

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



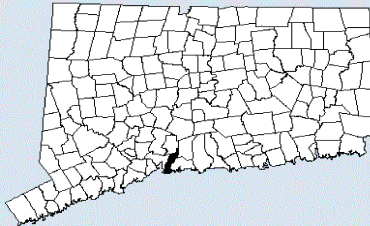
East Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,996
Per Pupil Expenditures ¹	\$16,354
Total Expenditures ¹	\$56,028,192

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#) (2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,442	48.1	48.4
Male	1,554	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	115	3.8	5.1
Black or African American	112	3.7	12.9
Hispanic or Latino	722	24.1	24.0
Pacific Islander	*	*	0.1
Two or More Races	58	1.9	2.9
White	1,981	66.1	54.8
English Learners	232	7.7	6.8
Eligible for Free or Reduced-Price Meals	1,518	50.7	35.9
Students with Disabilities ¹	402	13.4	14.3

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	201	15.1	74	5.2
Male	233	16.3	198	12.7
Black or African American	18	18.2	19	16.7
Hispanic or Latino	91	14.1	66	9.3
White	315	17.0	182	9.2
English Learners	21	9.5	14	6.3
Eligible for Free or Reduced-Price Meals	299	22.0	182	11.4
Students with Disabilities	100	25.6	58	12.9
District	434	15.7	272	9.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 130

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	191.0
Paraprofessional Instructional Assistants	27.3
Special Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	68.2
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	14.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.9
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	19.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	118.5

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	1	0.4	1.0
Black or African American	2	0.7	3.6
Hispanic or Latino	3	1.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	277	97.5	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.6	9.6

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	*	*	*	*
Hispanic or Latino	11	25.6	13	39.4
White	24	14.7	75	41.0
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	14	14.3	39	39.0
Students with Disabilities	*	*	*	*
District	39	17.3	98	41.7
State		63.6		77.5

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	30	51.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	122	83.6
Other Health Impairment	57	70.4
Other Disabilities	7	17.9
Speech/Language Impairment	50	83.3
District	277	64.1
State		68.2

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	63	1.9	1.7
Emotional Disturbance	28	0.9	1.0
Intellectual Disability	20	0.6	0.5
Learning Disability	146	4.5	4.9
Other Health Impairment	81	2.5	2.9
Other Disabilities	44	1.4	1.1
Speech/Language Impairment	62	1.9	1.8
All Disabilities	444	13.7	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	28,482,200	9,580	9,663
Instructional Supplies and Equipment	917,805	309	321
Improvement of Instruction and Educational Media Services	1,222,248	411	578
Student Support Services	4,696,330	1,580	1,103
Administration and Support Services	6,696,102	2,252	1,861
Plant Operation and Maintenance	5,029,280	1,692	1,637
Transportation	3,244,449	844	877
Costs of Students Tuitioned Out	4,753,538	N/A	N/A
Other	986,240	332	201
Total	56,028,192	16,354	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,680,623	902	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,307,473	27.8	34.6
Noncertified Personnel	1,038,276	8.7	14.6
Purchased Services	196,802	1.7	5.8
Tuition to Other Schools	3,815,556	32.0	21.8
Special Ed. Transportation	1,255,003	10.5	8.5
Other Expenditures	2,303,025	19.3	14.7
Total Expenditures	11,916,135	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	53.2	53.7
State	39.6	38.8
Federal	3.4	3.6
Tuition & Other	3.8	3.9

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	*	*	*	*	*	*
Asian	57	65.1	57	61.8	31	52.9
Black or African American	57	61.2	57	48.4	25	44.4
Hispanic or Latino	336	59.2	337	52.6	167	48.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	26	72.0	26	70.6	*	*
White	964	63.0	963	57.0	417	52.6
English Learners	184	54.7	184	50.8	84	42.7
Non-English Learners	1262	63.3	1262	56.8	563	52.6
Eligible for Free or Reduced-Price Meals	715	59.0	715	52.1	325	48.0
Not Eligible for Free or Reduced-Price Meals	731	65.5	731	60.0	322	54.6
Students with Disabilities	180	43.4	180	38.3	85	38.1
Students without Disabilities	1266	64.9	1266	58.6	562	53.3
High Needs	825	57.6	825	51.1	371	47.3
Non-High Needs	621	68.4	621	62.6	276	56.6
District	1446	62.2	1446	56.1	647	51.3

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			
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	91.3	85.9	90.1	93.6	830	90.1
Curl Up	86.7	91.7	91.7	93.0	830	90.8
Push Up	68.7	74.3	74.4	89.8	830	76.5
Mile Run/PACER	83.1	89.8	81.8	87.2	830	85.3
All Tests - District	55.4	69.4	63.6	84.5	830	67.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	35	68.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	137	66.4
Students with Disabilities	41	46.3
District	240	73.8
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	47	22.6
Male	97.2	57	22.5
Black or African American	*	0	*
Hispanic or Latino	98.7	17	22.4
White	97.1	79	22.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.5	34	17.2
Students with Disabilities	84.9	*	*
District	97.4	104	22.6
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.6	82.9
Male	56.4	80.0
Black or African American	*	*
Hispanic or Latino	64.0	76.2
White	70.9	82.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.8	81.1
Students with Disabilities	*	*
District	69.1	81.6
State	72.0	88.5

⁵College 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.

