

STRATEGIC SCHOOL PROFILE 2006-07**Hartford School District****JACQUELINE JACOBY, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Hartford	Public School Enrollment as a Percent of Town Population: 17.7%
2000 Population: 121,578	Public School Enrollment as % of Total Student Population: 95.6%
1990-2000 Population Growth: -13.0%	Percent of Adults without a High School Diploma in 2000: 38.7%
2000 Per Capita Income: \$13,428	Adult Education Enrollment in 2005-06 School Year: 2,620
Number of Public Schools: 39	Number of Adults Receiving Diplomas in 2005-06 School Yr.: 419
Number of Nonpublic Schools: 8	

 District Reference Group (DRG): I DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2006-07	70.3	75.8	27.3
	2002-03	>95.0	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	45.7	33.8	12.8
	2001-02	57.2	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	74.9	77.2	88.6
	2001-02	62.3	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	67.5	65.1	79.3
	2001-02	52.3	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	9.7	15.0	20.2
	2001-02	20.5	N/A	29.1

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	22,319
5-Year Enrollment Change	0.2%
Projected 2011 Enrollment	
Elementary	11,882
Middle School	3,204
High School	4,982
Prekindergarten, Other	969

Race/Ethnicity	Number	Percent
American Indian	57	0.3
Asian American	220	1.0
Black	9,103	40.8
Hispanic	11,604	52.0
White	1,335	6.0
Total Minority 2006-07	20,984	94.0
Total Minority 2001-02	20,983	94.2

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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

During school year 2006-2007, the Hartford Public School District provided numerous opportunities for students and staff to participate in programs designed to reduce racial, ethnic and economic isolation. The number of students attending inter-district magnet schools increased significantly. The addition of an interdistrict magnet school, Capital Preparatory Magnet, has increased opportunities for Hartford students to attend classes with students from diverse backgrounds. Additionally, Hartford students attend University of Hartford Multiple Intelligences Magnet School, Two Rivers Magnet Middle School, Metropolitan Learning Academy, and Great Path Magnet School where they are able to interact on a daily basis with students from diverse racial, ethnic and economic backgrounds. Other initiatives include participation of over one thousand Hartford students in the Open Choice Program. The Open Choice program provides opportunities for students to attend school in districts outside of Hartford. In addition to Magnet and Choice programs, programs that were initiated as pen pal initiatives have expanded to become sister school programs with students spending quality time at their sister school. All elementary schools are involved in sister school programs and the number of students participating continues to increase. Hartford students enjoy the opportunity to interact with other students in thirty-seven diverse school districts. Further, over five thousand district students enrolled at district schools actively participated in inter-district grant programs. Students participated in intra-district programs such as City Slickers, Holcomb Farms, Link and Learn and Nature's Classroom. Other district programs include the Dual Language with approximately 2000 students participating at six elementary schools. The Hartford District curriculum emphasizes multicultural perspectives in English, Social Studies and the Arts. The English Curriculum includes Hispanic women authors, African-American and Latino writers in required English Courses; the Social Studies Curriculum includes the infusion of multicultural themes and content on all grade levels as well as programs designed to increase tolerance and respect for ethnic diversity. The Art Curriculum includes multicultural music as well as the Art Connections Program that develops student connections between art works and various world cultures.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	1727.6
Administrators	138.5
Department Chairs	0.0
Library/Media Staff	37.0
Other Professionals	309.1
% Minority 2006-07	31.1
% Minority 2001-02	33.8
# Non-Certified Instructional	516.5

Average Class Size		District	DRG	State
Grade K	2006-07	18.6	20.0	18.2
	2001-02	18.0	N/A	18.3
Grade 2	2006-07	18.6	21.2	19.5
	2001-02	19.3	N/A	19.6
Grade 5	2006-07	19.3	22.2	21.2
	2001-02	21.1	N/A	21.5
Grade 7	2006-07	20.5	23.2	20.8
	2001-02	22.1	N/A	21.9
High School	2006-07	19.0	20.6	20.0
	2001-02	19.6	N/A	19.9

Professional Staff Experience and Training	District	DRG	State
Average Years of Experience in Connecticut and Other Locations	14.0	13.5	14.4
% with Master's Degree or Above	67.0	76.9	78.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	988	984	987
Middle School	959	1,006	1,016
High School	956	991	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	3.0	3.2	3.2
Students Per Teacher	12.9	13.9	13.5
Teachers Per Administrator	12.5	13.5	13.9

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.

