

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



East Hartford High School East Hartford School District

860-622-5200

School Information

Grade Range **9-12**
Enrollment **1,649**

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 \(Class of 2016\)](#)
(2016® The College Board)

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

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Notes

Unless otherwise noted, all data are for 2015-16 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.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, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	801	48.6	47.9
Male	848	51.4	52.1
American Indian or Alaska Native	*	*	*
Asian	93	5.6	5.0
Black or African American	620	37.6	33.2
Hispanic or Latino	675	40.9	44.7
Pacific Islander	0	0.0	*
Two or More Races	*	*	0.9
White	255	15.5	16.1
English Language Learners	134	8.1	9.1
Eligible for Free or Reduced-Price Meals	923	56.0	59.1
Students with Disabilities ¹	224	13.6	16.6

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	105	13.3	187	23.0
Male	119	14.1	314	35.7
Black or African American	77	12.6	226	35.5
Hispanic or Latino	98	14.6	203	29.0
White	*	*	62	23.8
English Language Learners	21	14.8	33	23.1
Eligible for Free or Reduced-Price Meals	178	16.4	372	32.6
Students with Disabilities	46	21.6	95	38.6
School	224	13.7	501	29.6
District		12.9		12.5

Number of students in 2014-15 qualified as truant under state statute: 274

Number of school-based arrests: 6

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	107.5
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	23.0
Administrators, Coordinators and Department Chairs	
School Level	6.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.4
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	4	2.7	1.5
Black or African American	7	4.7	5.1
Hispanic or Latino	9	6.0	4.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	130	86.7	88.8

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.0	11.2

Instruction and Resources

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	970
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	14	9.6	62	40.8
Hispanic or Latino	23	15.3	52	33.3
White	11	19.0	39	52.0
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	35	14.1	92	36.8
Students with Disabilities	*	*	20	40.8
School	56	14.9	166	41.1
District		28.4		45.9

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	21.4
Emotional Disturbance	10	*
Intellectual Disability	6	30.0
Learning Disability	78	83.0
Other Health Impairment	26	68.4
Other Disabilities	*	*
Speech/Language Impairment	11	*
School	140	62.5
District		69.6

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	0	N/A	0	N/A	0	N/A
Asian	21	60.3	21	56.3	*	*
Black or African American	137	46.5	137	44.8	130	47.8
Hispanic or Latino	137	46.5	137	45.1	130	46.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	*	*
White	54	55.4	54	53.7	46	55.2
English Language Learners	23	36.4	23	36.8	38	41.0
Non-English Language Learners	326	49.6	326	47.7	288	49.7
Eligible for Free or Reduced-Price Meals	221	46.5	221	45.6	218	46.4
Not Eligible for Free or Reduced-Price Meals	128	52.6	128	49.5	108	53.4
Students with Disabilities	46	34.9	46	34.0	58	35.1
Students without Disabilities	303	50.8	303	49.0	268	51.6
High Needs	240	45.7	240	44.7	238	46.2
Non-High Needs	109	55.5	109	52.1	88	55.6
School	349	48.7	349	47.0	326	48.7

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	80.8	359	80.8
Curl Up	N/A	N/A	N/A	64.9	359	64.9
Push Up	N/A	N/A	N/A	73.3	359	73.3
Mile Run/PACER	N/A	N/A	N/A	75.8	359	75.8
All Tests - School	N/A	N/A	N/A	46.2	359	46.2
All Tests - District	53.0	42.7	31.3	42.1		43.0

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	148	94.6	82.8	Yes	84.2
Hispanic or Latino	175	93.1	81.5	Yes	83.0
English Language Learners	44	86.4	83.4	Yes	84.7
Eligible for Free or Reduced-Price Meals	303	93.7	81.8	Yes	83.3
Students with Disabilities	49	85.7	77.7	Yes	79.7
School	408	94.6	84.7	Yes	85.8
District		88.0	84.3	Yes	85.5

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	97.3	93	23.0
Male	96.0	62	16.5
Black or African American	96.3	42	14.1
Hispanic or Latino	96.1	50	16.3
White	97.7	41	30.8
English Language Learners	90.4	*	*
Eligible for Free or Reduced-Price Meals	96.0	77	15.5
Students with Disabilities	*	*	*
School	96.7	155	19.9
District	94.7		21.4

⁴College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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
- 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 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	67.9	80.0
Male	58.9	66.7
Black or African American	62.7	70.6
Hispanic or Latino	61.7	71.4
White	63.6	76.6
English Language Learners	60.5	*
Eligible for Free or Reduced-Price Meals	61.2	72.0
Students with Disabilities	30.0	*
School	63.7	74.3
District	58.0	76.0

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 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	48.7	75	65.0	100	65.0	67.7
	High Needs Students	45.7	75	60.9	100	60.9	56.7
Math Performance Index	All Students	47.0	75	62.7	100	62.7	61.4
	High Needs Students	44.7	75	59.6	100	59.6	49.9
Science Performance Index	All Students	48.7	75	64.9	100	64.9	57.5
	High Needs Students	46.2	75	61.5	100	61.5	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	13.7%	<=5%	32.6	50	65.1	9.6%
	High Needs Students	16.5%	<=5%	26.9	50	53.9	15.6%
Preparation for CCR	% Taking Courses	28.5%	75%	19.0	50	38.0	67.6%
	% Passing Exams	19.9%	75%	13.3	50	26.5	40.7%
On-track to High School Graduation		73.4%	94%	39.1	50	78.1	85.1%
4-year Graduation All Students (2015 Cohort)		94.6%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		88.2%	94%	93.8	100	93.8	78.6%
Postsecondary Entrance (Class of 2015)		63.7%	75%	84.9	100	84.9	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.0% 46.2%	75%	30.8	50	61.7	89.2% 50.5%
Arts Access		60.7%	60%	50.0	50	100.0	47.5%
Accountability Index				865.0	1250	69.2	

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	55.5	45.7	9.8	16.6	
Math Performance Index Gap	52.1	44.7	7.4	19.1	
Science Performance Index Gap	55.6	46.2	9.4	17.3	
Graduation Rate Gap	94.0%	88.2%	5.8%	13.0%	N

¹If 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.

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	96.1
	High Needs Students	96.6
Math	All Students	96.1
	High Needs Students	96.6
Science	All Students	95.3
	High Needs Students	94.7

Supporting Resources

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

³Minimum participation standard is 95%.