

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



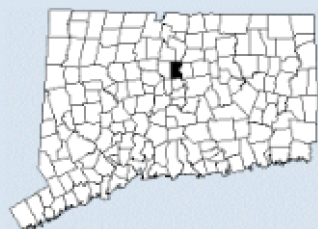
Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	65
Enrollment	16,434
Per Pupil Expenditures	\$23,095
Total Expenditures	\$497,266,479

Expenditure data reflect the 2023-24 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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Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	8,013	48.8	48.4
Male	8,410	51.2	51.5
Non-Binary	11	0.1	0.1
American Indian or Alaska Native	61	0.4	0.2
Asian	765	4.7	5.2
Black or African American	4,686	28.5	12.4
Hispanic or Latino of any race	9,431	57.4	32.1
Native Hawaiian or Other Pacific Islander	20	0.1	0.1
Two or More Races	498	3.0	4.8
White	973	5.9	45.1
English Learners/Multilingual Learners	4,313	26.2	11.3
Eligible for Free or Reduced-Price Meals	12,599	76.7	44.8
Students with Disabilities	3,405	20.7	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	2,665	36.2	794	9.3
Male	2,785	36.1	1,200	13.3
Non-Binary	7	*	0	*
Black or African American	1,300	29.5	682	13.5
Hispanic or Latino of any race	3,656	41.4	1,167	11.6
White	225	27.3	48	4.7
English Learners/Multilingual Learners	1,637	37.4	436	9.3
Eligible for Free or Reduced-Price Meals	4,791	39.4	1,766	12.8
Students with Disabilities	1,458	45.6	566	14.4
All Students - District	5,457	36.2	1,994	11.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 7,410
Number of school-based arrests: 11

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	995.4
General Education Paraprofessionals	126.0
Special Education Teachers and Instructors	166.1
Special Education Paraprofessionals	281.0
District Central Office Administrators	40.0
School Level Administrators	88.0
Library/Media Specialists (Certified)	7.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	92.0
Counselors, Social Workers and School Psychologists	134.3
School Nurses	45.6
Other Staff Providing Non-Instructional Services/Support	1,464.6

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	15.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	36	2.4	1.4
Black or African American	239	15.6	4.9
Hispanic or Latino of any race	222	14.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	1,034	67.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	314	18.2	6.8
Teachers	229	18.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	255	72.2	327	75.5
Hispanic or Latino of any race	390	69.5	504	79.5
White	48	68.6	71	86.6
English Learners/Multilingual Learners	152	63.3	191	69.2
Eligible for Free or Reduced-Price Meals	602	72.5	798	80.1
Students with Disabilities	133	70.0	198	72.8
All Students - District	734	70.8	960	78.8
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	312	52.6
Emotional Disability	82	42.3
Intellectual Disability	79	45.1
Learning Disability	1,409	92.7
Other Health Impairment	592	82.6
Other Disabilities	26	26.5
Speech/Language Impairment	477	93.0
All Disabilities - District	2,977	78.1
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	621	3.5	2.9
Emotional Disability	194	1.1	1.1
Intellectual Disability	175	1.0	0.6
Learning Disability	1,524	8.7	6.5
Other Health Impairment	720	4.1	3.6
Other Disabilities	208	1.2	1.1
Speech/Language Impairment	580	3.3	2.0
All Disabilities	4,022	22.8	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	1,212	30.1	8.2
Private Schools or Other Settings	320	8.0	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$299,191,444	\$13,896	\$13,471
Support services - students	\$44,648,994	\$2,707	\$1,826
Support services - instruction	\$17,232,091	\$1,045	\$972
Support services - general administration	\$13,205,357	\$801	\$568
Support services - school based administration	\$24,863,642	\$1,507	\$1,274
Central and other support services	\$18,994,941	\$1,152	\$761
Operation and maintenance of plant	\$46,641,486	\$2,828	\$2,125
Student transportation services	\$32,488,525	\$3,888	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$497,266,479	\$23,095	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$17,419,609	11.1	26.4
Instructional Aide Salaries	\$8,857,609	5.6	10.1
Other Salaries	\$5,024,586	3.2	10.5
Employee Benefits	\$9,369,879	6.0	13.3
Purchased Services Other Than Transportation	\$5,958,546	3.8	6.8
Special Education Tuition	\$86,753,972	55.2	22.8
Supplies	\$162,013	0.1	0.6
Property Services	\$1,809	0.0	0.4
Purchased Services For Transportation	\$23,485,014	15.0	8.7
Equipment	\$8,731	0.0	0.2
All Other Expenditures	\$8,539	0.0	0.1
Total	\$157,050,307	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	31.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	18.3
State	61.2
Federal	18.4
Tuition & Other	2.1

