

**STRATEGIC SCHOOL PROFILE 2009-10****East Hartford School District**

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Location: 1110 Main Street

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East Hartford,  
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford

Town Population in 2000: 49,575

1990-2000 Population Growth: -1.7%

Number of Public Schools: 14

Per Capita Income in 2000: \$21,763

Percent of Adults without a High School Diploma in 2000\*: 22.7%

Percent of Adults Who Were Not Fluent in English in 2000\*: 4.5%

District Enrollment as % of Estimated. Student Population: 92.3%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      7,242  
 5-Year Enrollment Change      -2.2%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

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**INDICATORS OF EDUCATIONAL NEED**

| Need Indicator  | Number in District | Percent  |      |       |
|---|--------------------|----------|------|-------|
|   |                    | District | DRG  | State |
| Students Eligible for Free/Reduced-Price Meals                            | 4,553              | 62.9     | 47.0 | 32.6  |
| K-12 Students Who Are Not Fluent in English                               | 585                | 8.4      | 12.2 | 5.4   |
| Students Identified as Gifted and/or Talented*                            | 402                | 5.6      | 3.5  | 4.1   |
| PK-12 Students Receiving Special Education Services in District           | 1,081              | 14.9     | 11.0 | 11.4  |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 392                | 71.9     | 76.5 | 80.5  |
| Homeless  | 52                 | 0.7      | 0.3  | 0.2   |
| Juniors and Seniors Working 16 or More Hours Per Week                     | 181                | 18.9     | 15.8 | 13.6  |

\*96.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 25     | 0.3     |
| Asian American         | 434    | 6.0     |
| Black                  | 2,596  | 35.8    |
| Hispanic               | 2,788  | 38.5    |
| White                  | 1,399  | 19.3    |
| Total Minority         | 5,843  | 80.7    |

**Percent of Minority Professional Staff:** 10.0%

**Non-English Home Language:**

16.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 43.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The East Hartford Public Schools (EHPS) reflect the diversity of the community and provide numerous opportunities for students to celebrate that diversity. As active participants in School/Business Partnerships, Inter-Elementary Music Festivals, magnet or charter schools, and inter-district grant programs, our students are provided with opportunities to interact with students from within and outside of East Hartford in order to promote an understanding of diversity. In addition, students have an opportunity to attend other schools in the district through choice or out of attendance area requests. Highlights of specific school activities include the following: Sunset Ridge School: Academy of Arts and World Languages which explores world cultures through the arts and languages The Connecticut IB Academy which serves urban and suburban high school students who participate in the International Baccalaureate Program. Two Rivers Magnet Middle School which serves urban and suburban students East Hartford Glastonbury Elementary Magnet School which serves EH and suburban Glastonbury students Sister School partnerships with several communities promote interactions through curriculum connections Mentoring programs with our school/business partnerships, the Governor's Mentoring Partnership Program and other activities within the community which pair students with adults from business and industry as role models, mentors and tutors World language-sponsored activities After school activities which focus on different cultures in areas such as music, dance and culinary arts Collaboration with town agencies to provide opportunities for interactions with the community through activities sponsored by the town. Cultural events, including the town-wide art show

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p> |
|----------------------------|----------|-------|--|--|
| Grade 3 Reading            | 28.9     | 57.0  | 4.9  |  |
| Writing                    | 34.9     | 58.3  | 4.3  |  |
| Mathematics                | 40.9     | 62.4  | 6.1  |  |
| Grade 4 Reading            | 32.0     | 59.9  | 5.0  |  |
| Writing                    | 43.4     | 63.6  | 8.8  |  |
| Mathematics                | 36.4     | 67.0  | 4.4  |  |
| Grade 5 Reading            | 30.6     | 61.8  | 4.8  |  |
| Writing                    | 48.5     | 68.2  | 6.6  |  |
| Mathematics                | 45.7     | 72.4  | 4.8  |  |
| Science                    | 26.4     | 59.4  | 5.4  |  |
| Grade 6 Reading            | 47.2     | 74.9  | 4.9  |  |
| Writing                    | 42.6     | 65.9  | 7.3  |  |
| Mathematics                | 44.5     | 70.7  | 7.4  |  |
| Grade 7 Reading            | 48.4     | 77.4  | 4.5  |  |
| Writing                    | 28.8     | 61.2  | 4.5  |  |
| Mathematics                | 30.0     | 68.5  | 3.9  |  |
| Grade 8 Reading            | 41.9     | 73.3  | 4.5  |  |
| Writing                    | 30.3     | 62.6  | 5.7  |  |
| Mathematics                | 35.0     | 67.3  | 6.4  |  |
| Science                    | 30.9     | 62.8  | 7.0  |  |

