Connecticut State Department of Education

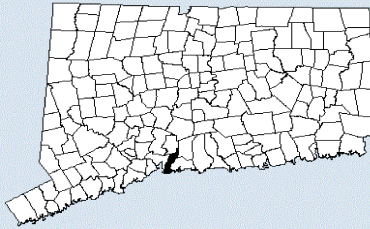# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION

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	3,011
Per Pupil Expenditures[1]	$14,930
Total Expenditures[1]	$52,076,424

[1]*Expenditure data reflect the 2013-14 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 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,473	48.9	48.3
Male	1,538	51.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	135	4.5	4.7
Black or African American	108	3.6	12.9
Hispanic or Latino	638	21.2	22.1
Pacific Islander	*	*	0.0
Two or More Races	49	1.6	2.5
White	2,076	68.9	57.2
English Language Learners	225	7.5	6.3
Eligible for Free or Reduced-Price Meals	1,503	49.9	37.6
Students with Disabilities[1]	390	13.0	13.3

[1]Students 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	168	11.7	46	3.0
Male	158	10.7	142	8.9
Black or African American	17	16.2	15	13.8
Hispanic or Latino	46	7.6	44	6.9
White	252	12.4	127	5.9
English Language Learners	12	4.9	7	2.8
Eligible for Free or Reduced-Price Meals	184	12.8	123	7.6
Students with Disabilities	77	19.5	49	10.9
District	326	11.2	188	6.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 121

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	201.0
Paraprofessional Instructional Assistants	19.0
Special Education	
Teachers and Instructors	34.0
Paraprofessional Instructional Assistants	78.8
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	16.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	15.8
Counselors, Social Workers and School Psychologists	22.9
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	135.3

[1]In 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

	District		State
	Count	Percent of Total (%)	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	0.0
White	295	97.0	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	6	20.7	15	39.5
White	36	20.8	63	43.2
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	11	12.8	23	32.4
Students with Disabilities	*	*	7	22.6
District	42	19.6	83	42.3
State		58.4		73.8

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	28	52.8
Emotional Disturbance	13	36.1
Intellectual Disability	*	*
Learning Disability	113	86.3
Other Health Impairment	49	68.1
Other Disabilities	*	*
Speech/Language Impairment	63	79.7
District	276	66.5
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	1.7	1.5
Emotional Disturbance	36	1.1	1.0
Intellectual Disability	14	0.4	0.5
Learning Disability	131	4.0	4.4
Other Health Impairment	72	2.2	2.6
Other Disabilities	36	1.1	1.0
Speech/Language Impairment	83	2.5	1.9
All Disabilities	427	13.0	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	63	14.8	8.1
Private Schools or Other Settings	24	5.6	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	25,804,592	8,458	9,134
Instructional Supplies and Equipment	1,146,370	376	334
Improvement of Instruction and Educational Media Services	259,256	85	498
Student Support Services	4,604,718	1,509	1,001
Administration and Support Services	6,156,429	2,018	1,694
Plant Operation and Maintenance	3,830,487	1,255	1,572
Transportation	2,775,217	773	813
Costs of Students Tuitioned Out	6,530,767	N/A	N/A
Other	968,588	317	186
Total	52,076,424	14,930	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	3,834,189	1,257	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,043,620	26.1	35.1
Noncertified Personnel	823,718	7.1	14.2
Purchased Services	352,562	3.0	5.2
Tuition to Other Schools	4,736,581	40.6	22.0
Special Ed. Transportation	1,119,340	9.6	8.6
Other Expenditures	1,597,221	13.7	14.9
Total Expenditures	11,673,042	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	52.0	51.9
State	41.9	41.6
Federal	2.4	2.6
Tuition & Other	3.7	3.9

[4]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 Correction).

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	*	*	*	*	*	*
Asian	73	68.4	73	61.0	30	55.3
Black or African American	60	56.3	59	43.9	27	45.8
Hispanic or Latino	320	59.3	320	50.1	126	50.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1039	64.1	1036	53.1	476	53.0
English Language Learners	147	53.7	147	47.9	50	41.5
Non-English Language Learners	1369	64.0	1365	53.0	617	53.1
Eligible for Free or Reduced-Price Meals	735	58.4	730	48.6	334	48.4
Not Eligible for Free or Reduced-Price Meals	781	67.3	782	56.1	333	56.1
Students with Disabilities	233	44.4	232	37.2	123	37.0
Students without Disabilities	1283	66.4	1280	55.2	544	55.7
High Needs	866	57.3	863	47.7	385	47.6
Non-High Needs	650	70.7	649	58.9	282	58.5
District	1516	63.0	1512	52.5	667	52.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]NAEP 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.5	87.5	84.2	91.9	581	90.4
Curl Up	81.9	85.4	90.8	78.1	581	82.3
Push Up	63.8	66.7	71.1	81.9	581	71.8
Mile Run/PACER	64.3	59.4	51.3	70.0	581	63.9
All Tests - District	47.2	50.0	43.4	66.7	581	54.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	50	72.0	85.2	No	86.2
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	136	72.1	76.4	No	78.3
Students with Disabilities	37	59.5	67.4	No	70.4
District	260	80.8	87.2	No	88.0
State[4]		87.0			

