

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



## 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	68
Enrollment	19,767
Per Pupil Expenditures <sup>1</sup>	\$16,959
Total Expenditures <sup>1</sup>	\$410,266,548

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	10,251	51.9	51.6
American Indian or Alaska Native	64	0.3	0.3
Asian	812	4.1	5.2
Black or African American	5,860	29.6	12.8
Hispanic or Latino of any race	10,648	53.9	25.8
Native Hawaiian or Other Pacific Islander	38	0.2	0.1
Two or More Races	419	2.1	3.6
White	1,926	9.7	52.4
English Learners	4,111	20.8	7.6
Eligible for Free or Reduced-Price Meals	15,413	78.0	42.1
Students with Disabilities <sup>3</sup>	3,754	19.0	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/ Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	2,136	24.6	940	9.4
Male	2,461	26.1	1,586	14.6
Black or African American	1,214	22.1	1,021	16.4
Hispanic or Latino of any race	3,063	30.9	1,327	11.7
White	165	9.9	111	5.6
English Learners	1,279	31.4	431	9.7
Eligible for Free or Reduced-Price Meals	4,176	28.3	2,238	13.5
Students with Disabilities	1,369	37.9	669	15.2
District	4,597	25.4	2,526	12.1
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 7,938**

**Number of school-based arrests: 20**

<sup>4</sup>A student is chronically absent if they miss 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.

<sup>5</sup>This column displays the 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 2018-19

## Hartford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	1,122.8
Paraprofessional Instructional Assistants	93.0
<b>Special Education</b>	
Teachers and Instructors	208.9
Paraprofessional Instructional Assistants	378.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	32.5
School Level	89.5
<b>Library/Media</b>	
Specialists (Certified)	13.3
Support Staff	0.0
Instructional Specialists Who Support Teachers	111.7
Counselors, Social Workers and School Psychologists	130.5
School Nurses	48.2
Other Staff Providing Non-Instructional Services/Support	807.0

<sup>1</sup>In 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	34	2.0	1.1
Black or African American	232	13.5	3.8
Hispanic or Latino of any race	189	11.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,265	73.5	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	248	58.9	314	66.5
Hispanic or Latino of any race	256	53.0	353	65.6
White	128	71.9	106	75.2
English Learners	90	51.4	111	59.7
Eligible for Free or Reduced-Price Meals	517	59.6	628	67.0
Students with Disabilities	115	56.7	173	64.8
District	687	59.4	820	67.3
State		74.5		85.2

<sup>2</sup>College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	234	56.0
Emotional Disturbance	92	30.8
Intellectual Disability	90	44.1
Learning Disability	1,334	90.9
Other Health Impairment	585	74.0
Other Disabilities	54	35.3
Speech/Language Impairment	465	94.9
District	2,854	74.7
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

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### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	490	2.5	1.9
Emotional Disturbance	300	1.5	1.1
Intellectual Disability	205	1.0	0.5
Learning Disability	1,472	7.5	5.5
Other Health Impairment	798	4.1	3.2
Other Disabilities	228	1.2	1.1
Speech/Language Impairment	580	3.0	1.8
All Disabilities	4,073	20.8	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	905	22.2	8.2
Private Schools or Other Settings	441	10.8	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$258,714,704	\$10,694	\$10,545
Support services - students	\$26,909,927	\$1,376	\$1,373
Support services - instruction	\$16,720,397	\$855	\$644
Support services - general administration	\$9,488,331	\$485	\$462
Support services - school based administration	\$24,602,655	\$1,258	\$1,007
Central and other support services	\$16,349,357	\$836	\$671
Operation and maintenance of plant	\$35,730,983	\$1,826	\$1,629
Student transportation services	\$21,300,157	\$2,197	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$450,037	\$23	\$65
Total	\$410,266,548	\$16,959	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$20,571,877	16.1	29.7
Instructional Aide Salaries	\$648,633	0.5	9.6
Other Salaries	\$17,964,763	14.1	10.4
Employee Benefits	\$11,583,381	9.1	13.0
Purchased Services Other Than Transportation	\$1,835,911	1.4	5.5
Special Education Tuition	\$61,856,148	48.4	22.6
Supplies	\$63,407	0.0	0.6
Property Services	\$13,707	0.0	0.4
Purchased Services For Transportation	\$13,176,858	10.3	8.0
Equipment	\$33,737	0.0	0.2
All Other Expenditures	\$596	0.0	0.1
Total	\$127,749,017	100.0	100.0
Percent of Total Expenditures Used for Special Education		31.1	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	22.5
State	70.5
Federal	6.0
Tuition & Other	1.1

