

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



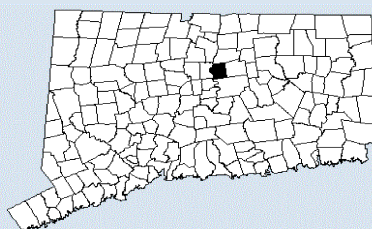
East Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools	16
Enrollment	7,158
Per Pupil Expenditures ¹	\$12,939
Total Expenditures ¹	\$106,747,873

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,450	48.2	48.3
Male	3,708	51.8	51.6
American Indian	*	*	0.2
Asian	364	5.1	4.6
Black or African American	2,474	34.6	12.9
Hispanic or Latino	3,039	42.5	21.2
Pacific Islander	*	*	0.0
White	1,233	17.2	58.4
Two or More Races	24	0.3	2.3
English Language Learners	628	8.8	5.7
Eligible for Free or Reduced-Price Meals	4,556	63.6	37.3
Students with Disabilities ¹	1,161	16.2	12.8

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	343	10.4	405	11.6
Male	537	15.3	823	21.9
Black or African American	256	10.5	544	21.3
Hispanic or Latino	465	16.4	537	17.5
White	135	11.7	127	10.5
English Language Learners	107	16.4	85	12.8
Eligible for Free or Reduced-Price Meals	733	15.4	964	18.9
Students with Disabilities	280	25.0	251	19.6
District	880	12.9	1,228	17.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1,110

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	452.5
Paraprofessional Instructional Assistants	84.0
Special Education	
Teachers and Instructors	75.6
Paraprofessional Instructional Assistants	85.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	34.4
Library/Media	
Specialists (Certified)	4.4
Support Staff	11.0
Instructional Specialists Who Support Teachers	41.4
Counselors, Social Workers and School Psychologists	35.0
School Nurses	19.2
Other Staff Providing Non-Instructional Services/Support	419.0

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 (%)
Asian	9	1.4	1.0
Black or African American	34	5.2	3.5
Hispanic	31	4.7	3.6
Native American	0	0	0.1
White	583	88.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	16	8.8	23	14.6
Hispanic or Latino	12	5.6	16	9.4
White	16	17.4	34	36.2
English Language Learners	*	*	0	0
Eligible for Free or Reduced-Price Meals	22	6.7	28	10.5
Students with Disabilities	0	0	0	0
District	51	9.8	84	18.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	34	35.8
Emotional Disturbance	47	42.7
Intellectual Disability	16	47.1
Learning Disability	245	83.9
Other Health Impairment	176	78.6
Other Disabilities	15	20.0
Speech/Language Impairment	195	91.5
District	728	69.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	97	1.2	1.4
Emotional Disturbance	110	1.4	1.0
Intellectual Disability	34	0.4	0.4
Learning Disability	292	3.7	4.2
Other Health Impairment	232	3.0	2.5
Other Disabilities	120	1.5	1.0
Speech/Language Impairment	233	3.0	1.9
All Disabilities	1,118	14.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	54	4.8	2.8
Private Schools or Other Settings	41	3.6	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	65,578,001	9,320	8,769
Instructional Supplies and Equipment	1,397,266	199	275
Improvement of Instruction and Educational Media Services	2,117,661	301	487
Student Support Services	3,927,500	558	965
Administration and Support Services	11,970,208	1,701	1,600
Plant Operation and Maintenance	9,604,323	1,365	1,472
Transportation	5,659,957	659	786
Costs of Students Tuitioned Out	5,783,436	N/A	N/A
Other	709,521	101	178
Total	106,747,873	12,939	14,642

Additional Expenditures

Land, Buildings, and Debt Service	820,391	117	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,796,916	42.4	35.6
Noncertified Personnel	3,906,244	18.8	14.5
Purchased Services	344,918	1.7	5.0
Tuition to Other Schools	3,259,944	15.7	21.4
Special Ed. Transportation	2,273,199	11.0	8.5
Other Expenditures	2,151,041	10.4	14.9
Total Expenditures	20,732,262	100.0	100.0

PK-12 Expenditures Used for Special Education	19.4	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	42.6	43.1
State	50.5	49.9
Federal	6.5	6.6
Tuition & Other	0.4	0.4

