

**STRATEGIC SCHOOL PROFILE 2007-08****East Haven School District**

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East Haven,  
Connecticut

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New Haven	Per Capita Income in 2000: \$22,396
Town Population in 2000: 28,189	Percent of Adults without a High School Diploma in 2000*: 18.5%
1990-2000 Population Growth: 7.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 2.1%
Number of Public Schools: 11	District Enrollment as % of Estimated. Student Population: 89.1%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007 3,674  
5-Year Enrollment Change -7.9%

**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	1,060	28.9	31.0	28.7
K-12 Students Who Are Not Fluent in English	173	4.8	3.1	5.4
Students Identified as Gifted and/or Talented*	247	6.7	3.3	4.0
PK-12 Students Receiving Special Education Services in District	419	11.4	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	176	68.0	74.1	79.2
Homeless	0	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	135	31.9	24.8	20.2

\*95.1% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.3
Asian American	153	4.2
Black	101	2.7
Hispanic	439	11.9
White	2,971	80.9
Total Minority	703	19.1

**Percent of Minority Professional Staff:** 1.6%

**Open Choice:** 9 students 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:** 8.4% 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 26.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 district attempts to embrace diversity rather than just tolerate it.

This is evidenced in several ways. A Minority Teacher Recruitment Plan is fully implemented. The district participates aggressively in all regional minority teacher recruitment opportunities and is an active participant in the ACES Minority Teacher Recruitment Advisory Committee. In addition to our participation in Project Choice, throughout the district individual schools provide opportunities for students to interact with students and adults of different racial, ethnic and economic backgrounds.

At D.C. Moore School, teachers implemented units of study that raised student awareness of contributions of women, Hispanics, and people of color as well as other ethnic groups. The schools "Student of the Month" program recognizes those who demonstrate values such as respect, tolerance, honesty, responsibility and charity. Finally, the character education program focuses on reducing bullying and increasing student acceptance of differences in culture and diversity.

Deer Run School continues to participate in the Open Choice 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 international art and artists.

East Haven High School students participate in the SCC "Dream Team" program and a very active multicultural club call "Active Students Against Prejudice" which provides the student body with presentations and speakers to learn about various cultures. Also, EHHS hosted the annual CT Colt World Language Convention which brought 1400 students to the school to write and share poetry in more than a dozen different languages. Finally, a thriving "Best Buddies" program and Unified Sports program provides students with opportunities for socialization and friendship.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	46.2	52.0	22.7
Writing	51.6	63.4	11.7
Mathematics	59.4	60.0	33.7
Grade 4 Reading	43.9	55.9	13.9
Writing	60.0	62.9	28.3
Mathematics	56.9	60.3	29.6
Grade 5 Reading	56.0	62.2	19.8
Writing	58.1	64.5	22.8
Mathematics	61.4	65.9	25.9
Science	49.4	54.9	24.1
Grade 6 Reading	67.5	66.3	31.5
Writing	64.7	61.9	42.3
Mathematics	66.1	66.4	31.0
Grade 7 Reading	65.6	71.1	23.9
Writing	61.6	62.0	36.1
Mathematics	55.4	63.0	23.2
Grade 8 Reading	64.2	64.8	34.6
Writing	58.7	63.4	27.7
Mathematics	59.2	60.8	30.8
Science	45.1	58.6	17.6

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scoreable 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	31.0	45.5	20.0
Writing Across the Disciplines	47.5	57.9	21.5
Mathematics	32.7	50.1	16.9
Science	26.5	46.3	12.3

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	32.7	36.1	35.3

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.4	77.6	
Average Score	Mathematics	445	504	12.3
	Critical Reading	453	502	11.5
	Writing	452	503	12.3

**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 2007	98.1	92.6	73.1
Cumulative Four-Year Dropout Rate for Class of 2007	1.3	6.2	77.4
2006-07 Annual Dropout Rate for Grade 9 through 12	0.6	1.7	74.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.7	83.4
% Employed (Civilian Employment and in Armed Services)	9.0	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	238.20
Paraprofessional Instructional Assistants	23.35
Special Education	
Teachers and Instructors	27.00
Paraprofessional Instructional Assistants	46.20
Library/Media Specialists and Assistants	7.10
Staff Devoted to Adult Education	2.20
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	14.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	19.40
School Nurses	11.00
Other Staff Providing Non-Instructional Services and Support	174.15

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	14.3	14.6	13.6
% with Master's Degree or Above	77.5	76.5	75.6