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	24	59.7	24	54.5	*	*
Asian	283	68.2	282	67.4	122	63.8
Black or African American	2,754	51.8	2,742	45.0	1,179	48.3
Hispanic or Latino of any race	4,891	49.2	4,839	44.3	1,827	48.2
Native Hawaiian or Other Pacific Islander	14	*	14	*	*	*
Two or More Races	169	62.2	168	56.0	71	57.3
White	889	67.3	886	62.6	413	65.2
English Learners	2,206	44.9	2,179	41.2	813	44.8
Non-English Learners	6,818	55.2	6,776	49.2	2,812	52.7
Eligible for Free or Reduced-Price Meals	7,436	50.3	7,375	44.7	2,949	48.7
Not Eligible for Free or Reduced-Price Meals	1,588	63.9	1,580	59.2	676	60.5
Students with Disabilities	1,799	37.2	1,772	30.8	682	39.4
Students without Disabilities	7,225	56.5	7,183	51.3	2,943	53.5
High Needs	7,777	50.2	7,710	44.8	3,075	48.6
Non-High Needs	1,247	67.7	1,245	62.7	550	63.4
District	9,024	52.7	8,955	47.3	3,625	50.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>NAEP 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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	79.6	80.1	83.0	79.0	5,871	80.3
Curl Up	74.2	77.2	82.0	71.2	5,871	75.9
Push Up	75.1	66.8	65.9	56.4	5,871	65.6
Mile Run/PACER	77.3	70.7	65.7	50.1	5,871	65.3
All Tests - District	50.5	50.4	47.1	35.0	5,871	45.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

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### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	461	74.0
Hispanic or Latino of any race	620	60.6
English Learners	240	52.1
Eligible for Free or Reduced-Price Meals	1,018	67.3
Students with Disabilities	240	49.2
District	1,316	70.7
State		88.3

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	177	15.5
Male	93.2	235	19.1
Black or African American	92.3	84	9.4
Hispanic or Latino of any race	93.4	96	9.4
White	99.7	172	53.9
English Learners	89.2	17	4.7
Eligible for Free or Reduced-Price Meals	93.6	205	11.4
Students with Disabilities	75.1	7	1.5
District	94.1	412	17.3
State	95.9		42.6

<sup>3</sup>College 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

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

Sources:

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

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

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

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### College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	65.2	84.0
Male	55.6	73.7
Black or African American	61.5	77.6
Hispanic or Latino of any race	49.9	76.6
White	81.3	84.1
English Learners	41.3	72.9
Eligible for Free or Reduced-Price Meals	55.9	75.8
Students with Disabilities	38.3	63.3
District	60.5	79.5
State	71.0	87.8

<sup>5</sup>College 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.

<sup>6</sup>College 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 2018-19

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	52.7	75	35.1	50	70.2	67.7
	High Needs Students	50.2	75	33.5	50	67.0	58.1
Math Performance Index	All Students	47.3	75	31.5	50	63.0	63.1
	High Needs Students	44.8	75	29.9	50	59.7	52.7
Science Performance Index	All Students	50.9	75	33.9	50	67.8	63.8
	High Needs Students	48.6	75	32.4	50	64.9	54.2
ELA Academic Growth	All Students	51.4%	100%	51.4	100	51.4	59.9%
	High Needs Students	50.7%	100%	50.7	100	50.7	55.1%
Math Academic Growth	All Students	48.9%	100%	48.9	100	48.9	62.5%
	High Needs Students	48.1%	100%	48.1	100	48.1	55.2%
Progress Toward English Proficiency	Literacy	51.9%	100%	25.9	50	51.9	60.0%
	Oral	44.5%	100%	22.3	50	44.5	52.1%
Chronic Absenteeism	All Students	25.4%	<=5%	9.3	50	18.5	10.4%
	High Needs Students	28.0%	<=5%	4.1	50	8.1	16.1%
Preparation for CCR	% Taking Courses	63.5%	75%	42.3	50	84.6	80.0%
	% Passing Exams	17.3%	75%	11.6	50	23.1	42.6%
On-track to High School Graduation		76.9%	94%	40.9	50	81.8	88.0%
4-year Graduation All Students (2018 Cohort)		70.7%	94%	75.3	100	75.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		76.0%	94%	80.9	100	80.9	83.3%
Postsecondary Entrance (Class of 2018)		60.5%	75%	80.7	100	80.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		102.8%   45.3%	75%	30.2	50	60.4	96.4%   52.9%
Arts Access		64.6%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>868.8</b>	<b>1450</b>	<b>59.9</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	67.7	50.2	17.5	15.4	
Math Performance Index Gap	62.7	44.8	17.9	17.6	
Science Performance Index Gap	63.4	48.6	14.7	16.1	
Graduation Rate Gap	94.0%	76.0%	18.0%	11.1%	Y