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

| CAPT Subject Area              | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p> |
|--------------------------------|----------|-------|--|--|
| Reading Across the Disciplines | 22.1     | 45.9  | 9.8  |  |
| Writing Across the Disciplines | 39.2     | 59.6  | 12.8   |  |
| Mathematics                    | 21.7     | 48.7  | 9.1  |  |
| Science                        | 18.8     | 45.3  | 9.8  |  |

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|--|----------|-------|---|
|  | 48.9     | 50.7  | 41.9  |

| SAT® I: Reasoning Test<br>Class of 2009 |                  | District | State | % of Districts in<br>State with Equal or<br>Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested                   |                  | 44.4     | 68.5  |  |
| Average Score                           | Mathematics      | 443      | 508   | 10.9   |
|   | Critical Reading | 447      | 503   | 11.6   |
|   | Writing          | 456      | 506   | 11.6   |

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates                       | District | State | % of Districts in State<br>with Equal or Less<br>Desirable Rates |
|--|----------|-------|--|
| Graduation Rate, Class of 2009                     | 85.2     | 91.3  | 10.8   |
| 2008-09 Annual Dropout Rate for Grade 9 through 12 | 4.2      | 3.0   | 10.3   |

| Activities of Graduates                                      | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 80.4     | 84.5  |
| % Employed (Civilian Employment and in Armed Services)       | 14.2     | 10.4  |

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

| Full-Time Equivalent Count of School Staff                                      |        |
|---|--------|
| General Education   |        |
| Teachers and Instructors  | 457.90 |
| Paraprofessional Instructional Assistants                                       | 112.00 |
| Special Education   |        |
| Teachers and Instructors  | 76.00  |
| Paraprofessional Instructional Assistants                                       | 104.00 |
| Library/Media Specialists and/or Assistants                                     | 16.00  |
| Staff Devoted to Adult Education  | 0.00   |
| Administrators, Coordinators, and Department Chairs                             |        |
| District Central Office   | 7.25   |
| School Level  | 27.75  |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 13.00  |
| Counselors, Social Workers, and School Psychologists                            | 37.80  |
| School Nurses   | 19.20  |
| Other Staff Providing Non-Instructional Services and Support                    | 442.10 |

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

| Teachers and Instructors                 | District | DRG  | State |
|--|----------|------|-------|
| Average Years of Experience in Education | 12.0     | 13.8 | 13.8  |
| % with Master's Degree or Above          | 77.9     | 79.1 | 77.8  |

| Average Class Size | District | DRG  | State |
|--------------------|----------|------|-------|
| Grade K            | 17.8     | 19.3 | 18.5  |
| Grade 2            | 18.7     | 19.9 | 19.7  |
| Grade 5            | 20.3     | 21.0 | 21.1  |
| Grade 7            | 17.4     | 21.3 | 20.8  |
| High School        | 19.6     | 20.9 | 19.6  |

| Hours of Instruction Per Year* | Dist  | DRG   | State |
|--------------------------------|-------|-------|-------|
| Elementary School              | 994   | 966   | 992   |
| Middle School                  | 1,014 | 994   | 1,018 |
| High School                    | 1,026 | 1,007 | 1,006 |

