

STRATEGIC SCHOOL PROFILE 2011-12**East Haven School District**

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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

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: 89.7%

*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, 2011 3,270
5-Year Enrollment Change -11.7%

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	1,538	47.0	42.1	35.2
K-12 Students Who Are Not Fluent in English	214	6.8	3.8	5.6
Students Identified as Gifted and/or Talented*	65	2.0	3.9	4.0
PK-12 Students Receiving Special Education Services in District	407	12.4	12.6	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	166	69.5	77.0	79.8
Homeless	1	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	52	13.0	12.0	13.0

*24.6 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	148	4.5
Black	98	3.0
Hispanic	563	17.2
Pacific Islander	1	0.0
White	2,422	74.1
Two or more races	35	1.1
Total Minority	848	25.9

Percent of Minority Professional Staff: 2.0%

Open Choice:

11 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:

12.8% 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 31.

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. 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. More than 40 East Haven students and staff are actively involved in the Southern CT Conference Diversity Dream Team Program and the Cooperative International Studies Program who meet regularly with students in both urban and suburban settings. The district has also formed a partnership with international consultant and researcher Naomi Migliacci. She provided staff with professional development on successful strategies for responsive teaching. These PD sessions provided staff the tools to be proactive and responsive to academic and social implications for our diverse student population and their families. This year a district program entitled East Haven C.A.R.E.S. was implemented to help address the needs of our growing Hispanic population. Evening meetings were planned around topics that included how parents can assist their child with reading comprehension, understanding the skills and concepts their child would be learning at each grade level and understanding the process for assessing various kids of social services and community outreach programs. Participants were able to ask questions pertinent to their families and translators were available to ensure everyone was able to comprehend, all sessions were held in their native language.

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	37.6	59.2	5.6
Writing	44.2	62.7	6.9
Mathematics	49.2	66.5	11.3
Grade 4 Reading	45.3	64.1	9.4
Writing	47.9	65.3	8.8
Mathematics	45.5	68.0	7.5
Grade 5 Reading	50.2	67.6	10.2
Writing	54.1	68.1	11.3
Mathematics	52.0	71.6	8.9
Science	47.2	63.9	10.1
Grade 6 Reading	64.9	74.1	19.9
Writing	62.9	67.4	27.1
Mathematics	54.9	69.3	14.5
Grade 7 Reading	69.8	79.8	14.5
Writing	65.0	65.6	34.2
Mathematics	55.3	68.1	15.0
Grade 8 Reading	60.5	76.8	9.4
Writing	60.4	68.3	21.3
Mathematics	55.2	67.2	17.6
Science	31.5	61.9	7.5

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 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	27.5	47.5	15.0
Writing Across the Disciplines	54.8	63.0	27.6
Mathematics	29.7	49.2	18.0
Science	30.7	47.1	22.4

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
	41.0	50.6	24.6

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.8	77.3	
Average Score	Mathematics	451	505	14.5
	Critical Reading	457	502	12.2
	Writing	473	506	16.0

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 2011	85.0	82.7	36.1
2010-11 Annual Dropout Rate for Grade 9 through 12	1.1	2.6	45.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.2	84.5
% Employed (Civilian Employment and in Armed Services)	12.5	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	212.40
Paraprofessional Instructional Assistants	25.00
Special Education	
Teachers and Instructors	30.00
Paraprofessional Instructional Assistants	28.50
Library/Media Specialists and/or Assistants	6.50
Staff Devoted to Adult Education	6.35
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	18.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	18.40
School Nurses	9.60
Other Staff Providing Non-Instructional Services and Support	133.00

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	14.4	13.9
% with Master's Degree or Above	84.4	79.5	79.6

Average Class Size	District	DRG	State
Grade K	20.2	18.7	18.5
Grade 2	19.8	19.3	19.7
Grade 5	21.6	21.1	21.6
Grade 7	18.3	20.3	20.3
High School	19.7	19.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	952	989	993
Middle School	1,002	1,012	1,024
High School	925	1,013	1,024

