

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



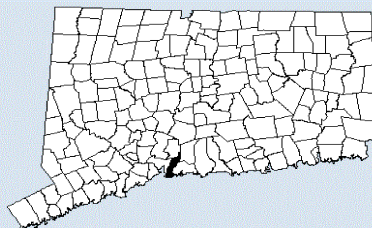
East Haven School District

Dr. Portia Bonner, Superintendent • 203-468-3261 • <http://www.east-haven.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools	9
Enrollment	3,127
Per Pupil Expenditures ¹	\$13,681
Total Expenditures ¹	\$50,005,242

¹Expenditure data reflect the 2012-13 year.



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 \(Class of 2014\)](#)
(2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,509	48.3	48.3
Male	1,618	51.7	51.6
American Indian	*	*	0.2
Asian	145	4.6	4.6
Black or African American	91	2.9	12.9
Hispanic or Latino	651	20.8	21.2
Pacific Islander	*	*	0.0
White	2,185	69.9	58.4
Two or More Races	49	1.6	2.3
English Language Learners	201	6.4	5.7
Eligible for Free or Reduced-Price Meals	1,564	50.0	37.3
Students with Disabilities ¹	418	13.4	12.8

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	192	13.3	74	4.8
Male	172	11.3	156	9.6
Black or African American	14	14.0	8	7.6
Hispanic or Latino	64	10.2	50	7.6
White	268	13.0	162	7.4
English Language Learners	14	6.5	19	8.8
Eligible for Free or Reduced-Price Meals	205	14.2	148	9.0
Students with Disabilities	87	21.0	63	13.3
District	364	12.3	230	7.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 64

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.

District Profile and Performance Report for School Year 2013-14

East Haven School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	195.8
Paraprofessional Instructional Assistants	21.8
Special Education	
Teachers and Instructors	31.0
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	16.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	14.8
Counselors, Social Workers and School Psychologists	21.4
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	140.6

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 (%)
Asian	1	0.3	1.0
Black or African American	3	1.0	3.5
Hispanic	3	1.0	3.6
Native American	1	0.3	0.1
White	282	97.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.8	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	10	20.8
White	14	8.8	39	23.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	14	16.5
Students with Disabilities	*	*	*	*
District	19	8.9	49	20.9
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	25	46.3
Emotional Disturbance	17	47.2
Intellectual Disability	*	*
Learning Disability	86	77.5
Other Health Impairment	52	65.8
Other Disabilities	*	*
Speech/Language Impairment	72	80.0
District	263	63.1
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

East Haven School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	56	1.7	1.4
Emotional Disturbance	36	1.1	1.0
Intellectual Disability	12	0.4	0.4
Learning Disability	111	3.3	4.2
Other Health Impairment	80	2.4	2.5
Other Disabilities	45	1.3	1.0
Speech/Language Impairment	95	2.8	1.9
All Disabilities	435	12.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,518,579	7,927	8,769
Instructional Supplies and Equipment	391,301	122	275
Improvement of Instruction and Educational Media Services	132,282	41	487
Student Support Services	4,193,142	1,303	965
Administration and Support Services	6,394,633	1,987	1,600
Plant Operation and Maintenance	3,656,148	1,136	1,472
Transportation	2,844,805	759	786
Costs of Students Tuitioned Out	5,980,509	N/A	N/A
Other	893,843	278	178
Total	50,005,242	13,681	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,991,270	1,240	1,434
-----------------------------------	-----------	-------	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,811,672	26.4	35.6
Noncertified Personnel	654,090	6.1	14.5
Purchased Services	268,999	2.5	5.0
Tuition to Other Schools	4,376,641	41.1	21.4
Special Ed. Transportation	1,149,836	10.8	8.5
Other Expenditures	1,378,865	13.0	14.9
Total Expenditures	10,640,103	100.0	100.0
PK-12 Expenditures Used for Special Education		21.3	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	51.4	51.3
State	42.7	42.2
Federal	2.7	2.9
Tuition & Other	3.3	3.6

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).

