

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



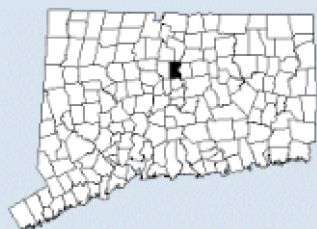
### Achievement First Hartford Academy District

860-695-5280 • <https://www.achievementfirst.org/schools/connecticut/>

#### District Information

|                            |              |
|----------------------------|--------------|
| Grade Range                | K-12         |
| Number of Schools/Programs | 1            |
| Enrollment                 | 907          |
| Per Pupil Expenditures     | \$17,688     |
| Total Expenditures         | \$16,998,253 |

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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#### Notes

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                                    | *              | *                    | 48.4              |
| Male                                      | 466            | 51.4                 | 51.5              |
| Non-Binary                                | *              | *                    | 0.1               |
| American Indian or Alaska Native          | 12             | 1.3                  | 0.2               |
| Asian                                     | *              | *                    | 5.2               |
| Black or African American                 | 690            | 76.1                 | 12.4              |
| Hispanic or Latino of any race            | 183            | 20.2                 | 32.1              |
| Native Hawaiian or Other Pacific Islander | 0              | 0.0                  | 0.1               |
| Two or More Races                         | 15             | 1.7                  | 4.8               |
| White                                     | *              | *                    | 45.1              |
| English Learners/Multilingual Learners    | 52             | 5.7                  | 11.3              |
| Eligible for Free or Reduced-Price Meals  | 722            | 79.6                 | 44.8              |
| Students with Disabilities                | 104            | 11.5                 | 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                                   | 69            | 16.1             | 16               | 3.6                 |
| Male                                     | 68            | 15.2             | 34               | 7.1                 |
| Non-Binary                               | 0             | *                | 0                | *                   |
| Black or African American                | 80            | 12.0             | 35               | 5.0                 |
| Hispanic or Latino of any race           | 52            | 29.4             | *                | *                   |
| White                                    | *             | *                | 0                | *                   |
| English Learners/Multilingual Learners   | 13            | 28.3             | 0                | 0.0                 |
| Eligible for Free or Reduced-Price Meals | 129           | 17.6             | 48               | 6.2                 |
| Students with Disabilities               | 21            | 21.2             | 10               | 8.9                 |
| All Students - District                  | 137           | 15.7             | 50               | 5.4                 |
| 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: 210**

**Number of school-based arrests: 0**

# District Profile and Performance Report for School Year 2024-25

## Achievement First Hartford Academy District

### Educators

#### Full-Time Equivalent (FTE) Staff

| Role                                                     | FTE  |
|----------------------------------------------------------|------|
| General Education Teachers and Instructors               | 52.8 |
| General Education Paraprofessionals                      | 39.0 |
| Special Education Teachers and Instructors               | 6.0  |
| Special Education Paraprofessionals                      | 28.0 |
| District Central Office Administrators                   | 0.0  |
| School Level Administrators                              | 18.3 |
| Library/Media Specialists (Certified)                    | 0.0  |
| Library/Media Support Staff                              | 0.0  |
| Instructional Specialists Who Support Teachers           | 3.0  |
| Counselors, Social Workers and School Psychologists      | 5.0  |
| School Nurses                                            | 4.5  |
| Other Staff Providing Non-Instructional Services/Support | 93.0 |

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 | 5.8                                                               |
| State    | 13.0                                                              |

#### Educators by Race/Ethnicity

| Race/Ethnicity                            | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| American Indian or Alaska Native          | 2              | 2.4                  | 0.1               |
| Asian                                     | 3              | 3.5                  | 1.4               |
| Black or African American                 | 37             | 43.5                 | 4.9               |
| Hispanic or Latino of any race            | 12             | 14.1                 | 5.3               |
| Native Hawaiian or Other Pacific Islander | 0              | 0.0                  | 0.1               |
| Two or More Races                         | 1              | 1.2                  | 0.3               |
| White                                     | 30             | 35.3                 | 87.9              |