<sup>1</sup>If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.6
	High Needs Students	97.6
Math	All Students	97.1
	High Needs Students	97.0
Science	All Students	96.2
	High Needs Students	95.9

<sup>3</sup>Minimum participation standard is 95%.

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

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: 39.6      State: 51.5**



# District Profile and Performance Report for School Year 2018-19

## Hartford School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

**SCHOOL IMPROVEMENT:** Principals and school instructional leadership teams lead the school improvement process of continuous improvement. School Improvement plans are developed based on multiple points of data such as achievement data, climate surveys, behavioral data, and attendance data. The goal of school improvement plans are to accelerate student achievement. School improvement plans align to our District Model of Excellence (DME) and the District Strategic Operating Plan (SOP). School improvement plans are monitored, updated and revised based on data cycles and student need.

**SPECIAL EDUCATION:** Hartford Public Schools provides equitable educational opportunities for all students with disabilities (SWDs) across the priorities identified in our DME SOP a€“ to significantly improve outcomes for SWDs through improved access and participation, and progress and attainment leading to graduation from high school, and readiness for college, career, civic life and full participation in their community. Steps to ensure equity include: (1) Ensuring all students with disabilities have access to the core curriculum with appropriate supports and accommodations within a continuum of services; (2) Continue to provide technical assistance and direct support to special education teams to develop standards based IEPs that are individualized, include Present Level of Education Performance & Impact Statements that are strengths-based and void of deficit/reductionist language, include targeted, standards-based smart goals that achieve equity, include specially designed instruction that achieves equity, include specific details on collaboration and multi-disciplinary teaming for meaningful IEP input, and include accommodations that support independence and mirror the expectations for their peers without disabilities; (3) Continue developing multidisciplinary school team model of support for three district professional learning networks, to build capacity at all levels to meet the needs of students with mild to complex student learning and behavioral needs; (4) Continue to strengthen the SRBI/MTSS process by investing in professional learning for cross-discipline multidisciplinary teams to close the gap between present levels of student performance and the demands of the learning environment; and examining student performance relative to expectations, identifying instructional needs, and monitoring and evaluating progress in response to intervention.

**FAMILY ENGAGEMENT:** 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, and reframe of Family Engagement definition for our district). 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. Reimagined the Family Resource Aid role in the district and re-classified the role to a Family and Community Service Support Provider in each building. Schools hosted Literacy nights, STEM Fairs, and family nights to equip families with supports for learning. District lead guided reading and close reading learning sessions held for families. Professional Development sessions hosted for school based family staff and family resources center staff

#### 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.2nd 1267 (Connecticut Superior Court 1996)).

Hartford families can select from 25 suburban public school districts through the Open Choice program, and 40 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 to 18 as part of the HPS portfolio. 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.

Each year, HPS launches a marketing, outreach and recruitment campaign to inform families in the Greater Hartford Region of the available magnet schools, with themed options 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 2018-19

## Hartford School District

### **Equitable Allocation of Resources among District Schools**

Hartford Public Schools ensures the strategic alignment of people, time and money in accordance with its District Model for Excellence (DME). Approximately % of the district's funding goes directly to the schools or centralized support for the schools.

.Each school is provided with a starter budget which provides funding for the administration, teachers, school and family support, counselors and student support. In addition, schools are provided additional funding based upon student needs (i.e. English learners, students with chronic absenteeism, students with special needs).