

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



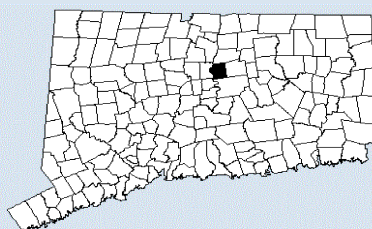
East Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	7,060
Per Pupil Expenditures ¹	\$13,484
Total Expenditures ¹	\$113,133,859

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.

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

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,420	48.4	48.3
Male	3,640	51.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	348	4.9	4.7
Black or African American	2,462	34.9	12.9
Hispanic or Latino	3,028	42.9	22.1
Pacific Islander	*	*	0.0
Two or More Races	43	0.6	2.5
White	1,162	16.5	57.2
English Language Learners	689	9.8	6.3
Eligible for Free or Reduced-Price Meals	4,553	64.5	37.6
Students with Disabilities ¹	1,131	16.0	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	479	14.8	400	11.7
Male	598	17.2	733	19.8
Black or African American	312	13.3	510	20.5
Hispanic or Latino	595	20.7	487	15.8
White	152	13.5	119	10.0
English Language Learners	141	20.2	99	13.7
Eligible for Free or Reduced-Price Meals	892	18.9	895	17.9
Students with Disabilities	324	28.6	216	16.6
District	1,077	16.1	1,133	15.9
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1,176

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	443.1
Paraprofessional Instructional Assistants	96.0
Special Education	
Teachers and Instructors	80.0
Paraprofessional Instructional Assistants	96.0
Administrators, Coordinators and Department Chairs	
District Central Office	19.3
School Level	26.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	11.0
Instructional Specialists Who Support Teachers	49.4
Counselors, Social Workers and School Psychologists	43.0
School Nurses	22.2
Other Staff Providing Non-Instructional Services/Support	459.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	9	1.3	1.0
Black or African American	33	4.9	3.5
Hispanic or Latino	34	5.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	595	88.7	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	31	17.1	71	36.8
Hispanic or Latino	32	17.3	73	34.3
White	27	28.4	54	49.1
English Language Learners	*	*	15	36.6
Eligible for Free or Reduced-Price Meals	50	16.6	124	35.6
Students with Disabilities	22	29.3	52	54.2
District	97	19.9	215	39.2
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	37	32.7
Emotional Disturbance	52	48.6
Intellectual Disability	14	40.0
Learning Disability	271	87.7
Other Health Impairment	174	76.7
Other Disabilities	17	25.8
Speech/Language Impairment	176	92.6
District	741	70.8
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	118	1.5	1.5
Emotional Disturbance	107	1.4	1.0
Intellectual Disability	36	0.5	0.5
Learning Disability	309	3.9	4.4
Other Health Impairment	231	2.9	2.6
Other Disabilities	105	1.3	1.0
Speech/Language Impairment	201	2.6	1.9
All Disabilities	1,107	14.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	130	11.7	8.1
Private Schools or Other Settings	30	2.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	66,724,188	9,357	9,134
Instructional Supplies and Equipment	2,757,991	387	334
Improvement of Instruction and Educational Media Services	1,030,725	145	498
Student Support Services	6,764,058	949	1,001
Administration and Support Services	11,850,547	1,662	1,694
Plant Operation and Maintenance	11,962,005	1,677	1,572
Transportation	5,649,050	656	813
Costs of Students Tuitioned Out	6,295,689	N/A	N/A
Other	99,606	14	186
Total	113,133,859	13,484	15,289

