

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



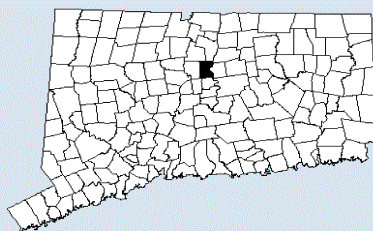
Hartford School District

Dr. Leslie Torres-Rodriguez, Superintendent • 860-695-8000 • <http://www.hartfordschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	73
Enrollment	20,142
Per Pupil Expenditures ¹	\$17,324
Total Expenditures ¹	\$416,414,920

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	9,745	48.4	48.4
Male	10,397	51.6	51.6
American Indian or Alaska Native	54	0.3	0.3
Asian	836	4.2	5.1
Black or African American	6,032	29.9	12.8
Hispanic or Latino	10,704	53.1	24.8
Pacific Islander	41	0.2	0.1
Two or More Races	422	2.1	3.3
White	2,053	10.2	53.6
English Learners	3,807	18.9	7.2
Eligible for Free or Reduced-Price Meals	14,805	73.5	36.7
Students with Disabilities ¹	3,644	18.1	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	868	8.8
Male	2,544	26.1	1,684	15.8
Black or African American	1,243	21.8	986	16.2
Hispanic or Latino	3,160	30.7	1,366	12.3
White	217	11.8	124	6.1
English Learners	1,406	32.8	489	11.3
Eligible for Free or Reduced-Price Meals	4,397	28.2	2,291	13.8
Students with Disabilities	1,438	38.7	686	16.1
District	4,791	25.3	2,552	12.4
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 7,927

Number of school-based arrests: 44

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2017-18

Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,164.8
Paraprofessional Instructional Assistants	85.0
Special Education	
Teachers and Instructors	197.7
Paraprofessional Instructional Assistants	388.0
Administrators, Coordinators and Department Chairs	
District Central Office	32.4
School Level	94.6
Library/Media	
Specialists (Certified)	13.3
Support Staff	0.0
Instructional Specialists Who Support Teachers	133.1
Counselors, Social Workers and School Psychologists	113.5
School Nurses	54.6
Other Staff Providing Non-Instructional Services/Support	864.6

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	27	1.5	1.1
Black or African American	232	13.1	3.7
Hispanic or Latino	185	10.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,329	75.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.2	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	238	53.5	278	57.7
Hispanic or Latino	299	52.1	339	59.8
White	106	68.8	127	77.9
English Learners	100	45.9	124	51.9
Eligible for Free or Reduced-Price Meals	502	53.2	582	59.9
Students with Disabilities	116	52.7	121	42.5
District	687	55.2	789	61.4
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	238	60.6
Emotional Disturbance	108	32.4
Intellectual Disability	89	47.3
Learning Disability	1,290	93.2
Other Health Impairment	583	74.4
Other Disabilities	78	44.8
Speech/Language Impairment	430	95.6
District	2,816	76.0
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Hartford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	440	2.2	1.8
Emotional Disturbance	333	1.7	1.1
Intellectual Disability	189	1.0	0.5
Learning Disability	1,384	7.0	5.2
Other Health Impairment	788	4.0	3.1
Other Disabilities	266	1.3	1.1
Speech/Language Impairment	536	2.7	1.8
All Disabilities	3,936	19.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	833	21.2	8.3
Private Schools or Other Settings	432	11.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	186,766,162	9,203	9,847
Instructional Supplies and Equipment	5,880,884	290	287
Improvement of Instruction and Educational Media Services	7,550,409	372	589
Student Support Services	29,807,241	1,469	1,120
Administration and Support Services	53,759,269	2,649	1,905
Plant Operation and Maintenance	36,858,207	1,816	1,648
Transportation	21,829,572	1,062	904
Costs of Students Tuitioned Out	73,963,176	N/A	N/A
Other	0	0	208
Total	416,414,920	17,324	16,535

Additional Expenditures

Land, Buildings, and Debt Service	27,683,268	1,364	1,393
-----------------------------------	------------	-------	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	24,711,679	20.4	33.8
Noncertified Personnel	13,986,073	11.6	14.5
Purchased Services	1,215,760	1.0	5.5
Tuition to Other Schools	56,599,520	46.8	23.4
Special Ed. Transportation	13,437,992	11.1	8.7
Other Expenditures	10,913,029	9.0	14.1
Total Expenditures	120,864,053	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	20.8	22.8
State	72.4	70.0
Federal	4.8	5.1
Tuition & Other	2.0	2.1