#### New! Educator Attrition: 2023-24

| Educator Type | District Attrition Count | District Attrition Rate (%) | State Attrition Rate (%) |
|---------------|--------------------------|-----------------------------|--------------------------|
| All Educators | 28                       | 30.1                        | 6.8                      |
| Teachers      | 27                       | 40.9                        | 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                | 37         | 94.9          | 48         | 100.0         |
| Hispanic or Latino of any race           | 8          | *             | *          | *             |
| White                                    | N/A        | N/A           | N/A        | N/A           |
| English Learners/Multilingual Learners   | *          | *             | *          | *             |
| Eligible for Free or Reduced-Price Meals | 39         | 100.0         | 34         | 100.0         |
| Students with Disabilities               | 7          | *             | *          | *             |
| All Students - District                  | 47         | 95.9          | 54         | 100.0         |
| 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                      | N/A   | N/A      |
| Emotional Disability        | N/A   | N/A      |
| Intellectual Disability     | N/A   | N/A      |
| Learning Disability         | N/A   | N/A      |
| Other Health Impairment     | N/A   | N/A      |
| Other Disabilities          | N/A   | N/A      |
| Speech/Language Impairment  | N/A   | N/A      |
| All Disabilities - District | N/A   | N/A      |
| 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).

# District Profile and Performance Report for School Year 2024-25

## Achievement First Hartford Academy District

### Students with Disabilities by Primary Disability

| Disability                 | District Count | District Rate (%) | State Rate (%) |
|----------------------------|----------------|-------------------|----------------|
| Autism                     | N/A            | N/A               | 2.9            |
| Emotional Disability       | N/A            | N/A               | 1.1            |
| Intellectual Disability    | N/A            | N/A               | 0.6            |
| Learning Disability        | N/A            | N/A               | 6.5            |
| Other Health Impairment    | N/A            | N/A               | 3.6            |
| Other Disabilities         | N/A            | N/A               | 1.1            |
| Speech/Language Impairment | N/A            | N/A               | 2.0            |
| All Disabilities           | N/A            | N/A               | 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 | N/A            | N/A               | 8.2            |
| Private Schools or Other Settings | N/A            | N/A               | 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                                    | \$9,550,873         | \$9,938                 | \$13,471             |
| Support services - students                    | \$1,420,812         | \$1,478                 | \$1,826              |
| Support services - instruction                 | \$483,327           | \$503                   | \$972                |
| Support services - general administration      | .                   | .                       | \$568                |
| Support services - school based administration | \$2,892,064         | \$3,009                 | \$1,274              |
| Central and other support services             | \$2,489,165         | \$2,590                 | \$761                |
| Operation and maintenance of plant             | \$127,416           | \$133                   | \$2,125              |
| Student transportation services                | \$34,596            | \$36                    | \$1,695              |
| Food services                                  | .                   | .                       | \$10                 |
| Enterprise operations                          | .                   | .                       | \$219                |
| Total                                          | \$16,998,253        | \$17,688                | \$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                             | \$1,845,393         | 60.9                 | 26.4              |
| Instructional Aide Salaries                  | .                   | .                    | 10.1              |
| Other Salaries                               | .                   | .                    | 10.5              |
| Employee Benefits                            | \$337,114           | 11.1                 | 13.3              |
| Purchased Services Other Than Transportation | \$680,782           | 22.5                 | 6.8               |
| Special Education Tuition                    | .                   | .                    | 22.8              |
| Supplies                                     | \$35,055            | 1.2                  | 0.6               |
| Property Services                            | .                   | .                    | 0.4               |
| Purchased Services For Transportation        | .                   | .                    | 8.7               |
| Equipment                                    | \$129,411           | 4.3                  | 0.2               |
| All Other Expenditures                       | \$4,170             | 0.1                  | 0.1               |
| Total                                        | \$3,031,924         | 100.0                | 100.0             |

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

| Level    | Percent (%) |
|----------|-------------|
| District | 17.8        |
| State    | 25.7        |

### Expenditures by Revenue Source: 2023-24

| Revenue Source  | Percent of Total (%) Excluding School Construction |
|-----------------|----------------------------------------------------|
| Local           | 8.4                                                |
| State           | 69.6                                               |
| Federal         | 22.1                                               |
| Tuition & Other | 0.0                                                |

