

STRATEGIC SCHOOL PROFILE 2009-10**Hartford School District**

STEVEN J. ADAMOWSKI, Superintendent

Location: 153 Market Street

Telephone: (860) 695-8401

Hartford,
ConnecticutWebsite: www.hartfordschools.org/

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: 121,578

1990-2000 Population Growth: -13%

Number of Public Schools: 47

Per Capita Income in 2000: \$13,428

Percent of Adults without a High School Diploma in 2000*: 38.7%

Percent of Adults Who Were Not Fluent in English in 2000*: 12.9%

District Enrollment as % of Estimated. Student Population: 95.7%

*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, 2009 21,216
5-Year Enrollment Change -4.8%

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 | 19,662 | 92.3 | 86.4 | 32.6 |
| K-12 Students Who Are Not Fluent in English | 3,691 | 18.0 | 15.0 | 5.4 |
| Students Identified as Gifted and/or Talented* | 155 | 0.7 | 2.2 | 4.1 |
| PK-12 Students Receiving Special Education Services in District | 2,723 | 12.7 | 13.0 | 11.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 981 | 58.4 | 67.7 | 80.5 |
| Homeless | 66 | 0.3 | 0.9 | 0.2 |
| Juniors and Seniors Working 16 or More Hours Per Week | 163 | 9.0 | 10.4 | 13.6 |

*0.6 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 41 | 0.2 |
| Asian American | 406 | 1.9 |
| Black | 8,113 | 38.1 |
| Hispanic | 11,096 | 52.2 |
| White | 1,560 | 7.6 |
| Total Minority | 19,656 | 92.6 |

Percent of Minority Professional Staff: 29.6%

Open Choice:

33 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:

43.4% 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 70.

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.

The Hartford Public Schools has a diverse student population with students from more than 24 countries and who speak more than 20 different languages. Additionally, the number of students attending inter-district magnet schools increased significantly and providing opportunities for Hartford students to attend classes with students from diverse economic and racial backgrounds. 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. Throughout the 2009-10 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. 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 originally began 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 thirty-seven 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 and Hartford Performs, Inspiring Students through the Arts develops student connections with art organizations, art works and various world cultures.

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 | 26.9 | 57.0 | 3.1 | |
| Writing | 36.7 | 58.3 | 5.5 | |
| Mathematics | 31.0 | 62.4 | 2.5 | |
| Grade 4 Reading | 20.3 | 59.9 | 0.6 | |
| Writing | 29.5 | 63.6 | 1.3 | |
| Mathematics | 28.0 | 67.0 | 2.5 | |
| Grade 5 Reading | 18.0 | 61.8 | 0.6 | |
| Writing | 33.4 | 68.2 | 2.4 | |
| Mathematics | 32.9 | 72.4 | 1.2 | |
| Science | 16.0 | 59.4 | 0.6 | |
| Grade 6 Reading | 45.3 | 74.9 | 3.7 | |
| Writing | 38.2 | 65.9 | 4.9 | |
| Mathematics | 41.2 | 70.7 | 4.9 | |
| Grade 7 Reading | 46.3 | 77.4 | 2.6 | |
| Writing | 26.8 | 61.2 | 3.2 | |
| Mathematics | 36.1 | 68.5 | 5.8 | |
| Grade 8 Reading | 44.9 | 73.3 | 6.4 | |
| Writing | 31.3 | 62.6 | 7.0 | |
| Mathematics | 32.5 | 67.3 | 5.7 | |
| Science | 26.7 | 62.8 | 4.5 | |

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 | 16.4 | 45.9 | 6.8 | |
| Writing Across the Disciplines | 29.2 | 59.6 | 6.8 | |
| Mathematics | 16.4 | 48.7 | 6.1 | |
| Science | 12.5 | 45.3 | 3.8 | |

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 |
|--|----------|-------|---|
| | 35.3 | 50.7 | 15.7 |

| SAT® I: Reasoning Test Class of 2009 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|-----------------|--------------|---|
| % of Graduates Tested | | 67.1 | 68.5 | |
| Average Score | Mathematics | 400 | 508 | 7.0 |
| | Critical Reading | 395 | 503 | 5.4 |
| | 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 2009 | 69.3 | 91.3 | 3.1 |
| 2008-09 Annual Dropout Rate for Grade 9 through 12 | 10.6 | 3.0 | 2.2 |

| Activities of Graduates | District | State |
|--|-----------------|--------------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 83.2 | 84.5 |
| % Employed (Civilian Employment and in Armed Services) | 10.9 | 10.4 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|----------|
| General Education | |
| Teachers and Instructors | 1,293.60 |
| Paraprofessional Instructional Assistants | 178.00 |
| Special Education | |
| Teachers and Instructors | 188.00 |
| Paraprofessional Instructional Assistants | 264.00 |
| Library/Media Specialists and/or Assistants | 29.00 |
| Staff Devoted to Adult Education | 5.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 22.00 |
| School Level | 102.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 73.30 |
| Counselors, Social Workers, and School Psychologists | 103.00 |
| School Nurses | 51.50 |
| Other Staff Providing Non-Instructional Services and Support | 863.60 |

