

STRATEGIC SCHOOL PROFILE 2011-12**Hartford School District**

CHRISTINA M. KISHIMOTO, 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: 95.1%

*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, 2011 20,879
5-Year Enrollment Change -5.8%

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	18,757	89.8	83.8	35.2
K-12 Students Who Are Not Fluent in English	3,581	18.0	15.1	5.6
Students Identified as Gifted and/or Talented*	215	1.0	1.6	4.0
PK-12 Students Receiving Special Education Services in District	2,817	13.5	13.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,079	60.1	65.9	79.8
Homeless	52	0.2	0.8	0.3
Juniors and Seniors Working 16 or More Hours Per Week	162	7.9	10.9	13.0

*5.6 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	61	0.3
Asian American	536	2.6
Black	6,915	33.1
Hispanic	10,386	49.7
Pacific Islander	14	0.1
White	2,033	9.7
Two or more races	934	4.5
Total Minority	18,846	90.3

Percent of Minority Professional Staff: 27.9%

Open Choice:

45 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:

39.7% 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 73.

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 who speak more than 70 languages. Additionally, the number of students attending inter-district magnet schools increased significantly providing opportunities for Hartford students to attend classes with students from diverse economic and racial backgrounds. Throughout the 2011-12 school year, the Hartford Public School district provided numerous opportunities 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 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 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	33.6	59.2	3.1	
Writing	39.0	62.7	4.4	
Mathematics	32.0	66.5	1.3	
Grade 4 Reading	33.4	64.1	3.8	
Writing	34.3	65.3	1.9	
Mathematics	33.4	68.0	2.5	
Grade 5 Reading	36.4	67.6	2.4	
Writing	42.1	68.1	3.6	
Mathematics	36.3	71.6	1.8	
Science	25.7	63.9	1.2	
Grade 6 Reading	47.4	74.1	6.6	
Writing	38.3	67.4	5.4	
Mathematics	38.8	69.3	6.0	
Grade 7 Reading	56.4	79.8	3.8	
Writing	36.0	65.6	3.1	
Mathematics	36.3	68.1	5.6	
Grade 8 Reading	48.1	76.8	4.4	
Writing	37.0	68.3	3.8	
Mathematics	34.0	67.2	5.7	
Science	25.9	61.9	4.4	

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	19.0	47.5	6.0	
Writing Across the Disciplines	32.6	63.0	5.2	
Mathematics	19.7	49.2	6.8	
Science	17.1	47.1	6.7	

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
	38.4	50.6	21.5

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.4	77.3	
Average Score	Mathematics	392	505	1.5
	Critical Reading	400	502	2.3
	Writing	402	506	3.8

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, Adjusted Cohort Rate 2011	63.2	82.7	7.5
2010-11 Annual Dropout Rate for Grade 9 through 12	7.4	2.6	4.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.3	84.5
% Employed (Civilian Employment and in Armed Services)	5.7	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	1,324.83
Paraprofessional Instructional Assistants	85.50
Special Education	
Teachers and Instructors	189.90
Paraprofessional Instructional Assistants	267.50
Library/Media Specialists and/or Assistants	19.60
Staff Devoted to Adult Education	9.00
Administrators, Coordinators, and Department Chairs	
District Central Office	36.00
School Level	98.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	82.10
Counselors, Social Workers, and School Psychologists	94.00
School Nurses	67.90
Other Staff Providing Non-Instructional Services and Support	888.22

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	13.0	12.9	13.9
% with Master's Degree or Above	54.9	74.0	79.6

Average Class Size	District	DRG	State
Grade K	19.4	20.9	18.5
Grade 2	17.7	21.5	19.7
Grade 5	20.4	22.7	21.6
Grade 7	20.1	21.2	20.3
High School	21.1	20.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,076	1,018	993
Middle School	1,133	1,038	1,024
High School	1,095	1,053	1,024

*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*	2.0	2.4	2.8
Middle School	1.4	2.2	2.2
High School	1.6	2.0	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$190,626	\$9,103	\$8,464	\$8,966	\$8,469
Instructional Supplies and Equipment	\$12,843	\$613	\$267	\$328	\$271
Improvement of Instruction and Educational Media Services	\$7,350	\$351	\$487	\$626	\$482
Student Support Services	\$25,177	\$1,202	\$901	\$788	\$901
Administration and Support Services	\$44,461	\$2,123	\$1,468	\$1,574	\$1,490
Plant Operation and Maintenance	\$43,041	\$2,055	\$1,471	\$1,514	\$1,463
Transportation	\$26,724	\$1,223	\$735	\$921	\$724
Costs for Students Tuitioned Out	\$39,321	N/A	N/A	N/A	N/A
Other	\$289	\$14	\$165	\$181	\$165
Total	\$389,832	\$16,999	\$14,238	\$15,277	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$32,970	\$1,574	\$1,290	\$1,974	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$92,673,235	23.8	22.8	21.7

