childhood education as outlined in SB 300 will go a long way towards closing the enormous preparation gap that exists when students begin school at age 5 to attend half day kindergarten or full day kindergarten if they are so fortunate. We would like to emphasize to the Committee that in many cases there is a measurable difference between preschool and early childhood education. This difference can be as dramatic as the difference between schooling and no schooling. In order to ensure that these programs are successfully preparing students, all early childhood education providers must be held accountable for delivering age-appropriate, academically rigorous programming. CREC supports the portions of SB 300 that ensure early education providers are held to the same high standards as our public

schools, to include administration of the Peabody assessment and data driven decision making.

CREC also supports HB 5350. In Connecticut, there are far too many children who are not reading at the proficient level in the third Grade. We know from experience and from research that these children are more likely to dropout, to have low self-esteem, and to suffer lifelong consequences. This affects our state's economy and the ability of our towns to grow and prosper. CREC has testified regularly that this should be seen as an emergency and handled with great urgency. We applaud the Committee for taking action.

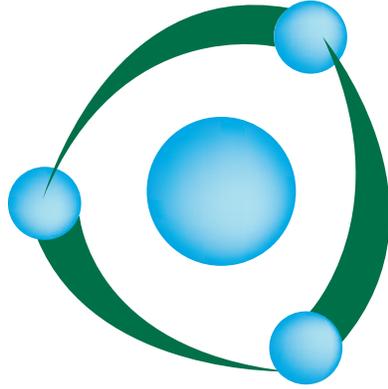
This change to our traditional age/grade structure of automatic advancement puts the responsibility on our schools to guarantee students have achieved an appropriate level of reading proficiency at this essential stage of their academic career. CREC believes that standard measures, such as the Peabody assessment, should be administered by districts on a regular basis and used to measure student growth and to provide timely remediation services. Special efforts should be made to address literacy challenges as early as possible. Students in need of additional support and learning time must receive it early, rather than allowing them to advance and be held back in an academic year beyond Kindergarten.

Finally, we would like to emphasize that these two bills go hand-in-hand. Adding learning time in academic early childhood settings starting at age three will ensure that a third grade reading standard is achievable and fair to our children, families, and schools.

In addition to the proposed bills, CREC requests that the Committee consider expanding the Open Choice program to include three and four year old children. Students are more likely to remain in Open Choice placements and experience academic and social success in inclusive settings if they are admitted at the kindergarten level. Expanding the Open Choice program to three and four year olds will ensure continuity of an educational program for students who need access to early intervention services for literacy and special education and will reduce the need for intensive academic and support services to students who would otherwise enter the district later in their developmental career.

All of us who serve our state and communities believe in equal access to high quality schooling for all of children. These bills set our state on the right course for achieving that vision and for attaining the long term educational outcomes we seek for all of the children and families of Connecticut. CREC offers our guidance and support to the Committee and to the State Department of Education with either of these significant ventures.

CREC thanks you for your kind consideration of our recommendations and your enduring commitment to our state.



# Office of Data Research & Evaluation

## Capitol Region Education Council (CREC) Student Achievement Overview

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**Note:** All original Connecticut Mastery Test (CMT) data were extracted from the Connecticut State Department of Education assessment website [www.ctreports.com](http://www.ctreports.com), with further analyses conducted by the author. The Connecticut Academic Performance Test (CAPT) data presented in this report were extracted from [www.ctreports.com](http://www.ctreports.com) as is.

