

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



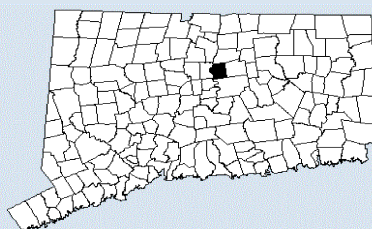
East Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	6,734
Per Pupil Expenditures ¹	\$14,121
Total Expenditures ¹	\$117,446,853

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,239	48.1	48.4
Male	3,495	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	337	5.0	5.1
Black or African American	2,214	32.9	12.9
Hispanic or Latino	3,049	45.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	62	0.9	2.9
White	1,056	15.7	54.8
English Learners	662	9.8	6.8
Eligible for Free or Reduced-Price Meals	3,903	58.0	35.9
Students with Disabilities ¹	1,201	17.8	14.3

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	395	12.5	274	8.3
Male	521	15.4	536	15.0
Black or African American	271	12.2	363	15.6
Hispanic or Latino	491	16.6	357	11.4
White	128	12.5	75	6.9
English Learners	105	14.2	64	8.6
Eligible for Free or Reduced-Price Meals	748	16.3	633	13.2
Students with Disabilities	346	29.0	221	16.3
District	916	14.0	810	11.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 668

Number of school-based arrests: 13

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.

District Profile and Performance Report for School Year 2016-17

East Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	455.9
Paraprofessional Instructional Assistants	112.0
Special Education	
Teachers and Instructors	78.0
Paraprofessional Instructional Assistants	99.0
Administrators, Coordinators and Department Chairs	
District Central Office	21.0
School Level	26.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	33.5
Counselors, Social Workers and School Psychologists	48.6
School Nurses	20.2
Other Staff Providing Non-Instructional Services/Support	457.4

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	11	1.6	1.0
Black or African American	36	5.4	3.6
Hispanic or Latino	32	4.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	591	88.1	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.6

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	48	27.7	127	62.6
Hispanic or Latino	50	27.5	111	55.8
White	37	43.5	58	70.7
English Learners	7	15.9	14	46.7
Eligible for Free or Reduced-Price Meals	84	27.0	177	57.1
Students with Disabilities	27	31.0	44	47.8
District	155	32.6	323	62.6
State		63.6		77.5

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	64	44.1
Emotional Disturbance	62	53.4
Intellectual Disability	18	41.9
Learning Disability	332	88.1
Other Health Impairment	216	79.7
Other Disabilities	16	22.2
Speech/Language Impairment	111	99.1
District	819	72.1
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

East Hartford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	149	1.9	1.7
Emotional Disturbance	116	1.5	1.0
Intellectual Disability	43	0.6	0.5
Learning Disability	377	4.9	4.9
Other Health Impairment	273	3.6	2.9
Other Disabilities	106	1.4	1.1
Speech/Language Impairment	139	1.8	1.8
All Disabilities	1,203	15.7	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	62,904,433	9,162	9,663
Instructional Supplies and Equipment	2,446,494	356	321
Improvement of Instruction and Educational Media Services	2,156,121	314	578
Student Support Services	9,817,737	1,430	1,103
Administration and Support Services	14,362,826	2,092	1,861
Plant Operation and Maintenance	12,557,086	1,829	1,637
Transportation	5,633,321	652	877
Costs of Students Tuitioned Out	7,504,057	N/A	N/A
Other	64,778	9	201
Total	117,446,853	14,121	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,410,502	205	1,749
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,759,177	41.7	34.6
Noncertified Personnel	3,571,584	17.0	14.6
Purchased Services	233,696	1.1	5.8
Tuition to Other Schools	4,122,756	19.6	21.8
Special Ed. Transportation	1,962,351	9.3	8.5
Other Expenditures	2,345,776	11.2	14.7
Total Expenditures	20,995,340	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	35.5	35.0
State	53.2	53.7
Federal	5.7	5.7
Tuition & Other	5.5	5.6

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).

District Profile and Performance Report for School Year 2016-17

East Hartford School District

Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	9	*	10	*	*	*
Asian	159	68.9	159	63.9	86	55.9
Black or African American	1109	54.4	1099	46.1	511	42.9
Hispanic or Latino	1481	52.8	1441	45.7	647	42.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	18	*	16	*	12	*
White	530	62.7	516	54.5	217	53.0
English Learners	531	48.9	521	42.9	222	38.8
Non-English Learners	2777	57.1	2722	49.1	1256	45.9
Eligible for Free or Reduced-Price Meals	1786	52.7	1748	45.5	792	41.5
Not Eligible for Free or Reduced-Price Meals	1522	59.4	1495	51.1	686	48.6
Students with Disabilities	637	38.3	614	32.0	290	30.6
Students without Disabilities	2671	59.9	2629	51.8	1188	48.3
High Needs	2173	51.3	2130	44.3	960	40.8
Non-High Needs	1135	64.2	1113	55.3	518	52.3
District	3308	55.8	3243	48.1	1478	44.8