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School*             | 4.1  | 3.5 | 3.2   |
| Middle School                  | 4.5  | 3.0 | 2.5   |
| High School                    | 2.6  | 2.7 | 2.3   |

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures<br>All figures are unaudited.                | Total<br>(in 1000s) | Expenditures Per Pupil |                    |                 |                 |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
|   |                     | District               | PK-12<br>Districts | DRG             | State           |
| Instructional Staff and Services                          | \$63,728            | \$8,808                | \$7,819            | \$8,337         | \$7,829         |
| Instructional Supplies and Equipment                      | \$1,582             | \$219                  | \$274              | \$241           | \$279           |
| Improvement of Instruction and Educational Media Services | \$1,281             | \$177                  | \$474              | \$466           | \$459           |
| Student Support Services                                  | \$2,906             | \$402                  | \$863              | \$948           | \$859           |
| Administration and Support Services                       | \$11,290            | \$1,560                | \$1,405            | \$1,461         | \$1,426         |
| Plant Operation and Maintenance                           | \$8,609             | \$1,190                | \$1,469            | \$1,380         | \$1,462         |
| Transportation  | \$4,386             | \$522                  | \$701              | \$597           | \$694           |
| Costs for Students Tuitioned Out                          | \$3,739             | N/A                    | N/A                | N/A             | N/A             |
| Other   | \$660               | \$91                   | \$163              | \$90            | \$162           |
| <b>Total</b>  | <b>\$98,180</b>     | <b>\$12,166</b>        | <b>\$13,458</b>    | <b>\$13,589</b> | <b>\$13,386</b> |
| <b>Additional Expenditures</b>                            |                     |                        |                    |                 |                 |
| Land, Buildings, and Debt Service                         | \$2,002             | \$277                  | \$1,864            | \$1,433         | \$1,825         |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education |      |       |
|--------------------------------|----------------|--|------|-------|
|                                |                | District   | DRG  | State |
|                                | \$19,184,113   | 19.5   | 20.6 | 20.7  |

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

| District Expenditures         | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | 38.9          | 51.0          | 6.6             | 3.4             |
| Excluding School Construction | 38.1          | 51.6          | 6.7             | 3.5             |

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

East Hartford Board of Education policy supports equitable allocation of resources among the district schools through the budget development process. The proposed budget is presented to the Board of Education members and analyzed to ensure that all programs are supported at appropriate levels. Annually, staffing and budgetary resources are audited by the district and resources re-allocated if necessary. Allocations for textbooks and supplies are based on school enrollment to ensure equity and are obtained through central purchasing. Schools identified in need are provided additional resources to address exceptional needs as mandated.

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**SPECIAL EDUCATION**


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|  |       |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible           | 1,069 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 13.9% |

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| <b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b> |              |                         |                    |                      |
|---|--------------|-------------------------|--------------------|----------------------|
| <b>Disability</b>   | <b>Count</b> | <b>District Percent</b> | <b>DRG Percent</b> | <b>State Percent</b> |
| Autism  | 72           | 0.9                     | 0.8                | 1.0                  |
| Learning Disability   | 267          | 3.5                     | 3.9                | 3.9                  |
| Intellectual Disability   | 40           | 0.5                     | 0.5                | 0.5                  |
| Emotional Disturbance   | 138          | 1.8                     | 0.9                | 1.0                  |
| Speech Impairment   | 300          | 3.9                     | 2.3                | 2.2                  |
| Other Health Impairment*  | 145          | 1.9                     | 1.8                | 2.1                  |
| Other Disabilities**  | 107          | 1.4                     | 1.2                | 0.9                  |
| <b>Total</b>  | <b>1,069</b> | <b>13.9</b>             | <b>11.5</b>        | <b>11.6</b>          |

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

| <b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b> | <b>District</b> | <b>State</b> |
|--|-----------------|--------------|
| % Who Graduated in 2008-09 with a Standard Diploma   | 78.9            | 81.0         |
| 2008-09 Annual Dropout Rate for Students Aged 14 to 21   | 5.9             | 4.1          |

