

**STRATEGIC SCHOOL PROFILE 2010-11****Hartford School District**

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Hartford,  
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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](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Hartford

Town Population in 2000: 121,578

1990-2000 Population Growth: -13%

Number of Public Schools: 48

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](http://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, 2010      20,931  
5-Year Enrollment Change      -6.1%

**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	18,979	90.7	85.1	34.1
K-12 Students Who Are Not Fluent in English	3,693	18.4	15.3	5.6
Students Identified as Gifted and/or Talented*	196	0.9	1.7	4.0
PK-12 Students Receiving Special Education Services in District	2,626	12.5	13.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,347	74.1	69.5	80.2
Homeless	55	0.3	0.7	0.3
Juniors and Seniors Working 16 or More Hours Per Week	142	9.4	8.3	13.2

\*34.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	54	0.3
Asian American	465	2.2
Black	7,243	34.6
Hispanic	10,728	51.3
Pacific Islander	13	0.1
White	1,714	8.2
Two or more races	714	3.4
Total Minority	19,217	91.8

**Percent of Minority Professional Staff:** 28.6%

**Open Choice:**

42 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:**

41.6% 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 69.

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

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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. 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 2010-11 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 Harford Performs, Inspiring Students through the Arts, develops student connections with art organizations, art works and various world cultures

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## 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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	32.5	58.4	5.0	
Writing	38.5	61.1	6.8	
Mathematics	30.6	63.0	3.1	
Grade 4 Reading	28.5	62.5	2.5	
Writing	35.0	65.5	3.0	
Mathematics	31.2	67.0	3.7	
Grade 5 Reading	22.4	61.4	1.2	
Writing	35.5	66.8	3.7	
Mathematics	35.3	72.5	1.8	
Science	17.4	59.9	0.6	
Grade 6 Reading	48.3	76.0	3.6	
Writing	38.6	65.2	6.0	
Mathematics	41.7	71.3	5.4	
Grade 7 Reading	51.0	77.8	5.7	
Writing	28.7	58.9	6.3	
Mathematics	38.7	68.4	5.8	
Grade 8 Reading	44.3	74.7	5.1	
Writing	30.0	64.8	3.8	
Mathematics	31.6	66.6	7.0	
Science	26.5	63.1	5.7	

**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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	10.7	44.7	6.1	
Writing Across the Disciplines	31.0	61.2	6.8	
Mathematics	16.9	49.5	9.0	
Science	14.0	47.0	5.3	

**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
	37.4	51.0	20.1

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		57.5	70.6	
Average Score	Mathematics	402	510	5.3
	Critical Reading	410	505	5.3
	Writing	410	510	5.3

**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 2010	59.8	81.8	4.6
2009-10 Annual Dropout Rate for Grade 9 through 12	8.1	2.8	3.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.0	84.8
% Employed (Civilian Employment and in Armed Services)	3.6	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	1,292.50
Paraprofessional Instructional Assistants	85.50
Special Education	
Teachers and Instructors	187.00
Paraprofessional Instructional Assistants	278.00
Library/Media Specialists and/or Assistants	23.50
Staff Devoted to Adult Education	7.00
Administrators, Coordinators, and Department Chairs	
District Central Office	26.00
School Level	96.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	77.00
Counselors, Social Workers, and School Psychologists	99.00
School Nurses	56.40
Other Staff Providing Non-Instructional Services and Support	871.60

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	12.8	13.9
% with Master's Degree or Above	57.1	74.3	79.0

Average Class Size	District	DRG	State
Grade K	17.9	20.5	18.4
Grade 2	19.7	21.6	19.9
Grade 5	19.6	21.8	21.2
Grade 7	21.5	21.8	20.6
High School	19.7	19.6	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	1,004	992
Middle School	993	1,008	1,017
High School	999	997	1,010

\*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	3.1
Middle School	1.6	2.2	2.4
High School	1.9	2.2	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$187,001	\$8,818	\$8,232	\$8,636	\$8,237
Instructional Supplies and Equipment	\$19,735	\$931	\$299	\$446	\$300
Improvement of Instruction and Educational Media Services	\$5,828	\$275	\$477	\$617	\$463
Student Support Services	\$25,245	\$1,190	\$875	\$793	\$872
Administration and Support Services	\$49,240	\$2,322	\$1,433	\$1,615	\$1,459
Plant Operation and Maintenance	\$39,159	\$1,847	\$1,421	\$1,474	\$1,410
Transportation	\$27,249	\$1,191	\$701	\$875	\$692
Costs for Students Tuitioned Out	\$32,643	N/A	N/A	N/A	N/A
Other	\$233	\$11	\$161	\$152	\$159
<b>Total</b>	<b>\$386,331</b>	<b>\$16,876</b>	<b>\$13,878</b>	<b>\$14,956</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$84,324	\$3,976	\$1,622	\$2,805	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$85,691,741	22.2	22.2	21.5

**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	20.2	63.9	15.5	0.5
Excluding School Construction	21.7	58.9	18.8	0.6

## 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. SBB also allows our budgets to be highly transparent (available at [www.hartfordschools.org](http://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 10-11, however, we were able to increase that funding level to 72% of our budget.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	3,014
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.7%

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	189	0.9	1.0	1.1
Learning Disability	1,325	6.5	5.0	3.9
Intellectual Disability	156	0.8	0.7	0.4
Emotional Disturbance	378	1.8	1.5	1.0
Speech Impairment	414	2.0	2.4	2.2
Other Health Impairment*	319	1.6	2.3	2.1
Other Disabilities**	233	1.1	1.2	0.9
<b>Total</b>	<b>3,014</b>	<b>14.7</b>	<b>14.1</b>	<b>11.6</b>

\*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 2009-10 with a Standard Diploma	40.8	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	6.6	3.9

## 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	20.1	33.0	38.4	68.6
	Writing	5.7	19.3	34.3	63.7
	Mathematics	17.0	33.4	35.0	68.2
	Science	4.5	21.2	22.1	61.5
CAPT	Reading Across the Disciplines	4.7	14.1	10.7	44.7
	Writing Across the Disciplines	3.4	17.3	31.0	61.2
	Mathematics	10.2	15.8	16.9	49.5
	Science	3.0	13.1	14.0	47.0

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	18.5
	% With Accommodations	81.5
CAPT	% Without Accommodations	29.3
	% With Accommodations	70.7
% Assessed Using Skills Checklist		11.5

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	207	6.9
Private Schools or Other Settings	367	12.2

### 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	2416	80.2	69.7	74.1
40.1 to 79.0 Percent of Time	158	5.2	16.0	14.9
0.0 to 40.0 Percent of Time	440	14.6	14.3	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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 2011 student performance results on state tests which increased for the third consecutive year at levels far surpassing the gains achieved in 2009 and 2010. A significant number of 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, 7 percent more students were reading at the proficient level as compared to last year. 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 2011 and are expanding to grades two and seven for the 2011- 2012 school year. Mathematics interventions for grades two and eight are being implemented in the 2011-2012 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, math and science scores increased across grade levels. 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 an increase in Reading, Math and 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 responds 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

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