Additional Expenditures

Land, Buildings, and Debt Service	385,128	54	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,213,028	39.3	35.1
Noncertified Personnel	3,786,547	18.1	14.2
Purchased Services	401,988	1.9	5.2
Tuition to Other Schools	3,656,634	17.5	22.0
Special Ed. Transportation	2,356,664	11.3	8.6
Other Expenditures	2,499,516	12.0	14.9
Total Expenditures	20,914,377	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	38.6	38.5
State	49.5	49.6
Federal	6.4	6.4
Tuition & Other	5.5	5.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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	11	*	11	*	*	*
Asian	177	70.2	176	60.1	83	55.9
Black or African American	1169	54.9	1164	45.2	557	45.9
Hispanic or Latino	1392	55.0	1386	45.5	586	44.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	*	*
White	564	63.5	563	54.5	252	54.3
English Language Learners	392	48.1	389	40.4	172	38.2
Non-English Language Learners	2932	58.5	2922	48.7	1316	48.6
Eligible for Free or Reduced-Price Meals	2293	54.7	2283	45.1	1016	44.6
Not Eligible for Free or Reduced-Price Meals	1031	63.0	1028	53.7	472	53.4
Students with Disabilities	643	38.6	638	31.1	274	35.2
Students without Disabilities	2681	61.8	2673	51.7	1214	50.1
High Needs	2477	54.1	2466	44.5	1106	44.4
Non-High Needs	847	66.6	845	57.0	382	56.1
District	3324	57.3	3311	47.7	1488	47.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.8	76.9	83.8	66.7	1,847	78.5
Curl Up	77.4	65.7	70.7	71.9	1,847	71.7
Push Up	72.3	63.6	63.2	65.3	1,847	66.3
Mile Run/PACER	82.5	78.1	58.3	61.2	1,847	70.3
All Tests - District	53.6	42.2	44.2	40.7	1,847	45.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	162	79.0	81.7	No	83.0
Hispanic or Latino	213	72.3	79.2	No	80.8
English Language Learners	35	57.1	80.8	No	82.3
Eligible for Free or Reduced-Price Meals	367	76.3	79.3	No	80.9
Students with Disabilities	88	63.6	69.4	No	72.1
District	507	78.3	83.1	No	84.3
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	57.7	106	20.6
Male	36.3	65	12.5
Black or African American	46.5	50	13.4
Hispanic or Latino	41.5	38	9.5
White	51.7	57	27.8
English Language Learners	21.1	*	*
Eligible for Free or Reduced-Price Meals	44.6	71	10.9
Students with Disabilities	*	*	*
District	46.9	171	16.5
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	70.2	81.2
Male	48.4	70.5
Black or African American	59.7	71.6
Hispanic or Latino	48.5	73.3
White	70.5	81.9
English Language Learners	41.0	*
Eligible for Free or Reduced-Price Meals	54.4	70.9
Students with Disabilities	34.1	58.3
District	59.2	76.3
State	72.6	88.8

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	57.3	75	76.4	100	76.4	67.9
	High Needs Students	54.1	75	72.1	100	72.1	56.7
Math Performance Index	All Students	47.7	75	63.6	100	63.6	59.3
	High Needs Students	44.5	75	59.4	100	59.4	47.8
Science Performance Index	All Students	47.4	75	63.2	100	63.2	56.5
	High Needs Students	44.4	75	59.2	100	59.2	45.9
Chronic Absenteeism	All Students	16.1%	<=5%	27.9	50	55.7	10.6%
	High Needs Students	19.1%	<=5%	21.8	50	43.6	17.3%
Preparation for CCR	% Taking Courses	30.1%	75%	20.1	50	40.2	66.1%
	% Passing Exams	16.3%	75%	10.9	50	21.8	37.3%
On-track to High School Graduation		27.5%	94%	14.6	50	29.2	85.6%
4-year Graduation All Students (2014 Cohort)		78.3%	94%	83.3	100	83.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		81.8%	94%	87.0	100	87.0	77.6%
Postsecondary Entrance (Class of 2014)		59.0%	75%	78.6	100	78.6	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.2% 45.5%	75%	30.4	50	60.7	87.6% 51.0%
Arts Access		42.4%	60%	35.4	50	70.7	45.7%
Accountability Index				803.8	1250	64.3	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	66.6	54.1	12.5	17.3	
Math Performance Index Gap	57.0	44.5	12.5	19.6	
Science Performance Index Gap	56.1	44.4	11.7	17.2	
Graduation Rate Gap	93.2%	81.8%	11.4%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.1
	High Needs Students	97.6
Math	All Students	98.3
	High Needs Students	97.9
Science	All Students	99.5
	High Needs Students	99.7

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

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: 36.3

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

East Hartford Public Schools (EHPS) develops an annual district improvement plan focused on six priority areas: Expect Student Achievement, Align System and Operational Efforts, Foster Talent and Competence, Nurture a Solutions based Culture of Safety and Engagement, Build Family and Community Relationships and Insist on Results. During the summer months, principals work with staff, parents and students to develop school based plans that support the district's goals.