All schools in the Hartford Public School District receive comparable resources within existing financial limits. The district budgeting process begins at the school site level involving administrators, staff and school improvement teams. Each school site assesses its need with supporting evidence that considers factors such as instructional improvement, student population, student performance, condition and age of the facilities and fiscal equity among all schools. In addition, the Superintendent of Schools reviews and approves budget requests and recommendations prior to presentation of the budget to the Board of Education. School staffing is established using closely monitored enrollment numbers and class size standards based on grade level. The official October 1st enrollment data is then used to establish the per pupil allocation. This allotment is the base level of support and it is used for discretionary school expenditures, which include textbooks, instructional supplies, software programs and other items needed to effectively manage a school. The School Superintendent closely monitors the implementation of all educational programs.

STUDENT PERFORMANCE

SAT[®] I: Reasoning Test	Class of 2001	Class of 2006			
		District	State	Of All Districts in State	
	District			Lowest %	Highest %
% of Graduates Tested	71.5	70.4	74.7	23.8	100.0
Mathematics: Average Score	373	385	510	284	604
Mathematics: % Scoring 600 or More	1.8	2.9	23.9	0.0	55.6
Critical Reading: Average Score	381	383	505	346	595
Critical Reading: % Scoring 600 or More	2.5	3.1	21.3	0.0	48.5
Writing: Average Score	N/A	389	504	337	595
Writing: % Scoring 600 or More	N/A	2.3	20.3	0.0	48.8



Physical Fitness	District	State	Of All Districts in State	
			Lowest %	Highest %
% Passing All Four Tests	19.5	36.1	0.0	85.0

STUDENT PERFORMANCE, continued

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 All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	13.1	52.3	13.1	86.4
	Writing	28.3	60.8	20.0	88.9
	Mathematics	22.4	59.4	15.0	91.3
Grade 4	Reading	14.1	57.0	14.1	91.3
	Writing	26.9	65.1	20.0	90.2
	Mathematics	17.9	62.3	17.9	100.0
Grade 5	Reading	19.5	61.4	19.5	92.3
	Writing	28.1	64.6	25.0	95.5
	Mathematics	23.5	66.0	23.5	93.3
Grade 6	Reading	29.9	64.3	16.7	96.3
	Writing	32.7	63.0	20.8	93.6
	Mathematics	27.0	63.9	10.2	92.8
Grade 7	Reading	30.2	65.9	3.8	96.8
	Writing	27.2	60.4	0.0	95.0
	Mathematics	22.3	60.3	7.7	92.0
Grade 8	Reading	31.8	66.6	4.8	94.0
	Writing	29.3	64.0	0.0	94.6
	Mathematics	22.7	60.8	4.5	95.7

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 district, 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.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	14.8	45.6	2.8	87.2
Writing Across the Disciplines	20.8	52.9	0.0	87.4
Mathematics	13.5	45.2	0.0	86.3
Science	9.0	44.4	0.0	84.5




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 CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this district, go to www.sde.ct.gov and click on “No Child Left Behind.”

STUDENT PERFORMANCE, continued

Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	76.1	92.2	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	13.8	6.6	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	6.3	1.8	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	11.5	3.0	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	622	85.0	82.7
	2001	461	75.0	79.1
Employed or in Military	2006	54	7.4	12.9
	2001	89	14.5	17.1
Unemployed	2006	0	0.0	0.8
	2001	12	2.0	0.7

SPECIAL EDUCATION

DISTRICT OVERVIEW

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	3,367
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	14.7%
Total PK-12 Special Education Expenditures, 2005-06	\$72,954,200
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	21.4%
Enrollment in District PK-12 Special Education Programs	3111
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	293.4
Paraprofessional Instructional Assistants	368.0



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	111	0.5	0.5	0.6
Learning Disability	1714	7.5	4.8	4.0
Intellectual Disability	221	1.0	0.8	0.5
Emotional Disturbance	520	2.3	1.4	1.0
Speech Impairment	334	1.5	2.1	2.3
Other Health Impairment*	223	1.0	1.6	1.9
Other Disabilities**	244	1.1	1.1	0.9
Total	3,367	14.7	12.4	11.2

*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

SPECIAL EDUCATION, continued

Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Grade 3 Reading	1.1	15.3	13.1	52.3
Writing	3.8	21.0	28.3	60.8
Mathematics	4.3	23.8	22.4	59.4
Grade 4 Reading	1.9	16.5	14.1	57.0
Writing	2.5	21.2	26.9	65.1
Mathematics	1.9	25.7	17.9	62.3
Grade 5 Reading	2.0	19.5	19.5	61.4
Writing	2.9	20.7	28.1	64.6
Mathematics	1.2	24.6	23.5	66.0
Grade 6 Reading	4.3	20.1	29.9	64.3
Writing	4.3	18.6	32.7	63.0
Mathematics	4.0	20.8	27.0	63.9
Grade 7 Reading	3.8	21.4	30.2	65.9
Writing	3.1	16.3	27.2	60.4
Mathematics	2.8	18.1	22.3	60.3
Grade 8 Reading	5.7	23.3	31.8	66.6
Writing	4.4	20.5	29.3	64.0
Mathematics	3.5	19.5	22.7	60.8

