

STRATEGIC SCHOOL PROFILE 2008-09**Hartford School District**

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Location: 153 Market Street
Hartford,
Connecticut

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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	Per Capita Income in 2000: \$13,428
Town Population in 2000: 121,578	Percent of Adults without a High School Diploma in 2000*: 38.7%
1990-2000 Population Growth: -13.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 12.9%
Number of Public Schools: 41	District Enrollment as % of Estimated. Student Population: 96.0%

*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): I DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 21,587
5-Year Enrollment Change -3.4%

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	19,914	92.2	82.7	30.3
K-12 Students Who Are Not Fluent in English	2,984	14.3	13.9	5.2
Students Identified as Gifted and/or Talented*	184	0.9	2.1	4.0
PK-12 Students Receiving Special Education Services in District	2,743	12.7	12.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	626	35.0	62.1	79.7
Homeless	53	0.2	0.7	0.2
Juniors and Seniors Working 16 or More Hours Per Week	301	15.0	16.5	19.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	47	0.2
Asian American	338	1.6
Black	8,457	39.2
Hispanic	11,293	52.3
White	1,452	6.7
Total Minority	20,135	93.3

Percent of Minority Professional Staff: 30.1%

Open Choice: 1 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 43.5% 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 66.

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.

Throughout the 2008-09 school year, 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 providing 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. Many 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 more than thirty diverse school districts. Further, a large number of district students enrolled at district schools actively participated in inter-district grant programs. Students participated in intra-district programs such as Holcomb Farms, Link and Learn and Nature's Classroom. 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.

STUDENT PERFORMANCE

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 Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	18.1	54.6	1.9
Writing	36.5	62.5	3.8
Mathematics	27.0	62.8	2.5
Grade 4 Reading	21.2	60.7	1.2
Writing	30.4	64.2	1.2
Mathematics	25.3	63.6	1.8
Grade 5 Reading	23.2	66.0	1.9
Writing	30.9	66.5	1.9
Mathematics	31.8	68.8	1.2
Science	15.6	58.1	4.3
Grade 6 Reading	35.1	68.9	4.9
Writing	34.3	62.2	6.1
Mathematics	34.5	68.8	4.9
Grade 7 Reading	44.8	74.9	3.8
Writing	36.1	62.9	8.3
Mathematics	30.4	66.0	5.1
Grade 8 Reading	34.1	68.4	5.8
Writing	36.7	66.5	5.8
Mathematics	23.1	64.5	1.3
Science	21.5	60.6	5.8

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 school, 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. The following results reflect the performance of students with scoreable 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
Reading Across the Disciplines	15.3	47.4	8.3
Writing Across the Disciplines	20.1	55.0	6.9
Mathematics	14.5	47.8	8.4
Science	9.9	42.8	5.3

For more detailed 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."

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
	25.5	36.2	18.4

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.1	74.5	
Average Score	Mathematics	391	507	4.7
	Critical Reading	394	503	3.9
	Writing	399	506	5.4

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, Class of 2008	79.2	92.1	4.6
Cumulative Four-Year Dropout Rate for Class of 2008	11.9	6.6	9.5
2007-08 Annual Dropout Rate for Grade 9 through 12	4.8	2.5	5.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.3	84.1
% Employed (Civilian Employment and in Armed Services)	7.1	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	1405.55
Paraprofessional Instructional Assistants	181.50
Special Education	
Teachers and Instructors	222.60
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	32.50
Staff Devoted to Adult Education	14.00
Administrators, Coordinators, and Department Chairs	
District Central Office	22.00
School Level	112.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	73.95
Counselors, Social Workers, and School Psychologists	117.70
School Nurses	50.50
Other Staff Providing Non-Instructional Services and Support	1115.00

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	13.5	12.5	13.6
% with Master's Degree or Above	58.2	72.7	76.1

Average Class Size	District	DRG	State
Grade K	19.2	20.5	18.3
Grade 2	19.0	21.0	19.3
Grade 5	20.4	22.0	21.0
Grade 7	20.3	21.7	20.5
High School	17.8	18.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	989	988
Middle School	992	996	1,016
High School	1,008	1,005	1,007

