

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



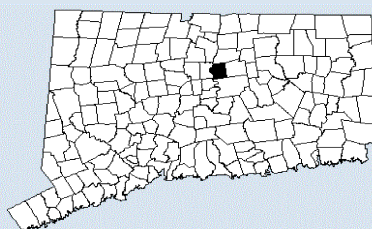
East Hartford School District

Mr. Nathan Quesnel, Superintendent • 860-622-5101 • <http://www.easthartford.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	6,882
Per Pupil Expenditures ¹	\$13,834
Total Expenditures ¹	\$116,204,094

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,298	47.9	48.3
Male	3,584	52.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	342	5.0	4.9
Black or African American	2,286	33.2	12.8
Hispanic or Latino	3,073	44.7	23.0
Pacific Islander	*	*	0.0
Two or More Races	59	0.9	2.7
White	1,106	16.1	55.9
English Learners	624	9.1	6.4
Eligible for Free or Reduced-Price Meals	4,066	59.1	38.0
Students with Disabilities ¹	1,140	16.6	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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	366	11.6	303	9.0
Male	484	14.1	571	15.6
Black or African American	240	10.8	389	16.6
Hispanic or Latino	456	15.5	360	11.5
White	138	12.9	106	9.2
English Learners	105	15.2	57	8.2
Eligible for Free or Reduced-Price Meals	710	15.9	666	14.1
Students with Disabilities	304	26.6	188	14.4
District	850	12.9	874	12.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 809

Number of school-based arrests: 11

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	456.8
Paraprofessional Instructional Assistants	110.2
Special Education	
Teachers and Instructors	78.5
Paraprofessional Instructional Assistants	94.0
Administrators, Coordinators and Department Chairs	
District Central Office	21.0
School Level	27.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	11.0
Instructional Specialists Who Support Teachers	31.4
Counselors, Social Workers and School Psychologists	43.4
School Nurses	22.2
Other Staff Providing Non-Instructional Services/Support	455.4

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	0	0.0	0.1
Asian	10	1.5	1.0
Black or African American	34	5.1	3.5
Hispanic or Latino	31	4.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	593	88.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
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	11.2	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	44	24.4	90	43.9
Hispanic or Latino	45	25.3	76	37.1
White	26	34.7	63	61.2
English Learners	*	*	6	17.6
Eligible for Free or Reduced-Price Meals	76	25.6	134	39.9
Students with Disabilities	22	33.3	45	43.7
District	131	28.4	248	45.9
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	45	33.3
Emotional Disturbance	53	46.5
Intellectual Disability	17	44.7
Learning Disability	291	89.5
Other Health Impairment	188	74.0
Other Disabilities	19	26.4
Speech/Language Impairment	145	96.0
District	758	69.6
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	143	1.8	1.6
Emotional Disturbance	114	1.5	1.0
Intellectual Disability	38	0.5	0.5
Learning Disability	326	4.2	4.6
Other Health Impairment	255	3.3	2.8
Other Disabilities	104	1.3	1.0
Speech/Language Impairment	170	2.2	1.9
All Disabilities	1,150	14.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	63,674,064	9,052	9,387
Instructional Supplies and Equipment	1,820,920	259	318
Improvement of Instruction and Educational Media Services	2,596,984	369	541
Student Support Services	9,459,086	1,345	1,048
Administration and Support Services	13,751,718	1,955	1,790
Plant Operation and Maintenance	12,356,008	1,757	1,608
Transportation	5,380,501	619	845
Costs of Students Tuitioned Out	7,083,838	N/A	N/A
Other	80,975	12	194
Total	116,204,094	13,834	15,762

Additional Expenditures

Land, Buildings, and Debt Service	236,028	34	1,524
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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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,835,474	44.3	35.1
Noncertified Personnel	4,009,451	18.0	14.5
Purchased Services	341,518	1.5	5.5
Tuition to Other Schools	3,953,303	17.8	21.6
Special Ed. Transportation	1,844,012	8.3	8.3
Other Expenditures	2,231,413	10.0	15.0
Total Expenditures	22,215,171	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	36.8	36.9
State	51.0	50.9
Federal	6.1	6.1
Tuition & Other	6.1	6.1

