

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

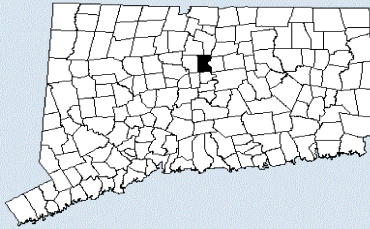


Achievement First Hartford Academy Inc. District

860-695-5280

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | K-12 |
| Number of Schools/Programs | 1 |
| Enrollment | 1,063 |
| Per Pupil Expenditures ¹ | \$13,422 |
| Total Expenditures ¹ | \$12,804,864 |

¹Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 543 | 51.1 | 48.3 |
| Male | 520 | 48.9 | 51.6 |
| American Indian or Alaska Native | * | * | 0.2 |
| Asian | * | * | 4.9 |
| Black or African American | 784 | 73.8 | 12.8 |
| Hispanic or Latino | 255 | 24.0 | 23.0 |
| Pacific Islander | * | * | 0.0 |
| Two or More Races | 11 | 1.0 | 2.7 |
| White | * | * | 55.9 |
| English Learners | 52 | 4.9 | 6.4 |
| Eligible for Free or Reduced-Price Meals | 1,063 | 100.0 | 38.0 |
| Students with Disabilities ¹ | 115 | 10.8 | 13.7 |

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ² Count | Rate (%) | Suspension/ Expulsion ³ Count | Rate (%) |
|--|--|----------|--|----------|
| Female | 54 | 10.7 | 91 | 17.7 |
| Male | 46 | 9.4 | 152 | 29.9 |
| Black or African American | 59 | 7.8 | 185 | 24.0 |
| Hispanic or Latino | 38 | 17.4 | 55 | 23.8 |
| White | 0 | * | 0 | * |
| English Learners | 6 | 14.0 | 11 | 22.9 |
| Eligible for Free or Reduced-Price Meals | 100 | 10.1 | 241 | 23.6 |
| Students with Disabilities | 20 | 19.2 | 34 | 29.8 |
| District | 100 | 10.1 | 243 | 23.8 |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 qualified as truant under state statute: 92

Number of school-based arrests: 0

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 163.8 |
| Paraprofessional Instructional Assistants | 18.0 |
| Special Education | |
| Teachers and Instructors | 19.2 |
| Paraprofessional Instructional Assistants | 0.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 19.0 |
| School Level | 19.0 |
| Library/Media | |
| Specialists (Certified) | 0.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 0.0 |
| Counselors, Social Workers and School Psychologists | 4.0 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 43.6 |

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 | 2 | 1.7 | 0.1 |
| Asian | 5 | 4.3 | 1.0 |
| Black or African American | 24 | 20.7 | 3.5 |
| Hispanic or Latino | 5 | 4.3 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 1 | 0.9 | 0.1 |
| White | 75 | 64.7 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 73.2 |
| District Poverty Quartile: High | |
| State High Poverty Quartile Schools | 97.6 |
| State Low Poverty Quartile Schools | 99.6 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 4.8 | 9.4 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | * | * | * | * |
| Hispanic or Latino | * | * | * | * |
| White | N/A | N/A | N/A | N/A |
| English Learners | 0 | 0.0 | * | * |
| Eligible for Free or Reduced-Price Meals | 32 | 97.0 | 30 | 96.8 |
| Students with Disabilities | * | * | 0 | 0.0 |
| District | 32 | 97.0 | 30 | 96.8 |
| State | | 61.2 | | 73.9 |