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 2024-25

## Achievement First Hartford Academy 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., 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               | *         | *       | *          | *        | *             | *           |
| Asian                                          | 0         | N/A     | 0          | N/A      | 0             | N/A         |
| Black or African American                      | 369       | 61.1    | 368        | 52.4     | 151           | 52.0        |
| Hispanic or Latino of any race                 | 105       | 56.6    | 104        | 48.6     | 35            | 49.4        |
| Native Hawaiian or Other Pacific Islander      | 0         | N/A     | 0          | N/A      | 0             | N/A         |
| Two or More Races                              | 6         | *       | 6          | *        | *             | *           |
| White                                          | *         | *       | *          | *        | *             | *           |
| English Learners/Multilingual Learners         | 29        | 42.3    | 29         | 35.0     | 14            | *           |
| Non-English Learners/Non-Multilingual Learners | 459       | 61.1    | 457        | 52.8     | 180           | 52.2        |
| Eligible for Free or Reduced-Price Meals       | 401       | 59.6    | 399        | 51.7     | 156           | 51.5        |
| Not Eligible for Free or Reduced-Price Meals   | 87        | 62.0    | 87         | 51.7     | 38            | 51.4        |
| Students with Disabilities                     | 53        | 36.1    | 53         | 32.8     | 24            | 39.2        |
| Students without Disabilities                  | 435       | 62.9    | 433        | 54.0     | 170           | 53.2        |
| High Needs                                     | 412       | 59.3    | 410        | 51.5     | 161           | 51.6        |
| Non-High Needs                                 | 76        | 64.0    | 76         | 53.1     | 33            | 50.8        |
| All Students - District                        | 488       | 60.0    | 486        | 51.7     | 194           | 51.4        |

#### 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          | 95.2                | 75.8                | 85.7                | 90.5           | 293                     | 85.7                          |
| Curl Up              | 90.3                | 84.6                | 89.6                | 77.8           | 293                     | 85.7                          |
| Push Up              | 79.0                | 17.6                | 45.5                | 66.7           | 293                     | 48.5                          |
| Mile Run/PACER       | 83.9                | 68.1                | 72.7                | 36.7           | 290                     | 66.2                          |
| All Tests - District | 67.7                | 15.4                | 35.1                | 33.3           | 290                     | 35.5                          |
| 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**

# District Profile and Performance Report for School Year 2024-25

## Achievement First Hartford Academy District

### 2023-24 Cohort Graduation: Four-Year

| Student Group                            | Cohort Count | Rate (%) |
|------------------------------------------|--------------|----------|
| Black or African American                | 47           | 89.4     |
| Hispanic or Latino of any race           | 21           | 66.7     |
| White                                    | N/A          | N/A      |
| English Learners/Multilingual Learners   | *            | *        |
| Eligible for Free or Reduced-Price Meals | 53           | 79.2     |
| Students with Disabilities               | 17           | *        |
| All Students - District                  | 68           | 82.4     |
| 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                                   | 11    | 21.6     |
| Male                                     | 16    | 30.8     |
| Non-Binary                               | N/A   | N/A      |
| Black or African American                | 25    | 28.7     |
| Hispanic or Latino of any race           | *     | *        |
| White                                    | N/A   | N/A      |
| English Learners/ Multilingual Learners  | 0     | *        |
| Eligible for Free or Reduced-Price Meals | 20    | 27.4     |
| Students with Disabilities               | 0     | *        |
| All Students - District                  | 27    | 26.2     |
| 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<br>Entrance<br>Rate (%) | Class of 2023<br>Persistence<br>Rate (%) |
|---------------------------------------------|---------------------------------------|------------------------------------------|
| Female                                      | 86.5                                  | 76.9                                     |
| Male                                        | 61.5                                  | *                                        |
| Non-Binary                                  | N/A                                   | N/A                                      |
| Black or African American                   | 75.0                                  | 72.2                                     |
| Hispanic or Latino of any race              | *                                     | *                                        |
| White                                       | N/A                                   | N/A                                      |
| English Learners/<br>Multilingual Learners  | *                                     | *                                        |
| Eligible for Free or<br>Reduced-Price Meals | 74.5                                  | *                                        |
| Students with Disabilities                  | *                                     | *                                        |
| All Students - District                     | 76.2                                  | 68.2                                     |
| 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