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	54.9	57.7	58.3	57.2	.	.	.	.
Hispanic or Latino	54.5	56.5	58.6	56.8	.	.	.	.
English Language Learners	39.6	44.4	44.5	41.8	.	.	.	.
Eligible for Free or Reduced-Price Meals	53.8	56.7	57.5	56.3	.	.	.	.
Students with Disabilities	25.3	28.5	29.3	27.0	.	.	.	.
High Needs	52.4	55.5	56.7	55.4	.	.	.	.
District	58.8	60.8	61.8	60.5	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	47.1	50.8	46.6	56.8	.	.	.	.
Hispanic or Latino	48.5	34.7	44.0	52.6	.	.	.	.
English Language Learners	.	24.3	28.1	29.6	.	.	.	.
Eligible for Free or Reduced-Price Meals	46.8	46.3	46.0	53.2	.	.	.	.
Students with Disabilities	16.4	19.2	19.0	21.6	.	.	.	.
High Needs	45.6	45.2	44.0	52.0	.	.	.	.
District	54.9	54.6	51.9	58.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	75.0	79.6	85.8	56.4	1,791	73.9
Curl Up	83.9	78.1	84.8	78.9	1,791	81.5
Push Up	62.5	64.7	71.6	65.3	1,791	65.8
Mile Run/PACER	74.9	66.8	49.3	50.7	1,791	61.1
All Tests - District	41.0	45.2	41.7	29.1	1,791	39.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	196	79.6	80.3	No	81.7
Hispanic or Latino	207	74.4	77.6	No	79.2
English Language Learners	37	67.6	79.3	No	80.8
Eligible for Free or Reduced-Price Meals	400	75	77.7	No	79.3
Students with Disabilities	88	56.8	66.7	No	69.4
District	556	77.7	81.9	No	83.1
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	67.7	112	23.5
Male	43.0	60	12.2
Black or African American	54.3	52	15.3
Hispanic or Latino	49.1	37	9.6
White	60.8	64	34.4
English Language Learners	20.3	0	0.0
Eligible for Free or Reduced-Price Meals	49.2	61	10.3
Students with Disabilities	*	0	0.0
District	55.2	172	17.7
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	66.1	81.4
Male	50.6	78.8
Black or African American	61.9	77.5
Hispanic or Latino	47.4	75.8
White	66.1	82.7
English Language Learners	44.0	*
Eligible for Free or Reduced-Price Meals	52.1	75.9
Students with Disabilities	25.9	61.5
District	57.8	80.3
State	72.7	88.5

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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Narratives

School District Improvement Plans and Parental Outreach Activities

East Hartford Public Schools (EHPS) develops an annual district improvement plan to ensure a laser-like focus 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. Specific action steps for achieving the goals associated with each priority are developed by the members of the superintendent's cabinet. The completed plan is shared with district and school level administrators in the spring. During the summer months, principals work with staff, parents and students to develop school based plans that support the district's goals. Progress toward each plan is reviewed three times a year. Similarly, the district's work on each of the six priorities is shared with the Board of Education, school administrators and the District Data Team.

In East Hartford special education services are provided to eligible children from birth to age 21. EHPS is dedicated to providing the highest quality service to our children. This is done through continuous assessment and auditing of programs to ensure that supports for eligible students are differentiated and appropriately delivered. A continuum of services are offered to all special education students that range from self-contained programs for students with Autism to services provided in the general education environment. An area of focus is the delivery of services through the co-teaching model. In order to become more proficient in delivering services through this model, professional development is being provided to teachers and staff across the district. An audit of students placed in private special education facilities is planned for school year 2014-2015.

As a part of its work related to family and 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 monthly, and letters are sent home to provide families with updates about their child's attendance. Principals, social workers, and counselors hold small group meetings and, when necessary, develop an attendance contract. Teams also 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. During the year, 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. Parent surveys are also distributed annually. The district's Family and Community Resource Centers facilitate leadership training sessions on topics such as how to develop their child's literacy and mathematics skills at home. Additionally, each school has established active parent organizations. Administrators and teachers use these meetings 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 approaching middle school can elect to attend Sunset Ridge School (grades 4-6), a small academy which explores world cultures through world languages and the arts. During the 2013-2014 school year, the Connecticut IB Academy became 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 to promote interactions through curriculum connections and special group activities, such as Discovery Center classroom. An annual math and science camp offered at the middle school brings together East Hartford students with their peers from Glastonbury. 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 review 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.