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	13	*	13	*	*	*
Asian	164	69.1	164	62.3	79	59.3
Black or African American	1099	54.1	1091	45.9	468	45.3
Hispanic or Latino	1410	54.1	1402	46.0	568	45.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	7	*
White	518	63.6	514	55.3	231	54.2
English Learners	360	47.2	358	40.7	152	38.4
Non-English Learners	2854	57.5	2836	49.3	1206	48.9
Eligible for Free or Reduced-Price Meals	2146	53.9	2130	46.0	876	45.0
Not Eligible for Free or Reduced-Price Meals	1068	61.3	1064	52.9	482	52.7
Students with Disabilities	640	40.2	632	32.9	270	33.0
Students without Disabilities	2574	60.4	2562	52.1	1088	51.4
High Needs	2360	53.1	2344	45.2	970	44.3
Non-High Needs	854	65.5	850	56.9	388	56.2
District	3214	56.4	3194	48.3	1358	47.7

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	86.6	74.9	58.1	80.9	1,739	75.9
Curl Up	80.5	70.6	72.1	67.6	1,739	73.0
Push Up	74.0	69.5	54.4	72.5	1,739	68.1
Mile Run/PACER	80.9	75.2	75.3	68.3	1,739	75.2
All Tests - District	53.0	42.7	31.3	42.1	1,739	43.0
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	203	89.2	83.0	Yes	84.4
Hispanic or Latino	245	83.3	80.8	Yes	82.5
English Learners	62	72.6	82.3	No	83.7
Eligible for Free or Reduced-Price Meals	427	85.7	80.9	Yes	82.5
Students with Disabilities	97	72.2	72.1	Yes	74.8
District	566	88.0	84.3	Yes	85.5
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	96.1	132	25.9
Male	93.3	82	16.6
Black or African American	94.8	60	15.6
Hispanic or Latino	94.0	59	15.4
White	94.4	60	33.7
English Learners	89.1	*	*
Eligible for Free or Reduced-Price Meals	94.0	96	15.2
Students with Disabilities	73.3	*	*
District	94.7	214	21.4
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	65.0	81.5
Male	51.0	68.2
Black or African American	55.7	73.9
Hispanic or Latino	53.7	70.4
White	64.9	79.4
English Learners	51.1	*
Eligible for Free or Reduced-Price Meals	54.1	71.8
Students with Disabilities	23.5	50.0
District	58.0	76.0
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	56.4	75	37.6	50	75.2	67.7
	High Needs Students	53.1	75	35.4	50	70.8	56.7
Math Performance Index	All Students	48.3	75	32.2	50	64.4	61.4
	High Needs Students	45.2	75	30.1	50	60.2	49.9
Science Performance Index	All Students	47.7	75	31.8	50	63.7	57.5
	High Needs Students	44.3	75	29.6	50	59.1	47.0
ELA Academic Growth	All Students	59.5%	100%	59.5	100	59.5	63.8%
	High Needs Students	57.9%	100%	57.9	100	57.9	58.3%
Math Academic Growth	All Students	48.1%	100%	48.1	100	48.1	65.0%
	High Needs Students	47.9%	100%	47.9	100	47.9	57.4%
Chronic Absenteeism	All Students	12.9%	<=5%	34.2	50	68.4	9.6%
	High Needs Students	15.9%	<=5%	28.2	50	56.4	15.6%
Preparation for CCR	% Taking Courses	37.8%	75%	25.2	50	50.4	67.6%
	% Passing Exams	21.4%	75%	14.2	50	28.5	40.7%
On-track to High School Graduation		78.5%	94%	41.8	50	83.6	85.1%
4-year Graduation All Students (2015 Cohort)		88.0%	94%	93.6	100	93.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.9%	94%	87.2	100	87.2	78.6%
Postsecondary Entrance (Class of 2015)		58.0%	75%	77.4	100	77.4	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.7% 43.0%	75%	14.3	50	28.6	89.2% 50.5%
Arts Access		62.8%	60%	50.0	50	100.0	47.5%
Accountability Index				876.1	1350	64.9	

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	65.5	53.1	12.4	16.5	
Math Performance Index Gap	56.9	45.2	11.7	18.9	
Science Performance Index Gap	56.2	44.3	11.9	17.2	
Graduation Rate Gap	93.8%	81.9%	11.9%	15.3%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	98.1
Math	All Students	98.0
	High Needs Students	97.7
Science	All Students	96.2
	High Needs Students	95.3

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: 45 State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