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	22.3	61.1	15.5	1.2
Excluding School Construction	25.5	56.5	16.8	1.3

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. 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. 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. SBB also allows our budgets to be highly transparent (available at www.hartfordschools.org) and inherently accountable. The simplicity to this funding system allows us to set targets on what level of funding we want to provide to our schools by setting aside a percentage of our general budget that funds SBB. We found that in 2007, only 52% of our general budget funds were being directed to schools. By school year 11-12, however, we were able to increase that funding level to 70% 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	3,149
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.6%

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	229	1.1	1.1	1.2
Learning Disability	1,356	6.7	5.1	3.9
Intellectual Disability	172	0.9	0.8	0.4
Emotional Disturbance	357	1.8	1.4	1.0
Speech Impairment	428	2.1	2.3	2.1
Other Health Impairment*	381	1.9	2.5	2.2
Other Disabilities**	226	1.1	1.3	1.0
Total	3,149	15.6	14.4	11.7

*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 2010-11 with a Standard Diploma	43.8	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	9.4	5.1

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	25.2	36.0	42.9	70.4
	Writing	6.8	21.5	37.7	66.3
	Mathematics	16.0	31.8	35.1	68.4
	Science	3.7	23.0	25.8	62.9
CAPT	Reading Across the Disciplines	9.8	14.5	19.0	47.5
	Writing Across the Disciplines	4.8	18.2	32.6	63.0
	Mathematics	9.1	15.4	19.7	49.2
	Science	2.8	13.6	17.1	47.1

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	38.1
	% With Accommodations	61.9
CAPT	% Without Accommodations	28.9
	% With Accommodations	71.2
% Assessed Using Skills Checklist		11.9

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	280	8.9
Private Schools or Other Settings	390	12.4

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	2421	76.9	67.1	72.1
40.1 to 79.0 Percent of Time	176	5.6	17.2	16.3
0.0 to 40.0 Percent of Time	552	17.5	15.7	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Hartford Public Schools is a unique Connecticut School district that provides a portfolio approach to Pre-K through Grade 12 education. Under the “Portfolio District” model, the District’s theory of action calls for the creation of a diverse portfolio of schools for students and families to choose from. In addition, it calls for the constant monitoring of individual school performance and - over time - the replication of what works and the discontinuing of what does not. Over the past four years, the District has reconstituted all of its chronically low-performing schools and created new theme-based academies, utilizing nationally proven models. In addition, many schools in Hartford have been magnetized, and still many more have performed well enough not to warrant any redesign at all. After four consecutive years of performance gains, which includes a 22% increase in third grade reading and a 25% increase in the high school graduation rate, the district is poised to accelerate and sustain reform work. The district Strategic Operating Plan 2011-2016 with a Phase II Action Plan provides a “Road Map” for the work of the district and sets priorities for the next five years of the reform. District work to support schools in attaining these results is outlined in the five-year District Strategic Operating Plan (SOP). The plan includes specific strategies designed to meet three goals: The focus of Goal 1 Third Grade Promise is to have every child reading at or above grade level by the time he or she reaches the end of third grade. The focus of Goal 2 Middle Years Redesign is to restructure grades 6-8 to include developmentally appropriate themes, group learning processes, current technologies, leadership development, opportunities and practices that excite and engage every learner as he or she transitions from childhood to the teenage years of high school. The expectation is for all middle grades students to demonstrate sustained performance gains that will prepare them for the rigor of a college-ready high school curriculum. The focus of Goal 3 College Readiness is to ensure that every HPS graduate is fully prepared to excel at college level work without the need for remedial courses. The key strategic operating plan strategies necessary to attain these goals include a focus on: relevant curriculum, school design fidelity, family and community engagement, innovative leaders, quality instruction, and capacity building. The Hartford Public Schools make substantial efforts to inform parents and keep them involved in their children’s education. A new department has been formed for the purpose of advancing early literacy and parent engagement. Hartford Public Schools has a Welcome Center that works to keep families informed and responds to questions or concerns. Parents serve on School Governance Councils, act as Title I representatives, and volunteer for countless committees, activities, and projects.
