

STRATEGIC SCHOOL PROFILE 2007-08**East Hartford School District**

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Location: 31 School Street
East Hartford,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$21,763
Town Population in 2000: 49,575	Percent of Adults without a High School Diploma in 2000*: 22.7%
1990-2000 Population Growth: -1.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 4.5%
Number of Public Schools: 14	District Enrollment as % of Estimated. Student Population: 91.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 7,459
5-Year Enrollment Change -4.9%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	3,356	45.0	41.8	28.7
K-12 Students Who Are Not Fluent in English	479	6.7	12.0	5.4
Students Identified as Gifted and/or Talented*	352	4.7	4.2	4.0
PK-12 Students Receiving Special Education Services in District	1,058	14.2	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	311	63.1	76.8	79.2
Homeless	2	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	222	28.0	23.3	20.2

*99.4% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	22	0.3
Asian American	445	6.0
Black	2,645	35.5
Hispanic	2,680	35.9
White	1,667	22.3
Total Minority	5,792	77.7

Percent of Minority Professional Staff: 9.5%

Non-English Home Language: 17.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 43.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The East Hartford Public Schools (EH) reflect the diversity of its community and provide numerous opportunities for students to celebrate that diversity. As active participants in School/Business Partnerships, Inter-Elementary Music Festivals, magnet and charter schools, and inter-district grant programs, our students are provided opportunities to interact with students from within and outside of East Hartford in order to promote an understanding of diversity. Highlights of specific school activities include

- The Greater Hartford International Academy for high school students who participate in the International Baccalaureate Program
 - Connecticut International Baccalaureate Academy serves urban and suburban students
 - Two Rivers Magnet School serves urban and suburban students
 - East Hartford Glastonbury Magnet School serves EH and suburban Glastonbury students
 - Sister School partnerships which promote interactions through curriculum connections
 - Mentoring programs
 - World language-sponsored activities
 - After school activities which focus on different cultures
 - Activities within the community which pair students with adults from business and industry as role models, mentors and tutors
 - Collaboration with town agencies to provide opportunities for interactions with the community through activities sponsored by the town.
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STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	26.0	52.0	4.9
Writing	48.4	63.4	9.2
Mathematics	36.9	60.0	6.7
Grade 4 Reading	31.8	55.9	7.0
Writing	44.7	62.9	5.7
Mathematics	36.6	60.3	7.5
Grade 5 Reading	36.4	62.2	6.8
Writing	43.3	64.5	7.4
Mathematics	39.0	65.9	5.6
Science	18.4	54.9	3.7
Grade 6 Reading	39.4	66.3	6.0
Writing	40.6	61.9	8.9
Mathematics	32.8	66.4	4.8
Grade 7 Reading	41.8	71.1	7.1
Writing	33.3	62.0	7.1
Mathematics	28.3	63.0	4.5
Grade 8 Reading	39.8	64.8	7.5
Writing	38.5	63.4	6.9
Mathematics	35.3	60.8	9.4
Science	31.9	58.6	10.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	15.6	45.5	7.7
Writing Across the Disciplines	33.2	57.9	10.8
Mathematics	21.2	50.1	9.2
Science	21.1	46.3	10.0

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	36.6	36.1	44.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		57.2	77.6	
Average Score	Mathematics	439	504	10.8
	Critical Reading	442	502	8.5
	Writing	447	503	10.0

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	91.3	92.6	20.8
Cumulative Four-Year Dropout Rate for Class of 2007	6.4	6.2	24.8
2006-07 Annual Dropout Rate for Grade 9 through 12	3.5	1.7	8.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.8	83.4
% Employed (Civilian Employment and in Armed Services)	13.5	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	478.60
Paraprofessional Instructional Assistants	97.50
Special Education	
Teachers and Instructors	72.00
Paraprofessional Instructional Assistants	103.00
Library/Media Specialists and Assistants	16.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	30.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	12.00
Counselors, Social Workers, and School Psychologists	31.60
School Nurses	19.20
Other Staff Providing Non-Instructional Services and Support	450.10

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.6	13.7	13.6
% with Master's Degree or Above	74.1	75.1	75.6

Average Class Size	District	DRG	State
Grade K	17.1	18.8	18.1
Grade 2	17.7	19.2	19.3
Grade 5	20.9	19.8	20.9
Grade 7	16.8	19.0	20.5
High School	19.7	21.3	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	996	972	987
Middle School	1,016	1,003	1,017
High School	1,031	990	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	5.9	3.1	3.4
Middle School	3.1	2.7	2.7
High School	2.9	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$59,790	\$7,827	\$7,153	\$7,736	\$7,159
Instructional Supplies and Equipment	\$1,390	\$182	\$262	\$256	\$266
Improvement of Instruction and Educational Media Services	\$1,350	\$177	\$443	\$355	\$429
Student Support Services	\$2,758	\$361	\$764	\$772	\$761
Administration and Support Services	\$9,733	\$1,274	\$1,256	\$1,325	\$1,271
Plant Operation and Maintenance	\$8,322	\$1,089	\$1,329	\$1,209	\$1,322
Transportation	\$4,152	\$462	\$605	\$542	\$601
Costs for Students Tuitioned Out	\$2,624	N/A	N/A	N/A	N/A
Other	\$603	\$79	\$147	\$83	\$145
Total	\$90,721	\$10,612	\$12,203	\$12,324	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,171	\$415	\$1,875	\$1,429	\$1,882

