

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



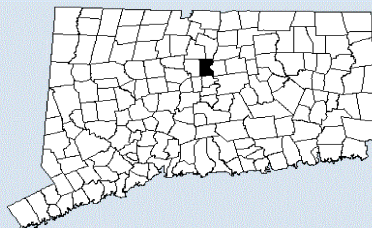
Hartford School District

Dr. Beth Schiavino-Narvaez, Superintendent • 860-695-8000 • <http://www.hartfordschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	67
Enrollment	20,893
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	10,063	48.2	48.4
Male	10,830	51.8	51.6
American Indian or Alaska Native	47	0.2	0.3
Asian	824	3.9	5.1
Black or African American	6,294	30.1	12.9
Hispanic or Latino	11,030	52.8	24.0
Pacific Islander	32	0.2	0.1
Two or More Races	426	2.0	2.9
White	2,240	10.7	54.8
English Learners	3,884	18.6	6.8
Eligible for Free or Reduced-Price Meals	14,910	71.4	35.9
Students with Disabilities ¹	3,733	17.9	14.3

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	2,016	21.5	1,007	10.0
Male	2,283	22.7	1,858	17.1
Black or African American	1,137	18.8	1,124	17.5
Hispanic or Latino	2,860	27.8	1,531	13.8
White	153	7.8	135	6.2
English Learners	1,156	29.1	485	12.1
Eligible for Free or Reduced-Price Meals	3,798	25.2	2,478	15.7
Students with Disabilities	1,249	34.3	750	18.2
District	4,299	22.1	2,865	13.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 7,470

Number of school-based arrests: 37

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,222.5
Paraprofessional Instructional Assistants	83.0
Special Education	
Teachers and Instructors	195.5
Paraprofessional Instructional Assistants	395.0
Administrators, Coordinators and Department Chairs	
District Central Office	22.0
School Level	110.0
Library/Media	
Specialists (Certified)	13.3
Support Staff	0.0
Instructional Specialists Who Support Teachers	158.3
Counselors, Social Workers and School Psychologists	110.5
School Nurses	56.2
Other Staff Providing Non-Instructional Services/Support	888.1

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	35	1.9	1.0
Black or African American	239	12.9	3.6
Hispanic or Latino	176	9.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,403	75.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.5	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	261	56.0	345	67.4
Hispanic or Latino	332	58.3	388	68.1
White	126	72.0	123	74.1
English Learners	113	50.7	117	64.6
Eligible for Free or Reduced-Price Meals	537	59.3	715	69.4
Students with Disabilities	114	47.9	134	49.8
District	763	59.5	905	68.4
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	224	60.2
Emotional Disturbance	111	31.0
Intellectual Disability	93	46.7
Learning Disability	1,303	93.7
Other Health Impairment	579	77.3
Other Disabilities	73	40.3
Speech/Language Impairment	432	97.1
District	2,815	76.2
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	418	2.1	1.7
Emotional Disturbance	358	1.8	1.0
Intellectual Disability	200	1.0	0.5
Learning Disability	1,395	6.9	4.9
Other Health Impairment	751	3.7	2.9
Other Disabilities	277	1.4	1.1
Speech/Language Impairment	543	2.7	1.8
All Disabilities	3,942	19.5	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

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).