# EXECUTIVE SUMMARY

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This report summarizes, for the last five years, the academic achievement on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) of the Capitol Region Education Council (CREC) magnet schools. The CREC magnet schools educate a student body that is more racially diverse than the student population statewide, and educates a higher percentage of economically disadvantaged students as compared to the state as a whole. While the state struggles with the achievement gap between white and black and Hispanic students, and between poor and non-poor students, the CREC magnet schools have demonstrated significant improvements for all student subgroups on both the CMT and CAPT. The data presented in the report reveal the following highlights:

## ***Connecticut Mastery Test, Grades 3 Through 8***

- Students attending CREC magnet schools consistently outperform the state on the CMT in the percentage scoring at or above Proficient in mathematics and reading;
- Hispanic students experienced double digit increases in the percent scoring at or above Proficient in mathematics and reading on the CMT from 2007 to 2011;
- The achievement gap between black and white, and Hispanic and white students was eliminated in Grade 3 reading on the 2011 CMT;
- The achievement gap between Hispanic and white students was eliminated in Grade 5 reading on the 2011 CMT; and
- Students who attend a CREC magnet school consistently outperform their peers who attend a regular school in their town of residence.

## ***Connecticut Academic Performance Test, Grade 10***

- Of the 10th grade students tested, 30 percent were new to a CREC school and only 26.6 percent have been with a CREC school since the 6th grade;
- Overall, the percentage of CREC students scoring at or above Proficient in mathematics has increased by 14.6 percentage points, while the state gain was 2.2 percentage points;
- All subgroups at CREC magnet schools outperform subgroups at the state level in both mathematics and reading in the percent at or above Proficient; and
- The achievement gap between economically disadvantaged and non-economically disadvantaged students has been reduced to single-digit percentage points in reading (4.9), compared to 28.3 percentage points at the state level.

# A CREC EDUCATION

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**The vision:** Every student can and shall learn at high levels and, therefore, must have access to all educational resources within the region through the system of public schools served by CREC. In order to achieve this vision, CREC staff operate on five core values: trust – built on personal integrity, and forthright and ethical communication; leadership – born of wisdom, experience, tenacity and courage; diversity – striving to promote social justice through our programs and our actions; quality – through a culture of continuous improvement; and collaboration – by partnering with our 35 member districts, area agencies, and by maintaining collegiality within our divisions, programs and staff.

CREC Magnet Schools embody the vision of the Capitol Region Education Council – every student can and shall learn at high levels. In addition to a challenging core curriculum, CREC schools offer a diverse environment, a personalized educational approach for each student, and a curriculum designed to spark a lasting appreciation for the creation of new knowledge. CREC schools draw students from 80 towns throughout Connecticut as a result of the many opportunities offered through our schools, including: specific themes that allow students to identify, refine, and develop their talents and interests; diverse learning communities that prepare students for living and working as global citizens; career preparation programs that prepare students for higher education and the workforce; real-world experiences that provide students with meaningful opportunities to apply what they have learned; and facilities, many specially designed for CREC schools to enhance the thematic aspects and encourage learning, community development, and collaboration. CREC school themes include Montessori, Reggio Emilia, International Baccalaureate, Public Safety, Medical Professions and Teacher Preparation, Aerospace and Engineering, Advanced Mathematics and Science, Scientific Discovery, Museum Studies, Global Studies, and the Arts.

CREC's success with developing and managing innovative, high quality, interdistrict educational programs is evident in the data and documented student achievement outcomes that follow in this report.

# ENROLLMENT AT CREC SCHOOLS

CREC Magnet Schools currently serve 5,700 students (both full time and part time) in 15 award-winning magnet schools. CREC Schools provide high quality, integrated PreK-12 educational opportunities, encompassing early childhood (3yrs old) through high school college preparatory programs. Enrollment in CREC Schools has grown since 2007, with the addition of seven magnet schools and nearly 3,300 students. Assignment in CREC Schools is determined by a lottery conducted by the Regional School Choice Office, operated by the State Department of Education. Students are accepted to CREC Schools throughout all grade levels; one school beginning in tenth grade. Currently, there are no provisions in the lottery to ensure students are provided with a PreK-12 CREC education should they choose to continue in the magnet system. As a result, less than 1% of the population of CREC students experience the full complement of a CREC education.

The data in Table 1 indicate that the student population remains quite diverse, with black, Hispanic, and white students each representing nearly 30 percent of the overall student body. This is markedly different from the statewide public school student population in which 13.1 percent are black, 18.5 percent are Hispanic, and 62.2 percent are white. The fastest growing group of students in CREC magnet schools is students eligible for free or reduced price meals. In summary, CREC magnet schools educate a more demographically diverse and economically disadvantaged student body than what is seen across the state.

