Connecticut State Department of Education

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

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

East Haven School District

203-468-3261 • http://www.east-haven.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,896
Per Pupil Expenditures[1]	$16,557
Total Expenditures[1]	$54,805,132

[1]*Expenditure data reflect the 2017-18 school year.*
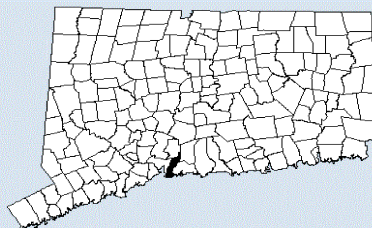
Community Information

[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.](#)

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[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	1,474	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	117	4.0	5.2
Black or African American	136	4.7	12.8
Hispanic or Latino of any race	830	28.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	74	2.6	3.6
White	1,733	59.8	52.4
English Learners	248	8.6	7.6
Eligible for Free or Reduced-Price Meals	1,701	58.7	42.1
Students with Disabilities[3]	440	15.2	15.4

[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.

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[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	*	*	*	*
Male	195	14.2	125	8.0
Black or African American	20	15.0	16	9.9
Hispanic or Latino of any race	106	13.7	43	4.7
White	229	14.2	95	5.4
English Learners	34	12.7	10	3.5
Eligible for Free or Reduced-Price Meals	290	18.1	124	6.4
Students with Disabilities	90	22.7	36	7.0
District	380	14.2	161	5.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 190

Number of school-based arrests: Fewer than 6

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	188.0
Paraprofessional Instructional Assistants	36.5
Special Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	86.7
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	14.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.8
Instructional Specialists Who Support Teachers	16.0
Counselors, Social Workers and School Psychologists	19.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	137.8

[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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	4	1.4	1.1
Black or African American	1	0.4	3.8
Hispanic or Latino of any race	5	1.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	266	94.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.6	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	54	84.4	47	77.0
White	114	78.6	110	85.9
English Learners	16	64.0	10	*
Eligible for Free or Reduced-Price Meals	107	75.4	92	81.4
Students with Disabilities	32	69.6	21	75.0
District	185	77.4	169	81.6
State		74.5		85.2

[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 Peers[3]

	Count	Rate (%)
Autism	30	44.1
Emotional Disturbance	10	34.5
Intellectual Disability	*	*
Learning Disability	130	78.3
Other Health Impairment	49	60.5
Other Disabilities	*	*
Speech/Language Impairment	37	86.0
District	260	58.4
State		67.6

[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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	73	2.4	1.9
Emotional Disturbance	29	0.9	1.1
Intellectual Disability	21	0.7	0.5
Learning Disability	166	5.3	5.5
Other Health Impairment	84	2.7	3.2
Other Disabilities	44	1.4	1.1
Speech/Language Impairment	50	1.6	1.8
All Disabilities	467	15.0	15.0

[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 District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	76	16.3	8.2
Private Schools or Other Settings	27	5.8	5.0

[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 Expenditures:[3] 2017-18

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$34,945,626	$10,558	$10,545
Support services - students	$4,212,522	$1,477	$1,373
Support services - instruction	$1,676,548	$588	$644
Support services - general administration	$629,966	$221	$462
Support services - school based administration	$3,533,335	$1,238	$1,007
Central and other support services	$2,129,426	$746	$671
Operation and maintenance of plant	$4,348,467	$1,524	$1,629
Student transportation services	$3,329,241	$1,094	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$54,805,132	$16,557	$17,153

[3]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	$3,113,825	22.5	29.7
Instructional Aide Salaries	$1,330,086	9.6	9.6
Other Salaries	$482,385	3.5	10.4
Employee Benefits	$2,162,100	15.6	13.0
Purchased Services Other Than Transportation	$545,459	3.9	5.5
Special Education Tuition	$4,950,456	35.7	22.6
Supplies	$6,085	0.0	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$1,247,276	9.0	8.0
Equipment	$15,413	0.1	0.2
All Other Expenditures	.	.	0.1
Total	$13,853,085	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.3	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	54.7
State	38.2
Federal	3.7
Tuition & Other	3.4

[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).