³College-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 Peers⁴

| | 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 | | 68.8 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 0 | 0.0 | 1.6 |
| Emotional Disturbance | 0 | 0.0 | 1.0 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 4.6 |
| Other Health Impairment | 0 | 0.0 | 2.8 |
| Other Disabilities | 0 | 0.0 | 1.0 |
| Speech/Language Impairment | 0 | 0.0 | 1.9 |
| All Disabilities | 0 | 0.0 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 6,863,137 | 7,194 | 9,387 |
| Instructional Supplies and Equipment | 646,646 | 678 | 318 |
| Improvement of Instruction and Educational Media Services | 310,629 | 326 | 541 |
| Student Support Services | 1,086,042 | 1,138 | 1,048 |
| Administration and Support Services | 3,699,477 | 3,878 | 1,790 |
| Plant Operation and Maintenance | 83,095 | 87 | 1,608 |
| Transportation | 98,398 | . | 845 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 17,440 | 18 | 194 |
| Total | 12,804,864 | 13,422 | 15,762 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,524 |
|-----------------------------------|---|---|-------|

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

Special Education Expenditures: 2014-15

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 0 | 0.0 | 35.1 |
| Noncertified Personnel | 0 | 0.0 | 14.5 |
| Purchased Services | 0 | 0.0 | 5.5 |
| Tuition to Other Schools | 0 | 0.0 | 21.6 |
| Special Ed. Transportation | 0 | 0.0 | 8.3 |
| Other Expenditures | 0 | 0.0 | 15.0 |
| Total Expenditures | 0 | 0.0 | 100.0 |

Expenditures by Revenue Source:⁴

2014-15

| | Percent of Total (%) | |
|-----------------|-------------------------------------|-------------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 83.2 | 83.2 |
| Federal | 8.0 | 8.0 |
| Tuition & Other | 8.8 | 8.8 |

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

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

| | English Language Arts(ELA) | | Math | | Science | |
|--|----------------------------|------|-------|------|---------|------|
| | Count | DPI | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * | 0 | N/A |
| Asian | * | * | * | * | * | * |
| Black or African American | 469 | 64.3 | 467 | 56.2 | 190 | 42.2 |
| Hispanic or Latino | 140 | 62.5 | 138 | 56.5 | 54 | 42.5 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | * | * | * | * | 0 | N/A |
| English Learners | 40 | 61.6 | 39 | 54.2 | 10 | * |
| Non-English Learners | 579 | 64.3 | 576 | 56.7 | 237 | 42.7 |
| Eligible for Free or Reduced-Price Meals | 619 | 64.1 | 615 | 56.6 | 247 | 42.4 |
| Not Eligible for Free or Reduced-Price Meals | 0 | N/A | 0 | N/A | 0 | N/A |
| Students with Disabilities | 65 | 46.4 | 66 | 37.6 | 26 | 29.6 |
| Students without Disabilities | 554 | 66.2 | 549 | 58.8 | 221 | 43.9 |
| High Needs | 619 | 64.1 | 615 | 56.6 | 247 | 42.4 |
| Non-High Needs | 0 | N/A | 0 | N/A | 0 | N/A |
| District | 619 | 64.1 | 615 | 56.6 | 247 | 42.4 |

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

| | NAEP 2015 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | | | |
| Grade 4 | | | |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 92.7 | 60.7 | 55.2 | 65.8 | 314 | 70.1 |
| Curl Up | 91.7 | 35.2 | 22.4 | 86.8 | 314 | 56.4 |
| Push Up | 86.5 | 30.3 | 46.6 | 65.8 | 314 | 54.8 |
| Mile Run/PACER | 92.7 | 43.4 | 29.3 | 52.6 | 314 | 57.0 |
| All Tests - District | 82.3 | 13.1 | 20.7 | 23.7 | 314 | 36.9 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 | | 50.5 |

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

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Cohort Graduation: Four-Year¹

| | 2014-15 | | | | 2015-16 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| District | N/A | N/A | N/A | N/A | N/A |
| State ⁴ | | 87.2 | | | |

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 100.0 | 25 | 59.5 |
| Male | 95.5 | 12 | 54.5 |
| Black or African American | * | * | * |
| Hispanic or Latino | * | * | * |
| White | N/A | N/A | N/A |
| English Learners | * | * | * |
| Eligible for Free or Reduced-Price Meals | 98.4 | 37 | 57.8 |
| Students with Disabilities | * | 0 | * |
| District | 98.4 | 37 | 57.8 |
| State | 95.6 | | 40.7 |