**Table 1. Full-time Enrollment in CREC Magnet Schools, Grades PreK-12**

Year	# Total Students	% American Indian	% Asian	% Black	% Hispanic	% White	% Eligible for Free or Reduced Price Lunch
2006-07	2342	0.2	4.7	45.0	21.5	44.3	29.6
2007-08	2405	0.4	4.4	45.1	23.5	42.9	28.0
2008-09	3035	0.6	4.4	39.8	22.8	32.5	34.4
2009-10	3565	0.6	5.3	39.6	27.0	38.3	38.7
2010-11	4261	0.5	5.5	35.4	27.1	29.3	43.1
2011-12	5006	0.4	5.5	33.6	27.1	30.5	44.3

\* The enrollment data up to and including the 2010-11 school year were extracted from the CSDE's Connecticut Education Data and Research (CEDaR) website. The 2011-12 enrollment data were extracted from PowerSchool.

# CONNECTICUT MASTERY TEST (CMT) PERFORMANCE

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On the CMT, CREC magnet schools have experienced significant gains in performance. Since 2007, the percentage of students at or above Proficiency in mathematics has increased by 6.3 percentage points, and in reading by 10.3 percentage points (see Table 2). With respect to the percentage of students scoring at or above Goal, from 2007 to 2011 this has increased by 5.7 percentage points in mathematics, and by 9.6 percentage points in reading. The CREC district outperforms the state in the percentage of students scoring at or above Proficiency in mathematics and reading, and in the percent at or above Goal in reading.

**Table 2. CREC District Performance on the CMT Compared to State Performance**

Year	Mathematics % At or Above Proficient		Mathematics % At or Above Goal		Reading % At or Above Proficient		Reading % At or Above Goal	
	CREC	State	CREC	State	CREC	State	CREC	State
2006-07	83.9	81.2	60.0	62.1	76.5	73.5	65.2	61.3
2007-08	82.4	82.2	59.1	63.0	76.8	74.4	64.5	62.2
2008-09	84.7	85.0	61.5	66.0	80.9	78.0	68.5	65.7
2009-10	88.3	86.5	65.2	68.3	83.2	79.1	70.5	67.6
2010-11	90.2	86.5	65.7	68.4	86.8	80.0	74.8	68.6

## Subgroup Performance

When examining CMT performance by the major racial subgroups it is worth noting that the percent at or above Proficient has increased significantly (see Table 3). The Hispanic subgroup, for example, saw double-digit percentage point increases from 2007 to 2011 in both mathematics (from 74.0 percent to 85.4 percent) and reading (from 58.5 percent to 80.7 percent). The data in Table 3 also reveal that for each major racial/ethnic group, CREC students outperform their peers across the state.

**Table 3. Comparison of CREC and State Performance on the Connecticut Mastery Test (CMT)**

	Math % At or Above Proficient					
Year	Black		Hispanic		White	
	CREC	State	CREC	State	CREC	State
2006-07	77.0	59.1	74.0	60.6	93.6	90.0
2007-08	77.4	61.3	69.9	63.1	94	90.7
2008-09	81.0	66.0	72.8	67.0	95.9	92.8
2009-10	83.8	69.2	82.7	70.5	96.5	93.6
2010-11	86.1	69.3	85.4	71.9	97.0	93.5

	Reading % At or Above Proficient					
Year	Black		Hispanic		White	
	CREC	State	CREC	State	CREC	State
2006-07	70.1	49.3	58.5	46.3	89.6	84.2
2007-08	70.4	51.5	62.3	48.5	91.2	84.9
2008-09	77.8	56.6	65.3	53.4	93.1	87.8
2009-10	79.2	59.5	72.6	56.3	94.1	88.3
2010-11	82.7	59.9	80.7	58.9	95.6	88.3

Table 4 shows the performance of students eligible for free or reduced price meals for the CREC district and the state. For CREC, the percent at or above both Proficient and Goal from 2007 to 2011 increased significantly, by double-digit percentage points, for those students eligible for free or reduced price meals. Students who attend a CREC magnet school and are eligible for free or reduced price meals consistently outperform the state for this subgroup.

