

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



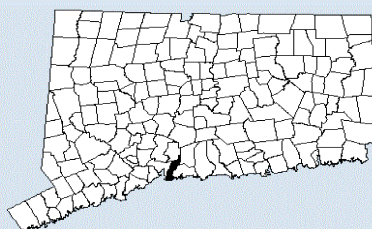
East Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,051
Per Pupil Expenditures ¹	\$15,518
Total Expenditures ¹	\$52,682,191

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,493	48.9	48.3
Male	1,558	51.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	137	4.5	4.9
Black or African American	108	3.5	12.8
Hispanic or Latino	645	21.1	23.0
Pacific Islander	*	*	0.0
Two or More Races	52	1.7	2.7
White	2,104	69.0	55.9
English Learners	236	7.7	6.4
Eligible for Free or Reduced-Price Meals	1,438	47.1	38.0
Students with Disabilities ¹	395	12.9	13.7

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	147	10.5	58	3.9
Male	145	9.9	188	11.9
Black or African American	11	10.6	21	17.5
Hispanic or Latino	60	9.9	55	8.2
White	217	11.0	163	7.8
English Learners	8	3.5	10	4.3
Eligible for Free or Reduced-Price Meals	176	12.4	162	10.4
Students with Disabilities	59	16.1	57	12.9
District	292	10.2	246	8.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 186

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	203.0
Paraprofessional Instructional Assistants	17.8
Special Education	
Teachers and Instructors	33.0
Paraprofessional Instructional Assistants	71.7
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	16.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.7
Instructional Specialists Who Support Teachers	16.4
Counselors, Social Workers and School Psychologists	22.9
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	115.3

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	0.3	0.1
Asian	1	0.3	1.0
Black or African American	3	1.0	3.5
Hispanic or Latino	4	1.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	295	97.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.9	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	24	13.6	57	33.9
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	18	23.4
Students with Disabilities	0	0.0	*	*
District	28	12.2	67	32.5
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	30	53.6
Emotional Disturbance	17	51.5
Intellectual Disability	*	*
Learning Disability	117	81.3
Other Health Impairment	55	74.3
Other Disabilities	*	*
Speech/Language Impairment	53	81.5
District	279	65.8
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	61	1.8
Emotional Disturbance	33	1.0
Intellectual Disability	19	0.6
Learning Disability	144	4.3
Other Health Impairment	75	2.3
Other Disabilities	39	1.2
Speech/Language Impairment	68	2.1
All Disabilities	439	13.3

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,927,427	9,519	9,387
Instructional Supplies and Equipment	1,060,741	362	318
Improvement of Instruction and Educational Media Services	741,007	253	541
Student Support Services	4,283,497	1,460	1,048
Administration and Support Services	6,143,785	2,094	1,790
Plant Operation and Maintenance	3,938,789	1,342	1,608
Transportation	2,921,473	831	845
Costs of Students Tuitioned Out	4,646,307	N/A	N/A
Other	1,019,165	347	194
Total	52,682,191	15,518	15,762

Additional Expenditures

Land, Buildings, and Debt Service	3,590,704	1,224	1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	3,322,934	29.2
Noncertified Personnel	960,250	8.4
Purchased Services	253,912	2.2
Tuition to Other Schools	3,649,392	32.1
Special Ed. Transportation	1,236,546	10.9
Other Expenditures	1,957,094	17.2
Total Expenditures	11,380,128	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	53.2	53.1
State	40.9	40.7
Federal	2.5	2.7
Tuition & Other	3.4	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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	70	65.7	70	63.3	25	51.9
Black or African American	59	60.7	59	48.8	25	45.6
Hispanic or Latino	328	61.2	327	52.7	144	49.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	*	*	*	*	13	*
White	1014	64.0	1010	55.6	444	53.9
English Learners	148	52.9	148	48.7	43	41.3
Non-English Learners	1351	64.6	1346	55.8	609	53.3
Eligible for Free or Reduced-Price Meals	740	60.3	738	51.5	318	50.5
Not Eligible for Free or Reduced-Price Meals	759	66.5	756	58.6	334	54.3
Students with Disabilities	237	46.5	237	38.8	93	39.5
Students without Disabilities	1262	66.6	1257	58.1	559	54.6
High Needs	868	58.8	866	50.3	372	49.1
Non-High Needs	631	69.8	628	61.6	280	57.0
District	1499	63.4	1494	55.1	652	52.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	92.6	92.9	82.1	95.2	812	90.4
Curl Up	89.4	89.2	91.7	91.5	812	90.4
Push Up	73.3	59.0	71.1	90.9	812	72.5
Mile Run/PACER	78.8	84.0	49.1	90.9	812	74.6
All Tests - District	51.2	54.2	35.8	84.8	812	54.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	46	76.1	86.2	No	87.2
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	138	65.2	78.3	No	80.3
Students with Disabilities	44	52.3	70.4	No	73.3
District	244	75.4	88.0	No	88.7
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	97.1	57	27.1
Male	96.5	43	19.0
Black or African American	*	*	*
Hispanic or Latino	98.4	13	20.6
White	96.8	81	23.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.5	22	12.8
Students with Disabilities	*	*	*
District	96.8	100	22.9
State	95.6		40.7

⁵College 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

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.

