

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



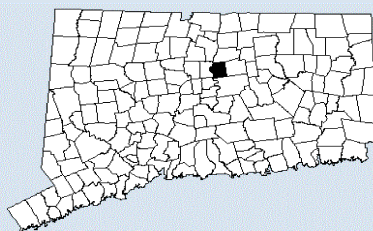
East Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	6,868
Per Pupil Expenditures ¹	\$15,017
Total Expenditures ¹	\$123,308,082

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,302	48.1	48.4
Male	3,566	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	342	5.0	5.1
Black or African American	2,211	32.2	12.8
Hispanic or Latino	3,213	46.8	24.8
Pacific Islander	*	*	0.1
Two or More Races	36	0.5	3.3
White	1,046	15.2	53.6
English Learners	709	10.3	7.2
Eligible for Free or Reduced-Price Meals	4,833	70.4	36.7
Students with Disabilities ¹	1,244	18.1	14.8

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	476	14.9	280	8.3
Male	611	17.7	566	15.3
Black or African American	257	12.4	352	16.1
Hispanic or Latino	622	20.0	375	11.3
White	136	15.7	77	8.4
English Learners	161	19.6	67	8.2
Eligible for Free or Reduced-Price Meals	925	19.4	721	13.1
Students with Disabilities	388	31.1	219	15.4
District	1,087	16.4	846	12.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 771

Number of school-based arrests: 27

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	444.6
Paraprofessional Instructional Assistants	96.0
Special Education	
Teachers and Instructors	78.4
Paraprofessional Instructional Assistants	99.0
Administrators, Coordinators and Department Chairs	
District Central Office	22.0
School Level	27.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	29.1
Counselors, Social Workers and School Psychologists	50.0
School Nurses	19.2
Other Staff Providing Non-Instructional Services/Support	468.0

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	0	0.0	0.1
Asian	11	1.7	1.1
Black or African American	34	5.2	3.7
Hispanic or Latino	33	5.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	581	88.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	10.5

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	72	38.1	132	70.2
Hispanic or Latino	64	28.2	111	55.8
White	34	44.7	69	78.4
English Learners	7	15.6	19	44.2
Eligible for Free or Reduced-Price Meals	117	30.8	217	62.9
Students with Disabilities	38	42.7	65	63.7
District	196	36.0	345	67.4
State		69.3		80.1

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	74	45.1
Emotional Disturbance	63	54.8
Intellectual Disability	29	55.8
Learning Disability	380	92.5
Other Health Impairment	222	83.8
Other Disabilities	19	25.0
Speech/Language Impairment	104	98.1
District	891	74.9
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	170	2.2	1.8
Emotional Disturbance	115	1.5	1.1
Intellectual Disability	52	0.7	0.5
Learning Disability	412	5.3	5.2
Other Health Impairment	268	3.4	3.1
Other Disabilities	129	1.7	1.1
Speech/Language Impairment	128	1.6	1.8
All Disabilities	1,274	16.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	179	14.1	8.3
Private Schools or Other Settings	23	1.8	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	67,116,600	9,998	9,847
Instructional Supplies and Equipment	1,762,181	263	287
Improvement of Instruction and Educational Media Services	2,397,557	357	589
Student Support Services	11,055,025	1,647	1,120
Administration and Support Services	14,225,657	2,119	1,905
Plant Operation and Maintenance	13,104,443	1,952	1,648
Transportation	5,874,662	690	904
Costs of Students Tuitioned Out	7,680,905	N/A	N/A
Other	91,052	14	208
Total	123,308,082	15,017	16,535

Additional Expenditures

Land, Buildings, and Debt Service	4,803,626	716	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,827,420	41.3	33.8
Noncertified Personnel	5,156,781	21.7	14.5
Purchased Services	224,009	0.9	5.5
Tuition to Other Schools	4,052,768	17.0	23.4
Special Ed. Transportation	2,270,236	9.5	8.7
Other Expenditures	2,264,288	9.5	14.1
Total Expenditures	23,795,502	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	35.8	37.4
State	52.2	50.2
Federal	5.5	5.6
Tuition & Other	6.4	6.7

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	153	67.2	153	62.8
Black or African American	1135	57.3	1122	48.8
Hispanic or Latino	1600	54.5	1588	47.5
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	7	*	7	*
White	519	64.9	518	57.5
English Learners	564	49.5	559	43.8
Non-English Learners	2857	59.1	2836	51.4
Eligible for Free or Reduced-Price Meals	2486	55.7	2462	48.3
Not Eligible for Free or Reduced-Price Meals	935	62.6	933	54.9
Students with Disabilities	672	40.6	667	33.9
Students without Disabilities	2749	61.7	2728	54.1
High Needs	2701	54.9	2678	47.6
Non-High Needs	720	67.5	717	59.4
District	3421	57.6	3395	50.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	88.7	78.4	77.7	86.4	2,044	83.0
Curl Up	76.6	73.1	49.4	55.6	2,044	64.2
Push Up	75.6	69.3	67.1	71.4	2,044	71.0
Mile Run/PACER	91.0	83.0	72.3	78.0	2,044	81.5
All Tests - District	57.9	47.7	35.2	44.4	2,044	46.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	201	92.5
Hispanic or Latino	210	83.3
English Learners	42	76.2
Eligible for Free or Reduced-Price Meals	405	87.2
Students with Disabilities	95	76.8
District	521	88.9
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.2	150	30.3
Male	93.4	109	19.4
Black or African American	94.2	84	22.3
Hispanic or Latino	94.1	64	15.0
White	95.7	67	40.9
English Learners	93.2	*	*
Eligible for Free or Reduced-Price Meals	94.1	130	17.9
Students with Disabilities	78.0	*	*
District	94.7	259	24.5
State	96.3		44.8