⁶College 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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate	
ELA Performance Index	All Students	62.2	75	41.5	50	83.0	67.1
	High Needs Students	57.6	75	38.4	50	76.8	55.9
Math Performance Index	All Students	56.1	75	37.4	50	74.8	62.2
	High Needs Students	51.1	75	34.1	50	68.2	50.5
Science Performance	All Students	51.3	75	34.2	50	68.4	55.3
	High Needs Students	47.3	75	31.5	50	63.1	45.2
ELA Academic Growth	All Students	47.5%	100%	47.5	100	47.5	55.4%
	High Needs Students	43.5%	100%	43.5	100	43.5	49.8%
Math Academic Growth	All Students	51.0%	100%	51.0	100	51.0	61.7%
	High Needs Students	45.3%	100%	45.3	100	45.3	53.7%
Chronic Absenteeism	All Students	15.7%	<=5%	28.6	50	57.3	9.9%
	High Needs Students	20.5%	<=5%	19.0	50	38.0	15.8%
Preparation for CCR	% Taking Courses	29.7%	75%	19.8	50	39.6	70.7%
	% Passing Exams	22.6%	75%	15.0	50	30.1	43.5%
On-track to High School Graduation	81.9%	94%	43.6	50	87.1	87.8%	
4-year Graduation All Students (2016 Cohort)	73.8%	94%	78.5	100	78.5	87.4%	
6-year Graduation - High Needs Students (2014)	76.0%	94%	80.9	100	80.9	82.0%	
Postsecondary Entrance (Class of 2016)	69.1%	75%	92.1	100	92.1	72.0%	
Physical Fitness (estimated part rate) and (fitness)	94.2% 67.8%	75%	45.2	50	90.4	92.0% 51.6%	
Arts Access	61.5%	60%	50.0	50	100.0	50.5%	
Accountability Index			877.1	1350	65.0		

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	68.4	57.6	10.9	16.7	
Math Performance Index Gap	62.6	51.1	11.5	18.7	
Science Performance Index Gap	56.6	47.3	9.3	16.6	
Graduation Rate Gap	94.0%	76.0%	18.0%	12.0%	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	97.5
Science	All Students	97.4
	High Needs Students	96.1

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: 48.7 State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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East Haven School District

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 the achievement gap. It includes a system for district-wide accountability through a clearly articulated curriculum, supervision and evaluation of adult actions, and the systematic analysis of student achievement data. 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 a place a greater focus on higher levels of thinking. . East Haven has implemented the Positive Behavior Interventions and Supports framework 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. This work includes collaborating with our Attendance Officer responsible for monitoring student attendance to reduce truancy and chronic absenteeism. Over the next several years, we will 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 academic and behavior outcomes for all students. . The 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 classrooms serving students from ages three through thirteen 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 Scientific Research Based Intervention plan calls for special education and regular education teachers to work in concert to ensure the success of all students. The PowerSchool parent and student portal continues to be effective in keeping families informed of student activities, grades, and absences. Phone messages are sent to parents using a messaging system that announces evening activities such as literacy nights, math game nights, kinder-prep programs, college fairs and other important opportunities for parents to learn how they can support and work with their children at home. Information is sent using voice audio, e-mail, social media platforms, and texting to increase communication and reach a wider range of parents and guardians. District events and activities are "tweeted" or "posted" with real-time pictures and captions that demonstrate the importance and power of partnering with parents. All this information is then linked to our district-wide phone application that parents can download.

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 designed to embrace diversity and recognize its value in educating students. As such, 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 twelve. 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.

The district is committed to literacy instruction and book selection that is sensitive and respectful of the diversity of our community. Integrated language arts units focused on Civil War, Slavery, Immigration, and Cultures provide students with opportunities and learning experiences that broaden their perspectives. Schools also celebrate diversity through rich interdisciplinary content and simulated learning experiences. These simulated experiences, coupled with class discussion, provides a forum for understanding and developing tolerance for people who come from diverse backgrounds, cultures, and perspectives. Through these discussions, and the sharing of thoughts and feelings, students begin to break down their prejudices and express themselves in an unbiased constructive manner. . Various student led clubs and after school 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, create programs and experiences that promote the acceptance and importance of cultural differences across the district.

East Haven is partnering with the Agency on Aging to place senior Experience Corps tutors in our schools. This program is designed to break down the barriers around agism through an intergenerational approach. The program enables senior members of our community to tutor students, develop relationships and connections with students while promoting their academic, behavioral, and emotional growth.

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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 maintaining a system that is responsive to the unique need of each school and individual students. The budget development process is an inclusive one that allows all members of East Haven's educational community to have a voice and input. District issues such as staffing and curriculum revision initiatives are budgeted to ensure that every student in a particular school or grade level is 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 curriculum initiatives that benefit all students in every one of the district's schools. In addition to district-funded activities, dollars are allocated to building principals on a per capital basis to address the individualized educational needs of their students and school building.