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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	57.5	24	49.9	13	*
Asian	329	63.7	327	62.6	140	53.9
Black or African American	2992	50.0	2947	43.1	1381	40.7
Hispanic or Latino	5281	47.2	5210	42.7	2201	39.9
Native Hawaiian or Other Pacific Islander	14	*	13	*	*	*
Two or More Races	178	59.2	177	53.8	88	55.2
White	1034	67.3	1031	61.8	458	59.5
English Learners	2476	42.7	2443	39.8	982	34.6
Non-English Learners	7376	53.7	7286	47.7	3302	45.6
Eligible for Free or Reduced-Price Meals	8081	48.7	7965	43.3	3448	40.6
Not Eligible for Free or Reduced-Price Meals	1771	61.3	1764	56.4	836	53.1
Students with Disabilities	1833	36.8	1804	31.7	829	32.5
Students without Disabilities	8019	54.2	7925	48.9	3455	45.6
High Needs	8499	48.5	8378	43.3	3632	40.4
Non-High Needs	1353	66.3	1351	60.6	652	57.7
District	9852	50.9	9729	45.7	4284	43.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	85.0	81.5	83.7	88.5	4,590	84.4
Curl Up	79.6	77.9	79.8	83.0	4,590	79.9
Push Up	65.0	64.0	66.7	65.3	4,590	65.3
Mile Run/PACER	65.2	66.6	62.8	60.2	4,590	63.9
All Tests - District	44.7	45.2	45.1	42.6	4,590	44.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	504	71.6
Hispanic or Latino	733	64.0
English Learners	256	54.7
Eligible for Free or Reduced-Price Meals	1,288	67.2
Students with Disabilities	286	45.1
District	1,515	70.7
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.6	173	13.5
Male	93.3	202	15.2
Black or African American	93.6	73	7.5
Hispanic or Latino	92.4	94	8.3
White	98.2	163	47.8
English Learners	88.6	14	3.5
Eligible for Free or Reduced-Price Meals	92.9	166	8.6
Students with Disabilities	76.9	11	2.2
District	93.9	375	14.4
State	96.1		43.5

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.

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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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	66.6	83.9
Male	56.4	76.5
Black or African American	61.3	77.1
Hispanic or Latino	54.5	79.2
White	77.5	86.3
English Learners	44.4	83.3
Eligible for Free or Reduced-Price Meals	57.1	78.5
Students with Disabilities	32.9	69.1
District	61.7	80.7
State	72.0	88.5

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

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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	50.9	75	34.0	50	67.9	67.1
	High Needs Students	48.5	75	32.3	50	64.7	55.9
Math Performance Index	All Students	45.7	75	30.5	50	60.9	62.2
	High Needs Students	43.3	75	28.9	50	57.7	50.5
Science Performance	All Students	43.1	75	28.7	50	57.4	55.3
	High Needs Students	40.4	75	27.0	50	53.9	45.2
ELA Academic Growth	All Students	43.2%	100%	43.2	100	43.2	55.4%
	High Needs Students	42.0%	100%	42.0	100	42.0	49.8%
Math Academic Growth	All Students	47.1%	100%	47.1	100	47.1	61.7%
	High Needs Students	46.2%	100%	46.2	100	46.2	53.7%
Chronic Absenteeism	All Students	22.1%	<=5%	15.7	50	31.5	9.9%
	High Needs Students	24.8%	<=5%	10.4	50	20.8	15.8%
Preparation for CCR	% Taking Courses	64.0%	75%	42.7	50	85.3	70.7%
	% Passing Exams	14.4%	75%	9.6	50	19.2	43.5%
On-track to High School Graduation		75.1%	94%	39.9	50	79.9	87.8%
4-year Graduation All Students (2016 Cohort)		70.7%	94%	75.2	100	75.2	87.4%
6-year Graduation - High Needs Students (2014)		77.6%	94%	82.5	100	82.5	82.0%
Postsecondary Entrance (Class of 2016)		61.7%	75%	82.2	100	82.2	72.0%
Physical Fitness (estimated part rate) and (fitness)		76.0% 44.5%	75%	14.8	50	29.7	92.0% 51.6%
Arts Access		56.4%	60%	47.0	50	94.0	50.5%
Accountability Index				779.9	1350	57.8	

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?					Y
ELA Performance Index Gap	66.3	48.5	17.8	16.7	
Math Performance Index Gap	60.6	43.3	17.3	18.7	
Science Performance Index Gap	57.7	40.4	17.2	16.6	
Graduation Rate Gap	94.0%	77.6%	16.4%	12.0%	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	97.6
	High Needs Students	97.4
Math	All Students	96.4
	High Needs Students	96.0
Science	All Students	97.1
	High Needs Students	96.7

