

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



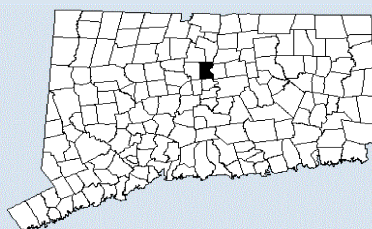
Hartford School District

Dr. Christina Kishimoto, Superintendent • 860-695-8000 • www.hartfordschools.org/

District Information

Grade Range	PK-12
Number of Schools	68
Enrollment	21,820
Per Pupil Expenditures ¹	\$16,735
Total Expenditures ¹	\$400,328,425

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	10,459	47.9	48.3
Male	11,361	52.1	51.6
American Indian	68	0.3	0.2
Asian	674	3.1	4.6
Black or African American	6,819	31.3	12.9
Hispanic or Latino	10,881	49.9	21.2
Pacific Islander	34	0.2	0.0
White	2,653	12.2	58.4
Two or More Races	691	3.2	2.3
English Language Learners	3,695	16.9	5.7
Eligible for Free or Reduced-Price Meals	18,461	84.6	37.3
Students with Disabilities ¹	3,457	15.8	12.8

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	2,521	25.8	1,342	12.7
Male	2,885	27.4	2,443	21.4
Black or African American	1,505	23.4	1,521	22.1
Hispanic or Latino	3,387	33.1	1,967	17.9
White	290	12.4	163	6.2
English Language Learners	1,296	35.0	637	16.9
Eligible for Free or Reduced-Price Meals	5,196	29.3	3,514	18.7
Students with Disabilities	1,411	42.1	813	20.8
District	5,406	26.6	3,785	17.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 7,442

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	1,351.4
Paraprofessional Instructional Assistants	97.0
Special Education	
Teachers and Instructors	202.7
Paraprofessional Instructional Assistants	333.0
Administrators, Coordinators and Department Chairs	
District Central Office	45.0
School Level	112.0
Library/Media	
Specialists (Certified)	15.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	137.1
Counselors, Social Workers and School Psychologists	111.6
School Nurses	54.5
Other Staff Providing Non-Instructional Services/Support	900.2

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 (%)
Asian	32	1.6	1.0
Black or African American	275	13.7	3.5
Hispanic	210	10.5	3.6
Native American	6	0.3	0.1
White	1,482	73.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	1.3	16	3.5
Hispanic or Latino	*	*	15	3.1
White	19	11.9	12	10.2
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	18	1.9	41	4.1
Students with Disabilities	0	0	0	0
District	37	3.0	49	4.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	162	56.4
Emotional Disturbance	123	35.3
Intellectual Disability	102	60.4
Learning Disability	1,113	88.6
Other Health Impairment	443	79.2
Other Disabilities	74	43.3
Speech/Language Impairment	424	94.6
District	2,441	75.4
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	314	1.5	1.4
Emotional Disturbance	350	1.7	1.0
Intellectual Disability	169	0.8	0.4
Learning Disability	1,256	6.2	4.2
Other Health Impairment	563	2.8	2.5
Other Disabilities	256	1.3	1.0
Speech/Language Impairment	508	2.5	1.9
All Disabilities	3,416	16.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	466	13.6	2.8
Private Schools or Other Settings	465	13.6	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	194,221,360	9,019	8,769
Instructional Supplies and Equipment	10,764,164	500	275
Improvement of Instruction and Educational Media Services	7,006,942	325	487
Student Support Services	29,100,518	1,351	965
Administration and Support Services	48,861,848	2,269	1,600
Plant Operation and Maintenance	35,200,588	1,635	1,472
Transportation	26,962,976	1,254	786
Costs of Students Tuitioned Out	48,034,401	N/A	N/A
Other	175,628	8	178
Total	400,328,425	16,735	14,642

Additional Expenditures

Land, Buildings, and Debt Service	76,463,813	3,551	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	22,535,085	22.8	35.6
Noncertified Personnel	10,618,165	10.8	14.5
Purchased Services	995,483	1.0	5.0
Tuition to Other Schools	38,542,359	39.1	21.4
Special Ed. Transportation	15,516,772	15.7	8.5
Other Expenditures	10,470,657	10.6	14.9
Total Expenditures	98,678,521	100.0	100.0

PK-12 Expenditures Used for Special Education	24.6	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	19.9	20.5
State	72.1	70.0
Federal	6.4	7.6
Tuition & Other	1.5	1.8

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	55.9	58.1	60.6	59.7	.	.	.	.
Hispanic or Latino	49.3	50.5	51.8	50.4	.	.	.	.
English Language Learners	37.0	36.5	37.1	36.7	.	.	.	.
Eligible for Free or Reduced-Price Meals	52.0	54.0	55.8	54.9	.	.	.	.
Students with Disabilities	30.7	33.3	34.2	31.4	.	.	.	.
High Needs	52.1	54.0	55.8	54.9	.	.	.	.
District	54.2	56.2	58.4	58.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	49.5	47.8	46.9	48.8	.	.	.	.
Hispanic or Latino	43.6	43.6	44.2	43.1	.	.	.	.
English Language Learners	31.1	30.1	29.7	23.5	.	.	.	.
Eligible for Free or Reduced-Price Meals	47.0	46.3	45.4	43.7	.	.	.	.
Students with Disabilities	27.6	25.8	26.8	27.2	.	.	.	.
High Needs	46.7	46.1	45.5	43.8	.	.	.	.
District	49.5	48.9	49.6	50.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.4	74.3	74.7	84.4	4,537	78.1
Curl Up	80.4	71.8	70.5	75.7	4,537	74.5
Push Up	60.5	58.9	64.8	66.0	4,537	62.1
Mile Run/PACER	67.3	65.0	60.3	58.9	4,537	63.4
All Tests - District	36.9	36.7	36.7	45.3	4,537	38.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	534	80.7	74.5	Yes	76.5
Hispanic or Latino	634	60.3	60.1	Yes	63.5
English Language Learners	222	56.3	54.9	Yes	58.8
Eligible for Free or Reduced-Price Meals	1,234	67.9	66.3	Yes	69.0
Students with Disabilities	243	47.3	52.2	No	56.3
District	1,418	71.2	68.3	Yes	70.8
State ⁴		85.5			

