

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



Achievement First Hartford Academy Inc. District

860-695-5280 • <http://achievementfirst.org>

District Information

Grade Range	K-12
Number of Schools/Programs	1
Enrollment	1,112
Per Pupil Expenditures ¹	\$14,761
Total Expenditures ¹	\$16,959,949

¹Expenditure data reflect the 2017-18 school year.

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2018-19 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 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	593	53.3	48.4
Male	519	46.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	782	70.3	12.8
Hispanic or Latino of any race	304	27.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	15	1.3	3.6
White	*	*	52.4
English Learners	52	4.7	7.6
Eligible for Free or Reduced-Price Meals	857	77.1	42.1
Students with Disabilities ³	115	10.3	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	39	6.8	39	6.5
Male	31	6.2	54	10.4
Black or African American	31	4.1	63	8.0
Hispanic or Latino of any race	37	13.0	*	*
White	*	*	0	*
English Learners	8	16.0	*	*
Eligible for Free or Reduced-Price Meals	50	6.0	89	8.4
Students with Disabilities	16	13.8	11	8.9
District	70	6.5	93	8.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 121

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2018-19

Achievement First Hartford Academy Inc. District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	84.6
Paraprofessional Instructional Assistants	21.0
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	13.6
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	6.5
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	49.0

¹In 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.8	0.1
Asian	2	1.6	1.1
Black or African American	26	20.5	3.8
Hispanic or Latino of any race	3	2.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	55	43.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.2	10.0

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	33	100.0	*	*
Hispanic or Latino of any race	*	*	*	*
White	N/A	N/A	N/A	N/A
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	100.0	*	*
Students with Disabilities	*	*	8	*
District	39	100.0	35	100.0
State		74.5		85.2

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	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
District	N/A	N/A
State		67.6

³This 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 2018-19

Achievement First Hartford Academy Inc. District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This 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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$9,605,935	\$8,360	\$10,545
Support services - students	\$1,621,609	\$1,411	\$1,373
Support services - instruction	\$579,468	\$504	\$644
Support services - general administration	.	.	\$462
Support services - school based administration	\$3,135,468	\$2,729	\$1,007
Central and other support services	\$1,987,962	\$1,730	\$671
Operation and maintenance of plant	\$19,266	\$17	\$1,629
Student transportation services	\$10,241	\$512	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$16,959,949	\$14,761	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,295,929	61.9	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$232,777	11.1	13.0
Purchased Services Other Than Transportation	\$512,107	24.5	5.5
Special Education Tuition	.	.	22.6
Supplies	\$22,008	1.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	\$28,711	1.4	0.2
All Other Expenditures	\$2,447	0.1	0.1
Total	\$2,093,980	100.0	100.0
Percent of Total Expenditures Used for Special Education		12.3	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	10.0
State	85.2
Federal	4.7
Tuition & Other	0.1

⁴Revenue 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 2018-19

Achievement First Hartford Academy Inc. District

Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	454	69.7	454	66.2	186	56.4
Hispanic or Latino of any race	172	66.4	171	62.1	59	58.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	7	*	7	*	*	*
White	*	*	*	*	*	*
English Learners	63	57.5	63	54.5	19	*
Non-English Learners	577	70.2	576	66.2	232	57.6
Eligible for Free or Reduced-Price Meals	*	*	*	*	251	56.8
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	0	N/A
Students with Disabilities	77	48.6	77	40.2	25	48.1
Students without Disabilities	563	71.7	562	68.5	226	57.7
High Needs	*	*	*	*	251	56.8
Non-High Needs	*	*	*	*	0	N/A
District	640	68.9	639	65.1	251	56.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

¹NAEP 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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	98.0	80.0	87.3	88.9	234	91.5
Curl Up	39.8	70.0	18.3	91.1	234	45.7
Push Up	57.1	60.0	64.8	57.8	234	59.8
Mile Run/PACER	43.9	35.0	31.0	28.9	234	36.3
All Tests - District	21.4	30.0	18.3	13.3	234	19.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2018-19

Achievement First Hartford Academy Inc. District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	28	89.3
Hispanic or Latino of any race	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	35	88.6
Students with Disabilities	*	*
District	35	88.6
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	20	58.8
Male	100.0	18	45.0
Black or African American	100.0	33	50.8
Hispanic or Latino of any race	*	*	*
White	N/A	N/A	N/A
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	29	48.3
Students with Disabilities	*	0	*
District	100.0	38	51.4
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	74.1	*
Hispanic or Latino of any race	*	*
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	76.5	84.0
Students with Disabilities	*	*
District	76.5	84.0
State	71.0	87.8

⁵College 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.