For more detailed CMT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal:

The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	4.1	11.3	14.8	45.6
Writing Across the Disciplines	5.3	12.7	20.8	52.9
Mathematics	4.3	12.8	13.5	45.2
Science	2.5	14.7	9.0	44.4

For more detailed CAPT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

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.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	27.0
	% With Accommodations	73.0
CAPT	% Without Accommodations	55.3
	% With Accommodations	44.7
% Assessed Using Skills Checklist		8.2

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	51.7	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	4.9	3.8

DISTRICT REVENUES/EXPENDITURES 2005-06

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	\$178,964	\$8,072	\$6,882	\$7,469	\$6,888
Instructional Supplies and Equipment	\$7,669	\$346	\$247	\$281	\$249
Improvement of Instruction and Educational Media Services	\$16,123	\$727	\$415	\$570	\$402
Student Support Services	\$28,502	\$1,286	\$720	\$716	\$719
Administration and Support Services	\$36,342	\$1,639	\$1,186	\$1,246	\$1,197
Plant Operation and Maintenance	\$34,203	\$1,543	\$1,206	\$1,251	\$1,199
Transportation	\$16,367	\$663	\$560	\$624	\$558
Costs for Students Tuitioned Out	\$21,023	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$135	\$143	\$132
Total	\$339,193	\$14,590	\$11,595	\$12,648	\$11,558
Additional Expenditures					
Land, Buildings, and Debt Service	\$111,358	\$5,023	\$1,866	\$2,782	\$1,834
Adult Education	\$5,541	N/A	N/A	N/A	N/A

Revenue Sources, % 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
With School Construction	20.4	68.3	9.7	1.6
Without School Construction	24.9	60.4	12.6	2.1

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$12,098	4.9	\$10,677	5.2	\$9,520	5.1
Salaries and Benefits	\$9,865	4.5	\$8,642	5.7	\$7,850	5.3
Supplies	\$889	-2.6	\$632	4.8	\$547	6.6
Equipment	\$147	4.3	\$91	-7.1	\$124	-6.8
High School						
Total	\$12,857	4.7	\$10,208	8.0	\$10,074	4.5
Salaries and Benefits	\$9,927	3.5	\$7,966	8.7	\$8,120	4.7
Supplies	\$894	-3.7	\$630	9.0	\$625	6.8
Equipment	\$148	3.5	\$109	23.9	\$150	-1.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The primary focus of the Hartford School District is student academic achievement. There are various measures of student academic accomplishments including Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). Results of the CMT illustrate continued academic growth and improvement not only among the number of students scoring at the proficient level and above, but also among the number of students moving upward from lower levels. Other assessments such as Stanford Achievement Test administered to students enrolled in grades 9 through 12 in Reading, Mathematics and Language Arts as well as the Hartford Mathematics Strand Assessment, administered to students enrolled in grades 2-8 inform teaching and learning and result in initiatives to improve academic performance. Programs such as Power Hour reinforce academic skills in reading and mathematics. Summer programs offer a rigorous curriculum to over six thousand students who attend summer school. Sustained improvements to increase student achievement, is also evident by curricular initiatives that include a revised Social Studies Curriculum, Early Learning Program, Success For All, Curiosity Corner and Math Advantage. Students who attended the Curiosity Corner Pre School Program scored higher than other students on the kindergarten assessment. Data reveal that kindergarten students completing the Early Learning Program are better prepared to enter first grade and possess greater grade level reading skills. Results of the CAPT test also illustrate great improvement in student performance as demonstrated by the growing number of students scoring at the proficient level and above in all subject areas tested, particularly in Mathematics and Reading. A sustained initiative in at the secondary level resulted in an increase in the number of students enrolled in Advanced Placement Courses at the three high schools as well as the number of students participating in the national Advanced Placement Tests. Advanced placement courses are offered in English, Biology, American History, European History, Western Civilization, Calculus and Psychology. Also important to note is that the number of students graduating from district high schools continues to increase each year, as does the number of students receiving honors and scholarships. Nearly eighty percent of graduates pursue post-secondary education in two or four year colleges.

To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school district website, see www.hartfordschools.org/