**Table 4. Students Eligible for Free or Reduced Price Meals, Comparison of CREC and State Performance on the Connecticut Mastery Test (CMT)**

<b>Mathematics</b>					
<b>Group</b>	<b>Year</b>	<b>% At or Above Proficient</b>		<b>% At or Above Goal</b>	
		CREC	State	CREC	State
F/R Meals	2006-07	70.8	61.0	39.9	34.3
	2007-08	73.4	62.7	41.5	35.5
	2008-09	76.1	67.5	46.4	39.1
	2009-10	83.2	71.1	50.7	43.4
	2010-11	84.8	72.0	52.7	45.1

<b>Reading</b>					
<b>Group</b>	<b>Year</b>	<b>% At or Above Proficient</b>		<b>% At or Above Goal</b>	
		CREC	State	CREC	State
F/R Meals	2006-07	61.4	48.0	46.3	32.3
	2007-08	64.4	49.7	49.5	33.8
	2008-09	70.1	55.1	55.5	38.2
	2009-10	74.3	58.3	55.9	42.2
	2010-11	79.7	60.0	61.0	43.3

## *Closing the Achievement Gap*

The achievement gap between black and white students, and Hispanic and white students, is lower than that observed across the state (see Table 5). For example, on the most recent 2011 CMT, the gap between black and white students in CREC magnet schools was 10.9 percentage points for mathematics, while at the state level this gap was 24.2 percentage points. The gap between Hispanic and white students in reading in CREC magnet schools was 14.9 percentage points, while at the state level this gap was 29.4 percentage points.

The CREC magnet schools are closing this achievement gap as evidenced by the declining difference in percentage points between these groups. For example, the gap between Hispanic and white students in reading performance declined from 31.1 percentage points in 2007, to 14.9 percentage points in 2011.

**Table 5. Connecticut Mastery Test (CMT) Mathematics - CREC Achievement Gap\* by Race, CREC vs. State**

<b>% At or Above Proficient- Mathematics</b>							
		Black	White	Gap	Hispanic	White	Gap
2006-07	CREC	77.0	93.6	16.6	74.0	93.6	19.6
	State	59.1	90.0	30.9	60.6	90.0	29.4
2007-08	CREC	77.4	94.0	16.6	69.9	94.0	24.1
	State	61.3	90.7	29.4	63.1	90.7	27.6
2008-09	CREC	81.0	95.9	14.9	72.8	95.9	23.1
	State	66.0	92.8	26.8	67.0	92.8	25.8
2009-10	CREC	83.8	96.5	12.7	82.7	96.5	13.8
	State	69.2	93.6	24.4	70.5	93.6	23.1
2010-11	CREC	86.1	97.0	10.9	85.4	97.0	11.6
	State	69.3	93.5	24.2	71.9	93.5	21.6

\* The gap represents the percentage point difference between the two groups.

**Table 6. Connecticut Mastery Test (CMT) Reading- Achievement Gap\* by Race, CREC vs. State**

<b>% At or Above Proficient- Reading</b>							
		Black	White	Gap	Hispanic	White	Gap
2006-07	CREC	70.1	89.6	19.5	58.5	89.6	31.1
	State	49.3	84.2	34.9	46.3	84.2	37.9
2007-08	CREC	70.4	91.2	20.8	62.3	91.2	28.9
	State	51.5	84.9	33.4	48.5	84.9	36.4
2008-09	CREC	77.8	93.1	15.3	65.3	93.1	27.8
	State	56.6	87.8	31.2	53.4	87.8	34.4
2009-10	CREC	79.2	94.1	14.9	72.6	94.1	21.5
	State	59.5	88.3	28.8	56.3	88.3	32.0
2010-11	CREC	82.7	95.6	12.9	80.7	95.6	14.9
	State	59.9	88.3	28.4	58.9	88.3	29.4

\* The gap represents the percentage point difference between the two groups.