*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*	3.2	2.9	3.3
Middle School	1.4	2.4	2.6
High School	2.0	2.3	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$187,142	\$8,370	\$7,521	\$8,050	\$7,522
Instructional Supplies and Equipment	\$8,235	\$368	\$267	\$320	\$271
Improvement of Instruction and Educational Media Services	\$11,049	\$494	\$461	\$541	\$446
Student Support Services	\$27,605	\$1,235	\$808	\$743	\$806
Administration and Support Services	\$41,497	\$1,856	\$1,351	\$1,465	\$1,369
Plant Operation and Maintenance	\$37,752	\$1,689	\$1,382	\$1,456	\$1,377
Transportation	\$24,491	\$1,017	\$649	\$787	\$644
Costs for Students Tuitioned Out	\$26,509	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$152	\$153	\$151
Total	\$364,281	\$15,491	\$12,869	\$13,885	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$66,853	\$2,990	\$1,791	\$3,166	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$81322293	22.3	21.6	20.5

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	24.2	65.9	8.3	1.6
Excluding School Construction	25.1	63.2	9.8	1.9

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 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 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, instructional supplies, software programs and other items needed to effectively manage a school. The School Superintendent closely monitors the implementation of all educational programs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	3,074
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.6%

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	171	0.8	0.8	0.8
Learning Disability	1,413	6.7	5.0	3.9
Intellectual Disability	190	0.9	0.8	0.5
Emotional Disturbance	442	2.1	1.6	1.0
Speech Impairment	329	1.6	2.4	2.3
Other Health Impairment*	280	1.3	2.0	2.1
Other Disabilities**	249	1.2	1.1	0.9
Total	3,074	14.6	13.7	11.6

*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 2007-08 with a Standard Diploma	68.5	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	5.1	3.5

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	9.2	30.2	29.6	65.7
	Writing	5.6	19.5	34.2	64.1
	Mathematics	11.0	30.7	28.7	65.7
	Science	3.0	23.8	18.6	59.4
CAPT	Reading Across the Disciplines	6.0	14.1	15.3	47.4
	Writing Across the Disciplines	2.6	13.6	20.1	55.0
	Mathematics	4.3	15.4	14.5	47.8
	Science	2.3	10.6	9.9	42.8

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	11.8
	% With Accommodations	88.2
CAPT	% Without Accommodations	64.4
	% With Accommodations	35.6
% Assessed Using Skills Checklist		12.6

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	147	4.8
Private Schools or Other Settings	308	10.0

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	2,413	78.5	67.4	72.7
40.1 to 79.0 Percent of Time	159	5.2	16.9	16.1
0.0 to 40.0 Percent of Time	502	16.3	15.7	11.2

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. For the second year in a row, Hartford was the most academically improved urban district in the state. Results of the Connecticut Mastery Test illustrate student academic accomplishments. Fourteen Hartford schools improved significantly in student achievement. An increased number of students scored at the goal level on the CMT. At one elementary school, more than ninety percent of students were at the proficient level in writing. Results of district formative assessments continue to inform teaching and learning and result in initiatives to improve academic performance.

Supplemental programs are in place to reinforce academic skills in reading and mathematics. Research based reading intervention programs were implemented in grades one through six. A research based reading intervention program was implemented at the middle and high school level. Additionally, new graduation requirements were instituted and a three year plan for a comprehensive kindergarten to grade twelve curriculum in core content areas was developed with the first year completed.

Summer programs offer a rigorous curriculum to students. Secondary school summer programs are site based and include the BRIDGE summer program. Results of data analysis continue to illustrate that students who attend the Pre School Program score higher than other students on the kindergarten assessment. Kindergarten students who complete the Early Learning Program are better prepared academically to enter first grade and possess greater grade level reading skills. Hartford Magnet schools received applications from students residing in over 100 other school districts.

The number of students taking the PSAT, SAT and national Advanced Placement exams continues to increase. Sport and Medical Sciences Academy, Capital Preparatory School and Classical Magnet School were named U.S. News and World Reports schools of excellence. Breakthrough Magnet School was named a MSA School of Excellence. The number of Hartford students earning college credit as a result of the AP exam also increased.

More than eighty percent of the 2008 graduates plan to pursue post-secondary education in two or four year colleges