Average Class Size	District	DRG	State
Grade K	18.4	17.1	18.1
Grade 2	18.4	18.2	19.3
Grade 5	18.2	19.9	20.9
Grade 7	16.2	19.7	20.5
High School	20.8	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	962	983	987
Middle School	1,006	1,006	1,017
High School	953	997	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*	5.0	4.3	3.4
Middle School	3.7	3.0	2.7
High School	2.3	3.0	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$21,451	\$5,732	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$524	\$140	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$1,711	\$457	\$443	\$365	\$429
Student Support Services	\$2,731	\$730	\$764	\$785	\$761
Administration and Support Services	\$6,005	\$1,605	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$5,362	\$1,433	\$1,329	\$1,287	\$1,322
Transportation	\$2,120	\$521	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$4,250	N/A	N/A	N/A	N/A
Other	\$924	\$247	\$147	\$147	\$145
<b>Total</b>	<b>\$45,078</b>	<b>\$11,381</b>	<b>\$12,203</b>	<b>\$12,064</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,798	\$1,282	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$8,464,497
Percent of Total PK-12 Expenditures Used for Special Education	18.8%

**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	53.0	42.1	2.2	2.8
Excluding School Construction	53.0	41.5	2.4	3.1

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 needs 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. Districtwide 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 districtwide curriculum initiatives that benefit all students in every one of the district's schools. In addition to districtwide funded activities, dollars are allocated on a per capita basis to Principals to be used to address the individualized needs of their students.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	444
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.7%

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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	24	0.6	0.7	0.7
Learning Disability	111	2.9	3.7	4.0
Intellectual Disability	17	0.4	0.6	0.5
Emotional Disturbance	44	1.2	1.2	1.0
Speech Impairment	152	4.0	2.6	2.4
Other Health Impairment*	66	1.7	2.2	2.1
Other Disabilities**	30	0.8	1.0	0.9
Total	444	11.7	12.1	11.5

\*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 2006-07 with a Standard Diploma	84.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.8	2.8

## 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	12.2	20.4	57.3	62.1
	Writing	10.9	19.3	59.2	63.0
	Mathematics	16.8	22.6	59.8	62.7
	Science	11.7	22.2	47.3	56.8
CAPT	Reading Across the Disciplines	3.8	11.4	31.0	45.5
	Writing Across the Disciplines	11.5	16.3	47.5	57.9
	Mathematics	4.0	14.7	32.7	50.1
	Science	3.3	14.4	26.5	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	24.3
	% With Accommodations	75.7
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		9.8

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	53	11.9

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	287	64.6	66.9	71.6
40.1 to 79.0 Percent of Time	83	18.7	15.0	16.6
0.0 to 40.0 Percent of Time	74	16.7	18.1	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

In 2006-07 the East Haven School District began to implement a two-year program collaborative inquiry (Data Driven Decision Making) as the means by which we measure our performance and strive to continuously improve. Last year the focus was on training staff to use the Five Step Data Team Process and implementing it throughout the district. During the 2007-8 school year the focus moved to effective teaching strategies (Marzano Strategies) to be integrated into Step Four of the Data Team Process.

In 2008-09, the focus will be on Professional Learning Communities and PLC's will be established in all schools. The district continues to revise curriculum on a five year cycle. The newly revised curricula are aligned with CSDE Frameworks and Content Standards in the areas of Math, Language Arts, Social Studies and Science. In addition, the district has designed and distributed to all parents and students in grades K-8, clearly defined expectations by grade level. The alignment of curriculum performance standards, student expectations and revised report grades will result in a clearer assessment of student performance based on CSDE Frameworks. The district has instituted a comprehensive literacy assessment portfolio (grades K-8) designed to monitor student progress and inform and adjust instruction. Assessment items were selected based on CSDE and ERS critical indicators. CT Mastery Test and CAPT scores continue to show improvement. Scores at proficiency level and above are significantly higher than NCLB Standards. The district has instituted a comprehensive support system for at risk students. Literacy, Math, and ESL support programs continue to provide positive gains.

Middle school and High school level reading labs provide another level of support for students at those grade levels. Exemplary professional development opportunities have contributed greatly to teacher knowledge, resulting in positive student gains in achievement. The professional development plan is based on current research and CSDE areas of focus.

The district hired a K-12 Curriculum Coordinator to work with building based administrators and discipline specific Instructional Leaders to ensure consistency and continuous improvement. A full time ELL teacher/coordinator has been hired to provide leadership.

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