District Profile and Performance Report for School Year 2013-14

East Haven School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	62.1	46.5	51.0	64.1	.	.	.	.
Hispanic or Latino	67.8	62.5	62.2	64.6	.	.	.	.
English Language Learners	60.3	49.6	50.0	48.4	.	.	.	.
Eligible for Free or Reduced-Price Meals	67.4	61.5	63.5	63.2	.	.	.	.
Students with Disabilities	43.5	33.6	33.2	29.1	.	.	.	.
High Needs	64.4	59.0	61.0	60.5	.	.	.	.
District	74.4	69.3	70.6	69.5	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	67.3	64.6	60.3	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	61.2	58.1	63.1	59.9	.	.	.	.
Students with Disabilities	24.4	31.8	35.3	27.2	.	.	.	.
High Needs	56.9	57.8	59.4	57.1	.	.	.	.
District	68.5	68.6	67.9	67.6	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.3	82.1	86.4	87.2	768	86.8
Curl Up	77.1	64.6	68.8	78.2	768	72.3
Push Up	62.4	60.0	66.5	78.8	768	66.5
Mile Run/PACER	70.2	62.6	67.6	65.9	768	66.7
All Tests - District	39.4	29.2	39.2	56.4	768	40.8
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

District Profile and Performance Report for School Year 2013-14

East Haven School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	48	68.8	84.2	No	85.2
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	123	65.9	74.4	No	76.4
Students with Disabilities	31	48.4	64.5	No	67.4
District	246	74	86.5	No	87.2
State ⁴		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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	68.3	59	27.1
Male	59.1	41	17.8
Black or African American	*	*	*
Hispanic or Latino	53.9	17	19.1
White	66.3	80	24.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	57.0	29	16.9
Students with Disabilities	*	*	*
District	63.6	100	22.3
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

Copyright © 2014 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.6	90.5
Male	58.0	85.4
Black or African American	*	*
Hispanic or Latino	63.2	*
White	70.1	88.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	63.4	92.3
Students with Disabilities	46.2	*
District	68.2	88.5
State	72.7	88.5

⁷College 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.

⁸College 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

District Profile and Performance Report for School Year 2013-14

East Haven School District

Narratives

School District Improvement Plans and Parental Outreach Activities

East Haven has developed a strategic plan articulating key initiatives that target student improvement and closing of the achievement gap. It includes a system for district-wide accountability through creating structures focused on a clear, articulated CT Core Standards aligned curriculum, the supervision and evaluation of adult actions through an evaluation system, and the systematic analysis of student achievement using a three-tiered approach to high-functioning data teams at the district, school, and classroom level.

Improvement efforts are focused in the areas of curriculum, instruction, assessment, and the integration of technology relative to CT Core Standards implementation. East Haven School District has made efforts to review and revise curriculum in all areas to make the instructional shifts required by the CT Core Standards. These shifts include increased opportunities for students to explore content in greater depth and make connections across disciplines while demonstrating their understanding in diverse ways. 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 a place a greater focus on higher-order thinking.

East Haven has implemented Positive Behavior Supports and Interventions 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. This work includes collaborating with a new Truancy Officer responsible for monitoring student attendance to reduce truancy and chronic absenteeism. We will continue to develop and refine the framework at all schools in order to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students.

The Pupil Services Department continues to improve special education services for students with disabilities in a least restrictive environment through the expansion of school-based programs for students with autism. Five classrooms serve students from ages 3 through 10 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. The District SRBI plan calls for special education and regular education teachers to work in concert to ensure the success of all students.

The Parent portal for PowerSchool is influential in keeping parents informed regarding student activities, grades, and absences. In addition, phone messages using the District's Connect-Ed messaging system is utilized to announce evening activities such as literacy nights, math game nights, kinder-prep programs, College Fairs, and other opportunities for parents to support and work with their children at home. Email, Facebook, and texting assists in reaching a wider range of parents and guardians. For example, our Literacy Night sponsored by The Connecticut Commission for Children was "tweeted" or "posted" with real-time pictures and captions to demonstrate the importance of effectively partnering with parents.

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 to embrace diversity and recognize its value in educating our students. 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. Schools also celebrate diversity through rich interdisciplinary content including exploration and sensitivity through simulated learning experiences. During East Haven'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 has provided staff with professional development on successful strategies for culturally responsive teaching and tools to support teachers' ability to be proactive and responsive to academic and social implications of our diverse student population and their families. Various student clubs and afterschool 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 for cultural differences and provide students opportunities to interact with individuals from a wide variety of backgrounds and experiences.

District Profile and Performance Report for School Year 2013-14

East Haven School District

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 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 members 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 capita basis to principals to be used to address the individualized educational needs of their students.