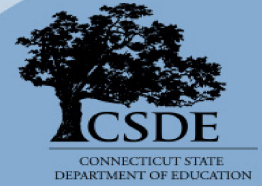


Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



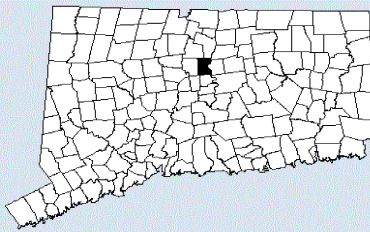
Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	67
Enrollment	16,774
Per Pupil Expenditures ¹	\$20,673
Total Expenditures ¹	\$452,060,784

¹ Expenditure data reflect the 2021-22 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2022-23 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	8,014	47.8	48.4
Male	8,744	52.1	51.5
Non-Binary	16	0.1	0.1
American Indian or Alaska Native	66	0.4	0.3
Asian	768	4.6	5.2
Black or African American	4,843	28.9	12.5
Hispanic or Latino of any race	9,455	56.4	30.0
Native Hawaiian or Other Pacific Islander	27	0.2	0.1
Two or More Races	446	2.7	4.5
White	1,169	7.0	47.5
English Learners/Multilingual Learners	4,005	23.9	9.7
Eligible for Free or Reduced-Price Meals	13,230	78.9	42.4
Students with Disabilities ³	3,402	20.3	17.1

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	2,896	38.8	968	11.2
Male	3,103	39.0	1,439	15.4
Non-Binary	9	*	0	0.0
Black or African American	1,463	32.7	903	17.5
Hispanic or Latino of any race	3,976	44.3	1,351	13.2
White	272	26.3	77	6.2
English Learners/Multilingual Learners	1,666	40.2	530	11.8
Eligible for Free or Reduced-Price Meals	5,391	42.6	2,184	15.2
Students with Disabilities	1,665	50.1	567	14.1
District	6,008	38.9	2,407	13.4
State		20.0		7

Number of students qualified as truant under state statute: 6,377

Number of school-based arrests: 17

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 2022-23

Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,053.7
Paraprofessional Instructional Assistants	91.0
Special Education	
Teachers and Instructors	198.8
Paraprofessional Instructional Assistants	269.0
Administrators, Coordinators and Department Chairs	
District Central Office	43.0
School Level	98.0
Library/Media	
Specialists (Certified)	6.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	169.7
Counselors, Social Workers and School Psychologists	148.7
School Nurses	41.7
Other Staff Providing Non-Instructional Services/Support	892.0

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	45	2.6	1.3
Black or African American	255	14.7	4.6
Hispanic or Latino of any race	233	13.4	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	1,188	68.5	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	23.0	13.2

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	245	66.2	310	78.5
Hispanic or Latino of any race	313	61.1	437	78.0
White	68	68.7	96	88.1
English Learners/Multilingual Learners	88	54.7	126	64.9
Eligible for Free or Reduced-Price Meals	574	65.3	730	79.9
Students with Disabilities	138	64.8	202	73.7
District	680	65.0	896	79.6
State		86.5		94.2

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	295	55.9
Emotional Disability	65	32.8
Intellectual Disability	62	36.5
Learning Disability	1,334	92.3
Other Health Impairment	594	79.7
Other Disabilities	30	30.0
Speech/Language Impairment	494	93.2
District	2,874	77.3
State		68.6

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 2022-23

Hartford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	558	3.1	2.4
Emotional Disability	198	1.1	1.0
Intellectual Disability	170	1.0	0.6
Learning Disability	1,449	8.1	6.3
Other Health Impairment	747	4.2	3.4
Other Disabilities	205	1.2	1.1
Speech/Language Impairment	591	3.3	1.9
All Disabilities	3,918	22.0	16.7

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	1,098	28.0	8.1
Private Schools or Other Settings	366	9.3	4.7

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: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$269,707,983	\$12,334	\$12,671
Support services - students	\$40,131,237	\$2,390	\$1,558
Support services - instruction	\$16,550,450	\$986	\$837
Support services - general administration	\$9,600,599	\$572	\$463
Support services - school based administration	\$23,614,675	\$1,407	\$1,133
Central and other support services	\$19,857,812	\$1,183	\$716
Operation and maintenance of plant	\$45,157,557	\$2,690	\$1,893
Student transportation services	\$27,440,470	\$3,482	\$1,464
Food services	.	.	\$5
Enterprise operations	.	.	\$186
Total	\$452,060,784	\$20,673	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$20,752,227	14.9	29.0
Instructional Aide Salaries	\$9,138,723	6.6	10.6
Other Salaries	\$5,749,542	4.1	10.1
Employee Benefits	\$9,642,726	6.9	13.1
Purchased Services Other Than Transportation	\$2,597,909	1.9	5.9
Special Education Tuition	\$71,042,758	51.0	21.8
Supplies	\$368,109	0.3	0.7
Property Services	\$971	0.0	0.4
Purchased Services For Transportation	\$19,912,833	14.3	8.1
Equipment	\$47,341	0.0	0.2
All Other Expenditures	\$3,300	0.0	0.1
Total	\$139,256,440	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.8	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	17.5
State	65.4
Federal	13.2
Tuition & Other	3.9