The district's work on each of the six priorities is shared with the Board of Education, school administrators and the District Data Team to realize the district mission to provide a high quality learning experience to Every Child, Every Day. 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 process to ensure that supports for eligible students are differentiated and appropriately delivered. A continuum of services is offered to all special education students that range from self-contained programs for students with Autism to services provided in the general education environment. 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.

In addition to the focus on community engagement, EHPS communicates regularly with parents about the importance of students' attendance at school. The policy is posted on the website and is included in handbooks. Student attendance is monitored daily, and letters are sent home to provide families with updates about their child's attendance at various intervals and include a comparison to other students in the grade level. Attendance celebrations are also held to demonstrate the school/district commitment to attendance and to highlight the students who attend school on a regular basis. Principals, social workers, and counselors hold small group meetings and, when necessary, develop an attendance contract. Teams also visit homes to determine the cause of truancy and to assist families in need of support.

In an effort to continually improve its relationships with the families it serves, EHPS offers several opportunities for families to benefit from its programs as well as to provide the district with suggestions for improvement. The superintendent holds multiple forums with parents to seek out their input-- held at different locations in the community, and food and child care are provided for those in attendance. The district is home to a six week U for Youth Parent education enrichment program that provides opportunities for elementary students and their families to practice and learn about literacy, math and the use of technology while learning. The district's Family and Community Resource Centers facilitate leadership training sessions on topics such as how to develop their child's literacy and mathematics skills at home. Each school has active parent organizations which are used as a forum to communicate information about programs and events and to provide information to families about a relevant topic such as internet safety.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Hartford Public Schools (EHPS) system reflects the diversity of the community. As active participants in School/Business Partnerships, Inter-Elementary Music Festivals, magnet schools, and inter-district grant programs, our students are provided with multiple opportunities to interact with students from within and outside of East Hartford.

East Hartford's choice program provides students with an opportunity to attend several schools in the district. At the elementary level, families can elect for their child to attend a neighborhood school or one of two theme schools. The O'Connell Elementary School offers the International Baccalaureate's (IB) Primary Years Programme (PYP) which focuses on developing international-minded students through an inquiry-based approach to instruction. The O'Brien Elementary School places an emphasis developing the students' knowledge and skills in science, technology, engineering and mathematics (STEM). In the 2015-16 school year, students choosing to continue with the IB model can elect to attend Sunset Ridge Middle School (grades 6-7), which was preparing for IB Candidacy as a Middle Years Programme (MYP). The Connecticut IB Academy (CIBA) continues its dedication to equity and access as a Sheff magnet, allowing students from East Hartford to enroll in a school with their peers from urban and suburban cities and towns in the Greater Hartford area.

East Hartford Public Schools has actively sought out additional opportunities so that its students have experiences with peers and adults who are from other cultures. After school programs funded by the Extended School Hours grant offer workshops in ethnic music and dance. The district has established Sister School partnerships with several communities, including the Discovery Center classroom, to promote interactions through curriculum connections and special group activities. An annual math and science camp offered at the middle school brings together East Hartford students with their peers from Glastonbury. Finally, the School Business partnership has developed a mentoring program which pairs students with adults who work in local businesses.

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Equitable Allocation of Resources among District Schools

East Hartford's Board of Education supports the equitable allocation of resources among the district's schools through the budget development process which involves input from various stakeholders. The proposed budget is analyzed to ensure that all programs are supported at appropriate levels. Staffing and materials are audited by the district, and resources, particularly personnel, are re-allocated if necessary. Funding for textbooks and supplies are based on school enrollment to ensure equity, and these resources are obtained through a central purchasing process. The budget is presented to the Board of Education, Town Council and the public. Schools identified as in need are provided with additional resources. For example, the district continues to expand services for students with special needs. Focus and review schools also receive support, and funding is often supplemented by federal and state grants. In an effort to enhance the quality of instruction offered to students district-wide, the staff receives regular professional development, and access to technology has been made equitable across schools.