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 | 14.0 | 12.9 | 13.8 |
| % with Master's Degree or Above | 58.3 | 73.3 | 77.8 |

| Average Class Size | District | DRG | State |
|---------------------------|-----------------|------------|--------------|
| Grade K | 21.5 | 21.1 | 18.5 |
| Grade 2 | 20.6 | 21.6 | 19.7 |
| Grade 5 | 20.3 | 21.8 | 21.1 |
| Grade 7 | 22.1 | 22.8 | 20.8 |
| High School | 20.0 | 19.6 | 19.6 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 992 | 1,004 | 992 |
| Middle School | 992 | 998 | 1,018 |
| High School | 1,001 | 1,002 | 1,006 |

*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 | 2.8 | 3.2 |
| Middle School | 1.6 | 2.5 | 2.5 |
| High School | 2.1 | 2.0 | 2.3 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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 | \$179,069 | \$8,295 | \$7,819 | \$8,202 | \$7,829 |
| Instructional Supplies and Equipment | \$9,350 | \$433 | \$274 | \$316 | \$279 |
| Improvement of Instruction and Educational Media Services | \$8,902 | \$412 | \$474 | \$557 | \$459 |
| Student Support Services | \$26,874 | \$1,245 | \$863 | \$777 | \$859 |
| Administration and Support Services | \$44,378 | \$2,056 | \$1,405 | \$1,528 | \$1,426 |
| Plant Operation and Maintenance | \$39,264 | \$1,819 | \$1,469 | \$1,497 | \$1,462 |
| Transportation | \$30,508 | \$1,341 | \$701 | \$896 | \$694 |
| Costs for Students Tuitioned Out | \$30,133 | N/A | N/A | N/A | N/A |
| Other | \$0 | \$0 | \$163 | \$158 | \$162 |
| Total | \$368,477 | \$15,951 | \$13,458 | \$14,300 | \$13,386 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$88,679 | \$4,108 | \$1,864 | \$3,292 | \$1,825 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$79,490,712 | 21.6 | 21.6 | 20.7 |

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 | 24.4 | 68.5 | 6.3 | 0.8 |
| Excluding School Construction | 26.5 | 64.7 | 7.9 | 1.0 |

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.

Central to our reform initiative is the guiding principle that autonomy should be given to schools in deciding how to educate their perfectly unique student populations. Thus, our system of schools required a radically different approach to funding our students' education. Beginning in the 2007-2008 school year, HPS became the only district in the state of Connecticut to use Student-Based Budgeting, or SBB (also known as Weighted Student Funding). For any given grade, each student at HPS receives the same level of funding as another student in a different school. We refer to that as the "grade weight". In addition to this base level of funding, we provide funding for each student's identified need such as special education services or gifted and talented needs. We term this the "need weight". SBB allows us to provide a level of equity, transparency, and simplicity to our school budgets that is difficult to find in most school districts. We can say with certainty that our students are equitably funded at their individual level of need. We found that in 2007, only 52% of our general budget funds were being directed to schools. By school year 10-11, however, we were able to increase that funding level to 72% of our budget. Though our central office is half the size it was in 2006, we know that our funds are increasingly going where they should be; to the classrooms in a clear and equitable manner.

SPECIAL EDUCATION

| | |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | 3,058 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 14.8% |

| 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 | 192 | 0.9 | 0.9 | 1.0 |
| Learning Disability | 1,368 | 6.6 | 5.0 | 3.9 |
| Intellectual Disability | 184 | 0.9 | 0.8 | 0.5 |
| Emotional Disturbance | 389 | 1.9 | 1.5 | 1.0 |
| Speech Impairment | 356 | 1.7 | 2.4 | 2.2 |
| Other Health Impairment* | 323 | 1.6 | 2.2 | 2.1 |
| Other Disabilities** | 246 | 1.2 | 1.2 | 0.9 |
| Total | 3,058 | 14.8 | 14.0 | 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 2008-09 with a Standard Diploma | 58.4 | 81.0 |
| 2008-09 Annual Dropout Rate for Students Aged 14 to 21 | 10.8 | 4.1 |

