

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



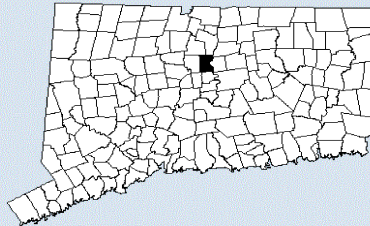
Hartford School District

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

District Information

| | |
|-------------------------------------|--------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 69 |
| Enrollment | 21,463 |
| Per Pupil Expenditures ¹ | N/A |
| Total Expenditures ¹ | N/A |

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#) (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 10,338 | 48.2 | 48.3 |
| Male | 11,125 | 51.8 | 51.6 |
| American Indian or Alaska Native | 41 | 0.2 | 0.2 |
| Asian | 731 | 3.4 | 4.9 |
| Black or African American | 6,565 | 30.6 | 12.8 |
| Hispanic or Latino | 11,267 | 52.5 | 23.0 |
| Pacific Islander | 35 | 0.2 | 0.0 |
| Two or More Races | 432 | 2.0 | 2.7 |
| White | 2,392 | 11.1 | 55.9 |
| English Learners | 3,850 | 17.9 | 6.4 |
| Eligible for Free or Reduced-Price Meals | 16,772 | 78.1 | 38.0 |
| Students with Disabilities ¹ | 3,648 | 17.0 | 13.7 |

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 | 2,053 | 21.3 | 1,115 | 10.8 |
| Male | 2,414 | 23.3 | 1,967 | 17.5 |
| Black or African American | 1,240 | 19.8 | 1,271 | 19.1 |
| Hispanic or Latino | 2,950 | 27.8 | 1,630 | 14.2 |
| White | 178 | 8.6 | 113 | 5.0 |
| English Learners | 1,146 | 29.1 | 513 | 12.9 |
| Eligible for Free or Reduced-Price Meals | 4,185 | 25.6 | 2,774 | 16.2 |
| Students with Disabilities | 1,280 | 35.8 | 769 | 18.5 |
| District | 4,467 | 22.4 | 3,082 | 14.3 |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 qualified as truant under state statute: 7,389

Number of school-based arrests: 31

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 | 1,310.2 |
| Paraprofessional Instructional Assistants | 124.0 |
| Special Education | |
| Teachers and Instructors | 203.5 |
| Paraprofessional Instructional Assistants | 487.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 27.0 |
| School Level | 130.0 |
| Library/Media | |
| Specialists (Certified) | 15.5 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 158.0 |
| Counselors, Social Workers and School Psychologists | 117.4 |
| School Nurses | 65.7 |
| Other Staff Providing Non-Instructional Services/Support | 1,079.9 |

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

| | District | | State |
|----------------------------------|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| American Indian or Alaska Native | 1 | 0.1 | 0.1 |
| Asian | 37 | 1.9 | 1.0 |
| Black or African American | 264 | 13.3 | 3.5 |
| Hispanic or Latino | 190 | 9.6 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 1,494 | 75.2 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 99.7 |
| District Poverty Quartile: High | |
| State High Poverty Quartile Schools | 97.6 |
| 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: 2014-15

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 13.5 | 9.4 |

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 | 300 | 59.6 | 260 | 57.5 |
| Hispanic or Latino | 357 | 60.5 | 318 | 56.1 |
| White | 104 | 61.9 | 137 | 75.7 |
| English Learners | 118 | 63.4 | 98 | 58.3 |
| Eligible for Free or Reduced-Price Meals | 663 | 63.1 | 583 | 57.8 |
| Students with Disabilities | 120 | 53.6 | 110 | 48.9 |
| District | 806 | 60.5 | 766 | 60.1 |
| State | | 61.2 | | 73.9 |

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 | 210 | 60.3 |
| Emotional Disturbance | 103 | 29.6 |
| Intellectual Disability | 89 | 48.6 |
| Learning Disability | 1,168 | 91.8 |
| Other Health Impairment | 542 | 79.4 |
| Other Disabilities | 78 | 43.1 |
| Speech/Language Impairment | 462 | 96.7 |
| District | 2,652 | 75.9 |
| State | | 68.8 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 392 | 1.9 | 1.6 |
| Emotional Disturbance | 348 | 1.7 | 1.0 |
| Intellectual Disability | 184 | 0.9 | 0.5 |
| Learning Disability | 1,277 | 6.3 | 4.6 |
| Other Health Impairment | 687 | 3.4 | 2.8 |
| Other Disabilities | 292 | 1.4 | 1.0 |
| Speech/Language Impairment | 555 | 2.7 | 1.9 |
| All Disabilities | 3,735 | 18.4 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | 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 |
|-----------------------------------|-----|-----|-----|