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	81.3	84.3	69.2	77.2	1,865	78.2
Curl Up	81.6	76.3	73.4	84.4	1,865	79.2
Push Up	69.1	70.3	70.9	70.9	1,865	70.2
Mile Run/PACER	85.6	74.7	54.3	54.4	1,865	67.9
All Tests - District	56.6	52.3	44.1	47.5	1,865	50.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

East Hartford School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	191	90.6
Hispanic or Latino	221	83.3
English Learners	50	80.0
Eligible for Free or Reduced-Price Meals	407	86.0
Students with Disabilities	91	72.5
District	543	88.6
State		87.4

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 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.6	150	30.4
Male	93.0	107	21.5
Black or African American	93.4	77	20.5
Hispanic or Latino	95.8	72	18.9
White	94.0	68	40.7
English Learners	98.6	*	*
Eligible for Free or Reduced-Price Meals	94.5	123	19.8
Students with Disabilities	75.4	*	*
District	94.8	257	25.9
State	96.1		43.5

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.

Copyright © 2017 The College Board. www.collegeboard.org

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

Copyright © 2017 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2017

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	62.0	80.1
Male	44.1	67.2
Black or African American	59.4	77.6
Hispanic or Latino	42.5	68.1
White	53.5	71.7
English Learners	47.5	65.2
Eligible for Free or Reduced-Price Meals	47.8	71.9
Students with Disabilities	22.7	*
District	53.2	74.4
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2016-17

East Hartford School District

Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.8	75	37.2	50	74.3	67.1
	High Needs Students	51.3	75	34.2	50	68.4	55.9
Math Performance Index	All Students	48.1	75	32.1	50	64.1	62.2
	High Needs Students	44.3	75	29.5	50	59.1	50.5
Science Performance	All Students	44.8	75	29.9	50	59.7	55.3
	High Needs Students	40.8	75	27.2	50	54.3	45.2
ELA Academic Growth	All Students	52.1%	100%	52.1	100	52.1	55.4%
	High Needs Students	51.4%	100%	51.4	100	51.4	49.8%
Math Academic Growth	All Students	51.5%	100%	51.5	100	51.5	61.7%
	High Needs Students	51.9%	100%	51.9	100	51.9	53.7%
Chronic Absenteeism	All Students	14.0%	<=5%	32.0	50	64.0	9.9%
	High Needs Students	16.5%	<=5%	27.1	50	54.1	15.8%
Preparation for CCR	% Taking Courses	48.2%	75%	32.2	50	64.3	70.7%
	% Passing Exams	25.9%	75%	17.3	50	34.6	43.5%
On-track to High School Graduation		78.1%	94%	41.5	50	83.1	87.8%
4-year Graduation All Students (2016 Cohort)		88.6%	94%	94.2	100	94.2	87.4%
6-year Graduation - High Needs Students (2014)		85.2%	94%	90.6	100	90.6	82.0%
Postsecondary Entrance (Class of 2016)		53.2%	75%	70.9	100	70.9	72.0%
Physical Fitness (estimated part rate) and (fitness)		89.6% 50.4%	75%	16.8	50	33.6	92.0% 51.6%
Arts Access		59.4%	60%	49.5	50	99.0	50.5%
Accountability Index				869.0	1350	64.4	

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	64.2	51.3	12.9	16.7	
Math Performance Index Gap	55.3	44.3	11.0	18.7	
Science Performance Index Gap	52.3	40.8	11.6	16.6	
Graduation Rate Gap	93.3%	85.2%	8.1%	12.0%	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	98.5
	High Needs Students	97.9
Math	All Students	96.6
	High Needs Students	96.0
Science	All Students	98.2
	High Needs Students	98.0

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: 41.9

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

East Hartford School District

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 and 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 its effort to attain the district mission: to deliver a high quality learning experience to 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. The Attendance Taskforce, a district level committee, created an Attendance Toolkit that provides school level administrators with strategies for decreasing chronic absenteeism. 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. 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. These are held at different locations in the community, and food and child care are provided for those in attendance. As a part of its Parent University, the You for Youth Parent education enrichment program provides opportunities for elementary students and their families to practice and learn together 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 that communicate information about programs and event; these also 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 its 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 their peers inside and outside of East Hartford as well as adults in the 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 one of two theme-based 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). Middle school students can enroll at Sunset Ridge, a small IB Middle Years Programme (MYP), or the district's large comprehensive middle school, East Hartford Middle School. As a Sheff magnet school, the Connecticut IB Academy (CIBA) continues its dedication to equity and access, enrolling students 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 has actively sought out additional 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, teachers and administrators participated in a year-long study around cultural competency.

District Profile and Performance Report for School Year 2016-17

East Hartford School District

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.