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	*	*	*	*	0	N/A
Asian	48	64.0	48	63.2	25	54.4
Black or African American	63	57.0	63	48.2	28	55.0
Hispanic or Latino of any race	380	60.2	378	54.1	166	54.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	26	62.0	25	56.9	*	*
White	868	63.4	867	56.7	374	57.8
English Learners	196	56.4	196	52.0	78	48.9
Non-English Learners	1,191	63.2	1,187	56.5	531	57.6
Eligible for Free or Reduced-Price Meals	810	60.2	806	53.0	342	53.9
Not Eligible for Free or Reduced-Price Meals	577	65.1	577	59.8	267	59.9
Students with Disabilities	220	43.1	217	36.6	106	44.1
Students without Disabilities	1,167	65.8	1,166	59.4	503	59.1
High Needs	926	58.6	922	51.9	399	52.8
Non-High Needs	461	69.5	461	63.7	210	63.5
District	1,387	62.2	1,383	55.8	609	56.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	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	32
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, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	98.5	92.6	92.7	96.9	841	95.4
Curl Up	95.6	92.1	95.8	93.0	841	94.1
Push Up	80.9	84.7	87.4	92.6	841	86.8
Mile Run/PACER	93.1	89.9	91.1	95.3	841	92.6
All Tests - District	78.4	78.3	80.6	87.5	841	81.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]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.

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

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	47	87.2
English Learners	12	*
Eligible for Free or Reduced-Price Meals	127	81.1
Students with Disabilities	24	62.5
District	248	84.3
State		88.3

[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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.0	50	25.3
Male	94.0	39	15.7
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	21	16.8
White	95.6	63	23.1
English Learners	95.3	0	0.0
Eligible for Free or Reduced-Price Meals	95.3	35	13.7
Students with Disabilities	79.7	0	0.0
District	95.7	89	20.0
State	95.9		42.6

[3]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

[4]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[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	74.8	81.3
Male	53.8	83.1
Black or African American	*	*
Hispanic or Latino of any race	72.1	81.8
White	62.8	82.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.0	79.0
Students with Disabilities	35.0	*
District	64.8	82.2
State	71.0	87.8

[5]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.

[6]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

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	62.2	75	41.5	50	83.0	67.7
	High Needs Students	58.6	75	39.1	50	78.2	58.1
Math Performance Index	All Students	55.8	75	37.2	50	74.5	63.1
	High Needs Students	51.9	75	34.6	50	69.2	52.7
Science Performance Index	All Students	56.5	75	37.7	50	75.4	63.8
	High Needs Students	52.8	75	35.2	50	70.4	54.2
ELA Academic Growth	All Students	58.2%	100%	58.2	100	58.2	59.9%
	High Needs Students	56.6%	100%	56.6	100	56.6	55.1%
Math Academic Growth	All Students	54.6%	100%	54.6	100	54.6	62.5%
	High Needs Students	51.1%	100%	51.1	100	51.1	55.2%
Progress Toward English Proficiency	Literacy	54.5%	100%	27.3	50	54.5	60.0%
	Oral	46.7%	100%	23.4	50	46.7	52.1%
Chronic Absenteeism	All Students	14.2%	<=5%	31.7	50	63.4	10.4%
	High Needs Students	18.3%	<=5%	23.3	50	46.7	16.1%
Preparation for CCR	% Taking Courses	79.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	20.0%	75%	13.3	50	26.6	42.6%
On-track to High School Graduation		86.3%	94%	45.9	50	91.8	88.0%
4-year Graduation All Students (2018 Cohort)		84.3%	94%	89.7	100	89.7	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		74.5%	94%	79.2	100	79.2	83.3%
Postsecondary Entrance (Class of 2018)		64.8%	75%	86.5	100	86.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.1% | 81.7%	75%	50.0	50	100.0	96.4% | 52.9%
Arts Access		53.9%	60%	44.9	50	89.8	51.9%
Accountability Index				**1010.8**	**1450**	**69.7**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	69.5	58.6	10.9	15.4	
Math Performance Index Gap	63.7	51.9	11.9	17.6	
Science Performance Index Gap	63.5	52.8	10.7	16.1	
Graduation Rate Gap	90.0%	74.5%	15.5%	11.1%	Y

[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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.7
	High Needs Students	98.4
Math	All Students	98.4
	High Needs Students	98.0
Science	All Students	96.5
	High Needs Students	95.9

[3]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: 49.2   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