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	21	54.7	21	44.5	*	*
Asian	238	68.8	236	71.7	84	64.6
Black or African American	2,065	48.6	2,049	43.7	931	45.4
Hispanic or Latino of any race	4,129	45.0	4,094	41.3	1,703	43.6
Native Hawaiian or Other Pacific Islander	8	*	8	*	*	*
Two or More Races	198	56.7	197	51.3	83	54.2
White	433	63.9	431	59.9	190	62.3
English Learners/Multilingual Learners	2,038	41.8	2,015	40.3	796	40.3
Non-English Learners/Non-Multilingual Learners	5,054	51.0	5,021	46.1	2,207	48.4
Eligible for Free or Reduced-Price Meals	5,862	46.2	5,813	42.0	2,529	44.2
Not Eligible for Free or Reduced-Price Meals	1,230	58.6	1,223	56.3	474	57.0
Students with Disabilities	1,653	34.0	1,634	28.5	690	33.2
Students without Disabilities	5,439	52.7	5,402	49.3	2,313	50.1
High Needs	6,284	46.0	6,232	42.2	2,679	44.3
Non-High Needs	808	66.3	804	62.1	324	62.7
All Students - District	7,092	48.4	7,036	44.5	3,003	46.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	78.6	70.0	72.7	70.8	4,528	73.0
Curl Up	78.0	72.3	68.7	70.4	4,527	72.3
Push Up	63.8	64.4	57.0	56.8	4,531	60.4
Mile Run/PACER	73.9	67.7	53.5	26.7	4,543	55.0
All Tests - District	44.9	36.8	33.4	17.8	4,468	33.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	423	82.5
Hispanic or Latino of any race	663	72.5
White	110	91.8
English Learners/Multilingual Learners	248	69.0
Eligible for Free or Reduced-Price Meals	1,085	77.2
Students with Disabilities	275	61.1
All Students - District	1,273	78.6
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	319	29.2
Male	*	*
Non-Binary	*	*
Black or African American	219	27.9
Hispanic or Latino of any race	230	19.2
White	81	53.3
English Learners/ Multilingual Learners	48	9.3
Eligible for Free or Reduced-Price Meals	390	21.4
Students with Disabilities	23	5.0
All Students - District	588	26.1
All Students - State		47.2

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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	56.3	78.2
Male	*	*
Non-Binary	*	*
Black or African American	55.0	74.7
Hispanic or Latino of any race	40.3	73.1
White	72.4	82.7
English Learners/ Multilingual Learners	32.6	65.5
Eligible for Free or Reduced-Price Meals	48.0	71.3
Students with Disabilities	29.9	56.7
All Students - District	50.0	76.2
All Students - State	67.0	88.2

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.

