

STRATEGIC SCHOOL PROFILE 2004-05**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).

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: 94.7%
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 2003-04 School Year: 3,231
Number of Public Schools: 40	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 415
Number of Nonpublic Schools: 10	

 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.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	66.6	73.2	26.6
	2002-2003	>95.0	71.5	25.4
% of K-12 Students with Non-English Home Language	2004-2005	48.8	33.9	12.5
	1999-2000	57.3	39.3	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	81.6	82.4	89.0
	1999-2000	72.2	73.9	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	55.2	58.9	77.0
	1999-2000	45.0	53.4	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	27.1	19.9	22.1
	1999-2000	24.5	26.5	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	22,296
5-Year Enrollment Change	-1.1%
Projected 2009 Enrollment	
Elementary	10,951
Middle School	2,759
High School	4,875
Prekindergarten, Other	763

Race/Ethnicity	Number	Percent
American Indian	43	0.2
Asian American	186	0.8
Black	9,016	40.4
Hispanic	11,877	53.3
White	1,174	5.3
Total Minority 2004-2005	21,122	94.7
Total Minority 1999-2000	21,485	95.4

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 2004-2005, 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. The addition of magnet schools, including Webster MicroSociety, Fisher Multiple Intelligences Magnet and Simpson Waverly Classical Magnet have increased opportunities for Hartford students to attend classes with students from diverse backgrounds. Additionally, Hartford students 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 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. 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 intra-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. 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.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

of Certified Staff

Teachers	1683.3
Administrators	122.4
Department Chairs	1.0
Library/Media Staff	38.6
Other Professionals	252.3
% Minority 2004-2005	33.0
% Minority 1999-2000	36.1
# Non-Certified Instructional	500.0



Average Class Size		District	ERG	State
Grade K	2004-2005	17.9	20.0	18.5
	1999-2000	18.4	19.4	18.5
Grade 2	2004-2005	18.3	20.9	19.5
	1999-2000	18.7	21.1	19.8
Grade 5	2004-2005	19.0	22.2	21.3
	1999-2000	19.0	22.7	21.8
Grade 7	2004-2005	17.6	21.2	20.9
	1999-2000	22.1	24.0	21.9
High School	2004-2005	19.6	20.9	20.2
	1999-2000	18.0	19.5	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.0	12.7	13.2
% with Master's Degree or Above	68.3	76.1	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	20.7	20.4	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	1,004	975	987
Middle School	958	975	1,014
High School	930	974	1,003

*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	3.5	3.5	3.6
Students Per Teacher	13.2	14.2	13.8
Teachers Per Administrator	13.6	14.2	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	24.2	24.9	35.2

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 rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	14.6	20.8	52.8
Writing	28.7	36.2	63.3
Mathematics	22.5	28.3	56.8
All Three Tests	8.4	13.0	41.2
Grade 6 Reading	28.0	27.9	60.5
Writing	35.7	33.9	61.3
Mathematics	31.0	30.0	60.9
All Three Tests	15.3	15.1	45.3
Grade 8 Reading	30.8	32.1	64.9
Writing	36.4	33.7	60.7
Mathematics	19.9	20.3	55.7
All Three Tests	13.3	13.4	45.2
Participation Rate	97.4	98.3	99.0



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.


Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	12.3	18.9	48.9
Writing Across the Disciplines	20.1	24.2	55.2
Mathematics	12.2	15.5	47.8
Science	9.4	13.9	47.3
All Four Tests	3.1	5.8	29.2
Participation Rate	90.5	89.2	96.8



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.

SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	73.0	61.2	63.1	74.8
Mathematics: Average Score	384	399	415	508
Mathematics: % Scoring 600 or More	3.0	3.9	5.6	23.3
Verbal: Average Score	394	396	416	508
Verbal: % Scoring 600 or More	3.4	2.5	4.9	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	20.8	20.9	8.8
2003-04 Annual Rate for Grades 9 through 12	3.7	4.7	1.8
1998-99 Annual Rate for Grades 9 through 12	12.1	8.7	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	574	81.3	77.8	81.5
	1999	459	77.0	76.0	78.3
Employed or in Military	2004	34	4.8	14.1	14.1
	1999	89	14.9	17.0	17.1
Unemployed	2004	0	0.0	1.9	0.8
	1999	0	0.0	3.5	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

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	\$181,126	\$8,025	\$6,287	\$6,994	\$6,282
Instructional Supplies and Equipment	\$6,116	\$271	\$242	\$283	\$242
Improvement of Instruction and Educational Media Services	\$13,649	\$605	\$398	\$559	\$387
Student Support Services	\$13,093	\$580	\$616	\$549	\$615
Administration and Support Services	\$35,661	\$1,580	\$1,092	\$1,154	\$1,101
Plant Operation and Maintenance	\$25,392	\$1,125	\$1,031	\$1,075	\$1,025
Transportation	\$11,507	\$457	\$485	\$511	\$487
Costs for Students Tuitioned Out	\$18,917	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$122	\$122	\$120
Total	\$305,461	\$12,873	\$10,518	\$11,589	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$30,592	\$1,355	\$1,149	\$1,558	\$1,171
Adult Education	\$5,587	\$1,729	N/A	\$1,295	\$1,057

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	24.9	60.7	12.3	2.1
Without School Construction	24.9	59.3	13.5	2.3

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	\$10,900	1.5	\$9,679	2.2	\$8,620	3.8
Salaries and Benefits	\$9,092	1.5	\$7,813	2.2	\$7,120	4.0
Supplies	\$701	8.7	\$557	8.4	\$455	5.6
Equipment	\$67	4.7	\$94	-27.7	\$114	-8.8
High School						
Total	\$11,177	1.1	\$9,409	-3.4	\$9,316	1.3
Salaries and Benefits	\$9,108	0.8	\$7,337	-3.5	\$7,529	1.7
Supplies	\$702	8.0	\$548	0.6	\$524	4.0
Equipment	\$67	3.1	\$98	-37.6	\$133	-13.1

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 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.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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 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. 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 reinforcing academic skills in reading and mathematics. Summer programs also a success with over six thousand students attending and benefiting from a rigorous curriculum. Sustained improvements to increase student achievement is also evident by curricular initiatives that include a revised 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.

Strategic School Profiles may be viewed on the internet at 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/

Filename: DIST041.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\New Folder
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 64-00
Subject:
Author: CSDE
Keywords:
Comments:
Creation Date: 12/12/2005 3:17 PM
Change Number: 1
Last Saved On: 12/12/2005 3:17 PM
Last Saved By: CSDE
Total Editing Time: 0 Minutes
Last Printed On: 1/10/2006 10:53 AM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,477 (approx.)
Number of Characters: 14,100 (approx.)