

**STRATEGIC SCHOOL PROFILE 2003-04****Hartford School District**  
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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**COMMUNITY DATA**

County: Hartford	Public School Enrollment as a Percent of Town Population: 17.8%
2000 Population: 121,578	Public School Enrollment as % of Total Student Population: 94.2%
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 2002-03 School Year: 3,513
Number of Public Schools: 38	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 358
Number of Nonpublic Schools: 10	

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

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**DISTRICT NEED**

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals*	2003-04	>95.0	74.1	26.6
	2002-03	>95.0	71.5	25.4
% of K-12 Students with Non-English Home Language	2003-04	51.8	34.5	12.4
	1998-99	56.3	39.1	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	78.8	81.2	88.9
	1998-99	71.8	72.4	86.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	44.9	56.3	76.4
	1998-99	54.9	52.8	72.0
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	11.4	16.8	23.0
	1998-99	29.2	28.2	31.3

\*District offers free lunch to all students under the National School Lunch Program.

**STUDENT ENROLLMENT AND RACE/ETHNICITY****Enrollment**

Grade Range	PK-12
Total January Enrollment	22,351
5-Year Oct. Enrollment Change	0.5%
Projected Oct. 2008 Enrollment	
Elementary	11,109
Middle School	2,828
High School	5,089
Prekindergarten, Other	668

Race/Ethnicity (Jan.)	Number	Percent
American Indian	33	0.1
Asian American	170	0.8
Black	8,937	40.0
Hispanic	11,878	53.1
White	983	4.4
Other	350	1.6
Total Minority 2003-04	21,368	95.6
Total Minority 1998-99	21,464	95.6

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

During school year 2003-2004, the Hartford Public School District provided numerous opportunities for students and staff to participate in programs designed to reduce racial, ethnic and economic isolation. For instance, the number of students attending inter-district magnet schools increased significantly. The addition of magnet schools, Breakthrough Academy, Hartford Magnet Middle, Classical Magnet, Pathways Magnet, Sport and Medical Sciences Academy, have increased opportunities for Hartford students to attend classes with students from diverse backgrounds. In addition to the district magnet schools, Hartford students also attend Two Rivers Magnet Middle School, Metropolitan Learning Academy, and Great Path Magnet School affording students the experience to interact on a daily basis with students from diverse racial, ethnic and economic backgrounds. Other initiatives include participation of over eight hundred Hartford students in the Open Choice Program. The Open Choice program provides the opportunity 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 infra-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. Particularly, 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 and the Art Curriculum includes multicultural music. The Art Connections Program, an important part of the Arts Curriculum, also develops student connections between art works and various world cultures.

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	1704.5
Administrators	112.8
Library/Media Staff	37.0
Other Professionals	225.5
% Minority 2003-04	33.7
% Minority 1998-99	36.2
# Non-Certified Instructional	481.5

Average Class Size		District	ERG	State
Grade K	2003-04	20.9	20.4	18.7
	1998-99	18.0	19.4	18.6
Grade 2	2003-04	21.8	21.8	19.8
	1998-99	18.3	21.2	20.1
Grade 5	2003-04	20.9	22.3	21.4
	1998-99	19.5	21.9	21.5
Grade 7	2003-04	21.5	23.7	21.6
	1998-99	19.5	22.6	21.7
High School	2003-04	21.0	21.6	20.3
	1998-99	17.3	19.0	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.3	13.5	13.5
% with Master's Degree or Above	69.8	77.3	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	19.1	19.7	26.6

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	1,004	974	984
Middle School	966	968	1,014
High School	958	975	1,000

\*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	ERG	State
Students Per Academic Computer	3.7	3.9	3.7
Students Per Teacher	13.2	14.3	13.8
Teachers Per Administrator	15.1	14.7	14.0

**STUDENT PERFORMANCE**

Physical Fitness	District	ERG	State
% Passing All 4 Tests	21.1	26.3	34.6

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test, 3 <sup>rd</sup> Gen. % Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Grade 4 Reading	17	20.0	23.4	54.3
Writing	30	32.8	41.2	65.8
Mathematics	28	26.6	29.4	57.6
All Three Tests	9.5	11.7	14.5	42.3
Grade 6 Reading	30	25.1	27.9	61.9
Writing	35	35.2	34.7	62.2
Mathematics	33	33.7	31.1	62.0
All Three Tests	15.1	16.0	16.0	46.4
Grade 8 Reading	30	34.8	35.1	66.7
Writing	40	39.4	35.0	61.8
Mathematics	24	23.3	20.9	56.3
All Three Tests	13.7	15.1	14.0	45.7
Participation Rate	79.8	92.0	95.1	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.




