

STRATEGIC SCHOOL PROFILE 2009-10**East Haven School District**

ANTHONY R. SERIO, Superintendent

Location: 35 Wheelbarrow Lane

Telephone: (203) 468-3861

East Haven,
ConnecticutWebsite: www.east-haven.k12.ct.us

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: 11

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: 90.2%

*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, 2009 3,507
 5-Year Enrollment Change -9.4%

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	1,264	36.0	36.4	32.6
K-12 Students Who Are Not Fluent in English	176	5.2	3.5	5.4
Students Identified as Gifted and/or Talented*	165	4.7	4.0	4.1
PK-12 Students Receiving Special Education Services in District	435	12.4	12.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	176	73.3	75.1	80.5
Homeless	0	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	129	29.1	14.8	13.6

*97.6 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	11	0.3
Asian American	154	4.4
Black	109	3.1
Hispanic	517	14.8
White	2,716	77.4
Total Minority	791	22.6

Percent of Minority Professional Staff: 1.3%

Open Choice:

13 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:

10.2% 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 25.

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. Teachers at our primary grade elementary schools, are committed to intentionally selecting culturally responsive resources to support their instruction in order to shape students awareness and sensitivity to differences at an early age. Deer Run School and Ferrara School both participate in the Open Choice Program. Through this program, students enter in grade one 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. DC Moore School participates in an Inter-district Technology Grant that provides students the opportunity to communicate online with students from a wide variety of ethnic backgrounds in neighboring communities. The District funds trips for students at all grade levels to enhance their understanding of diversity and deepen student's level of cultural sensitivity. Besides the obvious educational values of this experiences, we design the trips to broaden cultural and ethnical awareness of our students. For example, the District funded a trip for thirty East Haven High School students to Washington, DC for a "High School Civics Immersion Tour". Of the thirty students selected to go on this trip, twenty were identified as being immigrant students. The remaining ten students selected for the trip were drawn from East Haven High School's ASAP club (Active Students Against Prejudice). Students were then paired blending immigrant and native-born students together to experience the plethora of learning activities that the tour offered.

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	46.0	57.0	14.7
Writing	37.1	58.3	6.1
Mathematics	45.5	62.4	8.6
Grade 4 Reading	47.5	59.9	15.1
Writing	49.4	63.6	13.8
Mathematics	58.3	67.0	20.8
Grade 5 Reading	60.0	61.8	29.7
Writing	59.7	68.2	19.3
Mathematics	65.8	72.4	20.5
Science	49.1	59.4	16.9
Grade 6 Reading	74.4	74.9	33.1
Writing	59.1	65.9	21.3
Mathematics	67.0	70.7	28.2
Grade 7 Reading	72.4	77.4	23.4
Writing	56.9	61.2	27.3
Mathematics	56.9	68.5	17.5
Grade 8 Reading	68.1	73.3	24.2
Writing	45.6	62.6	14.0
Mathematics	60.8	67.3	22.9
Science	45.7	62.8	11.5

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	27.6	45.9	15.9
Writing Across the Disciplines	56.3	59.6	36.1
Mathematics	32.8	48.7	18.9
Science	29.0	45.3	17.4

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
	49.4	50.7	44.5

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.1	68.5	
Average Score	Mathematics	454	508	13.2
	Critical Reading	462	503	14.0
	Writing	471	506	17.8

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, Class of 2009	98.6	91.3	89.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.9	3.0	58.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.7	84.5
% Employed (Civilian Employment and in Armed Services)	8.7	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	220.75
Paraprofessional Instructional Assistants	27.10
Special Education	
Teachers and Instructors	28.00
Paraprofessional Instructional Assistants	51.30
Library/Media Specialists and/or Assistants	8.70
Staff Devoted to Adult Education	2.41
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	16.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	18.74
School Nurses	11.00
Other Staff Providing Non-Instructional Services and Support	167.65

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	14.6	13.8
% with Master's Degree or Above	81.2	78.5	77.8

Average Class Size	District	DRG	State
Grade K	19.3	18.2	18.5
Grade 2	19.5	18.9	19.7
Grade 5	20.1	20.7	21.1
Grade 7	19.6	19.9	20.8
High School	20.2	19.8	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	961	982	992
Middle School	1,063	1,000	1,018
High School	942	1,002	1,006