Table 7 presents the CMT data for CREC by grade and race for the 2011 CMT administration. In specific grades, the achievement gap between racial groups is virtually non-existent. For example, in grade 3, 87.8 percent of black students and 87.2 percent of Hispanic students scored at or above Proficient in reading, compared to 87.5 percent of white students.

**Table 7. 2011 CREC Connecticut Mastery Test (CMT) Results by Grade and Race**

<b>Grade</b>	<b>% At or Above Proficient Mathematics</b>			<b>% At or Above Proficient Reading</b>		
	Black	Hispanic	White	Black	Hispanic	White
3	84.0	89.7	93.8	87.8	87.2	87.5
4	91.8	92.6	95.2	81.3	92.6	97.6
5	92.0	96.7	97.3	76.6	96.6	97.3
6	86.6	81.9	99.2	84.1	92.5	93.0
7	81.7	85.2	96.7	82.6	78.2	97.4
8	85.7	83.1	96.5	82.5	72.2	97.3

The achievement gap at CREC is also narrowing between poor and non-poor students. The difference between these two groups of students is now just under 10 percentage points in the percent scoring at or above proficiency in mathematics. As with the racial groups, the achievement gap is also smaller than that of the state as a whole (see Table 8 for CREC and State figures).

**Table 8. Connecticut Mastery Test (CMT) - CREC Achievement Gap by Eligibility for Free or Reduced Price Meals**

		Mathematics			Reading		
		F/R Meals	Non F/R Meals	Gap	F/R Meals	Non F/R Meals	Gap
2006-07	CREC	70.8	90.2	19.4	61.4	83.8	22.4
	State	61.0	89.5	28.5	48.0	84.0	36.0
2007-08	CREC	73.4	86.4	13.0	64.4	82.3	17.9
	State	62.7	90.9	28.2	49.7	85.5	35.8
2008-09	CREC	76.1	89.9	13.8	70.1	87.5	17.4
	State	67.5	92.9	25.4	55.1	88.1	33.0
2009-10	CREC	83.2	92.1	8.9	74.3	90.1	15.8
	State	71.1	94.1	23.0	58.3	89.3	31.0
2010-11	CREC	84.8	94.5	9.7	79.7	92.4	12.7
	State	72.0	94.3	22.3	60.0	89.4	29.4

\* The gap represents the percentage point difference between the two groups.

## ***A Comparison of Resident Students Attending a CREC Magnet School to Resident Students Attending a Local School***

The data in Table 9 compare the performance of students who attend a CREC magnet school, by their town of residence, to those students who attend a traditional school within the town of residence. In virtually all cases, students who attend a CREC school outperform their peers who attend a school in their hometown in reading in both the percent at or above Proficient and in the percent at or above Goal. The most sizable differences occur among those students who reside in East Hartford, Hartford, and New Britain.

**Table 9. 2011 Reading Results, Connecticut Mastery Test\***

Town	% At or Above Proficient in Reading			% At or Above Goal in Reading	
	# Students Tested by CREC	Students Attending a CREC School	Students Attending a Local School	Students Attending a CREC School	Students Attending a Local School
<b>Bloomfield</b>	68	91.2	70.2	83.8	51.9
<b>East Hartford</b>	295	85.4	55.2	69.5	39.9
<b>East Windsor</b>	30	93.3	73.5	90	62.4
<b>Enfield</b>	72	94.4	86	84.7	72.3
<b>Glastonbury</b>	93	91.4	92.6	83.9	84.4
<b>Hartford</b>	441	77.3	53.9	61.7	38.4
<b>Manchester</b>	187	89.8	76.3	79.7	61.9
<b>New Britain</b>	76	82.9	43.9	63.2	29.6
<b>South Windsor</b>	58	98.3	91.6	94.8	83.4
<b>Vernon</b>	24	87.5	76.6	75	63.3
<b>West Hartford</b>	35	97.1	88.5	91.4	79.4
<b>Wethersfield</b>	24	95.8	84.3	83.3	72.7
<b>Windsor</b>	97	93.8	77.4	85.6	63.6
<b>Windsor Locks</b>	26	92.3	75.1	88.5	60.1

\* Towns are represented if 20 or more students attend a CREC Magnet School.