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2015 | Class of 2014 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | N/A | N/A |
| Male | N/A | N/A |
| Black or African American | N/A | N/A |
| Hispanic or Latino | N/A | N/A |
| White | N/A | N/A |
| English Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | N/A | N/A |
| Students with Disabilities | N/A | N/A |
| District | N/A | N/A |
| State | 71.9 | 88.3 |

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator | | Index/Rate | Target | Points | Max | % Points | State Average |
|---|---------------------|---------------|--------|--------------|-------------|-------------|---------------|
| ELA Performance Index | All Students | 64.1 | 75 | 42.7 | 50 | 85.5 | 67.7 |
| | High Needs Students | 64.1 | 75 | 42.7 | 50 | 85.5 | 56.7 |
| Math Performance Index | All Students | 56.6 | 75 | 37.7 | 50 | 75.4 | 61.4 |
| | High Needs Students | 56.6 | 75 | 37.7 | 50 | 75.4 | 49.9 |
| Science Performance Index | All Students | 42.4 | 75 | 28.2 | 50 | 56.5 | 57.5 |
| | High Needs Students | 42.4 | 75 | 28.2 | 50 | 56.5 | 47.0 |
| ELA Academic Growth | All Students | 71.7% | 100% | 71.7 | 100 | 71.7 | 63.8% |
| | High Needs Students | 71.7% | 100% | 71.7 | 100 | 71.7 | 58.3% |
| Math Academic Growth | All Students | 65.0% | 100% | 65.0 | 100 | 65.0 | 65.0% |
| | High Needs Students | 65.0% | 100% | 65.0 | 100 | 65.0 | 57.4% |
| Chronic Absenteeism | All Students | 10.1% | <=5% | 39.9 | 50 | 79.8 | 9.6% |
| | High Needs Students | 10.1% | <=5% | 39.9 | 50 | 79.8 | 15.6% |
| Preparation for CCR | % Taking Courses | 96.9% | 75% | 50.0 | 50 | 100.0 | 67.6% |
| | % Passing Exams | 57.8% | 75% | 38.5 | 50 | 77.1 | 40.7% |
| On-track to High School Graduation | | 84.0% | 94% | 44.7 | 50 | 89.4 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | N/A | 75% | 0.0 | 0 | 0.0 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 91.5% 36.9% | 75% | 24.6 | 50 | 49.3 | 89.2% 50.5% |
| Arts Access | | 27.9% | 60% | 23.2 | 50 | 46.5 | 47.5% |
| Accountability Index | | | | 751.8 | 1050 | 71.6 | |

| 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 | . | 64.1 | . | 16.5 | |
| Math Performance Index Gap | . | 56.6 | . | 18.9 | |
| Science Performance Index Gap | . | 42.4 | . | 17.2 | |
| Graduation Rate Gap | . | . | . | . | |

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.

| Subject/Subgroup | | Participation Rate (%) ³ |
|------------------|---------------------|-------------------------------------|
| ELA | All Students | 99.2 |
| | High Needs Students | 99.2 |
| Math | All Students | 98.7 |
| | High Needs Students | 98.7 |
| Science | All Students | 97.6 |
| | High Needs Students | 97.6 |

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 49.3

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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 are able to 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 daily initiatives at Hartford Academy. To this end, 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 relatively new 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 scholar.

s. 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 98% African American or Hispanic and 100% of our scholars are eligible for free or reduced price lunch. Academic performance on the 2015-16 SBAC exceeds or compares favorably with our host district of Hartford with 45% proficiency in ELA and 30% proficiency in Math in grades 3-8. On the SAT, our 11th grade scholars were 70% proficient in ELA and 53% proficient in Math.

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.

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Equitable Allocation of Resources among District Schools

The Hartford Academy district is comprised of four 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.