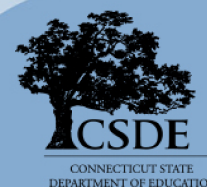


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



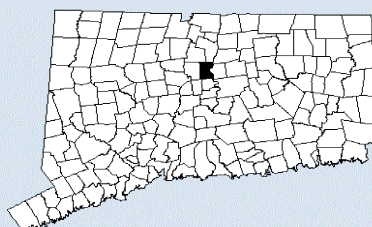
Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	64
Enrollment	17,733
Per Pupil Expenditures ¹	\$17,496
Total Expenditures ¹	\$408,608,045

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	9,198	51.9	51.5
American Indian or Alaska Native	55	0.3	0.3
Asian	860	4.8	5.2
Black or African American	5,215	29.4	12.7
Hispanic or Latino of any race	9,739	54.9	27.8
Native Hawaiian or Other Pacific Islander	31	0.2	0.1
Two or More Races	426	2.4	4.0
White	1,407	7.9	49.9
English Learners	3,804	21.5	8.3
Eligible for Free or Reduced-Price Meals	14,197	80.1	42.7
Students with Disabilities ³	3,610	20.4	16.3

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	*	*	156	1.7
Male	3,954	46.6	221	2.3
Black or African American	2,059	42.2	170	3.1
Hispanic or Latino of any race	4,699	51.1	183	1.8
White	270	22.0	14	1.0
English Learners	2,006	52.7	57	1.4
Eligible for Free or Reduced-Price Meals	6,750	49.5	350	2.3
Students with Disabilities	2,030	58.8	107	2.7
District	7,276	44.4	377	2.0
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 6,028

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire 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 2020-21

Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,075.2
Paraprofessional Instructional Assistants	92.5
Special Education	
Teachers and Instructors	229.0
Paraprofessional Instructional Assistants	333.5
Administrators, Coordinators and Department Chairs	
District Central Office	30.0
School Level	94.0
Library/Media	
Specialists (Certified)	8.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	120.5
Counselors, Social Workers and School Psychologists	135.3
School Nurses	42.7
Other Staff Providing Non-Instructional Services/Support	1,301.5

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	1	0.1	0.1
Asian	42	2.5	1.3
Black or African American	229	13.4	4.1
Hispanic or Latino of any race	207	12.1	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	1,226	71.9	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.6	7.3

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	198	51.8	264	57.3
Hispanic or Latino of any race	249	47.8	327	58.3
White	75	72.1	83	76.1
English Learners	58	37.2	79	40.9
Eligible for Free or Reduced-Price Meals	431	51.5	579	57.8
Students with Disabilities	120	53.6	164	55.2
District	556	52.8	727	60.0
State		75.9		85.6

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	253	54.9
Emotional Disturbance	95	33.5
Intellectual Disability	69	38.5
Learning Disability	1,356	92.1
Other Health Impairment	587	75.0
Other Disabilities	44	31.9
Speech/Language Impairment	539	94.1
District	2,943	75.6
State		67.9

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 2020-21

Hartford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	516	2.8	2.1
Emotional Disturbance	284	1.5	1.1
Intellectual Disability	179	1.0	0.5
Learning Disability	1,474	7.9	5.8
Other Health Impairment	786	4.2	3.3
Other Disabilities	238	1.3	1.2
Speech/Language Impairment	637	3.4	1.9
All Disabilities	4,114	22.2	15.9

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	1,042	25.3	8.3
Private Schools or Other Settings	433	10.5	4.8

