

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



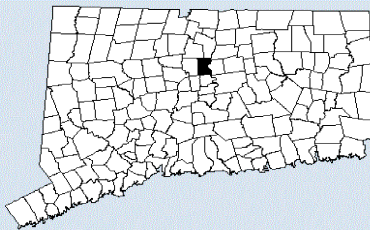
Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	67
Enrollment	16,839
Per Pupil Expenditures ¹	\$22,167
Total Expenditures ¹	\$478,592,563

¹ Expenditure data reflect the 2022-23 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 2023-24 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, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	8,152	48.4	48.3
Male	8,665	51.5	51.5
Non-Binary	22	0.1	0.1
American Indian or Alaska Native	58	0.3	0.2
Asian	833	4.9	5.2
Black or African American	4,820	28.6	12.5
Hispanic or Latino of any race	9,510	56.5	31.1
Native Hawaiian or Other Pacific Islander	23	0.1	0.1
Two or More Races	486	2.9	4.7
White	1,109	6.6	46.2
English Learners/Multilingual Learners	4,191	24.9	10.5
Eligible for Free or Reduced-Price Meals	13,222	78.5	44.0
Students with Disabilities ³	3,463	20.6	17.9

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	2,676	35.1	*	*
Male	2,822	35.2	1,506	16.0
Non-Binary	7	*	*	*
Black or African American	1,326	29.4	900	17.3
Hispanic or Latino of any race	3,678	40.2	1,441	13.9
White	217	23.1	87	7.4
English Learners/Multilingual Learners	1,635	36.6	549	11.6
Eligible for Free or Reduced-Price Meals	4,860	38.2	2,242	15.6
Students with Disabilities	1,471	44.0	669	16.6
District	5,505	35.2	2,525	13.9
State		17.7		7.0

Number of students qualified as truant under state statute: 7,366

Number of school-based arrests: Fewer than 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,059.6
Paraprofessional Instructional Assistants	162.0
Special Education	
Teachers and Instructors	196.5
Paraprofessional Instructional Assistants	265.0
Administrators, Coordinators and Department Chairs	
District Central Office	45.0
School Level	101.0
Library/Media	
Specialists (Certified)	7.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	147.1
Counselors, Social Workers and School Psychologists	157.1
School Nurses	42.3
Other Staff Providing Non-Instructional Services/Support	1,396.5

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	39	2.3	1.4
Black or African American	259	15.0	4.8
Hispanic or Latino of any race	245	14.2	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	1,180	68.4	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.2	13.3

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	244	67.2	293	71.3
Hispanic or Latino of any race	434	72.6	410	72.1
White	64	81.0	83	79.8
English Learners/Multilingual Learners	161	63.6	121	62.4
Eligible for Free or Reduced-Price Meals	661	73.9	728	74.1
Students with Disabilities	140	68.6	198	71.5
District	798	72.0	851	73.4
State		88.4		94.6

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	312	54.9
Emotional Disability	59	30.9
Intellectual Disability	69	40.4
Learning Disability	1,339	90.0
Other Health Impairment	598	79.3
Other Disabilities	32	32.3
Speech/Language Impairment	485	91.7
District	2,894	76.2
State		66.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	594	3.3	2.6
Emotional Disability	191	1.1	1.1
Intellectual Disability	171	1.0	0.6
Learning Disability	1,489	8.4	6.4
Other Health Impairment	760	4.3	3.5
Other Disabilities	229	1.3	1.2
Speech/Language Impairment	598	3.4	2.0
All Disabilities	4,032	22.7	17.3

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	1,167	28.9	8.0
Private Schools or Other Settings	326	8.1	4.6

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: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$279,098,290	\$12,927	\$12,942
Support services - students	\$44,669,476	\$2,729	\$1,724
Support services - instruction	\$16,524,917	\$1,010	\$905
Support services - general administration	\$14,760,523	\$902	\$520
Support services - school based administration	\$24,974,142	\$1,526	\$1,207
Central and other support services	\$21,791,038	\$1,331	\$771
Operation and maintenance of plant	\$46,879,385	\$2,864	\$2,101
Student transportation services	\$29,894,792	\$3,787	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
Total	\$478,592,563	\$22,167	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$19,832,425	13.1	27.6
Instructional Aide Salaries	\$8,441,205	5.6	10.2
Other Salaries	\$4,937,012	3.3	10.5
Employee Benefits	\$9,684,903	6.4	13.2
Purchased Services Other Than Transportation	\$4,967,832	3.3	6.4
Special Education Tuition	\$80,192,318	53.1	22.2
Supplies	\$133,598	0.1	0.7
Property Services	\$726	0.0	0.4
Purchased Services For Transportation	\$22,822,292	15.1	8.4
Equipment	\$18,841	0.0	0.3
All Other Expenditures	\$3,765	0.0	0.1
Total	\$151,034,916	100.0	100.0
Percent of Total Expenditures Used for Special Education		31.6	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	18.8
State	61.0
Federal	18.4
Tuition & Other	1.9

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).

