

**STRATEGIC SCHOOL PROFILE 2012-13****East Haven School District**

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East Haven,  
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New Haven

Town Population in 2000: 28,189

1990-2000 Population Growth: 7.8%

Number of Public Schools: 9

Per Capita Income in 2000: \$22,396

Percent of Adults without a High School Diploma in 2000\*: 18.5%

Percent of Adults Who Were Not Fluent in English in 2000\*: 2.1%

District Enrollment as % of Estimated. Student Population: 89.9%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      3,214  
 5-Year Enrollment Change      -12.5%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,410	43.9	43.3	36.7
K-12 Students Who Are Not Fluent in English	204	6.6	4.0	5.8
Students Identified as Gifted and/or Talented*	39	1.2	3.8	3.8
PK-12 Students Receiving Special Education Services in District	403	12.5	12.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	146	63.8	74.2	79.3
Homeless	0	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	64	25.1	13.9	12.7

\*25.6 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.2
Asian American	146	4.5
Black	109	3.4
Hispanic	625	19.4
Pacific Islander	2	0.1
White	2,282	71.0
Two or more races	45	1.4
Total Minority	932	29.0

**Percent of Minority Professional Staff:** 1.7%

**Open Choice:**

13 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

13.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 33.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

East Haven continues to make reduction of racial, ethnic and economic isolation a major focus. The school district has provided many opportunities for teachers and students to embrace diversity and recognize its value in educating our students. This is evidenced in several ways. Deer Run School and Ferrara School both participate in the Open Choice Program. Through this program, students enter in kindergarten and are eligible to remain through grade twelve. The program has promoted a more diverse educational environment for all. At the East Haven Academy, students celebrate diversity through rich interdisciplinary content including exploration and sensitivity through simulated learning experiences. During East Haven High School's Healthy Youth Week the Looking-in Theater presented a variety of skits to the entire student population with the focus on raising awareness for social issues plaguing teenagers. The district has also formed a partnership with international consultant and researcher Naomi Migliacci. She provided staff with professional development on successful strategies for culturally responsive teaching as well as tools to support teacher's ability to be proactive and responsive to academic and social implications of our diverse student population and their families.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	39.5	56.9	10.0
Writing	47.7	60.0	15.5
Mathematics	48.3	61.4	13.7
Grade 4 Reading	45.0	62.6	10.1
Writing	49.4	63.0	12.0
Mathematics	51.4	65.1	12.7
Grade 5 Reading	46.7	66.9	7.5
Writing	52.9	65.6	16.1
Mathematics	44.1	69.2	5.0
Science	46.9	62.3	13.7
Grade 6 Reading	57.8	73.3	9.0
Writing	51.4	65.1	13.5
Mathematics	37.1	67	5.4
Grade 7 Reading	71.2	78.9	18.4
Writing	64.4	64.9	32.9
Mathematics	48.3	65.4	15.2
Grade 8 Reading	65.7	76.2	14.6
Writing	62.5	67.2	22.6
Mathematics	51.4	65.0	16.4
Science	37.3	60.4	9.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	32.7	48.5	18.9
Writing Across the Disciplines	56.7	62.1	28.0
Mathematics	30.0	52.4	13.6
Science	27.7	48.8	12.8

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	41.5	51.1	27.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.9	78.5	
Average Score	Mathematics	445	503	13.5
	Critical Reading	459	499	13.5
	Writing	480	504	22.6

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	72.2	84.8	12.5
2011-12 Annual Dropout Rate for Grade 9 through 12	1.5	2.1	23.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.3	82.6
% Employed (Civilian Employment and in Armed Services)	7.1	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	206.40
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	29.00
Paraprofessional Instructional Assistants	30.50
Library/Media Specialists and/or Assistants	5.50
Staff Devoted to Adult Education	2.95
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	16.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	21.40
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	117.20

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.5	13.9
% with Master's Degree or Above	86.0	81.1	79.8

Average Class Size	District	DRG	State
Grade K	20.7	18.4	18.9
Grade 2	19.1	19.1	19.8
Grade 5	20.7	20.8	21.3
Grade 7	17.0	19.5	20.2
High School	19.9	18.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	944	986	999
Middle School	987	1,019	1,029
High School	990	1,006	1,027

