

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



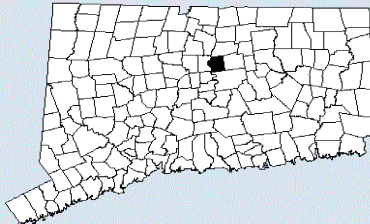
East Hartford School District

Mr. Nathan Quesnel, Superintendent • 860-622-5100 • <http://www.easthartford.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	6,581
Per Pupil Expenditures ¹	\$14,692
Total Expenditures ¹	\$123,339,165

¹ Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,125	47.5	48.4
Male	3,456	52.5	51.5
American Indian or Alaska Native	14	0.2	0.3
Asian	278	4.2	5.2
Black or African American	1,983	30.1	12.7
Hispanic or Latino of any race	3,294	50.1	27.8
Native Hawaiian or Other Pacific Islander	11	0.2	0.1
Two or More Races	257	3.9	4.0
White	744	11.3	49.9
English Learners	936	14.2	8.3
Eligible for Free or Reduced-Price Meals	3,988	60.6	42.7
Students with Disabilities ³	1,428	21.7	16.3

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

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

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	634	21.3	52	1.6
Male	910	27.7	124	3.4
Black or African American	392	20.7	75	3.6
Hispanic or Latino of any race	933	29.8	81	2.3
White	119	16.9	12	1.5
English Learners	301	31.6	29	2.8
Eligible for Free or Reduced-Price Meals	1,251	31.4	122	2.7
Students with Disabilities	538	40.0	48	3.0
District	1,544	24.7	176	2.5
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 669

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the 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	450.4
Paraprofessional Instructional Assistants	84.0
Special Education	
Teachers and Instructors	80.5
Paraprofessional Instructional Assistants	110.0
Administrators, Coordinators and Department Chairs	
District Central Office	20.0
School Level	24.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	21.6
Counselors, Social Workers and School Psychologists	48.4
School Nurses	19.2
Other Staff Providing Non-Instructional Services/Support	450.5

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	12	1.9	1.3
Black or African American	44	6.8	4.1
Hispanic or Latino of any race	35	5.4	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	558	85.9	89.9

¹ 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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	7.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	92	57.1	153	67.4
Hispanic or Latino of any race	92	41.3	145	57.1
White	40	55.6	61	77.2
English Learners	16	27.1	16	32.0
Eligible for Free or Reduced-Price Meals	132	45.5	198	62.1
Students with Disabilities	41	43.2	97	65.5
District	252	50.2	391	65.1
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	85	39.7
Emotional Disturbance	54	42.2
Intellectual Disability	17	35.4
Learning Disability	436	84.7
Other Health Impairment	248	75.8
Other Disabilities	18	22.2
Speech/Language Impairment	104	95.4
District	962	67.7
State		67.9

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	225	2.9	2.1
Emotional Disturbance	128	1.6	1.1
Intellectual Disability	48	0.6	0.5
Learning Disability	515	6.6	5.8
Other Health Impairment	328	4.2	3.3
Other Disabilities	149	1.9	1.2
Speech/Language Impairment	133	1.7	1.9
All Disabilities	1,526	19.5	15.9

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	265	17.4	8.3
Private Schools or Other Settings	28	1.8	4.8

² 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 Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$78,239,698	\$9,320	\$11,205
Support services - students	\$10,536,570	\$1,557	\$1,346
Support services - instruction	\$4,964,713	\$734	\$698
Support services - general administration	\$1,183,638	\$175	\$464
Support services - school based administration	\$5,653,773	\$835	\$1,037
Central and other support services	\$5,770,249	\$853	\$691
Operation and maintenance of plant	\$10,635,650	\$1,572	\$1,692
Student transportation services	\$6,354,874	\$1,228	\$1,159
Food services	.	.	\$21
Enterprise operations	.	.	\$151
Total	\$123,339,165	\$14,692	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,741,232	36.6	29.6
Instructional Aide Salaries	\$3,094,814	10.5	11.1
Other Salaries	\$4,011,786	13.7	9.5
Employee Benefits	\$2,718,167	9.3	13.5
Purchased Services Other Than Transportation	\$405,361	1.4	5.4
Special Education Tuition	\$5,977,954	20.3	22.5
Supplies	\$275,955	0.9	0.5
Property Services	\$2,700	0.0	0.3
Purchased Services For Transportation	\$2,103,569	7.2	7.2
Equipment	\$50,828	0.2	0.2
All Other Expenditures	\$200	0.0	0.1
Total	\$29,382,567	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.8	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	37.3
State	48.8
Federal	6.1
Tuition & Other	7.9

⁴ 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).

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

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

¹ 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	176	87.5
Hispanic or Latino of any race	239	80.8
English Learners	56	62.5
Eligible for Free or Reduced-Price Meals	397	83.4
Students with Disabilities	95	62.1
District	536	85.6
State		88.8

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

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	87.8	113	22.3
Male	80.0	75	12.6
Black or African American	83.5	50	12.9
Hispanic or Latino	81.1	58	12.2
White	87.4	42	27.8
English Learners	80.7	*	*
Eligible for Free or Reduced-Price Meals	79.6	75	12.3
Students with Disabilities	59.3	*	*
District	83.6	188	17.0
State	85.0		36.0

³College 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

⁴Participation 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.

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	60.2	73.6
Male	38.8	67.1
Black or African American	50.9	72.4
Hispanic or Latino of any race	34.9	59.0
White	68.2	68.1
English Learners	25.6	63.6
Eligible for Free or Reduced-Price Meals	44.0	65.6
Students with Disabilities	17.6	41.9
District	49.7	70.6
State	67.4	84.9

³ 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.

⁴ 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

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Next Generation Accountability Results

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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	24.7%	<=5%	19.0%
	High Needs Students	30.6%	<=5%	30.2%
Preparation for CCR	% Taking Courses	58.3%	75%	80.6%
	% Passing Exams	17.0%	75%	36.0%
On-track to High School Graduation		84.9%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		85.6%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		90.5%	94%	85.2%
Postsecondary Entrance (Class of 2020)		49.6%	75%	67.4%
Arts Access		57.4%	60%	50.7%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	90.5%	3.5%	9.8%	N

¹ 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.

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

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

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

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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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Narratives

School District Improvement Plans and Parental Outreach Activities

East Hartford Public Schools (EHPS) develops and monitors an annual district improvement plan focused on five priorities: Accelerate Achievement for Every Child; Caring and Empowering Supports; Transform Structures and Systems; Diversify and Grow our Workforce; Expand Opportunities and Options for Success. The district's work on each of these five priorities 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 priorities. 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 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 created an Attendance Toolkit that provides school level administrators with strategies for decreasing chronic absenteeism. Student attendance is monitored daily, and letters are sent home regularly to provide families with updates about their child's attendance record. Attendance celebrations are held to demonstrate the importance of coming to school on a regular basis. Principals, social workers, and counselors hold school based attendance meetings and when necessary, develop an attendance contract with families. Teams of support staff conduct home visits 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. Most recently, such forums have been held virtually via Zoom or Google Meets. 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 topics 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. 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 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, teachers and administrators have engaged in a comprehensive cultural competency program. As a part of the international theme, EHPS also welcomes foreign exchange students each year and participates in sister school exchanges with schools in Denmark and China. Although COVID 19 impacted this partnership, the goal is to continue these partnerships as we move away from the Pandemic.

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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. 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 instructional 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. The district continues to expand services for students with special needs and a team of teachers is dedicated to provide support for English Learners. 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. After the closing of school in March 2020, due to Covid 19, EHPS was able to obtain grant funding to provide devices for all students.