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: 41.7

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

SPECIAL EDUCATION: HPS is committed to providing quality services for students with disabilities (SWDs) as through a continuous improvement process of assessment, planning, development, implementation, and evaluation of programming and practice, to ensure all students are afforded maximized and optimized access to, involvement with and progress in rigorous standards-based curriculum, as measured by evidence of access, progression, and readiness. Focuses for 2016-17 included: 1) Intensive inter-departmental collaboration to reduce barriers to learning for SWDs in all areas; 2) application of Universal Design for Learning (UDL) principles in to ensure all students, including SWDs, receive good first-teaching (Tier 1) in content areas of ELA, Math, Science, and Social Studies; 3) Implementation of a district-wide, multi-tiered system of supports to ensure all students receive support and interventions matched to their learning needs; 4) Development of a continuum of special education service delivery models within the district; 5) Alignment of professional learning ensure application to SWDs and English learners; and 6) Reduced need for outside consultants through organizational learning based on proven and promising practices and collaborative partnerships.

ABSENTEEISM: HPS has continued its efforts to support school-based attendance teams in reducing student truancy and chronic absenteeism. Efforts for 2016-17 included: 1) regular meetings of the District Attendance Remediation Team review data, policies, and procedures with focus on increasing attendance and addressing the Strategic Operating Plan's indicator of good attendance habits; 2) revisions to the Attendance Policy and Procedures Manual to update the process for Family With Service Needs Referral; 3) collaboration with the City of Hartford, Department of Families, Children, Youth and Recreation, DCF, the YSB, JRB, and CREC to create a multi-pronged approach to working with habitually truant students; 4) 3rd annual participation and co-sponsorship of the Stuff the Sleigh Drive with the United Way as part of the Hartford Campaign for Grade Level Reading to provide hats, gloves, mittens and scarves to students in the winter; and 5) regular monitoring and distribution of student attendance reports to district and school leadership. Chronic Absenteeism was decreased again from 22.4% in 2015-16 to 22.1% in 2016-17.

FAMILY ENGAGEMENT: 2016-17 activities included: 1) Direct support and training for School Governance Councils (SGCs) in roles and responsibilities, school improvement planning, parent school compacts and the school budgeting process; 2) Monthly sessions with parents and families and HPS educators to discuss key topics related to student learning, including reducing chronic absenteeism, K-2 Literacy, and student success plan development; 3) Office of Child Advocacy (OCA) Forums; 4) Community Forums on district-wide redesign including the Weaver High School Campus design and the Martin Luther King School renovation; 5) HPS/Hartford Parent University co-led Hartford Parent Leadership Coalition (HPLC) learning sessions; and 6) Professional Development Workshop Series for Family Resource Centers, Family Support Service Providers with an emphasis on Dual Capacity Building that brings families and educators in partnership.

Efforts to Reduce Racial, Ethnic and Economic Isolation

HPS provides the greatest range of educational opportunities to both Hartford resident and suburban 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 over 28 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 past three 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.

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Equitable Allocation of Resources among District Schools

HPS allocates funding through a student-centered budget methodology known as Weighted Student Funding (WSF). Under the WSF formula, HPS allocates funding to each school based on student enrollment and weighted student characteristic. The WSF formula ensures each school receives a base amount for every student that enrolls in their school along with extra per-student funding for students in need of services such as special education, English language learners, or academic intervention.

- All students with similar characteristics and needs are funded in the same way regardless as to which school they attend; .
- All students with unique needs are funded at higher rates to allow for additional programs and services in relation to their needs. The district provides a significant amount of supplemental financial supports to low performing schools to meet their improvement goals. Within some of the district's larger supplemental grants, almost 60 percent is allocated directly to the schools with the most need in order to support the implementation of their school improvement efforts as well as the goals and priorities articulated in HPS Strategic Operating Plan.