

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



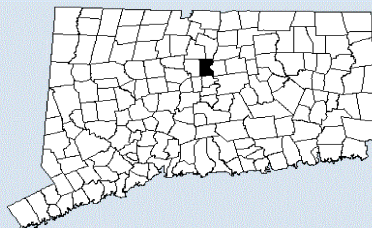
Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	65
Enrollment	18,880
Per Pupil Expenditures ¹	\$17,261
Total Expenditures ¹	\$414,122,891

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	9,843	52.1	51.6
American Indian or Alaska Native	67	0.4	0.3
Asian	824	4.4	5.2
Black or African American	5,559	29.4	12.7
Hispanic or Latino of any race	10,270	54.4	26.9
Native Hawaiian or Other Pacific Islander	32	0.2	0.1
Two or More Races	395	2.1	3.8
White	1,733	9.2	51.1
English Learners	4,011	21.2	8.3
Eligible for Free or Reduced-Price Meals	14,972	79.3	43.3
Students with Disabilities ³	3,714	19.7	16.0

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

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	2,570	28.5	1,266	12.2
Black or African American	1,270	24.4	765	13.1
Hispanic or Latino of any race	3,165	32.9	1,156	10.6
White	213	14.3	71	3.9
English Learners	1,275	31.5	386	9.0
Eligible for Free or Reduced-Price Meals	4,491	30.8	1,913	11.7
Students with Disabilities	1,508	41.7	586	13.9
District	4,833	27.9	2,051	10.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 5,739

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ 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 2019-20

Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,070.6
Paraprofessional Instructional Assistants	91.5
Special Education	
Teachers and Instructors	210.0
Paraprofessional Instructional Assistants	365.5
Administrators, Coordinators and Department Chairs	
District Central Office	33.0
School Level	92.0
Library/Media	
Specialists (Certified)	10.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	117.0
Counselors, Social Workers and School Psychologists	146.5
School Nurses	46.2
Other Staff Providing Non-Instructional Services/Support	854.3

¹ 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	38	2.2	1.2
Black or African American	228	13.5	4.0
Hispanic or Latino of any race	191	11.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	1,238	73.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.4	10.4

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	199	47.5	253	56.2
Hispanic or Latino of any race	265	47.6	245	50.9
White	78	69.0	136	81.0
English Learners	68	34.2	81	50.3
Eligible for Free or Reduced-Price Meals	459	48.5	521	56.3
Students with Disabilities	104	44.3	145	56.2
District	588	50.4	688	58.6
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	235	53.0
Emotional Disturbance	92	32.2
Intellectual Disability	74	38.1
Learning Disability	1,336	89.6
Other Health Impairment	594	72.8
Other Disabilities	45	31.7
Speech/Language Impairment	492	93.4
District	2,868	73.6
State		67.8

³ 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 2019-20

Hartford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	505	2.6	2.0
Emotional Disturbance	287	1.5	1.1
Intellectual Disability	194	1.0	0.5
Learning Disability	1,497	7.8	5.7
Other Health Impairment	818	4.3	3.3
Other Disabilities	242	1.3	1.1
Speech/Language Impairment	612	3.2	1.8
All Disabilities	4,155	21.6	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	989	23.8	8.2
Private Schools or Other Settings	447	10.8	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$266,133,609	\$11,093	\$10,923
Support services - students	\$31,929,631	\$1,666	\$1,277
Support services - instruction	\$11,199,422	\$584	\$682
Support services - general administration	\$8,645,269	\$451	\$467
Support services - school based administration	\$22,786,393	\$1,189	\$1,021
Central and other support services	\$13,332,260	\$696	\$679
Operation and maintenance of plant	\$37,017,751	\$1,931	\$1,718
Student transportation services	\$23,027,166	\$2,566	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$51,390	\$3	\$59
Total	\$414,122,891	\$17,261	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$21,544,155	15.8	28.5
Instructional Aide Salaries	\$495,585	0.4	10.1
Other Salaries	\$17,132,122	12.5	11.1
Employee Benefits	\$13,010,045	9.5	13.0
Purchased Services Other Than Transportation	\$1,568,796	1.1	5.7
Special Education Tuition	\$67,813,754	49.6	22.5
Supplies	\$185,313	0.1	0.6
Property Services	\$5,770	0.0	0.3
Purchased Services For Transportation	\$14,884,832	10.9	8.0
Equipment	\$22,678	0.0	0.2
All Other Expenditures	\$688	0.0	0.1
Total	\$136,663,737	100.0	100.0
Percent of Total Expenditures Used for Special Education		33.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	21.2
State	70.7
Federal	5.3
Tuition & Other	2.9

⁴ 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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

¹ 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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

Hartford School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	488	75.2
Hispanic or Latino of any race	676	64.3
English Learners	262	59.9
Eligible for Free or Reduced-Price Meals	1,102	69.1
Students with Disabilities	293	51.9
District	1,376	72.5
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	66.5	81.4
Male	*	72.9
Black or African American	64.7	79.5
Hispanic or Latino of any race	48.7	68.1
White	77.9	90.0
English Learners	36.7	72.3
Eligible for Free or Reduced-Price Meals	56.7	73.6
Students with Disabilities	39.1	66.7
District	60.1	77.6
State	71.5	87.5

³ 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.

⁴ 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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	47.8%	100%	60.4%
	Oral	46.2%	100%	57.6%
Chronic Absenteeism	All Students	27.9%	<=5%	12.2%
	High Needs Students	30.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	54.5%	75%	80.4%
On-track to High School Graduation		81.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		72.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		76.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		60.0%	75%	71.5%
Arts Access		64.5%	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	93.4%	76.2%	17.3%	10.9%	Y

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

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, which focuses on significantly improving 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 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,); Established Family Learning Institutes: bi-monthly sessions with parents /families and educators to discuss key topics related to student learning including social emotional/restorative practices, how to support learning at home, reducing absenteeism, and a Hopes and Dreams Conference æ“Unpacking Urban Trauma; The reimagined family liaison role, Family and Community Service Support Provider in each building; and .Participated in monthly professional learning modules to strengthen engagement strategies for working with families.

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 2019-20

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.

This is the second year of utilizing our Equity Based Budgeting process whereby 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 need-based funding based upon student needs (i.e. English learners, students with chronic absenteeism, students with special needs). Lastly, school administrators are provided with discretionary funding which can be used for supplies, technology, athletics, etc.