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2017-18

Hartford School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	21	58.7	21	51.5
Asian	279	67.6	279	66.6
Black or African American	2800	51.4	2792	45.3
Hispanic or Latino	5133	48.9	5120	44.8
Native Hawaiian or Other Pacific Islander	17	*	17	*
Two or More Races	192	62.0	192	56.5
White	934	68.0	935	64.5
English Learners	2387	44.7	2380	41.8
Non-English Learners	6989	55.0	6976	49.9
Eligible for Free or Reduced-Price Meals	7255	49.9	7237	45.3
Not Eligible for Free or Reduced-Price Meals	2121	61.0	2119	56.6
Students with Disabilities	1839	37.4	1824	32.0
Students without Disabilities	7537	56.1	7532	51.7
High Needs	7791	49.8	7771	45.2
Non-High Needs	1585	65.4	1585	60.9
District	9376	52.4	9356	47.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	75.4	74.3	71.5	21.9	10,136	45.4
Curl Up	71.3	71.4	65.4	19.9	10,136	42.4
Push Up	60.8	59.7	56.9	17.9	10,136	36.6
Mile Run/PACER	62.7	57.5	51.8	13.4	10,136	33.3
All Tests - District	41.6	41.9	40.6	11.0	10,136	24.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2017-18

Hartford School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	546	72.7
Hispanic or Latino	737	59.2
English Learners	289	51.9
Eligible for Free or Reduced-Price Meals	1,300	65.4
Students with Disabilities	305	44.6
District	1,544	68.8
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.3	188	14.9
Male	93.5	225	17.8
Black or African American	93.3	84	9.1
Hispanic or Latino	92.5	106	9.3
White	98.4	175	55.2
English Learners	88.0	10	2.2
Eligible for Free or Reduced-Price Meals	93.1	191	10.0
Students with Disabilities	79.6	8	1.6
District	93.9	413	16.3
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2018 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	68.2	75.5
Male	51.8	79.3
Black or African American	60.0	76.9
Hispanic or Latino	50.7	68.0
White	81.4	90.9
English Learners	47.8	72.1
Eligible for Free or Reduced-Price Meals	56.7	73.4
Students with Disabilities	35.5	65.2
District	59.9	77.2
State	70.9	88.3

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2017-18

Hartford School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	52.4	75	34.9	50	69.9	67.6
	High Needs Students	49.8	75	33.2	50	66.3	57.5
Math Performance Index	All Students	47.8	75	31.9	50	63.8	62.7
	High Needs Students	45.2	75	30.1	50	60.2	52.0
ELA Academic Growth	All Students	54.8%	100%	54.8	100	54.8	60.7%
	High Needs Students	54.0%	100%	54.0	100	54.0	55.6%
Math Academic Growth	All Students	57.1%	100%	57.1	100	57.1	61.9%
	High Needs Students	56.0%	100%	56.0	100	56.0	55.4%
Chronic Absenteeism	All Students	25.3%	<=5%	9.4	50	18.8	10.7%
	High Needs Students	27.8%	<=5%	4.4	50	8.9	16.6%
Preparation for CCR	% Taking Courses	58.4%	75%	38.9	50	77.8	74.8%
	% Passing Exams	16.3%	75%	10.9	50	21.8	44.8%
On-track to High School Graduation		68.0%	94%	36.2	50	72.3	87.5%
4-year Graduation All Students (2017 Cohort)		68.8%	94%	73.2	100	73.2	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		74.6%	94%	79.4	100	79.4	81.8%
Postsecondary Entrance (Class of 2017)		59.4%	75%	79.2	100	79.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		172.0% 24.8%	75%	16.5	50	33.0	96.6% 50.1%
Arts Access		54.4%	60%	45.3	50	90.7	51.2%
Accountability Index				745.5	1250	59.6	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	65.4	49.8	15.7	15.9	
Math Performance Index Gap	60.9	45.2	15.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	74.6%	19.4%	12.7%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.0
	High Needs Students	97.9
Math	All Students	97.8
	High Needs Students	97.6
Science	All Students	96.6
	High Needs Students	96.2

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 41.2

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

SPECIAL NEEDS: Hartford Public Schools (HPS) is committed to providing students with special needs with a spectrum of environmental & systemic supports & safeguards that improve learning conditions, address social, emotional & behavioral needs, enhance engagement & help students develop the adaptive skills essential to learning, lifelong health and self-actualization. This includes a renewed focus on the District's mission to inspire and prepare each & every student to create their own success in and beyond school, with the goal of ensuring that each & every student has the support they need to graduate on time, ready for college, career, civic life & full participation in their community. This includes support for teaching & learning, and the continuous monitoring and evaluation of multiple features of a student's educational program, that have been shown to lead to positive educational outcomes.