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment |                                | Students with Disabilities |       | All Students |       |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
|                  |                                | District                   | State | District     | State |
| CMT              | Reading                        | 6.4                        | 31.6  | 37.6         | 67.5  |
|                  | Writing                        | 6.4                        | 19.6  | 38.4         | 63.3  |
|                  | Mathematics                    | 11.7                       | 32.9  | 38.9         | 68.1  |
|                  | Science                        | 5.4                        | 23.7  | 28.5         | 61.1  |
| CAPT             | Reading Across the Disciplines | 6.7                        | 13.8  | 22.1         | 45.9  |
|                  | Writing Across the Disciplines | 4.0                        | 16.8  | 39.2         | 59.6  |
|                  | Mathematics                    | N/A                        | N/A   | 21.7         | 48.7  |
|                  | Science                        | 1.8                        | 13.0  | 18.8         | 45.3  |

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

|                                   |                          |      |
|-----------------------------------|--------------------------|------|
| CMT                               | % Without Accommodations | 15.3 |
|                                   | % With Accommodations    | 84.7 |
| CAPT                              | % Without Accommodations | 42.9 |
|                                   | % With Accommodations    | 57.1 |
| % Assessed Using Skills Checklist |                          | 9.9  |

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

| Placement                         | Count | Percent |
|-----------------------------------|-------|---------|
| Public Schools in Other Districts | 36    | 3.4     |
| Private Schools or Other Settings | 44    | 4.1     |

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students |      |       |
|------------------------------------|-------------------|---------------------|------|-------|
|                                    |                   | District            | DRG  | State |
| 79.1 to 100 Percent of Time        | 735               | 68.8                | 69.5 | 73.4  |
| 40.1 to 79.0 Percent of Time       | 141               | 13.2                | 14.9 | 15.3  |
| 0.0 to 40.0 Percent of Time        | 193               | 18.1                | 15.6 | 11.3  |

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

East Hartford Public Schools has developed an improvement plan that focuses on three areas we believe will lead to improved student achievement: Curriculum/Instruction, Data Teams and School Climate, which incorporates increased parent/community involvement. Language arts and mathematics curriculum documents have been updated and units developed in alignment with state and common core standards at each level. Grade level and building level data teams, along with a district data team, continue to work toward an increased level of proficiency. The district, in conjunction with support from its CALI and CSDE support team, continues to facilitate the effective implementation of a process of common planning based on collaborative analysis of student achievement results. The creation and revision of common formative and summative assessments geared toward improvement of student achievement are part of this planning. District and School Improvement Plans focus on incorporating effective teaching strategies to improve student achievement in literacy and numeracy. The district has worked to build capacity in the area of RtI/SRBI through professional development in Effective Teaching Strategies (ETS), Differentiated Instruction (DI) and a tiered delivery model to support teachers in meeting the needs of a diverse student body. Input on improvement planning is solicited annually from stakeholders. The district has focused on implementation of Least Restrictive Environment (LRE) guidelines and provided professional development to general education teachers for supporting special education students in the general classroom. A student management system helps continue this focus by providing a more consistent means of monitoring IEP's. Positive Behavior and Intervention Support (PBIS) and Early Intervention (EIP)/SRBI are two additional initiatives assisting schools in improving responsiveness to the needs of all students. The district continues to monitor prevalence rates. Parent involvement continues to be an area of focus. Active school-based and district-based PTO/PTA groups are involved in reflections of school and district improvement needs in a variety of ways. Special meetings on areas of need, Open Houses, surveys and assorted committee meetings are just a few examples of the ways the schools and district work to involve parents. Family Resource Centers, including staffing to support ELL parents, Parent Leadership Training Seminars and roundtable discussions are other avenues for parent feedback. In addition, the district employs translators for many events, including parent conferences, to ensure access for our ELL parents. Annual presentations of school and district improvement plans are made in an effort to inform parents and solicit input.

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