Special Education Expenditures	
Total Expenditures	\$17,436,880
Percent of Total PK-12 Expenditures Used for Special Education	19.1%

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	42.5	49.9	5.7	2.0
Excluding School Construction	45.5	46.9	5.6	2.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

East Hartford Board of Education policy supports equitable allocation of resources among the district schools through the budget development process. The proposed budget is presented to the Board of Education members and analyzed to ensure that all programs are supported at appropriate levels. Annually, staffing and budgetary resources are audited by the district and resources re-allocated if necessary. Allocations for textbooks and supplies are based on school enrollment to ensure equity and are obtained through central purchasing. Schools identified in need are provided additional resources to address exceptional needs as mandated.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,045
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.4%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	67	0.9	0.6	0.7
Learning Disability	292	3.7	4.1	4.0
Intellectual Disability	38	0.5	0.5	0.5
Emotional Disturbance	130	1.7	0.9	1.0
Speech Impairment	273	3.5	2.4	2.4
Other Health Impairment*	125	1.6	1.8	2.1
Other Disabilities**	120	1.5	1.2	0.9
Total	1,045	13.4	11.5	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	86.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.1	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	5.7	20.4	35.8	62.1
	Writing	6.4	19.3	41.5	63.0
	Mathematics	6.8	22.6	34.9	62.7
	Science	4.4	22.2	24.8	56.8
CAPT	Reading Across the Disciplines	1.5	11.4	15.6	45.5
	Writing Across the Disciplines	3.1	16.3	33.2	57.9
	Mathematics	0.0	14.7	21.2	50.1
	Science	4.5	14.4	21.1	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	31.1
	% With Accommodations	68.9
CAPT	% Without Accommodations	74.4
	% With Accommodations	25.6
% Assessed Using Skills Checklist		8.7

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	21	2.0
Private Schools or Other Settings	37	3.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	734	70.2	69.8	71.6
40.1 to 79.0 Percent of Time	119	11.4	15.8	16.6
0.0 to 40.0 Percent of Time	192	18.4	14.4	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

East Hartford Public Schools has been actively engaged in standards-based curriculum revision and identification of “power standards” as a result of district-wide involvement in professional development on Making Standards Work (MSW) and Data-driven Decision Making (DDDM). Standards have been unwrapped and aligned vertically in mathematics, K-12. A similar process is being used with English/language arts. Grade level and building level data teams, along with a district data team, have been established. The district, in conjunction with support from the state CALI program, continues to facilitate the effective implementation of this process of common planning and analysis of student achievement. The district has also been working on the creation of common formative and summative assessments geared toward improvement of student achievement based on in-depth analyses of CMT and CAPT results. District and School Improvement Plans focus on incorporating different strategies to improve student achievement in literacy and numeracy. The district has begun to build capacity in this area through professional development in Effective Teaching Strategies (ETS) and Differentiated Instruction (DI) to support teachers in meeting the needs of a diverse student body. Input on improvement planning is solicited annually from stakeholders. In the area of special education, the district has focused on implementation of Least Restrictive Environment (LRE) guidelines and provided professional development to general education teachers for supporting special education students in the general classroom. Going forward, a new student management system will help continue this focus by providing a more consistent means of monitoring IEP’s. Positive Behavior Support (PBS) and Early Intervention Plan (EIP) are two additional initiatives assisting schools in improving responsiveness to the needs of all students. The district continues to monitor prevalence rates, which decreased slightly. Another area addressed by the improvement plan concerned CAPT participation rates for special education students. The district exceeded its goal of 95% participation for the first time in three years.

Parent involvement continues to be an area of need. Active school-based and district-based PTO/PTA groups are involved in reflections of school and district improvement needs in a variety of ways. Special meetings on areas of need, Open Houses, surveys and curriculum or other committee meetings are just a few examples of ways the schools and district work to involve parents. Family Resource Centers, Parent Leadership Training Seminars and roundtable discussions are other avenues for parent feedback. In addition, the district employs translators for these events and others, such as parent conferences, to ensure access for our ELL parents. Presentations of school and district improvement plans are made annually in an effort to inform parents and solicit input. A task force, consisting of parents, community members, and town and education agency members, was developed in response to key issues of concern.