# District Profile and Performance Report for School Year 2024-25

## Achievement First Hartford Academy 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                                  | Student Group       | Index/Rate | Target | Points Earned | Max Points  | % Points Earned | State Average Index/Rate |
|--------------------------------------------|---------------------|------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index                      | All Students        | 60.0       | 75     | 40.0          | 50          | 80.0            | 64.7                     |
| ELA Performance Index                      | High Needs Students | 59.3       | 75     | 39.5          | 50          | 79.0            | 54.9                     |
| Math Performance Index                     | All Students        | 51.7       | 75     | 34.5          | 50          | 68.9            | 61.1                     |
| Math Performance Index                     | High Needs Students | 51.5       | 75     | 34.3          | 50          | 68.6            | 50.6                     |
| Science Performance Index                  | All Students        | 51.4       | 75     | 34.3          | 50          | 68.6            | 62.6                     |
| Science Performance Index                  | High Needs Students | 51.6       | 75     | 34.4          | 50          | 68.8            | 52.1                     |
| ELA Academic Growth                        | All Students        | 60.6%      | 100%   | 60.6          | 100         | 60.6            | 60.6%                    |
| ELA Academic Growth                        | High Needs Students | 60.2%      | 100%   | 60.2          | 100         | 60.2            | 55.7%                    |
| Math Academic Growth                       | All Students        | 66.5%      | 100%   | 66.5          | 100         | 66.5            | 62.3%                    |
| Math Academic Growth                       | High Needs Students | 65.6%      | 100%   | 65.6          | 100         | 65.6            | 55.9%                    |
| Progress Toward English Proficiency        | Literacy            | 44.0%      | 100%   | 22.0          | 50          | 44.0            | 58.7%                    |
| Progress Toward English Proficiency        | Oral                | 27.4%      | 100%   | 13.7          | 50          | 27.4            | 55.7%                    |
| Chronic Absenteeism                        | All Students        | 15.7%      | <=5%   | 28.7          | 50          | 57.4            | 17.2%                    |
| Chronic Absenteeism                        | High Needs Students | 17.2%      | <=5%   | 25.6          | 50          | 51.1            | 24.8%                    |
| % Taking CCR Courses                       | All Students        | 98.1%      | 75%    | 50.0          | 50          | 100.0           | 92.4%                    |
| % Meeting CCR Benchmark                    | All Students        | 26.2%      | 75%    | 17.5          | 50          | 35.0            | 47.2%                    |
| On-track to High School Graduation         | All Students        | 74.3%      | 94%    | 39.5          | 50          | 79.1            | 85.9%                    |
| 4-year Graduation Rate (2024 Cohort)       | All Students        | 82.4%      | 94%    | 87.6          | 100         | 87.6            | 88.9%                    |
| 6-year Graduation Rate (2022 Cohort)       | High Needs Students | 91.6%      | 94%    | 97.4          | 100         | 97.4            | 87.3%                    |
| Postsecondary Entrance (Class of 2024)     | All Students        | 76.2%      | 75%    | 100.0         | 100         | 100.0           | 67.0%                    |
| Physical Fitness % Meeting Health Standard | All Students        | 35.5%      | 75%    | 23.7          | 50          | 47.4            | 49.0%                    |
| Arts Access                                | All Students        | 0.0%       | 60%    | 0.0           | 50          | 0.0             | 55.1%                    |
| <b>Accountability Index</b>                |                     |            |        | <b>975.5</b>  | <b>1450</b> | <b>67.3</b>     |                          |

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     | 64.0                | 59.3            | 4.7         | 16.9                    | N                  |
| Math Performance Index Gap    | 53.1                | 51.5            | 1.6         | 18.4                    | N                  |
| Science Performance Index Gap | 50.8                | 51.6            | -0.8        | 18.2                    | N                  |
| Graduation Rate Gap           | .                   | 91.6%           | .           | 8.6%                    | N                  |

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        | 99.2                   |
| ELA     | High Needs Students | 99.0                   |
| Math    | All Students        | 98.8                   |
| Math    | High Needs Students | 98.6                   |
| Science | All Students        | 98.0                   |
| Science | High Needs Students | 97.6                   |

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: \***      **State: 50.2**

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

# District Profile and Performance Report for School Year 2024-25

## Achievement First Hartford Academy District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Achievement First Hartford Academy (AFHA) benefits from cutting-edge research, training, and support to provide differentiated instruction for students with special needs. The Team Special Services collaborates with our school's special services leaders to design tailored interventions, while AF's curriculum and special education teams work together to implement best practices. Special education cohort meetings further support collaboration and resource sharing.

Guided by our Special Services Playbook, a manual for school leaders, special services leaders, and teachers in identifying and addressing student needs, staff use tools to create inclusive environments, ensuring that all scholars achieve academically and behaviorally at high levels. Co-teaching is a key strategy utilized at AFHA to reach inclusiveness and a least restrictive environment. This approach allows more data collection, feedback, and targeted support in leading students to the same rigorous academic and behavioral outcomes. AFHA partners with the Hartford district on IEP processes and uses the CT SEDS system, and meets monthly with district teams. Families are actively involved in IEP meetings and engage regularly with special education teachers through events, progress report nights, and weekly updates. AF partners with external and internal professional development experts to enhance inclusive practices.

