

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



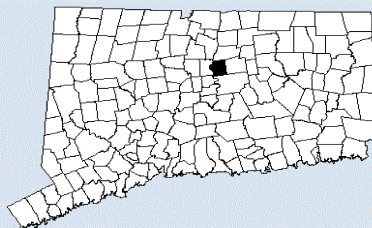
## East Hartford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	6,836
Per Pupil Expenditures <sup>1</sup>	\$14,519
Total Expenditures <sup>1</sup>	\$121,031,998

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,224	47.2	48.4
Male	3,612	52.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	320	4.7	5.2
Black or African American	2,083	30.5	12.8
Hispanic or Latino of any race	3,303	48.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	288	4.2	3.6
White	825	12.1	52.4
English Learners	789	11.5	7.6
Eligible for Free or Reduced-Price Meals	4,186	61.2	42.1
Students with Disabilities <sup>3</sup>	1,321	19.3	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/ Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	386	12.3	352	10.2
Male	557	15.8	663	16.9
Black or African American	223	10.9	396	17.6
Hispanic or Latino of any race	564	17.7	485	13.5
White	91	11.6	70	8.1
English Learners	155	17.1	108	11.2
Eligible for Free or Reduced-Price Meals	781	18.4	704	14.7
Students with Disabilities	408	29.8	248	15.3
District	943	14.2	1,015	13.8
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 1,060**

**Number of school-based arrests: 25**

<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 2018-19

## East Hartford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	444.6
Paraprofessional Instructional Assistants	93.0
<b>Special Education</b>	
Teachers and Instructors	77.4
Paraprofessional Instructional Assistants	106.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	22.0
School Level	23.0
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	30.6
Counselors, Social Workers and School Psychologists	50.0
School Nurses	21.2
Other Staff Providing Non-Instructional Services/Support	467.0

<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	1	0.2	0.1
Asian	13	2.0	1.1
Black or African American	38	5.8	3.8
Hispanic or Latino of any race	35	5.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	566	86.7	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.9	10.0

### 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	85	48.6	162	78.3
Hispanic or Latino of any race	86	38.7	148	63.5
White	40	54.8	63	78.8
English Learners	7	16.3	18	48.6
Eligible for Free or Reduced-Price Meals	122	44.0	219	68.2
Students with Disabilities	39	45.3	89	74.8
District	244	46.9	418	72.8
State		74.5		85.2

<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	77	43.8
Emotional Disturbance	64	52.5
Intellectual Disability	16	37.2
Learning Disability	403	87.2
Other Health Impairment	244	82.7
Other Disabilities	14	16.9
Speech/Language Impairment	79	97.5
District	897	71.1
State		67.6

<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 2018-19

## East Hartford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	185	2.4	1.9
Emotional Disturbance	122	1.6	1.1
Intellectual Disability	43	0.5	0.5
Learning Disability	464	5.9	5.5
Other Health Impairment	301	3.8	3.2
Other Disabilities	128	1.6	1.1
Speech/Language Impairment	101	1.3	1.8
All Disabilities	1,344	17.2	15.0

<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	191	14.2	8.2
Private Schools or Other Settings	22	1.6	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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$75,020,192	\$9,000	\$10,545
Support services - students	\$10,010,151	\$1,462	\$1,373
Support services - instruction	\$4,478,419	\$654	\$644
Support services - general administration	\$1,044,274	\$152	\$462
Support services - school based administration	\$5,698,689	\$832	\$1,007
Central and other support services	\$6,033,895	\$881	\$671
Operation and maintenance of plant	\$11,539,746	\$1,685	\$1,629
Student transportation services	\$6,198,809	\$1,177	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$1,007,824	\$147	\$65
Total	\$121,031,998	\$14,519	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$9,693,834	38.7	29.7
Instructional Aide Salaries	\$2,491,990	9.9	9.6
Other Salaries	\$3,722,326	14.9	10.4
Employee Benefits	\$2,395,583	9.6	13.0
Purchased Services Other Than Transportation	\$191,666	0.8	5.5
Special Education Tuition	\$4,061,635	16.2	22.6
Supplies	\$149,806	0.6	0.6
Property Services	\$25,994	0.1	0.4
Purchased Services For Transportation	\$2,270,017	9.1	8.0
Equipment	\$59,084	0.2	0.2
All Other Expenditures	\$889	0.0	0.1
Total	\$25,062,822	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.7	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	39.0
State	47.8
Federal	6.3
Tuition & Other	6.9

