

STRATEGIC SCHOOL PROFILE 2008-09**East Haven School District**

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Location: 35 Wheelbarrow Lane
East Haven,
Connecticut

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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.

COMMUNITY DATA

County: New Haven	Per Capita Income in 2000: \$22,396
Town Population in 2000: 28,189	Percent of Adults without a High School Diploma in 2000*: 18.5%
1990-2000 Population Growth: 7.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 2.1%
Number of Public Schools: 11	District Enrollment as % of Estimated. Student Population: 89.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 3,576
5-Year Enrollment Change -10.7%

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	1,171	32.7	33.7	30.3
K-12 Students Who Are Not Fluent in English	191	5.5	3.3	5.2
Students Identified as Gifted and/or Talented*	204	5.7	3.8	4.0
PK-12 Students Receiving Special Education Services in District	442	12.4	12.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	176	77.5	77.0	79.7
Homeless	1	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	131	25.0	21.3	19.0

*98.5% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	0.4
Asian American	160	4.5
Black	104	2.9
Hispanic	467	13.1
White	2,832	79.2
Total Minority	744	20.8

Percent of Minority Professional Staff: 1.2%

Open Choice: 10 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: 9.3% 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 29.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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. Teachers at our Early Learning Centers, housing our pre-Kindergarten and Kindergarten students, are committed to intentionally selecting culturally responsive resources to support their instruction in order to shape students awareness and sensitivity to differences at an early age. Deer Run School and Ferrara School both participate in the Open Choice Program. Through this program, students enter in grade one 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. Momauguin School participates in an Inter-district Technology Grant that provides students the opportunity to communicate online with students from a wide variety of ethnic backgrounds in neighboring communities. The District funded a trip for thirty East Haven High School students to Washington, DC for a "High School Civics Immersion Tour". Besides the obvious educational value of this experience, we designed the trip to broaden cultural and ethnical awareness of our students. Of the thirty students selected to go on this trip, twenty were identified as being immigrant students. The remaining ten students selected for the trip were drawn from East Haven High School's ASAP club (Active Students Against Prejudice). Students were then paired blending immigrant and native-born students together to experience the plethora of learning activities that the tour offered.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	44.2	54.6	18.9
Writing	52.1	62.5	18.2
Mathematics	51.8	62.8	18.2
Grade 4 Reading	53.8	60.7	17.2
Writing	54.9	64.2	14.5
Mathematics	59.9	63.6	27.4
Grade 5 Reading	55.0	66.0	16.1
Writing	60.0	66.5	24.7
Mathematics	59.7	68.8	19.1
Science	50.7	58.1	18.5
Grade 6 Reading	70.0	68.9	31.3
Writing	57.8	62.2	28.8
Mathematics	62.9	68.8	22.1
Grade 7 Reading	67.6	74.9	21.0
Writing	63.7	62.9	35.7
Mathematics	58.4	66.0	21.7
Grade 8 Reading	61.3	68.4	23.2
Writing	63.4	66.5	26.5
Mathematics	59.6	64.5	26.5
Science	45.3	60.6	16.8

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.

To see the NCLB Report Card for this school, go to 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 scoreable 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	41.5	47.4	33.3
Writing Across the Disciplines	55.2	55.0	41.2
Mathematics	31.7	47.8	17.6
Science	29.4	42.8	19.8

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to 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
	29.6	36.2	28.9

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.1	74.5	
Average Score	Mathematics	449	507	12.4
	Critical Reading	453	503	11.6
	Writing	460	506	13.2

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, Class of 2008	98.0	92.1	75.6
Cumulative Four-Year Dropout Rate for Class of 2008	2.1	6.6	70.8
2007-08 Annual Dropout Rate for Grade 9 through 12	0.8	2.5	63.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.2	84.1
% Employed (Civilian Employment and in Armed Services)	8.1	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	240.84
Paraprofessional Instructional Assistants	25.55
Special Education	
Teachers and Instructors	28.00
Paraprofessional Instructional Assistants	49.70
Library/Media Specialists and/or Assistants	8.70
Staff Devoted to Adult Education	2.47
Administrators, Coordinators, and Department Chairs	
District Central Office	4.60
School Level	17.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	8.00
Counselors, Social Workers, and School Psychologists	17.74
School Nurses	11.00
Other Staff Providing Non-Instructional Services and Support	159.25

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	13.6
% with Master's Degree or Above	78.5	77.2	76.1