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	48.4	75	32.2	50	64.5	64.7
ELA Performance Index	High Needs Students	46.0	75	30.7	50	61.4	54.9
Math Performance Index	All Students	44.5	75	29.6	50	59.3	61.1
Math Performance Index	High Needs Students	42.2	75	28.1	50	56.3	50.6
Science Performance Index	All Students	46.2	75	30.8	50	61.7	62.6
Science Performance Index	High Needs Students	44.3	75	29.5	50	59.0	52.1
ELA Academic Growth	All Students	53.2%	100%	53.2	100	53.2	60.6%
ELA Academic Growth	High Needs Students	51.7%	100%	51.7	100	51.7	55.7%
Math Academic Growth	All Students	52.6%	100%	52.6	100	52.6	62.3%
Math Academic Growth	High Needs Students	51.3%	100%	51.3	100	51.3	55.9%
Progress Toward English Proficiency	Literacy	50.7%	100%	25.4	50	50.7	58.7%
Progress Toward English Proficiency	Oral	48.8%	100%	24.4	50	48.8	55.7%
Chronic Absenteeism	All Students	36.2%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	38.6%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	75.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	26.1%	75%	17.4	50	34.8	47.2%
On-track to High School Graduation	All Students	79.4%	94%	42.2	50	84.4	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	78.6%	94%	83.7	100	83.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	78.7%	94%	83.7	100	83.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	50.0%	75%	66.7	100	66.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	33.2%	75%	22.1	50	44.2	49.0%
Arts Access	All Students	61.5%	60%	50.0	50	100.0	55.1%
Accountability Index				855.3	1450	59.0	

Physical Fitness Estimated Participation Rate - District: 96.7% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	66.3	46.0	20.3	16.9	Y
Math Performance Index Gap	62.1	42.2	19.9	18.4	Y
Science Performance Index Gap	62.7	44.3	18.4	18.2	Y
Graduation Rate Gap	94.0%	78.7%	15.3%	8.6%	Y

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.2
ELA	High Needs Students	97.1
Math	All Students	96.6
Math	High Needs Students	96.5
Science	All Students	96.8
Science	High Needs Students	96.7

Minimum 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: 39.5

State: 50.2

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 serves as the basis for School Improvement Plans (SIPs), which are aligned with the HPS District Model of Excellence, Strategic Plan, and Major Goals. SIPs drive continuous improvement by fostering collaboration between district and school teams to enhance student outcomes academically, socially, and emotionally. School leadership teams spearhead this process, developing SIPs using diverse data points like achievement, attendance, climate, behavior, and walkthrough observations. The goals of SIPs are to define professional learning needs for staff development and pinpoint high-impact strategies to boost student achievement. SIPs are regularly monitored, updated, and revised based on data analysis and student needs.

ENGAGING FAMILIES IN STUDENT LEARNING: (1) Building staff skills and partnering with families to deepen family engagement and build staff capacity: -Ensuring alignment and intentionality in services supporting students and families through streamlined and standardized partnership development protocols.

-Strengthening skills in building effective, culturally responsive relationships with families through professional learning.

(2) Engaging parents in planning and school improvement: -Ensuring that School Governance Councils are active at each school, given parents a meaningful voice in school-level decision-making.

-Hosting monthly district-wide family engagement events where families collaborate as thought partners, providing input and feedback on district programs, services, and policies.

(3) Supporting at-home learning and family empowerment: -providing educational materials and guidance to help families support their children's academic growth beyond the classroom.

-Centralizing the Welcome center to ensure families are aware of and can access available services and resources.

-Offering workshops on topics such as academic support, attendance, rights and supports under the McKinney Vento act, family engagement strategies.

SPECIAL EDUCATION: HPS is dedicated to providing equitable educational opportunities for all Students with Disabilities (SWDs) across every school.

The continuum of services is revised to integrate a Multi-Tiered Systems of Supports (MTSS) framework. This framework clearly outlines specific academic and behavioral interventions designed to ensure all students have opportunities to access and participate alongside their typical peers.

Furthermore, the Code of Conduct now aligns directly with the MTSS process, empowering schools to implement strategic interventions effectively for all students.

Steps to ensure equitable access include: (1) access to the core curriculum with appropriate supports and accommodations; (2) IEPs written to identify strengths as well as growth areas; (3) culturally-relevant instructional practices included; (4) staff collaboration to meaningfully discuss student learning needs; (5) continue professional learning to strengthen the MTSS process; (6) deepen family understanding of the PPT process and their rights.

Overall, the long term goal is to ensure all 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

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 86% 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 2024-25 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 \$40M funding gap for the 2024-25 year.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	1	0.4	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	43	18.2	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	152	64.4	32.0
Retired	33	14.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	0.4	1.2
Took Job Related To Education	6	2.5	2.3
TOTAL	236		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.