East Haven is committed to fostering continuous improvement through regular cycles of reflection on student performance and growth in partnership with our students, staff, families, and community. Our strategic plan articulates actions to support communication and instruction, as well as the design and implementation of a rigorous curriculum. This year, we engaged in a comprehensive analysis of existing literacy instruction in partnership with the Connecticut K-5 Literacy Initiative, leading to the development of a district literacy plan and revision of reading, writing, and word study units aligned to the standards. East Haven has a robust early intervention framework in all schools. We are committed to supporting all learners and improving student academic achievement and social connectedness by providing ongoing, job-embedded training on effective instructional practices. Our curriculum initiatives include the development of supportive K-12 pathways to address our diverse student needs, including sheltered instruction for English Learners, and responsive differentiation of core curriculum. Professional learning opportunities continue to focus on increasing student engagement and enhancing classroom discourse. To reduce rates of chronic absenteeism, we regularly meet with families, provide supports, and create welcoming environments to cultivate a community culture emphasizing the importance of school attendance and timeliness. The District's Pupil Services Department continues to improve special education services for students with disabilities in a least restrictive environment. Our interdisciplinary curricular offerings allow students to make connections across the school day, and vertical and horizontal teams have engaged in purposeful planning to make these connections more explicit. The district uses a variety of communication tools to connect families to social and academic information. Our PowerSchool portal helps parents stay informed about grades, progress, and attendance. Information is sent using voice audio, e-mail, Facebook, and texting features. District leaders maintain active Twitter feeds highlighting school events and announcements. Teachers use a variety of tools to spread positive messages about student progress regularly. All this information is then linked to our District's website and applications that parents can download on their phone. Our efforts are becoming increasingly more student-led. For example, students have communicated with their own parents about progress and young leaders take part in a "peer buddies" program to support newcomers. East Haven welcomes parents and community members as partners through service events with community organizations such as MADD and Rotary club. Family forums on cyber safety, elementary reading, math curriculum, and social emotional needs have been offered to families based on community feedback.

Efforts to Reduce Racial, Ethnic and Economic Isolation

East Haven Public Schools has long promoted an environment that fosters respect for diversity with the goal that all students feel accepted, connected, and valued. We embrace our diversity in meaningful ways that enhance the educational experience for all of our students. Several programs support an ongoing dialogue around diversity and understanding. The district has expanded efforts to promote the use of restorative practices to ensure equity of voice within the school community. School wide units allow for all students to engage in conversations around equity and diversity throughout the instructional day. East Haven participates in the Open Choice Program. Through this program, students from urban communities enter in kindergarten and are eligible to remain through grade twelve. East Haven is also partnering with our local RESC in a "Grow Your Own" minority recruitment initiative for identified minority paraprofessionals who are interested in becoming certified teachers. Course offerings in both ELA and Social Studies at the high school are designed to unpack how the historical legacies of discrimination and oppression can have lifelong effects. Our elementary school social studies curriculum includes opportunities to analyze aspects of culture and examine the contributions of various immigrant groups who have made the United States home. We actively seek grants, such as the Mohegan Tribe Grant, to foster opportunities to learn more about endurance and strength of various communities. East Haven has a robust Unified Sports program that celebrates the athletic capabilities of students with diverse abilities. Our ongoing curriculum revision process includes the review of curricular materials for bias and the inclusion of materials that are representative of our student population, and culturally responsive teaching practices are embedded within. Our have attended Teaching Tolerance training and embed culturally responsive practices into their daily instruction. This year we partnered with Dr. Bill Howe, past president of the National Association for Multicultural Education (NAME), to provide training to a large number of our administrators, teachers, and non-certified staff on multicultural education.

Equitable Allocation of Resources among District Schools

The East Haven Board of Education allocates resources in a manner that ensures equity for all students while maintaining a system that is responsive to the unique needs of each school population. In partnership with the Board of Education and community, the leadership team establishes priorities based on examination of data and seeks feedback. Ongoing reporting and communication are designed to continuously monitor the impact of funds to ensure effective stewardship of resources. The budget development process is inclusive and allows all members of East Haven's educational community to contribute and provide input. District priorities, such as staffing and curricular resources, are budgeted to guarantee that students in all grade levels are offered an equitable educational experience. For example, staffing decisions are driven by the goal of equalizing class size at all grade levels across the district. In addition to District-funded activities, dollars are allocated on a per capita basis so building principals have the flexibility to address their school improvement activities and the individualized educational needs within their schools.