East Hartford Public Schools (EHPS) develops an annual district improvement plan focused on six priority areas: Expect Student Achievement, Align System and Operational Efforts, Foster Talent and Competence, Nurture a Solutions based Culture of Safety and Engagement, Build Family and Community Relationships and Insist on Results. The district's work on each of the six priorities is shared with the Board of Education, school administrators and the District Data Team to realize the district mission to provide a high quality learning experience to Every Child, Every Day. During the summer months, principals work with staff, parents and students to develop school based plans that support the district's goals. Special education services are provided to eligible children from birth to age 21. This is done through continuous assessment and auditing of programs through the Educational Benefit process to ensure that supports for eligible students are differentiated and appropriately delivered. A continuum of services is offered to all special education students that range from self-contained programs for students with Autism to services provided in the general education environment. The co-teaching model is an approach to instruction that is implemented across the district. In order to continue to grow in delivering services through this model, professional development is being provided to teachers and staff in identified buildings. In addition to the focus on community engagement, EHPS communicates regularly with parents about the importance of students' attendance at school. The policy is posted on the website and is included in handbooks. Student attendance is monitored daily, and letters are sent home to provide families with updates about their child's attendance at various intervals and include a comparison to other students in the grade level. Attendance celebrations are also held to demonstrate the school/district commitment to attendance and to highlight the students who attend school on a regular basis. Principals, social workers, and counselors hold small group meetings and, when necessary, develop an attendance contract. Teams of support staff visit homes to determine the cause of truancy and to assist families in need of support. In an effort to continually improve its relationships with the families it serves, EHPS offers several opportunities for families to benefit from its programs as well as to provide the district with suggestions for improvement. The superintendent holds multiple forums with parents to seek out their input-- held at different locations in the community, and food and child care are provided for those in attendance. The district is home to a multi-session U for Youth Parent education enrichment program that provides opportunities for elementary students and their families to practice and learn about literacy, math and the use of technology while learning. The district's Office of Family and Community Partnerships facilitates leadership training sessions on topics such as how to develop their child's literacy and mathematics skills at home. Each school has active parent organizations which are used as a forum to communicate information about programs and events and to provide information to families about a relevant topic such as internet safety.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Hartford Public Schools (EHPS) system reflects the diversity of the community. As active participants in School/Business Partnerships, Inter-Elementary Music Festivals, magnet schools, and inter-district grant programs, our students are provided with multiple opportunities to interact with students from within and outside of East Hartford.

East Hartford's choice program provides students with an opportunity to attend several schools in the district. At the elementary level, families can elect for their child to attend a neighborhood school or one of two theme schools. The O'Connell Elementary School offers the International Baccalaureate's (IB) Primary Years Programme (PYP) which focuses on developing international-minded students through an inquiry-based approach to instruction. The O'Brien Elementary School places an emphasis developing the students' knowledge and skills in science, technology, engineering and mathematics (STEM). Students who choose to continue with the IB model can elect to attend Sunset Ridge Middle School (grades 6-8), which was preparing for IB Candidacy as a Middle Years Programme (MYP). The Connecticut IB Academy (CIBA) continues its dedication to equity and access as a Sheff magnet, allowing students from East Hartford to enroll in a school with their peers from urban and suburban cities and towns in the Greater Hartford area.

East Hartford Public Schools has actively sought out additional opportunities so that its students have experiences with peers and adults who are from other cultures. After school programs funded by the Extended School Hours grant offer workshops in ethnic music and dance. The district has established Sister School partnerships with several communities, including the Discovery Center classroom, to promote interactions through curriculum connections and special group activities. Finally, the School Business partnership has developed a mentoring program which pairs students with adults who work in local businesses.

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Equitable Allocation of Resources among District Schools

East Hartford's Board of Education supports the equitable allocation of resources among the district's schools through the budget development process which involves input from various stakeholders. The proposed budget is analyzed to ensure that all programs are supported at appropriate levels. Staffing and materials are audited by the district, and resources, particularly personnel, are re-allocated if necessary. Funding for textbooks and supplies are based on school enrollment to ensure equity, and these resources are obtained through a central purchasing process. The budget is presented to the Board of Education, Town Council and the public. Schools identified as in need are provided with additional resources. For example, the district continues to expand services for students with special needs. Focus and Turnaround schools also receive support, and funding is often supplemented by federal and state grants. In an effort to enhance the quality of instruction offered to students district-wide, the staff receives regular professional development, and access to technology has been made equitable across schools.