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 2022-23

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	25	50.5	25	49.0	11	*
Asian	210	67.3	209	65.5	76	66.2
Black or African American	2,167	48.4	2,154	41.3	944	44.5
Hispanic or Latino of any race	4,373	43.9	4,329	38.8	1,727	42.3
Native Hawaiian or Other Pacific Islander	11	*	11	*	6	*
Two or More Races	183	57.6	178	51.4	73	57.9
White	482	61.5	483	57.4	233	61.4
English Learners/Multilingual Learners	2,070	40.4	2,053	37.3	787	38.1
Non-English Learners/Non-Multilingual Learners	5,381	50.1	5,336	43.6	2,283	48.0
Eligible for Free or Reduced-Price Meals	6,302	45.5	6,247	39.8	2,601	43.8
Not Eligible for Free or Reduced-Price Meals	1,149	57.6	1,142	53.0	469	54.8
Students with Disabilities	1,728	34.1	1,699	28.1	673	32.6
Students without Disabilities	5,723	51.4	5,690	45.9	2,397	49.1
High Needs	6,650	45.4	6,590	39.9	2,722	43.7
Non-High Needs	801	63.7	799	57.7	348	59.7
District	7,451	47.4	7,389	41.8	3,070	45.5

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.3	77.5	80.4	79.0	4,598	80.3
Curl Up	75.9	74.5	69.2	75.8	4,608	74.0
Push Up	64.1	60.9	57.8	61.3	4,588	61.1
Mile Run/PACER	70.8	56.5	47.5	25.6	4,580	49.7
All Tests - District	41.4	37.1	33.2	20.2	4,501	32.7
All Tests - State	51.5	46.0	44.1	41.1		45.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2022-23

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Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	397	77.6
Hispanic or Latino of any race	554	66.6
White	102	93.1
English Learners/Multilingual Learners	170	55.9
Eligible for Free or Reduced-Price Meals	896	70.4
Students with Disabilities	279	52.3
District	1,103	73.8
State		88.9

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴ Rate (%)	Meeting Benchmark	
		Count	Rate (%)
Female	93.1	250	24.3
Male	90.5	*	*
Non-Binary	*	*	*
Black or African American	91.1	153	20.0
Hispanic or Latino	91.0	165	15.4
White	96.6	110	52.9
English Learners/ Multilingual Learners	85.9	23	6.5
Eligible for Free or Reduced-Price Meals	91.0	319	17.8
Students with Disabilities	76.0	20	4.1
District	91.7	485	22.3
State	95.2		44.3

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ Participation 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.

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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 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	54.3	79.9
Male	45.2	73.4
Non-Binary	*	N/A
Black or African American	56.5	78.3
Hispanic or Latino of any race	38.5	68.6
White	64.6	90.1
English Learners/ Multilingual Learners	33.1	65.4
Eligible for Free or Reduced-Price Meals	44.6	74.2
Students with Disabilities	31.4	65.2
District	49.8	77.1
State	66.1	87.7

⁵ 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.

⁶ 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 2022-23

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	47.4	75	31.6	50	63.2	63.9
	High Needs Students	45.4	75	30.3	50	60.5	54.1
Math Performance Index	All Students	41.8	75	27.9	50	55.8	59.7
	High Needs Students	39.9	75	26.6	50	53.2	48.9
Science Performance Index	All Students	45.5	75	30.3	50	60.6	61.6
	High Needs Students	43.7	75	29.1	50	58.2	51.1
ELA Academic Growth	All Students	50.8%	100%	50.8	100	50.8	57.2%
	High Needs Students	50.1%	100%	50.1	100	50.1	52.5%
Math Academic Growth	All Students	52.1%	100%	52.1	100	52.1	61.8%
	High Needs Students	51.8%	100%	51.8	100	51.8	55.5%
Progress Toward English Proficiency	Literacy	49.1%	100%	24.6	50	49.1	55.3%
	Oral	48.2%	100%	24.1	50	48.2	56.1%
Chronic Absenteeism	All Students	38.9%	<=5%	0.0	50	0.0	20.0%
	High Needs Students	41.6%	<=5%	0.0	50	0.0	28.5%
Preparation for CCR	% Taking Courses	72.6%	75%	48.4	50	96.7	90.4%
	% Meeting Benchmark	22.3%	75%	14.9	50	29.8	44.3%
On-track to High School Graduation		76.0%	94%	40.4	50	80.8	82.4%
4-year Graduation All Students (2022 Cohort)		73.8%	94%	78.5	100	78.5	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		75.5%	94%	80.3	100	80.3	85.6%
Postsecondary Entrance (Class of 2022)		49.8%	75%	66.4	100	66.4	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		93.1% 32.7%	75%	21.8	50	43.6	93.0% 45.5%
Arts Access		58.5%	60%	48.8	50	97.5	54.5%
Accountability Index				828.8	1450	57.2	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	63.7	45.4	18.3	16.6	
Math Performance Index Gap	57.7	39.9	17.8	18.0	
Science Performance Index Gap	59.7	43.7	16.1	17.8	
Graduation Rate Gap	94.0%	75.5%	18.5%	8.7%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	96.9
	High Needs Students	96.8
Math	All Students	96.2
	High Needs Students	96.0
Science	All Students	94.0
	High Needs Students	93.4