Average Class Size	District	DRG	State
Grade K	16.1	17.5	18.3
Grade 2	16.4	18.3	19.3
Grade 5	17.7	20.3	21.0
Grade 7	16.0	19.7	20.5
High School	20.3	19.5	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	962	981	988
Middle School	1,006	1,001	1,016
High School	939	1,005	1,007

*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*	4.9	3.9	3.3
Middle School	3.4	2.8	2.6
High School	2.2	2.6	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$22,240	\$6,047	\$7,521	\$7,445	\$7,522
Instructional Supplies and Equipment	\$237	\$64	\$267	\$227	\$271
Improvement of Instruction and Educational Media Services	\$2,015	\$548	\$461	\$396	\$446
Student Support Services	\$3,883	\$1,056	\$808	\$887	\$806
Administration and Support Services	\$5,782	\$1,572	\$1,351	\$1,294	\$1,369
Plant Operation and Maintenance	\$5,077	\$1,380	\$1,382	\$1,360	\$1,377
Transportation	\$2,190	\$562	\$649	\$667	\$644
Costs for Students Tuitioned Out	\$4,261	N/A	N/A	N/A	N/A
Other	\$907	\$247	\$152	\$166	\$151
Total	\$46,593	\$11,895	\$12,869	\$12,779	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,743	\$1,289	\$1,791	\$2,153	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,011,499	19.3	22.1	20.5

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	51.9	42.7	2.5	2.9
Excluding School Construction	52.1	42.0	2.7	3.2

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	465
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.5%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	26	0.7	0.9	0.8
Learning Disability	130	3.5	3.8	3.9
Intellectual Disability	19	0.5	0.5	0.5
Emotional Disturbance	40	1.1	1.2	1.0
Speech Impairment	142	3.8	2.6	2.3
Other Health Impairment*	83	2.2	2.2	2.1
Other Disabilities**	25	0.7	1.1	0.9
Total	465	12.5	12.3	11.6

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	81.5	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	18.7	30.2	58.8	65.7
	Writing	12.8	19.5	58.8	64.1
	Mathematics	21.6	30.7	58.7	65.7
	Science	16.4	23.8	48.0	59.4
CAPT	Reading Across the Disciplines	13.6	14.1	41.5	47.4
	Writing Across the Disciplines	11.5	13.6	55.2	55.0
	Mathematics	4.8	15.4	31.7	47.8
	Science	8.0	10.6	29.4	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	10.1
	% With Accommodations	89.9
CAPT	% Without Accommodations	28.2
	% With Accommodations	71.8
% Assessed Using Skills Checklist		10.8

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	1	0.2
Private Schools or Other Settings	52	11.2

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	304	65.4	70.2	72.7
40.1 to 79.0 Percent of Time	86	18.5	14.6	16.1
0.0 to 40.0 Percent of Time	75	16.1	15.2	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

East Haven has just concluded a two year collaborative inquiry Professional development series inclusive of Data Driven Decision Making and Data Teams, Marzano's Effective Teaching Strategies, Common Formative Assessments, and Professional Learning Communities. This two year professional development initiative has laid the groundwork for our 2009-2010 district focus on the implementation of the CSDE Scientific Research Based Interventions (SRBI) Framework.

The district continues to be committed to the five year curriculum revision cycle ensuring an alignment to CSDE curriculum frameworks, content standards and grade level expectations. Reading continues to be our primary focus and additional Reading Teachers have been hired to align our reading initiatives across the district. New K-8 Mathematics curriculum guides were developed during the 2008-2009 school year to support classroom teachers' core instruction and focus our level of teaching to that of the grade level expectations. The development and refinement of common district assessments to inform and guide instruction continues to be a district wide initiative. Additionally, we have begun collaborating more closely with Art, PE and Music teachers. The district math coach worked closely with Art, Music and PE teachers in integrating math vocabulary, concepts and skills into their units of study and daily lessons.

Districtwide the 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 three classrooms serving students from ages 3 through 8 with intensive services and therapies through discrete trial and applied behavioral analysis.

The district participates in a grant titled Young Parents Program. It provides young children and their parents the opportunity to receive a quality head start in greater readiness for success in school and life. Our district does not have any Head Start or Early Start programs and referrals to birth-to-Three have steady increased over the past few years. Therefore, this program provides every possible means of early intervention and parental support for families within the East Haven community.
