

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

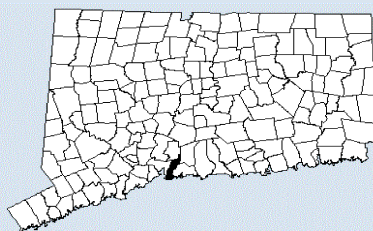


East Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,872
Per Pupil Expenditures ¹	\$16,008
Total Expenditures ¹	\$55,243,924

¹Expenditure data reflect the 2016-17 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,395	48.6	48.4
Male	1,477	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	111	3.9	5.1
Black or African American	128	4.5	12.8
Hispanic or Latino	718	25.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	70	2.4	3.3
White	1,839	64.0	53.6
English Learners	218	7.6	7.2
Eligible for Free or Reduced-Price Meals	1,302	45.3	36.7
Students with Disabilities ¹	410	14.3	14.8

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	185	13.8	67	4.7
Male	220	15.8	155	10.2
Black or African American	22	18.8	12	9.1
Hispanic or Latino	108	15.2	57	7.4
White	257	14.8	147	8.0
English Learners	31	13.2	8	3.4
Eligible for Free or Reduced-Price Meals	308	19.9	139	8.1
Students with Disabilities	88	22.9	40	8.7
District	405	14.9	222	7.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 98

Number of school-based arrests: Fewer than 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	187.0
Paraprofessional Instructional Assistants	30.9
Special Education	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	69.9
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	14.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.9
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	19.7
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	123.4

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

	Count	District Percent of Total (%)	State 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	3.7
Hispanic or Latino	4	1.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	271	96.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.8	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	19	27.5	21	48.8
White	47	37.3	105	63.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	30.3	64	54.2
Students with Disabilities	8	29.6	12	44.4
District	70	33.3	139	60.2
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	33	52.4
Emotional Disturbance	13	46.4
Intellectual Disability	*	*
Learning Disability	123	80.4
Other Health Impairment	50	66.7
Other Disabilities	*	*
Speech/Language Impairment	41	87.2
District	267	63.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	70	2.2	1.8
Emotional Disturbance	28	0.9	1.1
Intellectual Disability	21	0.7	0.5
Learning Disability	153	4.9	5.2
Other Health Impairment	76	2.4	3.1
Other Disabilities	39	1.2	1.1
Speech/Language Impairment	55	1.8	1.8
All Disabilities	442	14.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	73	16.5	8.3
Private Schools or Other Settings	22	5.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	29,575,693	9,951	9,847
Instructional Supplies and Equipment	1,098,178	370	287
Improvement of Instruction and Educational Media Services	1,444,036	486	589
Student Support Services	4,275,833	1,439	1,120
Administration and Support Services	5,696,597	1,917	1,905
Plant Operation and Maintenance	3,584,211	1,206	1,648
Transportation	3,198,404	883	904
Costs of Students Tuitioned Out	5,529,648	N/A	N/A
Other	841,324	283	208
Total	55,243,924	16,008	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,851,447	623	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,171,068	24.7	33.8
Noncertified Personnel	1,342,434	10.4	14.5
Purchased Services	261,108	2.0	5.5
Tuition to Other Schools	4,208,391	32.7	23.4
Special Ed. Transportation	1,389,774	10.8	8.7
Other Expenditures	2,479,222	19.3	14.1
Total Expenditures	12,851,997	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	53.5	53.9
State	38.8	38.2
Federal	4.0	4.1
Tuition & Other	3.6	3.7

⁴Revenue 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 Correction).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	50	62.9	49	62.4
Black or African American	63	54.8	63	44.0
Hispanic or Latino	351	58.3	351	52.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	23	62.5	23	58.3
White	882	62.9	882	57.2
English Learners	182	53.7	181	50.7
Non-English Learners	1189	62.5	1189	56.4
Eligible for Free or Reduced-Price Meals	629	58.1	628	52.3
Not Eligible for Free or Reduced-Price Meals	742	64.1	742	58.4
Students with Disabilities	190	41.7	190	37.2
Students without Disabilities	1181	64.5	1180	58.6
High Needs	773	56.1	772	50.8
Non-High Needs	598	68.1	598	61.8
District	1371	61.3	1370	55.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	93.3	93.1	95.4	96.7	815	94.5
Curl Up	93.3	91.8	93.4	95.6	815	93.4
Push Up	77.2	80.8	82.7	92.3	815	82.9
Mile Run/PACER	84.5	91.0	87.2	92.3	815	88.8
All Tests - District	72.0	78.0	78.1	86.7	815	78.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	10	*
Hispanic or Latino	36	77.8
English Learners	12	*
Eligible for Free or Reduced-Price Meals	144	68.1
Students with Disabilities	52	61.5
District	243	76.5
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	61	27.9
Male	96.8	48	21.6
Black or African American	*	*	*
Hispanic or Latino	100.0	19	17.0
White	97.6	81	27.7
English Learners	97.0	*	*
Eligible for Free or Reduced-Price Meals	98.3	42	17.7
Students with Disabilities	83.3	0	0.0
District	97.5	109	24.7
State	96.3		44.8

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	71.1	88.9
Male	53.3	72.1
Black or African American	*	*
Hispanic or Latino	68.8	*
White	60.7	83.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	52.5	75.5
Students with Disabilities	25.0	*
District	60.8	83.1
State	70.9	88.3

⁵College 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.

