

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



East Hartford High School East Hartford School District

860-622-5200

School Information

Grade Range **9-12**
Enrollment **1,674**

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)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the school.

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).

For district totals, please see the district profile.

* 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	851	50.8	48.4
Male	823	49.2	51.6
American Indian or Alaska Native	*	*	*
Asian	80	4.8	4.9
Black or African American	640	38.2	34.9
Hispanic or Latino	684	40.9	42.9
Pacific Islander	0	0.0	*
Two or More Races	*	*	0.6
White	265	15.8	16.5
English Language Learners	149	8.9	9.8
Eligible for Free or Reduced-Price Meals	1,027	61.4	64.5
Students with Disabilities ¹	243	14.5	16.0

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	114	13.6	245	28.1
Male	135	16.6	386	44.3
Black or African American	89	14.1	292	43.7
Hispanic or Latino	121	17.8	263	36.4
White	*	*	68	25.3
English Language Learners	28	19.0	58	36.9
Eligible for Free or Reduced-Price Meals	194	17.0	493	40.5
Students with Disabilities	46	21.1	115	44.5
School	249	15.1	631	36.2
District		16.1		15.9

Number of students in 2013-14 qualified as truant under state statute: 395

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	106.5
Paraprofessional Instructional Assistants	12.0
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	23.0
Administrators, Coordinators and Department Chairs	
School Level	6.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.2
Counselors, Social Workers and School Psychologists	13.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	52.0

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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	5	3.3	1.3
Black or African American	6	4.0	4.9
Hispanic or Latino	9	6.0	5.1
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	131	86.8	88.7

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
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

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	2.4	9.0

Instruction and Resources

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	987
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:30 AM
End Time	02:10 PM

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	12	8.1	45	30.8
Hispanic or Latino	14	9.1	50	29.4
White	*	*	22	31.9
English Language Learners	*	*	10	31.3
Eligible for Free or Reduced-Price Meals	20	7.8	79	29.7
Students with Disabilities	7	15.2	29	49.2
School	33	8.3	124	30.5
District		19.9		39.2

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	6	27.2
Emotional Disturbance	12	*
Intellectual Disability	6	*
Learning Disability	77	73.3
Other Health Impairment	33	76.7
Other Disabilities	6	*
Speech/Language Impairment	18	75.0
School	158	64.7
District		70.8

⁴Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	19	*	19	*	21	58.4
Black or African American	139	56.3	139	41.8	163	47.5
Hispanic or Latino	144	60.7	144	44.2	168	45.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	*	0	*	0	*
White	70	69.3	70	50.3	65	57.6
English Language Learners	29	46.6	29	32.9	45	36.5
Non-English Language Learners	344	62.6	344	46.5	373	50.1
Eligible for Free or Reduced-Price Meals	229	57.9	229	41.9	289	45.5
Not Eligible for Free or Reduced-Price Meals	144	66.7	144	51.0	129	55.7
Students with Disabilities	53	39.4	53	28.7	62	37.1
Students without Disabilities	320	64.9	320	48.2	356	50.6
High Needs	247	57.3	247	41.9	307	45.2
Non-High Needs	126	69.2	126	52.5	111	58.0
School	373	61.3	373	45.4	418	48.6

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	N/A	N/A	N/A	61.8	369	61.8
Curl Up	N/A	N/A	N/A	71.5	369	71.5
Push Up	N/A	N/A	N/A	62.6	369	62.6
Mile Run/PACER	N/A	N/A	N/A	63.7	369	63.7
All Tests - School	N/A	N/A	N/A	42.3	369	42.3
All Tests - District	53.6	42.2	44.2	40.7		45.5

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	113	88.5	81.4	Yes	82.8
Hispanic or Latino	152	80.9	79.9	Yes	81.5
English Language Learners	26	65.4	82.0	No	83.4
Eligible for Free or Reduced-Price Meals	265	85.7	80.3	Yes	81.8
Students with Disabilities	45	75.6	75.7	No	77.7
School	352	86.4	83.5	Yes	84.7
District		78.3	83.1	No	84.3

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 2012-13 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	60.4	76	18.1
Male	40.1	43	11.2
Black or African American	51.2	39	13.2
Hispanic or Latino	47.2	33	10.2
White	52.1	31	21.8
English Language Learners	25.0	*	*
Eligible for Free or Reduced-Price Meals	49.3	54	10.4
Students with Disabilities	*	*	*
School	50.7	119	14.8
District	46.9		16.5

⁴College 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

⁵Participation 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 ⁶ Rate (%)	Persistence ⁷ Rate (%)
Female	71.1	82.3
Male	56.1	73.1
Black or African American	65.4	74.7
Hispanic or Latino	54.6	76.1
White	71.9	81.5
English Language Learners	43.8	*
Eligible for Free or Reduced-Price Meals	60.9	74.8
Students with Disabilities	46.6	*
School	63.8	77.9
District	59.2	76.3

⁶College 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.

⁷College 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	61.3	75	81.8	100	81.8	67.9
	High Needs Students	57.3	75	76.4	100	76.4	56.7
Math Performance Index	All Students	45.4	75	60.6	100	60.6	59.3
	High Needs Students	41.9	75	55.8	100	55.8	47.8
Science Performance Index	All Students	48.6	75	64.8	100	64.8	56.5
	High Needs Students	45.2	75	60.3	100	60.3	45.9
Chronic Absenteeism	All Students	15.1%	<=5%	29.9	50	59.7	10.6%
	High Needs Students	17.1%	<=5%	25.8	50	51.5	17.3%
Preparation for CCR	% Taking Courses	19.6%	75%	13.0	50	26.1	66.1%
	% Passing Exams	14.8%	75%	9.9	50	19.8	37.3%
On-track to High School Graduation		8.5%	94%	4.5	50	9.1	85.6%
4-year Graduation All Students (2014 Cohort)		86.4%	94%	91.9	100	91.9	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		87.5%	94%	93.0	100	93.0	77.6%
Postsecondary Entrance (Class of 2014)		63.8%	75%	85.0	100	85.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		88.3% 42.3%	75%	14.1	50	28.2	87.6% 51.0%
Arts Access		31.0%	60%	25.9	50	51.7	45.7%
Accountability Index				792.7	1250	63.4	

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	69.2	57.3	12.0	16.8	
Math Performance Index Gap	52.5	41.9	10.6	19.5	
Science Performance Index Gap	58.0	45.2	12.7	17.3	
Graduation Rate Gap	94.0%	87.5%	6.5%	12.6%	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	100.0
	High Needs Students	100.0
Math	All Students	99.7
	High Needs Students	99.6
Science	All Students	99.8
	High Needs Students	100.0

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)