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 | 14.5 | 31.6 | 34.0 | 67.5 |
| | Writing | 5.1 | 19.6 | 32.7 | 63.3 |
| | Mathematics | 16.7 | 32.9 | 33.7 | 68.1 |
| | Science | 4.0 | 23.7 | 21.5 | 61.1 |
| CAPT | Reading Across the Disciplines | 4.8 | 13.8 | 16.4 | 45.9 |
| | Writing Across the Disciplines | 3.0 | 16.8 | 29.2 | 59.6 |
| | Mathematics | 8.9 | 16.7 | 16.4 | 48.7 |
| | Science | 2.1 | 13.0 | 12.5 | 45.3 |

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 | 16.6 |
| | % With Accommodations | 83.4 |
| CAPT | % Without Accommodations | 38.8 |
| | % With Accommodations | 61.2 |
| % Assessed Using Skills Checklist | | 10.9 |

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 | 176 | 5.8 |
| Private Schools or Other Settings | 324 | 10.6 |

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 | 2400 | 78.5 | 67.6 | 73.4 |
| 40.1 to 79.0 Percent of Time | 181 | 5.9 | 17.1 | 15.3 |
| 0.0 to 40.0 Percent of Time | 477 | 15.6 | 15.3 | 11.3 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In June of 2009, U. S. Secretary of Education Arne Duncan cited Hartford as one of the six most progressive school districts in the United States for being willing to close failing schools and create better options for children. His remarks are supported by the district's 2010 student performance results on state tests which increased for the third consecutive year at levels far surpassing the gains achieved in 2008 and 2009. A total of 31 schools improved, with redesigned high schools posting the largest gains, on the CMT, CAPT, and Hartford's Overall School Index (OSI). We use OSI (a summative statistic for overall student achievement at a school) to grant increased autonomy to schools that show high and improved performance on the CMT and CAPT. The Connecticut Coalition for Achievement Now (ConnCAN) also recognized Hartford as the most academically improving urban district in the state, consistently outpacing growth statewide; Hartford's scores improved at more than double the state rate. State results revealed two noteworthy developments: every grade level went up in mathematics and the district registered its sharpest reading increases in the history of CMT and CAPT testing. In third grade, for example, 8 percent more students were reading at the proficient level and 8 percent more students were reading at the goal level as compared to last year. At the upper grades, the number of 10th grade students reading at the proficient level increased by nearly 12 percent. We are encouraged by these results because they demonstrate that the reform strategy undertaken by Hartford's Board of Education to close the achievement gap between city and suburban students is working. District work to support schools in attaining these results is outlined in the three year District Strategic Operating Plan (SOP). The plan includes specific strategies designed to meet 9 broad goal areas including: High Academic Achievement, School Accountability and Empowerment, Effective School Leaders, Effective Teachers, Equitable Allocation of Resources, Strong Parent/Community Communication and Collaboration, Positive School Climate, An All Choice System of Schools and Reform Sustainability. Some key SOP strategies included the development of a comprehensive curriculum and assessment system with clear learning objectives and assessments aligned to state standards and assessments. Effective reading intervention programs targeting challenged readers in grades one and six produced impressive results in 2010 and are expanding to grades two and seven for the 2010-2011 school year. Mathematics interventions for grades two and eight are being implemented in the 2010-2011 school year as well. In addition to registering exceptional gains in overall student achievement the district also posted significant improvements for both special education students and English Language Learners. Special education reading scores, across grade levels tested, increased by 9.3 percentage points, while Math and Science increased by 11.6 and 3.0 percentage points respectively. District actions supporting these gains include, increased access to general education curriculum, alignment of IEP goals to grade level expectations, the implementation of tools for monitoring alignment and regularly measuring student progress as well as professional learning for teachers, parents and paraprofessionals. English Language Learners showed a 4 percent increase in Reading, 6 percent increase in Math and a 3 percent increase in Writing. Content curricula and reading interventions influenced substantial increases for our ELL students. The Hartford Public Schools make substantial efforts to inform parents and keep them involved in their children's education. This year our Parental Involvement Policy was reviewed collaboratively with the district wide parent organization and other stakeholders to ensure the policy is being implemented effectively and meeting the overall purpose of the policy. Hartford Public Schools has a Welcome Center that works to keep families informed and respond to questions or concerns. Parents serve on School Governance Councils, act as Title I representatives, and volunteer for countless committees, activities, and projects. Next year, we look forward to holding our First Annual District Title I Parent Meeting which will assist families with making informed educational decisions on behalf of their children regarding the opportunities that Title I legislation affords them including Parent Involvement, School Choice, Supplemental Educational Services (SES), and learning about School and District Report Cards.