*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*	3.8	3.4	2.8
Middle School	3.5	2.4	2.2
High School	1.9	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$25,483	\$7,440	\$8,464	\$8,467	\$8,469
Instructional Supplies and Equipment	\$398	\$116	\$267	\$222	\$271
Improvement of Instruction and Educational Media Services	\$270	\$79	\$487	\$406	\$482
Student Support Services	\$4,185	\$1,222	\$901	\$999	\$901
Administration and Support Services	\$6,958	\$2,032	\$1,468	\$1,417	\$1,490
Plant Operation and Maintenance	\$4,851	\$1,416	\$1,471	\$1,459	\$1,463
Transportation	\$2,698	\$672	\$735	\$732	\$724
Costs for Students Tuitioned Out	\$4,887	N/A	N/A	N/A	N/A
Other	\$1,014	\$296	\$165	\$166	\$165
Total	\$50,743	\$13,378	\$14,238	\$14,111	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,310	\$1,550	\$1,290	\$1,057	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,109,242	21.9	22.7	21.7

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	48.0	36.8	8.9	6.3
Excluding School Construction	49.0	34.3	9.8	6.9

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	434
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.2%

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	48	1.4	1.3	1.2
Learning Disability	102	2.9	3.9	3.9
Intellectual Disability	17	0.5	0.5	0.4
Emotional Disturbance	24	0.7	1.2	1.0
Speech Impairment	110	3.1	2.3	2.1
Other Health Impairment*	87	2.4	2.5	2.2
Other Disabilities**	46	1.3	1.2	1.0
Total	434	12.2	12.9	11.7

*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 2010-11 with a Standard Diploma	58.6	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	4.4	5.1

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	17.4	36.0	54.9	70.4
	Writing	13.4	21.5	55.9	66.3
	Mathematics	11.9	31.8	52.0	68.4
	Science	8.2	23.0	38.7	62.9
CAPT	Reading Across the Disciplines	4.3	14.5	27.5	47.5
	Writing Across the Disciplines	10.7	18.2	54.8	63.0
	Mathematics	10.5	15.4	29.7	49.2
	Science	7.1	13.6	30.7	47.1

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	34.3
	% With Accommodations	65.8
CAPT	% Without Accommodations	29.7
	% With Accommodations	70.3
% Assessed Using Skills Checklist		7.9

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	12.9

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	270	62.2	68.0	72.1
40.1 to 79.0 Percent of Time	80	18.4	16.4	16.3
0.0 to 40.0 Percent of Time	84	19.4	15.6	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

East Haven's has a district improvement plan that articulates key initiatives and activities that target the improvement of student performance and closing of the achievement gap. It includes developing a system for district wide accountability. This improvement plan is grounded in development of a structure for accountability through the development of a comprehensive district-wide strategic plan, systematic analysis of student achievement and the supervision and evaluation of adult actions. Accountability begins with a clearly articulated 5 year strategic plan for East Haven thorough a results-based approach with a quality gap analysis to help East Haven examine our current practice and establish goals for sustained success. The process is transparent and open so that all stakeholders (Mayor, Town Council, Board of Finance, Students, Teachers, Administrators, Parents, Community Partners, Faith Based Organizations, and Support Staff) has input and generates data that is folded into the process and development of the plan. This will be the guiding document for our desired outcomes as an educational community and a tool to evaluate if we are moving towards and attaining our set benchmarks. The development of a new evaluation system for teachers and administrators will be part of the development of the accountability system. CSDE evaluation criteria will be used to guide the revision of the evaluation system. Accountability also includes creating a three-tiered approach to high-functioning data teams. This will include the establishment of a district data team and strengthening existing school/grade-level based data teams. Through the support of ACES PDSI consultants, we will utilize the CALI data team training series and require a focus team from each school to attend. This team will then work closely with the ACES consultant to elevate the functioning of these teams at each school. We will utilize the Data Team Survey and Rubric to assess our data teams at all levels and use the results to ensure teams are moving towards functioning at an exemplary level. 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.