*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*	5.5	3.7	3.2
Middle School	3.3	2.6	2.5
High School	2.1	2.3	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$24,345	\$6,808	\$7,819	\$7,898	\$7,829
Instructional Supplies and Equipment	\$539	\$151	\$274	\$242	\$279
Improvement of Instruction and Educational Media Services	\$691	\$193	\$474	\$380	\$459
Student Support Services	\$4,082	\$1,142	\$863	\$900	\$859
Administration and Support Services	\$6,276	\$1,755	\$1,405	\$1,379	\$1,426
Plant Operation and Maintenance	\$5,362	\$1,499	\$1,469	\$1,492	\$1,462
Transportation	\$2,447	\$606	\$701	\$693	\$694
Costs for Students Tuitioned Out	\$5,518	N/A	N/A	N/A	N/A
Other	\$1,119	\$313	\$163	\$176	\$162
Total	\$50,380	\$13,093	\$13,458	\$13,462	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,722	\$1,321	\$1,864	\$2,044	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,231,395	22.3	22.3	20.7

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	50.8	41.3	2.2	5.7
Excluding School Construction	50.9	40.4	2.4	6.3

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 at 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. 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. The district is also committed to the equitable allocation of resources in order to continuously support the growth, development and functionality of school and grade level based data teams. Monthly meetings are facilitated by ACES consultants in every school and grade across the district. The data teams are focusing on core instructional practices and strategies in order to meet the needs of all students

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	468
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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	35	0.9	1.0	1.0
Learning Disability	129	3.5	3.9	3.9
Intellectual Disability	16	0.4	0.5	0.5
Emotional Disturbance	37	1.0	1.1	1.0
Speech Impairment	133	3.6	2.5	2.2
Other Health Impairment*	90	2.4	2.3	2.1
Other Disabilities**	28	0.8	1.1	0.9
Total	468	12.7	12.4	11.6

*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 2008-09 with a Standard Diploma	82.6	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	4.6	4.1

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	20.5	31.6	61.9	67.5
	Writing	9.3	19.6	51.6	63.3
	Mathematics	17.6	32.9	59.4	68.1
	Science	6.5	23.7	47.3	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	27.6	45.9
	Writing Across the Disciplines	8.3	16.8	56.3	59.6
	Mathematics	N/A	N/A	32.8	48.7
	Science	N/A	N/A	29.0	45.3

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	13.1
	% With Accommodations	86.9
CAPT	% Without Accommodations	36.4
	% With Accommodations	63.6
% Assessed Using Skills Checklist		10.2

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	1	0.2
Private Schools or Other Settings	57	12.2

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	309	66.0	70.1	73.4
40.1 to 79.0 Percent of Time	84	17.9	15.3	15.3
0.0 to 40.0 Percent of Time	75	16.0	14.6	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

East Haven completed intensive SRBI strategic planning. The planning has organized our district in a very explicit manner. We used the SRBI framework as a basis for our results statement: A high-quality environment and procedures to support and challenge all learners. Upon the establishment of this results statement the planning became comprehensive and allowed us to see the connections to many initiatives we previously conducted and viewed in isolation. Additionally, the plan set forth a timeline that not only made sense, but allowed us to build each necessary layer in a timely and strategic manner into a coherent and concise structure. The plan details the roadmap from strategies and required actions leading to educational sustainability. Additionally, we can better prioritize the importance and complexity of our initiatives under the SRBI framework. This comprehensive plan, based on our educational communities feedback and ideas, will carry us forward in an organized and systematic manner. We have been relentlessly persistent and transparent in our efforts to ensure constant communication regarding progress towards the desired outcomes of the plan. Additionally, we will frequently celebrate our achievements. We plan to tie the use of our professional development days to provide a forum for the continuous support for the plan. East Haven's District wide PD on November 2nd is a conference style approach that is differentiated and designed to equip teachers with simple and insightful strategies. These strategies can be put into action immediately in order to move towards attainment of the results outlined in the plan. The day will include a Keynote from Joanne Freiberg on the importance of school connectedness and positive school culture and climate. Breakout sessions will include topics, such as, practical ELL strategies that target second language learners oral language development and make content comprehensible, the intentional and strategic use of researched based instructional strategies, and sessions that help teachers manage student actions and behaviors in a positive and proactive manner. A professional development partnership with Literacy How is focused on strengthening core literacy instruction and equipping teachers with high impact strategies and creative ways to use resources to differentiate. Literacy How consultants, spend one Friday a month delivering comprehensive PD related to early literacy success and every Tuesday coaching and modeling in classrooms and meeting with teachers during data team and grade-level meetings. The district continues to participate in several grants such as Family Resource Center, School Readiness and Young Parents Program. All these programs provide young children and their parents the opportunity to receive a quality head start in greater readiness for success in school and life. Our district does not have any Head Start or Early Start programs and referrals to Birth-to-Three have steadily increased over the past few years. Therefore, this program provides every possible means of early intervention and parental support for families within the East Haven community.