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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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.9	94.7
Male	59.3	74.6
Black or African American	*	*
Hispanic or Latino	61.8	75.0
White	70.1	89.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	58.4	75.4
Students with Disabilities	*	*
District	68.1	85.3
State	71.9	88.3

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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	63.4	75	42.3	50	84.6	67.7
	High Needs Students	58.8	75	39.2	50	78.3	56.7
Math Performance Index	All Students	55.1	75	36.7	50	73.4	61.4
	High Needs Students	50.3	75	33.5	50	67.1	49.9
Science Performance Index	All Students	52.5	75	35.0	50	70.0	57.5
	High Needs Students	49.1	75	32.7	50	65.4	47.0
ELA Academic Growth	All Students	67.6%	100%	67.6	100	67.6	63.8%
	High Needs Students	67.0%	100%	67.0	100	67.0	58.3%
Math Academic Growth	All Students	61.0%	100%	61.0	100	61.0	65.0%
	High Needs Students	58.8%	100%	58.8	100	58.8	57.4%
Chronic Absenteeism	All Students	10.2%	<=5%	39.6	50	79.1	9.6%
	High Needs Students	12.1%	<=5%	35.7	50	71.5	15.6%
Preparation for CCR	% Taking Courses	21.8%	75%	14.5	50	29.1	67.6%
	% Passing Exams	22.9%	75%	15.3	50	30.6	40.7%
On-track to High School Graduation		42.3%	94%	22.5	50	45.0	85.1%
4-year Graduation All Students (2015 Cohort)		75.4%	94%	80.2	100	80.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		65.5%	94%	69.6	100	69.6	78.6%
Postsecondary Entrance (Class of 2015)		68.1%	75%	90.8	100	90.8	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		88.3% 54.7%	75%	18.2	50	36.5	89.2% 50.5%
Arts Access		8.0%	60%	6.7	50	13.3	47.5%
Accountability Index				866.9	1350	64.2	

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	69.8	58.8	11.1	16.5	
Math Performance Index Gap	61.6	50.3	11.4	18.9	
Science Performance Index Gap	57.0	49.1	7.9	17.2	
Graduation Rate Gap	89.7%	65.5%	24.3%	15.3%	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	98.5
	High Needs Students	97.9
Math	All Students	98.3
	High Needs Students	97.8
Science	All Students	98.3
	High Needs Students	97.8

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: 47.4

State: 51.4

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 is following a strategic plan that articulates key initiatives and activities targeted to improve student performance and closing of the achievement gap. It includes a clear system for district-wide accountability through creating structures focused on a well articulated curriculum aligned to the CT Core Standards, the supervision and evaluation of adult actions, and the systematic analysis of student achievement.

East Haven School District has made significant 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 place a greater focus on higher levels of thinking.

East Haven has partnered with SERC for District-wide implementation of the Positive Behavior Interventions and Supports framework in all our schools. We are committed to improving student academic and behavior outcomes so all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. This work includes collaborating with our Attendance Officer responsible for monitoring student attendance to reduce truancy and chronic absenteeism.

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 public school programs for students with autism. There are now six (6) classrooms serving 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 as our SRBI plan calls for special education and regular education teachers to work in concert to ensure the success of all students. . .The Parent and Student portal for PowerSchool continues to be extremely influential in keeping parents and families informed about activities, grades, and absences. To reach more parents and guardians, information about evening activities such as literacy nights, math game nights, kinder-prep programs, College Fairs and other important opportunities is sent out using voice audio, email, Facebook, and texting. This year our District is releasing monthly short videos and podcasts on a variety of topics such as chronic absenteeism, standards-based grade reporting, and student success plans. In addition to the video media, East Haven has developed grade-level parent guides with the "Buzz" on what all students will learn in each grade. District events and activities such as the literacy nights sponsored by CSDE Literacy Initiative are "tweeted" or "posted" with real-time pictures and captions to capture the importance of effectively partnering with parents. All this information is then linked to our district-wide application that parents can download on their phones.

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 12. Schools also celebrate diversity through rich interdisciplinary content including exploration and sensitivity through simulated-learning experiences. Grade 5 students at Ferrara School partnered with Edgewood School in an inter-district experience focused on developing STEM competencies in science, math, and engineering. Collaborations included face-to-face meetings and video conferencing around solving complex STEM problems. 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. 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. East Haven is also implementing restorative practices to establish the conditions for developing and nurturing a school culture based foremost upon relationship collateral and community rather than the imposition of punishment. .

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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 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 and school buildings.