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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	23	51.3	23	49.1	*	*
Asian	237	66.6	235	67.2	93	64.7
Black or African American	2,147	48.1	2,136	42.4	931	45.9
Hispanic or Latino of any race	4,428	43.5	4,398	39.6	1,900	42.5
Native Hawaiian or Other Pacific Islander	12	*	12	*	*	*
Two or More Races	194	59.1	193	52.6	91	57.8
White	485	59.9	482	56.6	204	60.0
English Learners/Multilingual Learners	2,255	39.8	2,242	38.0	927	39.0
Non-English Learners/Non-Multilingual Learners	5,271	50.2	5,237	44.8	2,303	48.4
Eligible for Free or Reduced-Price Meals	6,207	45.4	6,171	40.6	2,651	43.6
Not Eligible for Free or Reduced-Price Meals	1,319	55.0	1,308	53.2	579	55.1
Students with Disabilities	1,725	33.6	1,708	28.4	710	33.8
Students without Disabilities	5,801	51.1	5,771	47.0	2,520	49.0
High Needs	6,698	44.9	6,656	40.6	2,841	43.4
Non-High Needs	828	64.2	823	60.6	389	62.2
District	7,526	47.1	7,479	42.8	3,230	45.7

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	88.6	74.2	80.0	82.5	4,567	81.3
Curl Up	77.3	71.6	67.5	72.3	4,563	72.1
Push Up	66.5	57.7	55.3	63.4	4,557	60.7
Mile Run/PACER	74.0	63.4	52.5	32.5	4,540	56.0
All Tests - District	46.4	35.9	32.7	25.7	4,491	35.4
All Tests - State	53.6	48.4	44.6	42.3		47.2

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.

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	398	80.7
Hispanic or Latino of any race	626	73.8
White	110	90.0
English Learners/Multilingual Learners	223	70.9
Eligible for Free or Reduced-Price Meals	984	75.8
Students with Disabilities	272	62.5
District	1,194	78.4
State		88.4

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	261	24.1
Male	*	*
Non-Binary	*	*
Black or African American	157	20.3
Hispanic or Latino	178	15.3
White	94	51.4
English Learners/ Multilingual Learners	31	6.9
Eligible for Free or Reduced-Price Meals	333	17.7
Students with Disabilities	23	4.8
District	498	22.0
State		44.3

³Students 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.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	54.5	74.9
Male	*	76.6
Non-Binary	*	*
Black or African American	54.3	74.3
Hispanic or Latino of any race	40.8	71.8
White	70.2	87.1
English Learners/ Multilingual Learners	32.9	68.3
Eligible for Free or Reduced-Price Meals	46.2	68.6
Students with Disabilities	33.1	67.3
District	50.0	75.7
State	68.4	87.2

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

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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	47.1	75	31.4	50	62.8	63.9
	High Needs Students	44.9	75	30.0	50	59.9	54.1
Math Performance Index	All Students	42.8	75	28.5	50	57.0	60.2
	High Needs Students	40.6	75	27.0	50	54.1	49.5
Science Performance Index	All Students	45.7	75	30.5	50	60.9	61.8
	High Needs Students	43.4	75	29.0	50	57.9	51.4
ELA Academic Growth	All Students	52.2%	100%	52.2	100	52.2	58.7%
	High Needs Students	50.9%	100%	50.9	100	50.9	54.2%
Math Academic Growth	All Students	51.8%	100%	51.8	100	51.8	61.4%
	High Needs Students	50.5%	100%	50.5	100	50.5	55.1%
Progress Toward English Proficiency	Literacy	51.6%	100%	25.8	50	51.6	58.9%
	Oral	48.1%	100%	24.1	50	48.1	55.2%
Chronic Absenteeism	All Students	35.2%	<=5%	0.0	50	0.0	17.7%
	High Needs Students	37.5%	<=5%	0.0	50	0.0	25.5%
Preparation for CCR	% Taking Courses	72.7%	75%	48.5	50	96.9	91.5%
	% Meeting Benchmark	22.0%	75%	14.6	50	29.3	44.3%
On-track to High School Graduation		77.5%	94%	41.2	50	82.5	84.5%
4-year Graduation All Students (2023 Cohort)		78.4%	94%	83.4	100	83.4	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		78.4%	94%	83.4	100	83.4	86.6%
Postsecondary Entrance (Class of 2023)		50.0%	75%	66.7	100	66.7	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		93.4% 35.4%	75%	23.6	50	47.2	93.6% 47.2%
Arts Access		65.1%	60%	50.0	50	100.0	55.0%
Accountability Index				843.0	1450	58.1	

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	64.2	44.9	19.3	16.9	
Math Performance Index Gap	60.6	40.6	20.1	18.2	
Science Performance Index Gap	62.2	43.4	18.7	17.9	
Graduation Rate Gap	94.0%	78.4%	15.6%	9.9%	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	96.6
	High Needs Students	96.4
Math	All Students	96.2
	High Needs Students	96.0
Science	All Students	95.0
	High Needs Students	94.6

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: 37.6 State: 49.7

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

SCHOOL IMPROVEMENT: 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 – 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.

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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.