Table 10 presents the comparison of performance of students who attend a CREC magnet school to those students who remain in their resident town and attend a traditional school. Like reading, in virtually all cases, students who attend a CREC school outperform their peers who attend a school in their hometown in mathematics.

**Table 10. 2011 Mathematics Results, Connecticut Mastery Test\***

Town	% At or Above Proficient in Mathematics			% At or Above Goal in Mathematics	
	# Students Tested by CREC	Students Attending a CREC School	Students Attending a Local School	Students Attending a CREC School	Students Attending a Local School
Bloomfield	68	83.8	81.2	50	53.5
East Hartford	301	88.7	68.8	61.1	40.1
East Windsor	30	93.3	81.9	76.7	61.3
Enfield	71	95.8	93.9	69	75.7
Glastonbury	93	96.8	96	89.2	86.1
Hartford	442	84.8	63.7	51.4	35.4
Manchester	187	96.8	83.1	75.4	60.7
New Britain	76	73.7	48.7	48.7	25.6
South Windsor	59	100	94.9	93.2	83.5
Vernon	24	100	83.6	79.2	61.7
West Hartford	34	97.1	94	85.3	80.6
Wethersfield	23	91.3	92.8	91.3	77.9
Windsor	101	95	86.7	74.3	61.4
Windsor Locks	26	96.2	85	76.9	63.6

\* Towns are represented if 20 or more students attend a CREC Magnet School.

The data in Table 11 show the CREC magnet schools' performance as a whole on the CMT compared to the Hartford host magnet schools. Since 2007, the CREC magnet schools have outperformed the Hartford host magnet schools in both mathematics and reading, and at both the percent scoring at or above Proficient and in the percent scoring at or above Goal.

**Table 11. Comparison of CREC Magnet School Aggregate Performance to Hartford Host Magnet School Aggregate Performance on the Connecticut Mastery Test**

Year	% At or Above Proficient in Mathematics		% At or Above Goal in Mathematics	
	CREC Magnets	Hartford Host Magnets	CREC Magnets	Hartford Host Magnets
2006-07	83.9	61.3	60.0	33.5
2007-08	82.4	69.2	59.1	39.3
2008-09	84.7	72.4	61.5	41.6
2009-10	88.3	79.1	65.2	48.6
2010-11	90.2	80.3	65.7	52.5

Year	% At or Above Proficient in Reading		% At or Above Goal in Reading	
	CREC Magnets	Hartford Host Magnets	CREC Magnets	Hartford Host Magnets
2006-07	76.5	55.2	65.2	40.3
2007-08	76.8	62.2	64.5	44.8
2008-09	80.9	67.1	68.5	49.0
2009-10	83.2	71.1	70.5	54.6
2010-11	86.8	75.9	74.8	61.5

# CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT) PERFORMANCE

During the 2010-11 school year, CREC educated 406 grade 10 students. Of these students, only 26.6 percent have been with a CREC school since the 6th grade. Additionally, 30 percent of the grade 10 students were new to a CREC school that year. For example, Great Path Academy begins enrollment at grade 10. Due to a strong intervention program, even though several grade 10 students were new to CREC, their performance was strong.

On the grade 10 assessment, the Connecticut Academic Performance Test (CAPT), the CREC magnet schools have also experienced significant gains. From 2007 to 2011 the percentage of students scoring at or above proficient in mathematics increased by 14.6 percentage points, while the state as a whole increased by 3 percentage points (see Table 12). While the percentage of students scoring at or above goal in mathematics is below the state percentage, CREC magnet schools increased this figure by 5.5 percentage points (the state by 4.3). In reading, the percentage of students scoring at or above Proficient increased by 9.1 percentage points, while the state as a whole increased by 2.2 percentage points.