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

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	65.1	82.2
Male	44.7	76.1
Black or African American	57.9	78.8
Hispanic or Latino	49.2	71.8
White	56.0	89.1
English Learners	32.6	*
Eligible for Free or Reduced-Price Meals	49.3	74.5
Students with Disabilities	24.2	65.0
District	54.9	79.7
State	70.9	88.3

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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	57.6	75	38.4	50	76.7	67.6
	High Needs Students	54.9	75	36.6	50	73.2	57.5
Math Performance Index	All Students	50.1	75	33.4	50	66.8	62.7
	High Needs Students	47.6	75	31.7	50	63.5	52.0
ELA Academic Growth	All Students	60.7%	100%	60.7	100	60.7	60.7%
	High Needs Students	58.7%	100%	58.7	100	58.7	55.6%
Math Academic Growth	All Students	58.4%	100%	58.4	100	58.4	61.9%
	High Needs Students	57.3%	100%	57.3	100	57.3	55.4%
Chronic Absenteeism	All Students	16.4%	<=5%	27.3	50	54.6	10.7%
	High Needs Students	19.5%	<=5%	20.9	50	41.9	16.6%
Preparation for CCR	% Taking Courses	51.2%	75%	34.2	50	68.3	74.8%
	% Passing Exams	24.5%	75%	16.4	50	32.7	44.8%
On-track to High School Graduation		80.5%	94%	42.8	50	85.7	87.5%
4-year Graduation All Students (2017 Cohort)		88.9%	94%	94.5	100	94.5	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.2%	94%	94.9	100	94.9	81.8%
Postsecondary Entrance (Class of 2017)		55.1%	75%	73.4	100	73.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.9% 46.8%	75%	31.2	50	62.4	96.6% 50.1%
Arts Access		63.5%	60%	50.0	50	100.0	51.2%
Accountability Index				860.8	1250	68.9	

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	67.5	54.9	12.6	15.9	
Math Performance Index Gap	59.4	47.6	11.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	89.2%	4.8%	12.7%	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	99.1
	High Needs Students	99.1
Math	All Students	99.0
	High Needs Students	98.9
Science	All Students	99.1
	High Needs Students	99.1

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: 47.9

State: 51.5

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 and monitors an annual district improvement plan focused on four theories of action: Transform Student Learning, Build a Rich and Vibrant Learning Culture, Attract and Grow a Talented and Diverse Workforce, and Responsibly Invest District Resources. The district's work on each of these four areas is shared with the Board of Education, school administrators and members of the District Data Team in pursuit of its mission: to deliver a high quality learning experience for every child, every day. 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. On an annual basis, the Special Education Resource Fair is held for parents and families. EHPS communicates regularly with parents about the importance of students' attendance at school. Student attendance is monitored daily, and letters are sent home at various intervals to provide families with updates about their child's attendance record. Attendance celebrations are held to demonstrate the importance of coming to school on a regular basis. Principals, social workers, and counselors hold small group meetings and, when necessary, develop an attendance contract with families. PowerSchool communication tools are also utilized to continue to keep families updated regarding their child's attendance in school. During the 2017-2018 school year, the Attendance Task Force updated the district Toolkita€ to provide additional resources to families. 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 them 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. These are held at different locations in the community, and food and child care are provided for those in attendance. The district's Office of Family and Community Partnerships facilitates training sessions for parents on topics such as how to develop their child's literacy and mathematics skills at home. Each district school has active parent organizations that not only communicates information about programs and events, but also provides information to families about relevant topics such as internet safety.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Hartford Public Schools (EHPS) system reflects the diversity of its community. East Hartford's choice program provides students with an opportunity to attend several schools in the district based on their interests and needs. At the elementary level, families can elect for their child to attend a neighborhood school or its IB elementary school. 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. Middle school students can enroll at either Sunset Ridge, a small IB Middle Years Programme (MYP), or the district's large comprehensive middle school, East Hartford Middle School. The Connecticut IB Academy (CIBA) is a Sheff magnet high school that is hosted by East Hartford. In addition to enrolling East Hartford students, it brings in children from urban and suburban cities and towns in the Greater Hartford area through the Regional School Choice lottery. As a part of its international theme, it also welcomes several foreign exchange students each year and participates in sister school exchanges. East Hartford Public Schools continues to seek out opportunities so that its students have experiences with peers and adults who are from other cultures. After school programs and extracurricular clubs offer students the ability to develop their knowledge, skills and understanding of ethnic music and dance, and the School Business partnership has developed a mentoring program which pairs students with adults who work in local businesses. In an effort to improve their work with students and families, two cohorts of teachers and administrators have participated in professional study on the topic of cultural competency.

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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. 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 are re-allocated if necessary after a review of school staffing profiles and student performance data. Funding for textbooks and supplies are based on 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, and a team of teachers is dedicated to provide support for English Learners. Focus and Turnaround schools receive additional supports, 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 professional development, and access to technology has been made equitable across schools.