Maintaining high daily attendance and low chronic absenteeism remain top priorities, especially post-COVID. Our principals set the vision for school attendance and student culture. Families are informed on our daily attendance goals and partner with us in getting their child to school every day. Our social workers help reduce attendance barriers by providing additional support as needed. School staff reach out to families to determine the reason for a student's absence, which is critical in unearthing the root causes. The attendance committee meets regularly to review attendance data, identify additional supports that students may need, and find ways to celebrate/incentivize strong attendance habits. AFHA continues to focus on ensuring student safety and maintaining family engagement as core components of student attendance.

Families receive frequent communication from teachers and school staff to engage in learning activities. Report card nights continue to be well attended. Family engagement is central at AFHA. Teachers and staff maintain frequent communication via email, phone, text, and ParentSquare, ensuring content is accessible in families' preferred languages. Community outreach and student recruitment is led by a dedicated Senior Community Outreach Associate who coordinates efforts and explores partnerships with the community our school serves.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Hartford Academy's mission is to prepare every student to excel in college and career, deepen their knowledge of self and community, and lead lives of purpose. In partnership with our families and communities, we work to disrupt the legacy of inequity in education. We believe fulfilling this mission and reducing achievement gaps based on race and economic status, will reduce the isolation for our scholars. We aim for our schools to reflect the demographic composition of the neighborhoods we serve, and prepare our scholars to achieve academic success, and career and college readiness. The schools partner with the Achievement First's recruitment team to execute a comprehensive recruitment strategy consisting of direct outreach, Refer A Friend campaigns, information sessions, school-based open houses, presentations at local education agencies and community based organizations, neighborhood canvassing at nearby high-density housing and building locations, and geo-targeted mailings to reach families across the region. Our recruitment team leverages partnerships with local universities and organizations that support educators from diverse backgrounds. Notable partnerships include The National Fellowship for Black and Latino Male Educators and Profound Gentlemen, which help us intentionally diversify and support our candidate pool. We have designed and implemented training for all hiring managers to ensure our interview practices mitigate implicit bias, allowing all prospective staff to have an equitable interview process. Additionally, we advertise our career openings across diverse areas and websites to build brand awareness and attract candidates of all demographics and backgrounds. Preparation for the college experience begins in 9th grade with the Foundations of Leadership course, a 4-year program designed to help scholars navigate the more complex high school and post-secondary school world, with an emphasis on overcoming obstacles through effort. Each year culminates in scholars completing high stakes applications, preparing them for the college application process. High school scholars apply to and attend a variety of summer programs to prepare for the college experience and the diverse populations they will encounter when moving onto college.

# District Profile and Performance Report for School Year 2024-25

## Achievement First Hartford Academy District

### **Equitable Allocation of Resources among District Schools**

Achievement First (AF) Hartford Academy charter school district comprises 3 individual campuses. Decisions around resource allocation align with the district's strategic plan priorities and goals. Each school has a Director of Operations (DSO) who is responsible for non-instructional activities, including budgeting and resource acquisition. DSOs from each school across the AF network meet regularly to standardize processes, procedures, and activities. The Hartford Board of Directors reviews and approves the annual budget and the financial reports at each of their meetings, including school-level detail with key comparable metrics. Financial reporting is centralized; AF's Chief Financial Officer ensures resources are allocated comparably throughout the network. AF Hartford regularly reviews data and adjusts the resource allocation process to remain responsive to evolving student needs and maintain equity. This review may include input from school administrators, teachers, parents, and community stakeholders. Adjustments may be made based on changes in student demographics, academic performance, or other relevant factors to address the school's needs in line with the strategic plan.

# District Profile and Performance Report for School Year 2024-25

## Achievement First Hartford Academy District

### 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                                     | 0              | 0.0                  | 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               | 0              | 0.0                  | 9.8               |
| Position Filled Permanently                  | 0              | 0.0                  | 0.1               |
| Resigned (no reason given)                   | 20             | 90.9                 | 32.0              |
| Retired                                      | 0              | 0.0                  | 23.7              |
| Teach/Admin in Other CT Dist                 | 2              | 9.1                  | 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                                   | 0              | 0.0                  | 1.2               |
| Took Job Related To Education                | 0              | 0.0                  | 2.3               |
| TOTAL                                        | 22             |                      |                   |

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.