ABSENTEEISM: Intensified efforts to decrease the percentage of students who are chronically absent will be overseen by the District Attendance Remediation Team (DART) and implemented via action plan for encouraging attendance & interventions for chronic absenteeism which includes: Refined Attendance Procedures for 2018-2019 school year; Redeployment of central office staff to assess school-based attendance practices, support school-based attendance teams, engage parents & students, & engage CBOs regarding outreach & support for students and families; Identification of students who meet criteria for chronically absent & truant, reach out to schools to verify accuracy of data in PowerSchool & problem-solve ways to improve/ensure data accuracy & supporting schools in taking proactive measures to encourage attendance for students who are 1-5 absences away from being designated chronically absent & truant; Refined focus, frequency & membership of the district-based DART team to include senior leadership & to support & monitor efforts at identified priority schools; Communication with HPS families about the importance of attendance including: letters & school messenger to all HPS families about the importance of school attendance; sending school messenger messages & letters to the families of students who are chronically absent & truant at the attendance priority schools.

FAMILY ENGAGEMENT: Community canvassing first three days of school. Attendees Central Office staff, BOE members, community organizations/partners.

Direct support and training to School Governance Councils (i.e. Roles and Responsibilities, School Improvement Plan, Parent School Compact, and School Budgeting Process and Title 1).

Monthly sessions with parents /families and educators to discuss key topics related to student learning including reducing absenteeism, K-2 Literacy, and student success plan development. Family Information Nights: Attendees included Families, Teachers, Administrators, School Staff, Central Office Staff.

District Model of Excellence Reimagining Forums & Community Conversations: Attendees included Families, Teachers, Administrators, School Staff, Central Office Staff, Board of Education Members, School Governance Councils, Parent Organization Leaders, Community Based Organization Leaders, Community Based Organizations, Faith-based leaders, Corporate & Funding Partners.

Professional Development Workshop for Family Resource Centers and Family Support Providers.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hartford Public Schools (HPS) provides the greatest range of educational opportunities to both Hartford resident and non-Hartford resident families. In 1996, the Connecticut Supreme Court ruled in *Sheff v O'Neill* that racial isolation in the state's schools denied students an "equal educational opportunity" and ordered the legislature to devise a solution (*Milo Sheff, et al. v William A. O'Neill, et al.*, 238 Conn. 1, 678A.2d 1267 (Connecticut Superior Court 1996)).

Hartford families can select from over 25 non-magnet public school districts outside of Hartford through Open Choice and 39 magnet school options in the Greater Hartford Region operated by partners including: Hartford Public Schools, Capitol Region Education Council (CREC), Goodwin College, East Hartford Public Schools, and Bloomfield Public Schools.

Over the years, through the *Sheff v. O'Neill* stipulated agreement HPS has increased the number of district operated Magnet Schools from 13 to 18. The *Sheff* remedies have played an important role in creating quality, integrated educational opportunities that align with the overall district reform efforts to increase options and enable families to select quality schools where they live. Other efforts to reduce racial isolation have introduced new models, such as Light House Schools that focus on integrating neighborhoods through community development strategies and offering options for suburban families to attend HPS district schools.

Annually, a parent information and recruitment campaign is launched to inform families in the Greater Hartford Region of the 18 HPS Magnet Schools focusing on themes such as Early College Experience, STEM/STEAM Schools, Performing Arts and Montessori. Steady progress has been made in ensuring that Hartford resident students have access to a quality, integrated educational environment.

District Profile and Performance Report for School Year 2017-18

Hartford School District

Equitable Allocation of Resources among District Schools

Hartford Public Schools allocates funding to the schools based on enrollment and student needs. Approximately % of the district's funding goes directly to the schools or centralized support for the schools.

The district provides a significant amount of supplemental financial supports to students with in need of services (i.e. English learners, special education) as well as low performing schools to assist in achieving their performance goals.