⁶College 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 2018-19

Achievement First Hartford Academy Inc. District

Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.9	75	45.9	50	91.9	67.7
	High Needs Students	68.9	75	45.9	50	91.8	58.1
Math Performance Index	All Students	65.1	75	43.4	50	86.8	63.1
	High Needs Students	65.1	75	43.4	50	86.8	52.7
Science Performance Index	All Students	56.8	75	37.9	50	75.7	63.8
	High Needs Students	56.8	75	37.9	50	75.7	54.2
ELA Academic Growth	All Students	60.2%	100%	60.2	100	60.2	59.9%
	High Needs Students	60.2%	100%	60.2	100	60.2	55.1%
Math Academic Growth	All Students	57.4%	100%	57.4	100	57.4	62.5%
	High Needs Students	57.4%	100%	57.4	100	57.4	55.2%
Progress Toward English Proficiency	Literacy	42.5%	100%	21.3	50	42.5	60.0%
	Oral	32.4%	100%	16.2	50	32.4	52.1%
Chronic Absenteeism	All Students	6.5%	<=5%	46.9	50	93.9	10.4%
	High Needs Students	6.3%	<=5%	47.5	50	94.9	16.1%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	80.0%
	% Passing Exams	51.4%	75%	34.2	50	68.5	42.6%
On-track to High School Graduation		84.5%	94%	45.0	50	89.9	88.0%
4-year Graduation All Students (2018 Cohort)		88.6%	94%	94.2	100	94.2	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		97.1%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		76.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		65.4% 19.7%	75%	3.3	50	6.6	96.4% 52.9%
Arts Access		43.9%	60%	36.6	50	73.1	51.9%
Accountability Index				1084.7	1450	74.8	

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?					N
ELA Performance Index Gap	.	68.9	.	15.4	
Math Performance Index Gap	.	65.1	.	17.6	
Science Performance Index Gap	.	56.8	.	16.1	
Graduation Rate Gap	.	97.1%	.	11.1%	N

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.7
	High Needs Students	99.7
Math	All Students	99.5
	High Needs Students	99.5
Science	All Students	100.0
	High Needs Students	100.0

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: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Achievement First Hartford Academy Inc. District

Narratives

School District Improvement Plans and Parental Outreach Activities

Hartford Academy is a member of the Achievement First network of schools, and as such benefits from the latest available research, training, and support in providing differentiated instruction to students with special needs or requiring additional support. Team Special Services works closely with our schools' special services leaders to design programming and interventions to meet the needs of the current school population. A foundation of that support is a "special services playbook", a manual that serves as a resource to school leaders, special services leaders, and teachers in identifying and addressing needs of all students. Hartford Academy is building an inclusive environment to ensure all our scholars can achieve academically and behaviorally at high levels. Co-teaching is one vehicle for reaching inclusiveness. Additionally, co-teaching allows teachers to collect more data, provide more feedback, and offer more targeted support to lead students to the same rigorous academic and behavioral outcomes.

Maintaining high daily attendance rates and low chronic absenteeism rates are high priorities at Hartford Academy. Operations staff reaches out to parents and guardians moments after the start of the school day to determine the reason for a student's absence. This sometimes involves understanding the circumstances that keep students from getting to school and compensating for those challenges. In some cases that can include arranging transportation for a student that missed the bus or otherwise doesn't have a ride to school. Each classroom in the schools displays their daily attendance percentage and provides incentives and recognition for days that the school buildings have 100% attendance.

Families are regularly welcomed into the school and to engage in learning activities. Report card nights are extremely well attended, and many parents are involved the planning and leadership of these events through parent leadership councils. Teachers are highly accessible to families, with their cell phone numbers being available to parents to reach them after school hours. Community outreach and student recruitment is led by a dedicated Community Outreach Associate who coordinates efforts and explores partnerships with the community our school serves. This includes a program called "AF Ambassadors" which is a partnership among parents, teachers, and community leaders with a goal of advocating for the schools and expanding their community impact.

Additional information is available in our annual charter report and most recent charter renewal application filed with the Connecticut Department of Education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The mission of Hartford Academy is to deliver on the promise of equal educational opportunity for all of Hartford's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Hartford Academy schools provide all of our scholars with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.

We believe it is the fulfillment of this mission and the reduction of the achievement gaps based on race and economic status that will reduce the isolation for our scholars. In a recent update of the organization's core values, "Lead for Racial Equity" rose to the surface as value everyone in our schools should espouse.

We aim to have our schools reflect the demographic composition of the neighborhoods we serve, and prepare our scholars to achieve academic success, college acceptance, and college graduation at the same rates as their more affluent peers.

The current demographic composition of our school community is 99% African American or Hispanic and 98% of our scholars are eligible for free or reduced price lunch. Academic performance on the 2017-18 SBAC exceeds or compares favorably with our host district of Hartford with 57% proficiency in ELA and 51% proficiency in Math in grades 3-8.

Preparation for the college experience begins in the 9th grade with the Foundations and Leadership course. This four-year program is designed to help scholars learn how to 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 which prepare them for the college application process. High school scholars apply to and attend a variety of summer programs to prepare them for the college experience and the diverse populations they will encounter when they move onto college campuses around the nation.

Additional information is available in our annual charter report and most recent charter renewal application filed with the Connecticut Department of Education.

District Profile and Performance Report for School Year 2018-19

Achievement First Hartford Academy Inc. District

Equitable Allocation of Resources among District Schools

The Hartford Academy district is comprised of 3 individual school campuses. Each school has a Director of Operations (DSO) that is responsible for non-instructional activities within the school including budgeting and resource acquisition. DSOs from each campus across the Achievement First network meet regularly in a DSO Cohort to norm around processes, procedures, and activities within their schools.

The Hartford Academy Board of Directors reviews and approves the annual budget, as well as the financial reports at each of their meetings. These include school level detail with key comparable metrics. Financial reporting is centralized, allowing Achievement First's Chief Financial Officer to insure resources are allocated similarly throughout the network to schools at the same grade levels.

Hartford Academy is a data-driven organization, not only in our financial reporting, but in academic, behavior, as well as parent, student, and staff satisfaction. These data are reviewed regularly to identify outliers and equalize resources and results, ensuring equity in the way we serve our scholars and community.