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: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$262,023,279	\$11,220	\$11,205
Support services - students	\$34,047,531	\$1,863	\$1,346
Support services - instruction	\$11,259,614	\$616	\$698
Support services - general administration	\$8,013,739	\$438	\$464
Support services - school based administration	\$22,578,353	\$1,235	\$1,037
Central and other support services	\$13,631,748	\$746	\$691
Operation and maintenance of plant	\$38,126,945	\$2,086	\$1,692
Student transportation services	\$18,926,837	\$2,036	\$1,159
Food services	.	.	\$21
Enterprise operations	.	.	\$151
Total	\$408,608,045	\$17,496	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$22,478,906	16.4	29.6
Instructional Aide Salaries	\$10,430,649	7.6	11.1
Other Salaries	\$5,606,705	4.1	9.5
Employee Benefits	\$12,272,831	9.0	13.5
Purchased Services Other Than Transportation	\$1,926,078	1.4	5.4
Special Education Tuition	\$71,056,248	51.9	22.5
Supplies	\$72,270	0.1	0.5
Property Services	\$8,763	0.0	0.3
Purchased Services For Transportation	\$13,044,934	9.5	7.2
Equipment	\$38,318	0.0	0.2
All Other Expenditures	\$1,880	0.0	0.1
Total	\$136,937,582	100.0	100.0
Percent of Total Expenditures Used for Special Education		33.5	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	21.0
State	72.6
Federal	5.4
Tuition & Other	1.0

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 2020-21

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Hartford School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	517	71.2
Hispanic or Latino of any race	634	58.0
English Learners	250	51.6
Eligible for Free or Reduced-Price Meals	1,151	64.7
Students with Disabilities	318	49.7
District	1,413	68.6
State		88.8

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 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.9	154	13.6
Male	*	147	13.0
Black or African American	83.3	69	8.2
Hispanic or Latino	78.7	97	9.0
White	94.8	89	41.8
English Learners	70.8	17	4.9
Eligible for Free or Reduced-Price Meals	80.6	170	9.2
Students with Disabilities	64.9	*	*
District	82.6	301	13.3
State	85.0		36.0

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

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 percentage.

Sources:

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

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

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	61.3	79.0
Male	45.8	*
Black or African American	54.4	72.0
Hispanic or Latino of any race	38.7	66.4
White	74.4	87.7
English Learners	30.4	58.5
Eligible for Free or Reduced-Price Meals	49.2	69.2
Students with Disabilities	30.2	59.7
District	53.2	73.7
State	67.4	84.9

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 2020-21

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	44.4%	<=5%	19.0%
	High Needs Students	48.6%	<=5%	30.2%
Preparation for CCR	% Taking Courses	56.6%	75%	80.6%
	% Passing Exams	13.3%	75%	36.0%
On-track to High School Graduation		75.8%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		68.6%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		74.2%	94%	85.2%
Postsecondary Entrance (Class of 2020)		53.1%	75%	67.4%
Arts Access		54.8%	60%	50.7%

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	93.5%	74.2%	19.3%	9.8%	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

School Improvement focuses on improving the skills and capacity of staff. ILP calibrations. Admin Institute, Instructional Vision.

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.

FAMILY ENGAGEMENT:

Our Family and Community Support Service Providers (FCSSPs) have taken a lead role in Attendance Teams. FCSSPs are an essential piece in connecting families to schools:

- Device Distribution. - Referrals to Social Services. - Hot Spot Registrations. - Home Visits.

Family Learning Sessions continued in the 2020-2021 school year. Family Learning Sessions were held once a month. HPS staff facilitated sessions on: Math, STEM, and Literacy; other topics covered during family learning sessions included: Getting to know Google, Internet Safety, and understanding your Child's Learning Styles. The Office of Family and Community Partnerships has partnered with our School Governance Councils . to gather feedback regarding district planning, parent and community partnerships voice and involvement. Families' voice was gathered through multiple surveys, focus groups and feedback sessions.

SPECIAL EDUCATION:

Hartford Public Schools provides equitable educational opportunities for all students with disabilities (SWDs) across all schools. The continuum of services provides all students with opportunities to access and participate with their typical peers. The long term goal is to ensure our students have the ability to access grade level curriculum, and as they move through programming, have the ability to graduate or access post-secondary programming to support their transition to adulthood and be active members in their community. Steps to ensure equitable access include: (1) Ensuring all students with disabilities have access to the core curriculum with appropriate supports and accommodations; (2) Ensure IEP's are written to identify strengths as well as growth areas; (3) include culturally-relevant instructional practices; (4) provide opportunities for all staff to collaborate and share meaningful discussions about student learning needs; (5) Continue to strengthen the MTSS process by investing in professional learning.

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 2020-21

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 94% of the district's funding goes directly to the schools or centralized support for the schools.

This is the third year of utilizing our Equity-Centered 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 additional need-based funding based upon the concentration of particular student groups within the school (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.