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 37.1

State: 49.6

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2022-23

Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The HPS Strategic Plan is the foundation of School Improvement Plans (SIPs). SIPs align to the HPS District Model of Excellence (DME), Strategic Plan, and Major Goals. School improvement focuses on forward planning, continuous improvement cycles, and coherence across district and school-based teams to increase student outcomes academically, socially and emotionally.

School leadership teams lead the school improvement process. SIPs are developed based on multiple points of data such as achievement, attendance, climate, and behavior as well as instructional and climate and culture walkthrough data. The goals of SIPs are to outline the professional learning necessary to build staff capacity, and identify high leverage strategies that accelerate student achievement. SIPs are monitored, updated and revised based on data cycles and student need.

FAMILY ENGAGEMENT: The district hosts Family Learning Sessions focused on the whole student. Sessions address topics related to Academics, Attendance, Climate, Engagement and Social Emotional Support, among others. The district also co-hosts sessions with community-based partner organizations that focus on how to navigate the school district and a wide range of other topics such as to mental health support for children and families, Title I Funds, Bullying and Title IX policies.

Each school has a Family and Community Service Support Provider (FCSSP) who hosts workshops between September and June with parents. Workshops include Mental Health Support, Academic Support, Family Fun Nights, Open Houses, and Attendance, Climate and Engagement Workshops. FCSSPs conduct Home Visits throughout the year to promote consistent attendance, support families' needs and strengthen and build relationships.

SPECIAL EDUCATION: The district provides equitable educational opportunities for all students with disabilities (SWDs) across all schools. The district has revised the continuum of services to include the Multi-Tiered Systems of Supports (MTSS), which outlines specific interventions for students for both academic and behavioral needs. The continuum of services provides all students with opportunities to access and participate with their typical peers. The Code of Conduct aligns to the MTSS process and supports schools in making sure strategic interventions are in place for students.

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; (6) Ensure families understand the PPT process and understand their rights.

Overall, 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

HPS is committed to ensuring families are engaged and inspired by the school options offered. Our school choices include specialized district schools and theme-based magnet schools; each offers a unique curriculum that prepares our students to be successful in and beyond school.

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)). As such, Hartford families can select from 26 suburban public school districts through the Open Choice program, and 39 magnet school options in the Greater Hartford Region operated by educational providers 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 19 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 "District Model of Excellence" to increase options and enable families to select quality schools where they live. This includes a focus on enrollment pathways for students and their families along with improved structures for teacher and staff collaboration. One example includes the co-location of schools such as:

Thomas Snell Weaver Campus. Weaver High School (9-12). Kinsella Magnet School of the Performing Arts (9-12).

MLK Campus. Martin Luther King, Jr. Social Justice Middle School (6-8) .Breakthrough Magnet School-North (PK3-Grade 5).

Each year, HPS launches a communication campaign to inform families in the Greater Hartford Region of the available schools, with themed options such as Early College Experience, STEM/STEAM Schools, Performing Arts and Montessori. Steady progress has been made in ensuring that families are supported with the tools to understand the suite of school options and the pathways to access them.

District Profile and Performance Report for School Year 2022-23

Hartford School District

Equitable Allocation of Resources among District Schools

HPS ensures strategic alignment of people, time and money in accordance with its District Model for Excellence (DME).

Approximately 91% of funding goes directly to schools or centralized support for schools. HPS fully implemented its Equity-Centered Budgeting process for the 2022-23 budget, and continued to use that model to develop the 2023-24 budget. In this model, each school is provided with a starter budget which funds the school administration, teachers, school and family support, counselors and student support. Schools are provided supplemental funding based upon the concentration of student groups within the school (i.e. Multilingual learners, students with chronic absenteeism, students with special needs). School administrators access discretionary funding for supplies, technology, athletics, etc. Qualitative adjustments are made where extenuating circumstances in a particular school may exist. By using this process, HPS allocates resources to the schools and students where the greatest needs exist. The model also proved an effective tool in helping to prioritize spending reductions, as HPS needed to reduce a projected \$24M funding gap for the 2023-24 year.