

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



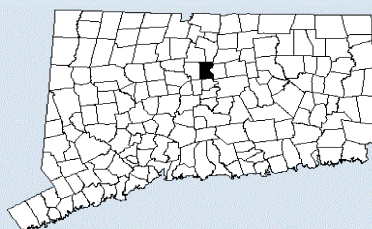
Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	72
Enrollment	21,952
Per Pupil Expenditures ¹	\$17,236
Total Expenditures ¹	\$418,479,068

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	10,558	48.1	48.3
Male	11,394	51.9	51.6
American Indian or Alaska Native	62	0.3	0.2
Asian	699	3.2	4.7
Black or African American	6,751	30.8	12.9
Hispanic or Latino	11,091	50.5	22.1
Pacific Islander	42	0.2	0.0
Two or More Races	621	2.8	2.5
White	2,686	12.2	57.2
English Language Learners	3,866	17.6	6.3
Eligible for Free or Reduced-Price Meals	16,920	77.1	37.6
Students with Disabilities ¹	3,552	16.2	13.3

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	2,416	24.8	1,181	11.2
Male	2,772	26.5	2,360	20.7
Black or African American	1,427	22.1	1,439	20.8
Hispanic or Latino	3,306	32.4	1,825	16.5
White	304	12.7	169	6.4
English Language Learners	1,306	33.9	634	16.2
Eligible for Free or Reduced-Price Meals	4,759	28.4	3,234	18.0
Students with Disabilities	1,322	38.6	809	20.1
District	5,188	25.7	3,541	16.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 4,961

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 2014-15

Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,300.8
Paraprofessional Instructional Assistants	120.0
Special Education	
Teachers and Instructors	209.9
Paraprofessional Instructional Assistants	373.0
Administrators, Coordinators and Department Chairs	
District Central Office	28.0
School Level	135.0
Library/Media	
Specialists (Certified)	17.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	166.4
Counselors, Social Workers and School Psychologists	118.9
School Nurses	57.6
Other Staff Providing Non-Instructional Services/Support	978.7

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	1	0.1	0.1
Asian	33	1.7	1.0
Black or African American	263	13.1	3.5
Hispanic or Latino	198	9.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	1,508	75.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.3
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.4	9.2

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	226	49.7	295	59.5
Hispanic or Latino	266	49.8	284	53.9
White	135	66.5	115	68.5
English Language Learners	96	52.7	77	47.8
Eligible for Free or Reduced-Price Meals	502	51.7	587	57.0
Students with Disabilities	92	56.1	107	44.0
District	675	53.1	757	59.2
State		58.4		73.8

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	199	60.5
Emotional Disturbance	117	32.9
Intellectual Disability	90	54.9
Learning Disability	1,143	90.9
Other Health Impairment	500	80.4
Other Disabilities	77	45.3
Speech/Language Impairment	409	96.7
District	2,535	76.3
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Hartford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	363	1.8	1.5
Emotional Disturbance	356	1.7	1.0
Intellectual Disability	164	0.8	0.5
Learning Disability	1,259	6.1	4.4
Other Health Impairment	627	3.1	2.6
Other Disabilities	288	1.4	1.0
Speech/Language Impairment	504	2.5	1.9
All Disabilities	3,561	17.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	644	18.1	8.1
Private Schools or Other Settings	409	11.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	194,348,611	9,128	9,134
Instructional Supplies and Equipment	11,314,153	531	334
Improvement of Instruction and Educational Media Services	9,074,801	426	498
Student Support Services	30,558,051	1,435	1,001
Administration and Support Services	53,208,272	2,499	1,694
Plant Operation and Maintenance	38,940,865	1,829	1,572
Transportation	25,295,126	1,167	813
Costs of Students Tuitioned Out	55,532,756	N/A	N/A
Other	206,433	10	186
Total	418,479,068	17,236	15,289

Additional Expenditures

Land, Buildings, and Debt Service	27,823,211	1,307	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	24,027,027	22.5	35.1
Noncertified Personnel	11,464,168	10.7	14.2
Purchased Services	626,020	0.6	5.2
Tuition to Other Schools	44,728,079	41.9	22.0
Special Ed. Transportation	15,392,679	14.4	8.6
Other Expenditures	10,569,979	9.9	14.9
Total Expenditures	106,807,952	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	23.3	22.9
State	67.3	67.1
Federal	6.6	7.1
Tuition & Other	2.7	2.9