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

Special Education Expenditures: 2014-15

| | 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

2014-15

| | 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 | 19 | * | 19 | * | * | * |
| Asian | 326 | 66.1 | 326 | 63.7 | 124 | 52.0 |
| Black or African American | 3121 | 52.1 | 3097 | 44.2 | 1281 | 43.1 |
| Hispanic or Latino | 5116 | 50.4 | 5073 | 43.4 | 1971 | 41.4 |
| Native Hawaiian or Other Pacific Islander | 14 | * | 14 | * | * | * |
| Two or More Races | 171 | 61.8 | 171 | 53.1 | 74 | 51.7 |
| White | 1075 | 69.9 | 1072 | 63.4 | 525 | 62.1 |
| English Learners | 1758 | 44.7 | 1742 | 39.3 | 655 | 34.4 |
| Non-English Learners | 8084 | 55.8 | 8030 | 48.3 | 3331 | 47.3 |
| Eligible for Free or Reduced-Price Meals | 8318 | 51.4 | 8253 | 44.2 | 3259 | 42.4 |
| Not Eligible for Free or Reduced-Price Meals | 1524 | 66.7 | 1519 | 60.5 | 727 | 57.8 |
| Students with Disabilities | 1929 | 39.4 | 1909 | 32.5 | 781 | 33.5 |
| Students without Disabilities | 7913 | 57.3 | 7863 | 50.2 | 3205 | 48.0 |
| High Needs | 8560 | 51.4 | 8492 | 44.3 | 3358 | 42.4 |
| Non-High Needs | 1282 | 69.6 | 1280 | 63.0 | 628 | 59.9 |
| District | 9842 | 53.8 | 9772 | 46.7 | 3986 | 45.2 |

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

| | NAEP 2015 | | NAEP 2013 | |
|-----------------|-----------|---------|-----------|---------|
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| 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 | 84.0 | 81.8 | 77.3 | 77.6 | 5,069 | 80.7 |
| Curl Up | 76.0 | 80.3 | 76.6 | 62.2 | 5,069 | 75.5 |
| Push Up | 64.1 | 61.5 | 62.9 | 53.3 | 5,069 | 61.6 |
| Mile Run/PACER | 70.8 | 69.0 | 65.4 | 52.3 | 5,069 | 66.3 |
| All Tests - District | 48.3 | 47.7 | 46.4 | 28.8 | 5,069 | 45.0 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 | | 50.5 |

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

| | 2014-15 | | | | 2015-16 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | 532 | 74.4 | 78.4 | No | 80.4 |
| Hispanic or Latino | 691 | 59.9 | 66.9 | No | 70.3 |
| English Learners | 255 | 54.5 | 62.7 | No | 66.6 |
| Eligible for Free or Reduced-Price Meals | 1,298 | 66.7 | 71.8 | No | 74.6 |
| Students with Disabilities | 269 | 51.7 | 60.5 | No | 64.7 |
| District | 1,484 | 70.1 | 73.4 | No | 76.0 |
| State ⁴ | | 87.2 | | | |

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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 | 94.9 | 163 | 12.7 |
| Male | 93.2 | 209 | 15.8 |
| Black or African American | 92.6 | 61 | 6.4 |
| Hispanic or Latino | 93.3 | 91 | 7.9 |
| White | 97.7 | 168 | 48.1 |
| English Learners | 89.5 | 10 | 2.8 |
| Eligible for Free or Reduced-Price Meals | 93.0 | 168 | 8.2 |
| Students with Disabilities | 70.0 | 6 | 5.0 |
| District | 94.0 | 372 | 14.3 |
| State | 95.6 | | 40.7 |

⁵College 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

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.