⁶College 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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.3	75	40.9	50	81.8	67.6
	High Needs Students	56.1	75	37.4	50	74.9	57.5
Math Performance Index	All Students	55.6	75	37.1	50	74.2	62.7
	High Needs Students	50.8	75	33.9	50	67.8	52.0
ELA Academic Growth	All Students	54.5%	100%	54.5	100	54.5	60.7%
	High Needs Students	51.5%	100%	51.5	100	51.5	55.6%
Math Academic Growth	All Students	50.9%	100%	50.9	100	50.9	61.9%
	High Needs Students	50.9%	100%	50.9	100	50.9	55.4%
Chronic Absenteeism	All Students	14.9%	<=5%	30.3	50	60.6	10.7%
	High Needs Students	19.6%	<=5%	20.8	50	41.5	16.6%
Preparation for CCR	% Taking Courses	47.4%	75%	31.6	50	63.2	74.8%
	% Passing Exams	24.7%	75%	16.5	50	33.0	44.8%
On-track to High School Graduation		90.3%	94%	48.0	50	96.1	87.5%
4-year Graduation All Students (2017 Cohort)		76.5%	94%	81.4	100	81.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		68.0%	94%	72.3	100	72.3	81.8%
Postsecondary Entrance (Class of 2017)		60.8%	75%	81.1	100	81.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% 78.5%	75%	50.0	50	100.0	96.6% 50.1%
Arts Access		60.6%	60%	50.0	50	100.0	51.2%
Accountability Index				839.2	1250	67.1	

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	68.1	56.1	11.9	15.9	
Math Performance Index Gap	61.8	50.8	11.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	68.0%	26.0%	12.7%	Y

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	98.0
	High Needs Students	97.8
Math	All Students	98.0
	High Needs Students	97.8
Science	All Students	97.1
	High Needs Students	96.6

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 54.7

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

East Haven follows a strategic plan that articulates actions targeted at improving student performance and growth. The actions include the development of a clearly articulated curriculum, effective supervision and evaluation of adult actions, and the systematic analysis of student achievement data. East Haven School District has made continuous efforts to review and revise curriculum in all content areas to align with State standards. The curriculum takes a bold stance on exploring authentic informational texts, writing from sources, constructing text-based responses, and building academic vocabulary to increase rigor and place a greater focus on higher levels of thinking.

East Haven has a comprehensive early intervention framework in all schools. We are committed to improving student academic and behavior outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions. This work includes collaborating with our Attendance Officers to reduce chronic absenteeism by providing supports to families so that our students come to school every day, on time, and ready to learn.

The District's Pupil Services Department continues to improve special education services for students with disabilities in a least restrictive environment. East Haven has expanded the number of classrooms for students with autism. Six classrooms serve students in grades PreK through twelve 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, as our early intervention framework calls for special education and regular education teachers to work in concert to ensure the success of all students.

The PowerSchool parent and student portal is utilized to keep families informed of student activities, grades, and absences. Phone messages are sent to parents using the District's messaging system announcing evening activities such as literacy nights, math game nights, kinder-prep programs, college fairs and other important opportunities for parents to learn how they can support and work with their children at home. Information is sent using voice audio, e-mail, Facebook, and texting features to further increase communication with our parents, guardians, and community at large. District events and activities are "tweeted" or "posted" with real-time pictures and captions that demonstrate the importance and power of partnering with parents. All this information is then linked to our District's website and East Haven application that parents can download on their phone.

Efforts to Reduce Racial, Ethnic and Economic Isolation

East Haven continues to make reduction of racial, ethnic and economic isolation a major focus through various opportunities designed to embrace diversity and recognize its value in educating students. As such, East Haven participates in the Open Choice Program promoting a more diverse educational environment for all. 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.

The District is committed to literacy instruction and book selection that is sensitive to, and respectful of, the diversity of our community. Integrated language arts units focused on Civil War, Slavery, Immigration, and Cultures, provide students with opportunities and learning experiences that broaden their perspectives. Schools also celebrate diversity through rich interdisciplinary content and simulated learning experiences. These simulated experiences, coupled with class discussion, provides a forum for understanding and developing tolerance for people who come from diverse backgrounds, cultures, and perspectives. Through these discussions, and the sharing of thoughts and feelings, students can express themselves in an unbiased constructive manner.

Various student-led clubs and after school programs such as R.O.P.E.S (Respect, Opportunity, Participation, Education and Sensitivity), Active Students Against Prejudice (ASAP), and the Multicultural Club, meet regularly to raise awareness and promote programs and experiences that promote the acceptance and importance of cultural differences across the District.

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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 need of each school and each student. 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 curriculum revision, are budgeted to ensure that students in all grade levels are 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. Expenditures continue to support District curriculum initiatives that benefit all students in every school. In addition to District-funded activities, dollars are allocated on a per capita basis so building principals have the flexibility to address the school improvement activities and the individualized educational needs within their schools.