

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Hartford Public High School Hartford School District

860-695-1497 • <https://www.hartfordschools.org/o/hphs>

School Information

Grade Range	9-12
Enrollment	698
Per Pupil Expenditures	\$23,554
Total Expenditures	\$16,982,510

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	3
Performance and Accountability.....	4

Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	376	53.9	48.8
Male	*	*	51.2
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.4
Asian	17	2.4	4.7
Black or African American	121	17.3	28.5
Hispanic or Latino of any race	504	72.2	57.4
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	17	2.4	3.0
White	35	5.0	5.9
English Learners/Multilingual Learners	323	46.3	26.2
Eligible for Free or Reduced-Price Meals	546	78.2	76.7
Students with Disabilities	118	16.9	20.7

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	255	69.9	79	19.0
Male	200	67.6	58	16.3
Non-Binary	0	*	0	*
Black or African American	62	61.4	28	20.9
Hispanic or Latino of any race	344	69.2	95	16.9
White	24	82.8	*	*
English Learners/Multilingual Learners	200	62.1	37	10.1
Eligible for Free or Reduced-Price Meals	387	72.7	123	19.8
Students with Disabilities	89	82.4	32	23.5
All Students - School	455	68.7	137	17.7
All Students - District		36.2		11.4

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.

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: 476
Number of school-based arrests: Fewer than 6

School Profile and Performance Report for School Year 2024-25

Hartford Public High School

Hartford School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	49.0
General Education Paraprofessionals	2.0
Special Education Teachers and Instructors	20.0
Special Education Paraprofessionals	23.0
School Level Administrators	4.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	40.0

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.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	2.3	2.4
Black or African American	15	17.0	15.6
Hispanic or Latino of any race	20	22.7	14.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	51	58.0	67.5

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	15.9
District	15.1

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	25	24.3	18.2
Teachers	17	21.5	18.1

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

School Profile and Performance Report for School Year 2024-25

Hartford Public High School

Hartford School District

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$10,350,907	\$14,356
Support Services - Students	\$2,825,210	\$3,918
Improvement of Instruction	\$23,446	\$33
Library and Media Services	\$110,148	\$153
Support Services - Instruction	\$4,997	\$7
Support Services - School-Based Administration	\$1,392,787	\$1,932
Operation and Maintenance of Plant	\$2,230,145	\$3,093
Transportation Other Than to/From Home	\$44,870	\$62
Enterprise Operations	.	.
Total	\$16,982,510	\$23,554

Total per pupil expenditures (PPE) including share of district central expenditures is \$31,364.

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

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

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	8	*
Intellectual Disability	*	*
Learning Disability	54	98.2
Other Health Impairment	36	100.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	110	93.2
All Disabilities - District		78.1

This table includes students ages 6-21 with an IEP or services plan.

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	16	80.0	33	84.6
Hispanic or Latino of any race	57	57.0	117	78.0
White	*	*	8	*
English Learners/Multilingual Learners	38	50.7	67	72.8
Eligible for Free or Reduced-Price Meals	61	64.9	151	82.5
Students with Disabilities	6	*	21	75.0
All Students - School	79	59.8	167	79.1
All Students - District		70.8		78.8

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1051
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:30 AM
School End Time	02:40 PM

School Profile and Performance Report for School Year 2024-25

Hartford Public High School

Hartford School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	14	*	14	*	17	*
Hispanic or Latino of any race	41	30.9	41	34.8	63	32.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	31	26.6	31	31.4	41	32.8
Non-English Learners/Non-Multilingual Learners	31	36.1	31	32.9	45	36.0
Eligible for Free or Reduced-Price Meals	48	31.0	48	32.0	68	33.2
Not Eligible for Free or Reduced-Price Meals	14	*	14	*	18	*
Students with Disabilities	7	*	7	*	9	*
Students without Disabilities	55	32.9	55	33.9	77	34.7
High Needs	*	*	*	*	79	33.0
Non-High Needs	*	*	*	*	7	*
School	62	31.3	62	32.1	86	34.4

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	N/A	N/A	N/A	62.0	150	62.0
Curl Up	N/A	N/A	N/A	77.3	150	77.3
Push Up	N/A	N/A	N/A	50.7	150	50.7
Mile Run/PACER	N/A	N/A	N/A	8.0	150	8.0
All Tests - School	N/A	N/A	N/A	6.7	150	6.7
All Tests - District	44.9	36.8	33.4	17.8		33.2

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.

School Profile and Performance Report for School Year 2024-25

Hartford Public High School

Hartford School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	50	68.0
Hispanic or Latino of any race	165	70.9
White	11	*
English Learners/Multilingual Learners	82	72.0
Eligible for Free or Reduced-Price Meals	209	71.3
Students with Disabilities	40	62.5
All Students - School	238	70.6
All Students - District		78.6

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	24	13.6
Male	18	10.9
Non-Binary	0	*
Black or African American	10	16.9
Hispanic or Latino of any race	26	10.4
White	0	*
English Learners/ Multilingual Learners	15	9.0
Eligible for Free or Reduced-Price Meals	34	12.3
Students with Disabilities	*	*
All Students - School	42	12.2
All Students - District		26.1

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

- SAT® - meets benchmark 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	38.8	57.7
Male	28.7	50.0
Non-Binary	N/A	N/A
Black or African American	35.1	*
Hispanic or Latino of any race	31.5	53.3
White	*	*
English Learners/ Multilingual Learners	29.5	*
Eligible for Free or Reduced-Price Meals	*	50.0
Students with Disabilities	29.6	*
All Students - School	33.5	54.2
All Students - District	50.0	76.2

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

School Profile and Performance Report for School Year 2024-25

Hartford Public High School

Hartford School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	31.3	75	62.7	150	41.8	64.7
ELA Performance Index	High Needs Students	29.9	75	59.9	150	39.9	54.9
Math Performance Index	All Students	32.1	75	64.3	150	42.9	61.1
Math Performance Index	High Needs Students	32.1	75	64.2	150	42.8	50.6
Science Performance Index	All Students	34.4	75	45.9	100	45.9	62.6
Science Performance Index	High Needs Students	33.0	75	44.0	100	44.0	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	45.4%	100%	22.7	50	45.4	58.7%
Progress Toward English Proficiency	Oral	45.5%	100%	22.8	50	45.5	55.7%
Chronic Absenteeism	All Students	68.7%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	69.4%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	71.7%	75%	47.8	50	95.6	92.4%
% Meeting CCR Benchmark	All Students	12.2%	75%	8.2	50	16.3	47.2%
On-track to High School Graduation	All Students	56.5%	94%	30.1	50	60.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	70.6%	94%	75.1	100	75.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	63.0%	94%	67.0	100	67.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	33.5%	75%	44.7	100	44.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	6.7%	75%	4.4	50	8.9	49.0%
Arts Access	All Students	70.7%	60%	50.0	50	100.0	55.1%
Accountability Index				713.7	1550	46.0	

Physical Fitness Estimated Participation Rate - School: 100.0% | 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	.	29.9	.	17.1	N
Math Performance Index Gap	.	32.1	.	18.6	N
Science Performance Index Gap	.	33.0	.	18.3	N
Graduation Rate Gap	.	63.0%	.	6.5%	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	65.2
ELA	High Needs Students	66.4
Math	All Students	65.2
Math	High Needs Students	66.4
Science	All Students	94.8
Science	High Needs Students	95.2

Minimum participation standard is 95%.

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