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 2012-13 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	78.6	115	9.7
Male	73.8	149	12.0
Black or African American	77.9	56	6.2
Hispanic or Latino	70.6	52	5.2
White	84.2	121	43.5
English Language Learners	65.6	*	*
Eligible for Free or Reduced-Price Meals	75.0	119	6.1
Students with Disabilities	42.5	*	*
District	76.1	264	10.9
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	68.3	77.6
Male	54.8	76.4
Black or African American	63.5	79.4
Hispanic or Latino	52.9	69.2
White	85.3	87.9
English Language Learners	48.3	69.7
Eligible for Free or Reduced-Price Meals	58.5	75.2
Students with Disabilities	36.8	57.7
District	62.0	77.1
State	72.7	88.5

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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Narratives

School District Improvement Plans and Parental Outreach Activities

In the school year 2013-2014, Hartford Public Schools' theory of change continues to focus on two key elements: Portfolio Model (diverse school options) with (2) Managed Performance Empowerment (constant monitoring of individual school performance over time that informs differentiation of supports and levels of autonomy). The district identified priorities chosen to reflect the district's Strategic Operating: talent development, K-3 literacy, interventions in low-performing schools, and a transition to common core state standards and new assessments.

Interventions

A major focus for HPS at this time is the systematic implementation of SRBI, Hartford's intervention plan under the Response to Intervention (RTI) framework. This provides ways to improve the educational experiences of students with special needs.

An Intervention Work Group worked to create a systemic academic intervention plan at all grade levels. The plan is based on SRBI and is intended to promote early identification of students who may be at risk for learning difficulties and a systematic intervention methodology.

Hartford's SRBI model provides high-quality, research-based instruction and interventions at three Tiers. Tier I (Benchmark) focuses on core general education curriculum and instruction and overall school climate. Tier II (Strategic) provides interventions for students identified through universal screening as at risk of poor learning or behavioral outcomes. Tier III (Intensive) consists of more intensive interventions for students who have not responded to Tier I or Tier II interventions. Regular screening and progress monitoring are crucial at every step.

Moreover, the strategies involved in the improvement of performance in lowest achieving schools encompass: the continued implementation of SRBI, NWEA/MAP screening to identify student needs and track progress, a focus on ELL and special education, the implementation, refinement and monitoring of our School Quality Approach, and other elements.

Family Engagement

The year 2013-2014 marked the beginning of the implementation of the Family and Community Engagement Plan that includes multiple goals (creating a welcoming/engaging family cultures in schools, providing schools with the necessary tools, and ensuring that families are informed and valued partners). To achieve these goals, the district has developed and is making use of multiple communication protocols (i.e.: parent portal, etc.); also, the district intends to develop a family toolkit/resource guide to serve as a fund of knowledge for family use. Additionally, the district has launched the Welcome Center, which provides information, support and guidance—and has established clear partnerships with organizations that serve to build the capacity of parents and families, such as Hartford Parent University. Moreover, in an effort to facilitate family engagement in learning activities, the district continues the implementation of family-friendly literacy modules through school based resources that include Family Resource Centers and after school programs. Through the Parent Satisfaction Survey, the school governance councils established at each school, and the Parent Teacher Organizations, parents have an opportunity to engage in the planning and improvement of school functions and programs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hartford Public Schools' Portfolio Model provides a greater range of educational opportunities to Hartford resident families and suburban families than any other district in the region. 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. The *Sheff* remedy has served to create opportunities for Hartford families to attend over 28 non-magnet public school districts outside of Hartford through Open Choice. Additionally, families can avail themselves of more than 50 magnet school options in the Greater Hartford Region operated by a variety of partners.

Over the past three years, through the *Sheff v. O'Neill* stipulated agreement Hartford Public Schools has increased the number of district operated Magnet Schools from 13 to 20.

Hartford families can select from a variety of school options (traditional neighborhood schools, theme-based academies, Charter, Technical, and Regional Magnet Schools and Open Choice). The *Sheff* remedies have played an important role in creating 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 Hartford Public School Magnet Schools focusing on themes such as Journalism & Media, Technology & Engineering, STEM, Montessori, and Performing Arts. Progress has been made in ensuring that Hartford resident students have access to a quality, integrated educational environment. According to recent news article, currently almost half of Hartford's 22,000 students or 47.5% of Hartford's minority students are reported to be in integrated schools, surpassing the previous *Sheff* goal of 44%.

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Equitable Allocation of Resources among District Schools

We believe in ensuring every child receives their fair share of funding based on his or her unique educational needs. Hartford Public Schools allocates funding through a student-centered budget methodology known as Weighted Student Funding (WSF). Under WSF, HPS allocates funding to each school based on student enrollment and weighted student characteristics. WSF 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 interventions.

HPS achieves equity in funding by ensuring;

- All students with similar characteristics and needs are funded in the same way regardless of 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. Almost 60 percent of the district's larger supplemental grants are allocated directly to the schools with the most needs to support improvement.