

STRATEGIC SCHOOL PROFILE 2012-13**East Hartford School District**

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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.

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: 94.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 7,033
5-Year Enrollment Change -5.7%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	4,285	60.9	55.3	36.7
K-12 Students Who Are Not Fluent in English	554	8.2	12.7	5.8
Students Identified as Gifted and/or Talented*	367	5.2	3.3	3.8
PK-12 Students Receiving Special Education Services in District	1,108	15.8	11.9	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	306	59.2	74.8	79.3
Homeless	39	0.6	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	107	11.1	13.6	12.7

*98.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	25	0.4
Asian American	365	5.2
Black	2,432	34.6
Hispanic	2,968	42.2
Pacific Islander	3	0.0
White	1,197	17.0
Two or more races	43	0.6
Total Minority	5,836	83.0

Percent of Minority Professional Staff: 11.3%

Non-English Home Language:

15.9% 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 41.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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) system reflects the diversity of the community and provides 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 the development of theme schools, choice or out of attendance area requests. Highlights of specific school activities include the following: Sunset Ridge School: Academy of Arts and World Languages explores world cultures through the arts and languages. O'Brien Elementary School STEM Academy provides access to STEM focused learning to grade 4-6 students from across the district. The Connecticut IB Academy serves urban and suburban high school students who participate in the International Baccalaureate Program. Two Rivers Magnet Middle School serves urban and suburban students. East Hartford Glastonbury Elementary Magnet School serves EH and suburban Glastonbury students. Sister School partnerships with several communities promote interactions through curriculum connections and special group activities, such as Discovery Center classroom. Mentoring programs with our school/business partnerships, the Governor's Mentoring Partnership Program, as well as other organizations within the community, pair students with adults from business and industry as role models, mentors and tutors. World language-sponsored activities in the schools. After school activities focus on different cultures in areas such as music, dance and culinary arts through implementation of 21st Century Learning Centers grants and Extended School Hours grants. Collaboration with town agencies provides opportunities for interactions with the community through activities sponsored by the town. Cultural events, including the town-wide art show are held.

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
Grade 3 Reading	25.3	56.9	1.3
Writing	37.6	60.0	4.3
Mathematics	36.9	61.4	5.6
Grade 4 Reading	40.4	62.6	6.3
Writing	45.9	63.0	8.2
Mathematics	43.9	65.1	7.6
Grade 5 Reading	37.2	66.9	3.1
Writing	44.1	65.6	9.3
Mathematics	41.0	69.2	3.1
Science	30.0	62.3	3.7
Grade 6 Reading	51.5	73.3	5.4
Writing	49.1	65.1	10.0
Mathematics	44.2	67	8.3
Grade 7 Reading	47.2	78.9	2.5
Writing	42.7	64.9	8.9
Mathematics	31.2	65.4	5.1
Grade 8 Reading	47.9	76.2	3.2
Writing	42.3	67.2	6.9
Mathematics	34.2	65.0	7.5
Science	23.7	60.4	4.4

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.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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
Reading Across the Disciplines	18.7	48.5	5.3
Writing Across the Disciplines	46.2	62.1	15.2
Mathematics	23.1	52.4	9.1
Science	19.8	48.8	9.0

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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
	47.7	51.1	38.7

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		61.7	78.5	
Average Score	Mathematics	423	503	8.3
	Critical Reading	429	499	6.8
	Writing	439	504	9.0

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 with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	76.6	84.8	16.9
2011-12 Annual Dropout Rate for Grade 9 through 12	4.0	2.1	5.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.1	82.6
% Employed (Civilian Employment and in Armed Services)	10.5	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	452.60
Paraprofessional Instructional Assistants	95.00
Special Education	
Teachers and Instructors	75.45
Paraprofessional Instructional Assistants	94.00
Library/Media Specialists and/or Assistants	16.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.50
School Level	34.90
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	16.00
Counselors, Social Workers, and School Psychologists	34.00
School Nurses	20.70
Other Staff Providing Non-Instructional Services and Support	478.30

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	13.9
% with Master's Degree or Above	81.1	80.8	79.8

Average Class Size	District	DRG	State
Grade K	18.8	20.6	18.9
Grade 2	19.9	20.6	19.8
Grade 5	20.8	22.0	21.3
Grade 7	15.6	20.4	20.2
High School	21.3	20.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,011	977	999
Middle School	1,020	992	1,029
High School	1,044	1,012	1,027

*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*	3.3	3.4	2.7
Middle School	2.9	2.9	2.1
High School	2.1	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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 All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$64,763	\$9,053	\$8,570	\$8,708	\$8,570
Instructional Supplies and Equipment	\$1,837	\$257	\$252	\$211	\$257
Improvement of Instruction and Educational Media Services	\$1,305	\$182	\$475	\$347	\$471
Student Support Services	\$3,782	\$529	\$949	\$888	\$950
Administration and Support Services	\$11,835	\$1,654	\$1,526	\$1,562	\$1,547
Plant Operation and Maintenance	\$8,747	\$1,223	\$1,466	\$1,367	\$1,459
Transportation	\$5,302	\$601	\$775	\$678	\$765
Costs for Students Tuitioned Out	\$5,093	N/A	N/A	N/A	N/A
Other	\$698	\$98	\$170	\$89	\$170
Total	\$103,362	\$12,410	\$14,444	\$13,932	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,334	\$186	\$1,405	\$879	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$19,864,040	19.1	21.9	21.8