**Table 12. CREC District Performance on the CAPT Compared to State Performance**

Year	Mathematics % At or Above Proficient		Mathematics % At or Above Goal		Reading % At or Above Proficient		Reading % At or Above Goal	
	CREC	State	CREC	State	CREC	State	CREC	State
2006-07	68.0	77.3	29.9	45.3	75.0	79.7	36.0	45.5
2007-08	85.8	79.7	41.7	50.2	86.9	82.7	32.0	45.5
2008-09	66.5	78.4	35.2	48.0	84.1	81.8	44.0	47.5
2009-10	71.2	78.8	37.7	48.9	88.3	82.9	35.0	45.9
2010-11	82.6	80.3	35.4	49.6	84.1	81.9	35.7	44.8

## Subgroup Performance

As was observed with data from the CMT, by racial subgroup, the achievement on the CAPT has improved significantly since 2007 (see Table 13). For example, the percentage of Hispanic students scoring at or above Proficient in reading increased by 22.8 percentage points. It is recognized that there has been a decrease for Hispanic students since 2007, however, the trend for the last three years is moving upward. It is worth noting that all major racial subgroups outperform the state in both mathematics and reading in the percent scoring at or above Proficient.

**Table 13. Comparison of CREC and State Performance on the Connecticut Academic Performance Test (CAPT)**

Year	Math % At or Above Proficient					
	Black		Hispanic		White	
	CREC	State	CREC	State	CREC	State
2006-07	56.6	43.4	71.4	50.5	82.6	88.4
2007-08	79.1	49.5	81.8	54.8	97.5	90.3
2008-09	60.0	46.2	38.7	54.3	88.5	89.3
2009-10	66.1	49.2	55.2	55.5	89.3	89.2
2010-11	82.6	51.8	67.2	59.5	93.0	89.9

Year	Reading % At or Above Proficient					
	Black		Hispanic		White	
	CREC	State	CREC	State	CREC	State
2006-07	75.9	54.4	53.3	57.2	87.5	88.6
2007-08	79.7	60.9	100	61.7	95.0	91.0
2008-09	76.5	60.0	77.4	61.4	98.4	90.0
2009-10	87.8	63.0	81.0	64.7	94.7	90.5
2010-11	80.0	58.8	76.1	64.8	92.9	89.9

Table 14 shows the performance of economically disadvantaged students on the CAPT for the CREC magnet schools and the state. In all areas, CREC students outperform students across the state. During the 2010-11 school year 43.1 percent of the tested students in the CREC district were economically disadvantaged compared to 28.5 percent at the state level. Since 2007, the percentage scoring at or above Proficient and Goal has had double-digit increases for CREC economically disadvantaged students in both mathematics and reading.

**Table 14. Students Eligible for Free or Reduced Price Meals, Comparison of CREC and State Performance on the Connecticut Academic Performance Test (CAPT)**

<b>Mathematics</b>					
<b>Group</b>	<b>Year</b>	<b>% At or Above Proficient</b>		<b>% At or Above Goal</b>	
		CREC	State	CREC	State
F/R Meals	2006-07	62.5	48.8	15.6	14.4
	2007-08	83.8	53.4	29.7	17.9
	2008-09	45.5	51.9	19.5	17.0
	2009-10	60.0	54.1	21.7	18.6
	2010-11	74.8	57.5	27.4	19.9

<b>Reading</b>					
<b>Group</b>	<b>Year</b>	<b>% At or Above Proficient</b>		<b>% At or Above Goal</b>	
		CREC	State	CREC	State
F/R Meals	2006-07	70.6	54.9	17.6	16.8
	2007-08	88.9	60.4	22.2	16.2
	2008-09	74.0	59.8	22.1	19.1
	2009-10	80.9	62.4	22.6	17.5
	2010-11	81.3	61.7	28.4	16.9

Over the last three years, the achievement gap in mathematics between black and white students and between Hispanic and white students has steadily declined (see Table 15 & 16). The achievement gap is smaller than that of the state as a whole (see Table 15 & 16 for the state achievement gap figures). The gap between black and white students and between Hispanic and white students in CREC magnet schools widened slightly from 2010 to 2011 in reading, however it remains smaller than that of the State.