<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 2018-19

## East Hartford School District

### Performance and Accountability

#### District Performance Index (DPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	144	67.0	143	62.8	71	65.7
Black or African American	980	57.1	978	48.2	456	50.3
Hispanic or Latino of any race	1,551	55.9	1,539	47.4	644	51.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	158	60.6	158	52.0	59	56.2
White	389	65.7	388	59.1	183	63.5
English Learners	529	51.6	523	45.2	213	46.8
Non-English Learners	2,698	59.4	2,688	50.9	1,202	55.0
Eligible for Free or Reduced-Price Meals	2,073	55.0	2,059	46.6	844	50.3
Not Eligible for Free or Reduced-Price Meals	1,154	63.8	1,152	56.1	571	58.9
Students with Disabilities	642	40.0	637	31.9	274	38.5
Students without Disabilities	2,585	62.7	2,574	54.5	1,141	57.4
High Needs	2,316	54.2	2,301	46.1	956	49.5
Non-High Needs	911	68.2	910	60.0	459	62.7
District	3,227	58.1	3,211	50.0	1,415	53.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.5	82.5	64.3	86.3	1,990	79.8
Curl Up	82.4	65.5	38.3	59.5	1,990	62.0
Push Up	75.1	71.1	56.6	75.9	1,990	70.1
Mile Run/PACER	91.0	79.5	69.3	85.7	1,990	81.7
All Tests - District	64.4	46.6	25.7	52.7	1,990	47.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## East Hartford School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	185	89.7
Hispanic or Latino of any race	202	84.7
English Learners	50	80.0
Eligible for Free or Reduced-Price Meals	348	84.8
Students with Disabilities	78	60.3
District	509	88.2
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.6	144	28.5
Male	93.5	118	20.1
Black or African American	92.9	80	20.9
Hispanic or Latino of any race	95.8	72	15.8
White	95.4	60	39.2
English Learners	96.3	*	*
Eligible for Free or Reduced-Price Meals	93.6	90	15.1
Students with Disabilities	76.6	*	*
District	95.0	262	23.9
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	64.9	82.6
Male	49.6	67.9
Black or African American	60.9	75.4
Hispanic or Latino of any race	45.4	70.2
White	70.0	83.3
English Learners	41.1	*
Eligible for Free or Reduced-Price Meals	53.2	71.6
Students with Disabilities	31.7	43.5
District	57.5	76.6
State	71.0	87.8

<sup>5</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>6</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 2018-19

## East Hartford School District

### Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.1	75	38.8	50	77.5	67.7
	High Needs Students	54.2	75	36.1	50	72.3	58.1
Math Performance Index	All Students	50.0	75	33.3	50	66.7	63.1
	High Needs Students	46.1	75	30.7	50	61.4	52.7
Science Performance Index	All Students	53.8	75	35.8	50	71.7	63.8
	High Needs Students	49.5	75	33.0	50	66.0	54.2
ELA Academic Growth	All Students	58.5%	100%	58.5	100	58.5	59.9%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.1%
Math Academic Growth	All Students	54.5%	100%	54.5	100	54.5	62.5%
	High Needs Students	52.4%	100%	52.4	100	52.4	55.2%
Progress Toward English Proficiency	Literacy	59.9%	100%	30.0	50	59.9	60.0%
	Oral	50.7%	100%	25.3	50	50.7	52.1%
Chronic Absenteeism	All Students	14.2%	<=5%	31.6	50	63.3	10.4%
	High Needs Students	18.1%	<=5%	23.9	50	47.8	16.1%
Preparation for CCR	% Taking Courses	60.5%	75%	40.3	50	80.7	80.0%
	% Passing Exams	23.9%	75%	16.0	50	31.9	42.6%
On-track to High School Graduation		85.8%	94%	45.7	50	91.3	88.0%
4-year Graduation All Students (2018 Cohort)		88.2%	94%	93.8	100	93.8	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.0%	94%	97.9	100	97.9	83.3%
Postsecondary Entrance (Class of 2018)		57.5%	75%	76.6	100	76.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.2%   47.9%	75%	32.0	50	63.9	96.4%   52.9%
Arts Access		65.8%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>992.8</b>	<b>1450</b>	<b>68.5</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	68.2	54.2	14.0	15.4	
Math Performance Index Gap	60.0	46.1	13.9	17.6	
Science Performance Index Gap	62.7	49.5	13.2	16.1	
Graduation Rate Gap	94.0%	92.0%	2.0%	11.1%	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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.2
	High Needs Students	98.9
Math	All Students	98.8
	High Needs Students	98.5
Science	All Students	98.8
	High Needs Students	98.3

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 45.3      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## East Hartford School District

### Narratives

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#### **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 small group meetings and, when necessary, develop an attendance contract with families. Teams of support staff visit homes to determine the cause of truancy and to assist families in need of support.

In an effort to continually improve its relationships with the families it serves, EHPS offers several opportunities for 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. As a part of its Parent University, the You for Youth Parent education enrichment program provides opportunities for elementary students and their families to practice and learn together about literacy, math and the use of technology while learning. The district's Office of Family and Community Partnerships facilitates leadership training sessions on topics such as how to develop their child's literacy and mathematics skills at home. Each school has active parent organizations that communicate information about programs and events; these also provide information to families about a relevant topic such as internet safety.

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

The East Hartford Public Schools 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. As a part of its international theme, it also welcomes foreign exchange students each year and participates in sister school exchanges with schools in Denmark and China. 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, two cohorts of teachers and administrators have engaged in a comprehensive cultural competency program.

# District Profile and Performance Report for School Year 2018-19

## East Hartford School District

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

East Hartford's Board of Education supports the equitable allocation of resources among the district's schools through the budget development process. The proposed budget is analyzed to ensure that all programs are supported at appropriate levels. Staffing and materials are audited by the district, and resources are re-allocated if necessary after a review of school staffing profiles and student performance data. Funding for textbooks and supplies 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 and Turnaround schools receive additional supports, and funding is often supplemented by federal and state grants. In an effort to enhance the quality of instruction offered to students district-wide, the staff receives professional development and access to technology has been made equitable across schools.