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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 2015 | Class of 2014 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 63.0 | 77.6 |
| Male | 51.1 | 71.1 |
| Black or African American | 59.3 | 73.5 |
| Hispanic or Latino | 46.9 | 65.9 |
| White | 74.8 | 89.4 |
| English Learners | 38.6 | 64.3 |
| Eligible for Free or Reduced-Price Meals | 51.7 | 71.0 |
| Students with Disabilities | 35.8 | 51.3 |
| District | 57.2 | 74.6 |
| State | 71.9 | 88.3 |

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

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Next Generation Accountability Results

These statistics are the 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 | 53.8 | 75 | 35.9 | 50 | 71.7 | 67.7 |
| | High Needs Students | 51.4 | 75 | 34.3 | 50 | 68.6 | 56.7 |
| Math Performance Index | All Students | 46.7 | 75 | 31.2 | 50 | 62.3 | 61.4 |
| | High Needs Students | 44.3 | 75 | 29.5 | 50 | 59.0 | 49.9 |
| Science Performance Index | All Students | 45.2 | 75 | 30.1 | 50 | 60.3 | 57.5 |
| | High Needs Students | 42.4 | 75 | 28.3 | 50 | 56.6 | 47.0 |
| ELA Academic Growth | All Students | 54.4% | 100% | 54.4 | 100 | 54.4 | 63.8% |
| | High Needs Students | 53.6% | 100% | 53.6 | 100 | 53.6 | 58.3% |
| Math Academic Growth | All Students | 55.8% | 100% | 55.8 | 100 | 55.8 | 65.0% |
| | High Needs Students | 54.7% | 100% | 54.7 | 100 | 54.7 | 57.4% |
| Chronic Absenteeism | All Students | 22.4% | <=5% | 15.3 | 50 | 30.6 | 9.6% |
| | High Needs Students | 25.2% | <=5% | 9.6 | 50 | 19.2 | 15.6% |
| Preparation for CCR | % Taking Courses | 60.3% | 75% | 40.2 | 50 | 80.4 | 67.6% |
| | % Passing Exams | 14.3% | 75% | 9.5 | 50 | 19.0 | 40.7% |
| On-track to High School Graduation | | 72.8% | 94% | 38.7 | 50 | 77.4 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | 70.1% | 94% | 74.6 | 100 | 74.6 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | 75.5% | 94% | 80.3 | 100 | 80.3 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | 57.2% | 75% | 76.2 | 100 | 76.2 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 82.5% 45.0% | 75% | 15.0 | 50 | 30.0 | 89.2% 50.5% |
| Arts Access | | 50.4% | 60% | 42.0 | 50 | 84.1 | 47.5% |
| Accountability Index | | | | 809.2 | 1350 | 59.9 | |

| 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 | 69.6 | 51.4 | 18.1 | 16.5 | |
| Math Performance Index Gap | 63.0 | 44.3 | 18.7 | 18.9 | |
| Science Performance Index Gap | 59.9 | 42.4 | 17.4 | 17.2 | |
| Graduation Rate Gap | 94.0% | 75.5% | 18.5% | 15.3% | 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 | 97.5 |
| | High Needs Students | 97.2 |
| Math | All Students | 96.7 |
| | High Needs Students | 96.4 |
| Science | All Students | 95.8 |
| | High Needs Students | 95.3 |

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: 41.5

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 2015-16 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 continued to engage in work to address truancy and chronic absenteeism by maintaining efforts to support school-based attendance teams. The District Attendance Remediation Team met regularly, serving 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 Attendance Policy and Procedures Manual was updated to reflect new statutes, policies and regulations. HPS will participated and co-sponsored the 1st Annual Stuff the Sleigh Drive with the United Way during the month of December as part of the Hartford Campaign for Grade Level Reading. The drive collected hats, gloves, mittens and scarves to support students in the winter months with inclement weather. HPS monitored attendance consistently and monthly reports were sent to administrators through our Focus on Leadership information distribution. Chronic Absenteeism was decreased b 6.7% (district goal was 2.9) for our K-12 students and 7.2% for our K-3 students.

FAMILY ENGAGEMENT included:

- Monthly sessions with parents /families with district staff and educators to discuss key topics related to student learning including reducing chronic absenteeism, K-2 Literacy, success plan development
- Monthly sessions and direct support to School Governance Councils – parents, principals and members.
- Two Community Conversations: Family Friendly Schools session with over 500 people attending and Race, Racism and Equity Session with over 700 people attending. Attendees included families, teachers, administrators, staff and community partners who engaged in learning experiences in large and small group.
- Family Friendly Schools initiative launched with 5 schools as “Pioneers” to identify practices to improve/advance schools' family friendly approaches.
- Implemented 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

The Hartford Public Schools (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 44 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 19. 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 19 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

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.

- 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.