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.6	3.0	2.7
Middle School	4.7	2.2	2.1
High School	2.1	2.1	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$25,819	\$7,888	\$8,570	\$8,571	\$8,570
Instructional Supplies and Equipment	\$338	\$103	\$252	\$180	\$257
Improvement of Instruction and Educational Media Services	\$310	\$95	\$475	\$421	\$471
Student Support Services	\$4,100	\$1,253	\$949	\$1,097	\$950
Administration and Support Services	\$7,257	\$2,217	\$1,526	\$1,486	\$1,547
Plant Operation and Maintenance	\$3,835	\$1,172	\$1,466	\$1,455	\$1,459
Transportation	\$3,201	\$735	\$775	\$753	\$765
Costs for Students Tuitioned Out	\$5,730	N/A	N/A	N/A	N/A
Other	\$827	\$253	\$170	\$195	\$170
<b>Total</b>	<b>\$51,416</b>	<b>\$13,949</b>	<b>\$14,444</b>	<b>\$14,327</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,093	\$1,250	\$1,405	\$1,688	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,454,414	22.3	22.8	21.8

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	50.5	40.4	5.1	3.9
Excluding School Construction	50.4	39.8	5.5	4.3

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The East Haven Board of Education allocates resources in a manner that ensures equity for all students while still maintaining a system that is responsive to the unique need of each school and each student. The budget development process is an inclusive one that allows all member of East Haven's educational community to have a voice. District wide issues such as staffing and curriculum revision initiatives are budgeted to ensure that every student in a particular grade level will be offered a comparable educational experience. For Example, staffing decisions are driven by the goal of equalizing class size at all grade levels across the district. Major investments continue to be made in district wide curriculum initiatives that benefit all students in every one of the district's schools. In addition to district wide funded activities, dollars are allocated on a per capital basis to principals to be used to address the individualized educational needs of their students.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	442
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.6%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	57	1.6	1.5	1.3
Learning Disability	109	3.1	4.0	4.0
Intellectual Disability	15	0.4	0.5	0.4
Emotional Disturbance	29	0.8	1.2	1.0
Speech Impairment	101	2.9	2.2	2.0
Other Health Impairment*	85	2.4	2.5	2.4
Other Disabilities**	46	1.3	1.2	1.0
<b>Total</b>	<b>442</b>	<b>12.6</b>	<b>13.1</b>	<b>12.1</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2011-12 with a Standard Diploma	47.2	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	11.2	34.5	54.8	69.2
	Writing	8.0	19.9	55.0	64.4
	Mathematics	12.4	29.0	47.0	65.5
	Science	12.9	21.3	42.0	61.3
CAPT	Reading Across the Disciplines	14.3	15.7	32.7	48.5
	Writing Across the Disciplines	8.7	16.7	56.7	62.1
	Mathematics	N/A	N/A	30.0	52.4
	Science	4.2	14.6	27.7	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	20.1
	% With Accommodations	79.9
CAPT	% Without Accommodations	36.1
	% With Accommodations	63.9
% Assessed Using Skills Checklist		10.6

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	56	12.7

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	278	62.9	68.2	72.0
40.1 to 79.0 Percent of Time	77	17.4	16.0	16.4
0.0 to 40.0 Percent of Time	87	19.7	15.8	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

East Haven's has a strategic plan that articulates key initiatives and activities that target the improvement of student performance and closing of the achievement gap. It includes a clear system for district wide accountability. This plan is grounded in creating structures for accountability through, systematic analysis of student achievement, the supervision and evaluation of adult actions through a new evaluation system for teachers and administrators. And creating a three-tiered approach to high-functioning data teams. This includes the establishment of a district data team and strengthening existing school/grade-level based data teams. East Haven has partnered with SERC to begin District-wide implementation of Positive Behavior Supports in all our schools. We are committed to improving student academic and behavior outcomes through ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Positive Behavior Supports has provided us with an operational framework for achieving these outcomes. Over the next several years, we will develop the framework at all our schools in order to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The District-wide Pupil Services Department continues to look for ways to provide special education services for students in the least restrictive environment. An example is the expansion of the programs within the public school setting for students on the autism spectrum. There are now four classrooms serving students from ages 3 through 8 with intensive services and therapies through discrete trial and applied behavioral analysis. It is our intent to utilize the expertise of our special education teachers as a resource for general education. Our district SRBI plan calls for special education and regular education teachers to work in concert to ensure all students are successful.

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