[1]The 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.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	69.9	55	26.3
Male	48.3	32	15.9
Black or African American	*	*	*
Hispanic or Latino	53.7	8	11.9
White	61.8	72	22.6
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	54.8	25	15.9
Students with Disabilities	*	*	*
District	59.3	87	21.2
State	67.2		37.3

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

[6]Participation 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.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	72.4	85.7
Male	58.3	82.8
Black or African American	*	*
Hispanic or Latino	74.4	79.2
White	63.8	85.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	62.9	78.1
Students with Disabilities	38.2	*
District	65.0	84.4
State	72.6	88.8

[7]College 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.

[8]College 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

Next Generation Accountability Results

These statistics are the first 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	63.0	75	84.0	100	84.0	67.9
	High Needs Students	57.3	75	76.3	100	76.3	56.7
Math Performance Index	All Students	52.5	75	70.0	100	70.0	59.3
	High Needs Students	47.7	75	63.6	100	63.6	47.8
Science Performance Index	All Students	52.2	75	69.7	100	69.7	56.5
	High Needs Students	47.6	75	63.5	100	63.5	45.9
Chronic Absenteeism	All Students	11.2%	<=5%	37.6	50	75.3	10.6%
	High Needs Students	13.2%	<=5%	33.5	50	67.1	17.3%
Preparation for CCR	% Taking Courses	30.5%	75%	20.3	50	40.7	66.1%
	% Passing Exams	21.2%	75%	14.1	50	28.3	37.3%
On-track to High School Graduation		93.0%	94%	49.5	50	98.9	85.6%
4-year Graduation All Students (2014 Cohort)		80.8%	94%	85.9	100	85.9	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		70.1%	94%	74.6	100	74.6	77.6%
Postsecondary Entrance (Class of 2014)		65.0%	75%	86.7	100	86.7	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		62.7% | 54.2%	75%	9.0	50	18.1	87.6% | 51.0%
Arts Access		62.7%	60%	50.0	50	100.0	45.7%
Accountability Index				**888.3**	**1250**	**71.1**	

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	70.7	57.3	13.4	17.3	
Math Performance Index Gap	58.9	47.7	11.2	19.6	
Science Performance Index Gap	58.5	47.6	10.9	17.2	
Graduation Rate Gap	87.0%	70.1%	16.8%	15.2%	Y

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.9
	High Needs Students	98.5
Math	All Students	98.7
	High Needs Students	98.2
Science	All Students	98.4
	High Needs Students	98.0

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: 41.6   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 gaps amongst subgroups. It includes a system for district-wide accountability through creating structures focused on a CT Core Standards aligned curriculum, effective supervision and evaluation of adult actions that promote professional growth, and the systematic analysis of student achievement using a three-tiered approach to high-functioning data teams at the District, school, and classroom levels.

Improvement efforts are focused on 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 to meet 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, placing greater focus on higher-order thinking through   student-centered learning.

East Haven has implemented Positive Behavior Interventions and Supports in an effort to improve and ensure all students have access to the most effective and reliable academic and behavioral practices and interventions. This work includes collaborating with a Truancy Officer responsible for monitoring student attendance to reduce truancy and chronic absenteeism. We 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 outcomes for all students.

The Pupil Services Department continues to improve special education services for students with disabilities in a least restrictive environment. This includes the expansion of school-based programs for students with Autism. Five classrooms serve students from ages three through ten 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 ensuring the success of all students in co-taught classes.

The Parent portal for PowerSchool is influential in keeping parents informed regarding student activities, grades, and absences. 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, texting, and other social media platforms assist in reaching a wider range of parents and guardians.   The Superintendent publishes a quarterly newsletter, hosts parent coffee klatches, evening parent forums, and a Superintendent's Parent Advisory group to elicit parent feedback on District programs and operational changes, as well as information on how parents can support their children at home.

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 is partnering with the local RESC in a "Grow your Own" minority recruitment initiative for identified minority paraprofessionals who are interested in become certified teachers. East Haven also 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. Ferrara School is participating in a STEM (Science, Technology, Engineering, and Math) Explorations program designed to deepen core competencies in science, math and engineering for 5th grade urban and suburban school students and their teachers. In a multidistrict cohort of 100 students from four classes, each urban classroom is paired with a suburban classroom. Ferrara School, and their partner school from New Haven, meet in-person every two months for four intensive and fun days of STEM learning. In between face-to-face gatherings at local science centers, students solve and write about STEM problems in virtual sessions (video-conferencing and blogging) with their peer partners. The District has also formed a partnership with international consultant and researcher Naomi Migliacci who provides 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.

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.