

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



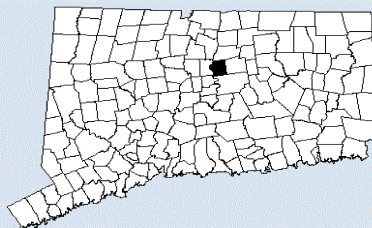
## East Hartford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	6,793
Per Pupil Expenditures <sup>1</sup>	\$14,747
Total Expenditures <sup>1</sup>	\$123,622,096

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,210	47.3	48.4
Male	3,583	52.7	51.6
American Indian or Alaska Native	14	0.2	0.3
Asian	301	4.4	5.2
Black or African American	2,039	30.0	12.7
Hispanic or Latino of any race	3,362	49.5	26.9
Native Hawaiian or Other Pacific Islander	6	0.1	0.1
Two or More Races	287	4.2	3.8
White	784	11.5	51.1
English Learners	910	13.4	8.3
Eligible for Free or Reduced-Price Meals	4,255	62.6	43.3
Students with Disabilities <sup>3</sup>	1,389	20.4	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	433	14.0	241	7.1
Male	562	16.3	450	11.8
Black or African American	238	12.1	272	12.6
Hispanic or Latino of any race	567	17.5	333	9.2
White	114	15.5	47	5.8
English Learners	151	15.8	72	7.2
Eligible for Free or Reduced-Price Meals	795	19.3	484	10.5
Students with Disabilities	367	26.8	186	11.5
District	995	15.2	691	9.6
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 637**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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.

<sup>5</sup> This column displays the 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 2019-20

## East Hartford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	448.0
Paraprofessional Instructional Assistants	90.0
<b>Special Education</b>	
Teachers and Instructors	78.4
Paraprofessional Instructional Assistants	107.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	23.0
School Level	23.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	30.6
Counselors, Social Workers and School Psychologists	51.0
School Nurses	20.2
Other Staff Providing Non-Instructional Services/Support	486.5

<sup>1</sup> In 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	13	2.0	1.2
Black or African American	40	6.1	4.0
Hispanic or Latino of any race	33	5.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	572	86.9	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.1	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	120	56.3	146	80.2
Hispanic or Latino of any race	108	46.2	171	70.1
White	33	45.2	69	87.3
English Learners	14	31.8	25	53.2
Eligible for Free or Reduced-Price Meals	151	49.3	223	73.6
Students with Disabilities	63	52.5	86	76.8
District	293	52.0	435	78.1
State		75.8		84.8

<sup>2</sup> College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	79	39.1
Emotional Disturbance	62	44.9
Intellectual Disability	14	32.6
Learning Disability	429	84.4
Other Health Impairment	237	79.0
Other Disabilities	12	14.8
Speech/Language Impairment	83	98.8
District	916	67.6
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## East Hartford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	211	2.7	2.0
Emotional Disturbance	139	1.8	1.1
Intellectual Disability	43	0.5	0.5
Learning Disability	509	6.5	5.7
Other Health Impairment	306	3.9	3.3
Other Disabilities	130	1.7	1.1
Speech/Language Impairment	111	1.4	1.8
All Disabilities	1,449	18.5	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	241	16.6	8.2
Private Schools or Other Settings	27	1.9	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$75,016,507	\$8,949	\$10,923
Support services - students	\$10,608,681	\$1,557	\$1,277
Support services - instruction	\$5,069,335	\$744	\$682
Support services - general administration	\$1,197,929	\$176	\$467
Support services - school based administration	\$5,697,338	\$836	\$1,021
Central and other support services	\$5,605,264	\$823	\$679
Operation and maintenance of plant	\$11,696,508	\$1,717	\$1,718
Student transportation services	\$6,546,824	\$1,264	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$2,183,710	\$321	\$59
Total	\$123,622,096	\$14,747	\$17,629

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

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$9,833,547	36.7	28.5
Instructional Aide Salaries	\$2,741,537	10.2	10.1
Other Salaries	\$3,895,531	14.5	11.1
Employee Benefits	\$2,467,937	9.2	13.0
Purchased Services Other Than Transportation	\$634,972	2.4	5.7
Special Education Tuition	\$4,340,018	16.2	22.5
Supplies	\$252,024	0.9	0.6
Property Services	\$3,395	0.0	0.3
Purchased Services For Transportation	\$2,250,712	8.4	8.0
Equipment	\$102,425	0.4	0.2
All Other Expenditures	\$294,470	1.1	0.1
Total	\$26,816,568	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.7	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	38.2
State	47.9
Federal	6.0
Tuition & Other	7.9

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> NAEP 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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

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# District Profile and Performance Report for School Year 2019-20

## East Hartford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	197	90.9
Hispanic or Latino of any race	233	85.4
English Learners	50	84.0
Eligible for Free or Reduced-Price Meals	437	86.0
Students with Disabilities	103	71.8
District	561	88.2
State		88.5

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	71.3	78.9
Male	49.7	73.9
Black or African American	60.9	83.0
Hispanic or Latino of any race	50.0	68.6
White	66.2	73.2
English Learners	52.4	79.2
Eligible for Free or Reduced-Price Meals	54.8	72.8
Students with Disabilities	31.0	42.3
District	59.2	76.8
State	71.5	87.5

<sup>3</sup> College 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.

<sup>4</sup> College 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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	60.7%	100%	60.4%
	Oral	60.1%	100%	57.6%
Chronic Absenteeism	All Students	15.2%	<=5%	12.2%
	High Needs Students	18.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	65.0%	75%	80.4%
On-track to High School Graduation		93.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		88.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		91.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		59.1%	75%	71.5%
Arts Access		67.1%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	91.0%	3.0%	10.9%	N

<sup>1</sup> If 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.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## 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 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 its effort to attain the district mission: to deliver a high-quality learning experience to every child, every day. Principals work with families, students and staff 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 Review Process to ensure that supports for eligible students are differentiated and appropriately delivered. A continuum of services, ranging from self-contained programs for students with Autism to services provided in the general education environment, is offered to all special education students. 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 district's Attendance Taskforce has 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 regularly 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 school based attendance 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 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. Most recently, such forums have been held virtually via Zoom or Google Meets. 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 events. These also provide information to families about a relevant topic such as internet safety. As a result of COVID 19, EHPS closed on March 13, 2020. Due to the global pandemic, EHPS merged to a Distance Learning Plan (DLP) for all of our students Pre-Kindergarten through grade twelve beginning in March of 2020, and ending in June of 2020.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Hartford Public Schools 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 allows students 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 a theme-based 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 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, access and excellence, enrolling students from urban and suburban cities and towns in the Greater Hartford area through the Regional School Choice lottery. 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 its work with the students and families it serves, three cohorts of teachers and administrators have engaged in a comprehensive cultural competency program. As a part of the international theme, EHPS also welcomes foreign exchange students each year and participates in sister school exchanges with schools in Denmark and China. Although COVID 19 impacted this partnership during the second half of the school year, EHPS was able to host students from China during the fall of 2019.

# District Profile and Performance Report for School Year 2019-20

## East Hartford School District

### **Equitable Allocation of Resources among District Schools**

The East Hartford 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 reallocated if necessary after a review of school staffing profiles and student performance data. Funding for textbooks and supplies is 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 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.