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 2014-15

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	32	56.6	32	46.2	11	*
Asian	298	66.0	300	60.5	131	56.1
Black or African American	2987	53.3	2994	43.2	1413	41.9
Hispanic or Latino	4828	50.2	4802	41.4	2102	40.4
Native Hawaiian or Other Pacific Islander	12	*	11	*	9	*
Two or More Races	253	61.9	253	52.2	101	53.9
White	1189	68.9	1185	60.8	520	60.1
English Language Learners	1802	44.5	1801	37.4	760	33.0
Non-English Language Learners	7797	56.6	7776	47.0	3527	46.5
Eligible for Free or Reduced-Price Meals	8183	51.9	8158	42.8	3530	41.6
Not Eligible for Free or Reduced-Price Meals	1416	68.0	1419	59.2	757	56.1
Students with Disabilities	1776	39.4	1766	31.9	866	32.1
Students without Disabilities	7823	57.7	7811	48.3	3421	47.2
High Needs	8394	51.9	8367	42.9	3677	41.4
Non-High Needs	1205	70.8	1210	61.5	610	60.4
District	9599	54.3	9577	45.2	4287	44.1

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			
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	87.1	79.8	82.7	72.3	4,806	81.5
Curl Up	80.5	79.3	79.8	68.2	4,806	78.2
Push Up	66.2	66.0	67.6	55.8	4,806	65.0
Mile Run/PACER	65.7	66.2	66.4	54.1	4,806	64.4
All Tests - District	45.5	43.3	50.5	36.4	4,806	44.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

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 2014-15

Hartford School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	491	75.4	76.5	No	78.4
Hispanic or Latino	585	63.6	63.5	Yes	66.9
English Language Learners	188	59.6	58.8	Yes	62.7
Eligible for Free or Reduced-Price Meals	1,225	69.8	69.0	Yes	71.8
Students with Disabilities	241	52.3	56.3	No	60.5
District	1,370	71.5	70.8	Yes	73.4
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	75.5	147	11.8
Male	72.6	175	13.4
Black or African American	74.1	56	5.9
Hispanic or Latino	69.6	69	6.5
White	83.0	152	41.0
English Language Learners	59.8	10	2.9
Eligible for Free or Reduced-Price Meals	72.9	143	7.2
Students with Disabilities	41.7	6	5.2
District	74.0	322	12.6
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

Copyright © 2015 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	61.0	77.3
Male	54.9	80.3
Black or African American	63.4	78.6
Hispanic or Latino	43.5	73.3
White	78.5	86.0
English Language Learners	46.4	72.7
Eligible for Free or Reduced-Price Meals	56.4	77.2
Students with Disabilities	30.7	70.0
District	58.0	78.6
State	72.6	88.8

⁷College 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.

⁸College 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 2014-15

Hartford School District

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	54.3	75	72.4	100	72.4	67.9
	High Needs Students	51.9	75	69.3	100	69.3	56.7
Math Performance Index	All Students	45.2	75	60.3	100	60.3	59.3
	High Needs Students	42.9	75	57.2	100	57.2	47.8
Science Performance Index	All Students	44.1	75	58.8	100	58.8	56.5
	High Needs Students	41.4	75	55.2	100	55.2	45.9
Chronic Absenteeism	All Students	25.7%	<=5%	8.7	50	17.4	10.6%
	High Needs Students	28.3%	<=5%	3.4	50	6.7	17.3%
Preparation for CCR	% Taking Courses	56.1%	75%	37.4	50	74.8	66.1%
	% Passing Exams	12.6%	75%	8.4	50	16.8	37.3%
On-track to High School Graduation		72.4%	94%	38.5	50	77.0	85.6%
4-year Graduation All Students (2014 Cohort)		71.5%	94%	76.1	100	76.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		73.6%	94%	78.3	100	78.3	77.6%
Postsecondary Entrance (Class of 2014)		58.5%	75%	78.1	100	78.1	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		78.1% 44.9%	75%	15.0	50	29.9	87.6% 51.0%
Arts Access		54.8%	60%	45.7	50	91.3	45.7%
Accountability Index				762.7	1250	61.0	