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	40.5	49.7	9.5	0.3
Excluding School Construction	40.2	50.1	9.4	0.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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 which involves input from various stakeholders. The proposed budget is analyzed to ensure that all programs are supported at appropriate levels. Annually, staffing and budgetary resources are audited by the district and the resources, particularly personnel, are re-allocated if necessary. Allocations for textbooks and supplies are based on school enrollment to ensure equity and are obtained through central purchasing. The budget is presented to the Board of Education, Town Council and the public. Schools identified in need are provided additional resources to address exceptional needs as mandated. For example, the district continues to expand services for students on the Autism Spectrum. Programs are located throughout the district. Focus and review schools receive support to address areas of need. Staff receive regular professional development to build capacity to provide exemplary services to students. Access to technology resources has been equitable across schools - SMART Boards, classroom computers and computer labs have been distributed across the district. In addition, students have access to iPads.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,089
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	98	1.3	1.1	1.3
Learning Disability	282	3.6	4.1	4.0
Intellectual Disability	37	0.5	0.4	0.4
Emotional Disturbance	113	1.5	0.9	1.0
Speech Impairment	261	3.4	2.1	2.0
Other Health Impairment*	204	2.6	2.1	2.4
Other Disabilities**	94	1.2	1.2	1.0
Total	1,089	14.0	12.0	12.1

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	55.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	5.3	3.2

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	9.6	34.5	41.2	69.2
	Writing	7.0	19.9	43.7	64.4
	Mathematics	10.8	29.0	38.8	65.5
	Science	7.3	21.3	27.0	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	18.7	48.5
	Writing Across the Disciplines	3.5	16.7	46.2	62.1
	Mathematics	N/A	N/A	23.1	52.4
	Science	1.7	14.6	19.8	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	26.6
	% With Accommodations	73.4
CAPT	% Without Accommodations	38.4
	% With Accommodations	61.6
% Assessed Using Skills Checklist		10.9

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	53	4.9
Private Schools or Other Settings	25	2.3

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	773	71.0	68.7	72.0
40.1 to 79.0 Percent of Time	129	11.8	16.3	16.4
0.0 to 40.0 Percent of Time	187	17.2	15.1	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

East Hartford Public Schools revises its district improvement plan annually to ensure appropriate focus in core areas: Curriculum development and implementation in close alignment with Connecticut's Common Core State Standards, High Quality Instructional Practices, assessed through implementation of the district's revised professional development and educator evaluation plan, and School Climate, which incorporates district and school climate plans, PBIS and increased parent/community involvement. Curriculum documents have been updated and units developed 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 in using data to drive instruction to meet student needs through implementation of Scientifically Researched Based Interventions (SRBI), a tiered instructional approach. The creation and revision of common formative and summative assessments geared toward improvement of student achievement are part of this planning. The district has also implemented a universal assessment system to track student progress in identified areas of literacy and mathematics. Input on improvement planning is solicited annually from stakeholders via team participation, surveys and School Governance Councils. The district continues to monitor special education prevalence rates. There is a focus on improving the delivery of the Early Intervening Process (EIP) and SRBI as a means to identify students early who may require extra support in learning. Co-teaching support is also a focus area. Technical assistance is available to those staff who request such support with these efforts. There is a district SRBI team focused on reviewing the current delivery of these interventions in the schools, and there are active Data Teams in each of the school buildings focused on reviewing student data in order to improve instructional practice and student outcomes. The district invested in a research based reading program focused on core reading skills. This program and other computer based programs are accessible to special education students and students in a Tier II or III intervention both at school and at home. A student management system helps continue this focus by providing a more consistent means of monitoring IEP's. East Hartford Public Schools is a district that embraces Positive Behavioral Intervention Supports (PBIS). Each school building has an active PBIS team. This team is comprised of assistant principals, guidance counselors, nurses, social workers and the school psychologist. The district PBIS team monitors the activities of the building teams. Student truancy is a concern that is discussed at these building and district team meetings. The attendance policy is posted on the website and referenced in handbooks and newsletters. Student attendance is monitored monthly and letters are sent and/or meetings arranged as appropriate. The team works with parents to overcome issues impacting attendance. A parent meeting to address issues of non-attendance may result in a referral for services. If necessary, DCF is involved or a referral is made to the juvenile court. In addition to the school PBIS team at East Hartford High School, truancy is specifically addressed through the Monthly Intervention Meeting (MIM). Reports for this team are generated by the IT department. Student cases are reviewed by the team. When a concern of truancy arises attempts are made to reach out to the student and the family via phone and letter. A team may go to the family home to visit and determine the cause of truancy. The team that visits the family home may be comprised of the school social worker and a behavior manager. 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. Schools have developed active School Governance Councils as part of this increased parent involvement planning. Special meetings on areas of need, such as 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, especially 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.