<b>Conn. Academic Performance Test, 2<sup>nd</sup> Gen. % Grade 10 Meeting State Goal</b>	<b>District 2000-01</b>	<b>District 2003-04</b>	<b>ERG 2003-04</b>	<b>State 2003-04</b>
Reading Across the Disciplines	9	9.5	19.2	48.0
Writing Across the Disciplines	17	22.1	25.6	53.7
Mathematics	8	8.6	13.4	46.1
Science	7	7.2	15.9	47.4
All Four Tests	2.2	2.1	6.4	27.7
Participation Rate	69.9	92.8	89.2	96.9



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1998</b>	<b>Class of 2003</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	47.1	64.2	63.7	76.2
Mathematics: Average Score	388	389	412	508
Mathematics: % Scoring 600 or More	2.4	3.2	6.5	23.8
Verbal: Average Score	389	390	415	504
Verbal: % Scoring 600 or More	3.3	3.9	5.8	21.1

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2003	21.7	22.2	9.5
2002-03 Annual Rate for Grades 9 through 12	4.4	5.9	2.1
1997-98 Annual Rate for Grades 9 through 12	10.9	9.3	3.5

<b>Activities of Graduates</b>	<b>Class of</b>	<b># in District</b>	<b>District %</b>	<b>ERG %</b>	<b>State %</b>
 Pursuing Higher Education	2003	629	79.6	78.2	80.3
	1998	508	52.2	69.7	76.7
 Employed or in Military	2003	90	11.4	14.4	15.7
	1998	218	22.4	17.6	17.8
 Unemployed	2003	0	0.0	1.9	1.1
	1998	178	18.3	8.8	2.0

### DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	ERG	State
Instructional Staff and Services	\$171,897	\$7,562	\$6,046	\$6,788	\$6,036
Instructional Supplies and Equipment	\$5,591	\$246	\$249	\$295	\$252
Improvement of Instruction and Educational Media Services	\$12,709	\$559	\$386	\$548	\$376
Student Support Services	\$11,828	\$520	\$583	\$508	\$580
Administration and Support Services	\$38,100	\$1,676	\$1,051	\$1,168	\$1,061
Plant Operation and Maintenance	\$29,863	\$1,314	\$998	\$1,102	\$992
Transportation	\$11,564	\$458	\$468	\$503	\$470
Costs for Students Tuitioned Out	\$17,505	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$120	\$119	\$117
<b>Total</b>	<b>\$299,056</b>	<b>\$12,646</b>	<b>\$10,129</b>	<b>\$11,369</b>	<b>\$10,096</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$24,519	\$1,079	\$1,132	\$1,415	\$1,177
Adult Education	\$5,837	\$1,662	N/A	\$1,200	\$996

**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	25.1	60.6	11.4	2.8
Without School Construction	24.1	60.5	12.3	3.0

**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		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$10,734	-1.1	\$9,467	0.5	\$8,306	3.6
Salaries and Benefits	\$8,960	1.1	\$7,648	0.0	\$6,848	3.9
Supplies	\$645	-4.6	\$514	-8.5	\$431	1.4
Equipment	\$64	-26.4	\$130	26.2	\$125	-3.8
High School						
Total	\$11,054	-3.2	\$9,741	4.9	\$9,192	3.3
Salaries and Benefits	\$9,034	-1.0	\$7,601	5.0	\$7,406	3.7
Supplies	\$650	-6.6	\$545	-0.7	\$504	1.8
Equipment	\$65	-27.0	\$157	-7.6	\$153	-11.6

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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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 implements a modified site-based management plan with a multi-level allocation process that begins at the site level involving administrators, staff and school improvement teams. Each school site within the district conducts a needs assessment with supporting evidence that considers factors such as academic 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. School staffing is established using closely monitored enrollment numbers and class size standards based on grade level. The official October 1 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, supplies, software programs and other items needed to effectively managing a school. The School Superintendent and members of the Board of Education closely monitor the implementation of all educational improvements.

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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

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 steady and 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. Individual schools are also recognized, for example, Greater Hartford Simpson Waverly was recognized as a Blue Ribbon School in 2003-2004. Initiatives to improve academic performance are a priority at the school level. Programs such as Power Hour and Super Saturdays are offered with the intention of developing areas of development among all children. Summer programs also a success with over six thousand students attending the program and benefiting from a rigorous curriculum. Sustained improvements to increase student achievement is also evident by the curricular initiatives that include a new 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 some improvement in student performance as demonstrated by the growing number of students scoring at the proficient level and above, particularly in the area of Writing. The number of Advanced Placement Courses offered at the three high schools as well as the number of students enrolled in the courses continues to develop. 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 students of graduates pursue post-secondary education in two or four year colleges. Additionally, the 2004 SAT results of the top ten percent of graduating seniors demonstrate unprecedented gains in Mathematics.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://www.state.ct.us/sde). A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see [www.hartfordschools.org/](http://www.hartfordschools.org/)