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	70.8	51.9	18.8	17.3	
Math Performance Index Gap	61.5	42.9	18.6	19.6	
Science Performance Index Gap	60.4	41.4	19.0	17.2	
Graduation Rate Gap	94.0%	73.6%	20.4%	15.2%	Y

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	94.0
	High Needs Students	93.9
Math	All Students	93.9
	High Needs Students	93.8
Science	All Students	97.2
	High Needs Students	96.8

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: 43.4 State: 50.1

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 2014-15

Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

SPECIAL NEEDS: Hartford Public Schools is committed to providing quality services for students identified with special needs. This commitment is a continuous process that provides for reflection, development and implementation of improved practices. Focuses for the 2014-15 school year include:

- A continued focus on compliance with the state and federal guidelines.
- Review goals and objectives to ensure measurability and alignment to CT Common Core Standards
- Continue to increase the continuum of services provided by developing new programs within district
- Provide professional development specific to the needs of the department
- Build capacity within to decrease the need for outside consultants
- Continue to build collaborative partnerships with various stakeholders

ABSENTEEISM: Hartford Public Schools has engaged in work to address truancy and chronic absenteeism over the last year but ramping up efforts with school-based attendance teams. Hartford Public Schools has created the District Attendance Remediation Team to serve as a data, policy, and procedural team that focuses on increasing attendance and addressing the Strategic Operating Plan's indicator of good attendance habits. The team consists of several district-based personnel, two of which are the District Attendance Case Managers who provide on-going support and technical assistance to the school based attendance teams. The Attendance Policy and Procedures Manual has been updated and a practice that has been established is the requirement of attendance teams to meet at least monthly with the recommendation of schools with a chronic absenteeism rate greater than the district average to meet once a week. The attendance teams are to identify a point person that will be the liaison between the district and their respective team and school to turnkey important training, policy and procedural updates as well as facilitate team meetings. In addition, Hartford Public Schools has collaborated with Hartford Juvenile Probation to update the existing Family With Service Needs Referral procedure to provide for greater accountability and insight including increased focus on data and communication between the school, the district, and the courts.

FAMILY ENGAGEMENT: The district engaged in an extensive strategic planning process during the 2014-2015 year. During that process, the district's 2013 Family and Community Engagement plan was updated to reflect new thinking and practices including a commitment to the Dual Capacity-Building Framework for Family-School Partnerships, a focus on alignment to student outcomes, and a collaborative approach to family and community engagement. The planning process engaged SGC and parent organization leaders, students, teachers, principals, Board of Education members, and others. The result: an updated Family and Community Engagement Action Plan for 2015-2020.

During the year, several priorities were advanced:

- Monthly workshops held where district staff and educators work with parent to share information about major topics linked to student learning and success.
- Coaching and support to SGC parent chairs, principals and SGC members to build the capacity of parent and community leaders, along with school staff.
- Hosting of a Partnerships for Excellence Workshop series for community-based organizations and support staff.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hartford Public Schools (HPS) Portfolio Model 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.2d 1267 (Connecticut Superior Court 1996)).

Hartford families can select from over 28 non-magnet public school districts outside of Hartford through Open Choice and more than 50 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. Families can select 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 20. 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. Currently, Naylor Elementary School is the only non-magnet desegregated HPS district school. 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 20 HPS Magnet Schools focusing on themes such as Journalism & Media, STEM, Montessori, Performing Arts and Environmental Sciences. Steady progress has been made in ensuring that Hartford resident students have access to a quality, integrated educational environment. According data released by the State Department of Education, 11,670 black and Hispanic children who live in Hartford are currently attending segregated schools, thus only 47% of Hartford's minority students are reported to be in integrated schools. (CT Mirror—New Data 1/16/2016).

District Profile and Performance Report for School Year 2014-15

Hartford School District

Equitable Allocation of Resources among District Schools

Hartford Public Schools 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.

HPS achieves equity in funding by ensuring;

- 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.