**Table 15. Connecticut Academic Performance Test (CAPT) Mathematics- CREC Achievement Gap\* by Race**

<b>% At or Above Proficient- Mathematics</b>							
		Black	White	Gap	Hispanic	White	Gap
2006-07	CREC	56.6	82.6	26.0	71.4	82.6	11.2
	State	43.4	88.4	45.0	50.5	88.4	37.9
2007-08	CREC	79.1	97.5	18.4	81.8	97.5	15.7
	State	49.5	90.3	40.8	54.8	90.3	35.5
2008-09	CREC	60.0	88.5	28.5	38.7	88.5	49.8
	State	46.2	89.3	43.1	54.3	89.3	35.0
2009-10	CREC	66.1	89.3	23.2	55.2	89.3	34.1
	State	49.2	89.2	40.0	55.5	89.2	33.7
2010-11	CREC	82.6	93.0	10.4	67.2	93.0	25.8
	State	51.8	89.9	38.1	59.5	89.9	30.4

\* The gap represents the percentage point difference between the two groups.

**Table 16. Connecticut Academic Performance Test (CAPT) Reading- CREC Achievement Gap\* by Race**

<b>% At or Above Proficient- Reading</b>							
		Black	White	Gap	Hispanic	White	Gap
2006-07	CREC	75.9	87.5	11.6	53.3	87.5	34.2
	State	54.4	88.6	34.2	57.2	88.6	31.4
2007-08	CREC	79.7	95.0	15.3	100	95.0	-5.0
	State	60.9	91.0	30.1	61.7	91.0	29.3
2008-09	CREC	76.5	98.4	21.9	77.4	98.4	21.0
	State	60.0	90.0	30.0	61.4	90.0	28.6
2009-10	CREC	87.8	94.7	6.9	81.0	94.7	13.7
	State	63.0	90.5	27.5	64.7	90.5	25.8
2010-11	CREC	80.0	92.9	12.9	76.1	92.9	16.8
	State	58.8	89.9	31.1	64.8	89.9	25.1

\* The gap represents the percentage point difference between the two groups.

The achievement gap between economically disadvantaged and non-economically disadvantaged students is on the decline in CREC magnet schools (see Table 17). Since 2009, the gap in mathematics has decreased by 22.6 percentage points. In reading, not only has the achievement gap decreased by 12.5 percentage points, the difference between economically disadvantaged and non-economically disadvantaged students is in the single digits at 4.9 percentage points. At the state level, the difference between these two groups is 28.3 percentage points. As noted earlier, of the grade 10 tested population in CREC magnet schools, 43.4 percent were economically disadvantaged, compared to 28.5 percent of the tested population at the state level.

**Table 17: Connecticut Academic Performance Test (CAPT) - Achievement Gap by Eligibility for Free or Reduced Price Meals, CREC vs. State**

		Mathematics			Reading		
		Econ. Disadv.	Non-Econ. Disadv.	Gap	Econ. Disadv.	Non-Econ. Disadv.	Gap
2006-07	CREC	62.5	70.8	8.3	70.6	77.3	6.7
	State	48.8	85.9	37.1	54.9	87.3	32.4
2007-08	CREC	83.8	86.7	2.9	88.9	86.0	-2.9
	State	53.4	88.3	34.9	60.4	90.0	29.6
2008-09	CREC	45.5	81.9	36.4	74.0	91.4	17.4
	State	51.9	87.4	35.5	59.8	89.3	29.5
2009-10	CREC	60.0	80.3	20.3	80.9	94.4	13.5
	State	54.1	88.1	34.0	62.4	90.6	28.2
2010-11	CREC	74.8	88.6	13.8	81.3	86.2	4.9
	State	57.5	89.4	31.9	61.7	90.0	28.3