

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



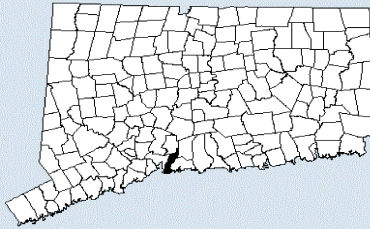
## East Haven School District

Ms. Erica Forti, Superintendent • 203-468-3261 • <http://www.east-haven.k12.ct.us>

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,894
Per Pupil Expenditures <sup>1</sup>	\$16,465
Total Expenditures <sup>1</sup>	\$54,647,010

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2019-20 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 <https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,483	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	119	4.1	5.2
Black or African American	153	5.3	12.7
Hispanic or Latino of any race	862	29.8	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	80	2.8	3.8
White	1,675	57.9	51.1
English Learners	265	9.2	8.3
Eligible for Free or Reduced-Price Meals	1,650	57.0	43.3
Students with Disabilities <sup>3</sup>	453	15.7	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	50	3.4
Male	154	11.5	100	6.5
Black or African American	24	16.6	13	7.9
Hispanic or Latino of any race	78	9.7	47	5.1
White	169	11.1	83	4.9
English Learners	21	7.8	12	4.2
Eligible for Free or Reduced-Price Meals	182	15.1	106	6.2
Students with Disabilities	67	16.3	39	7.7
District	284	10.7	150	5.0
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 286**

**Number of school-based arrests: Fewer than 6**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20 East Haven School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	189.0
Paraprofessional Instructional Assistants	40.2
<b>Special Education</b>	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	88.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	14.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.4
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	21.0
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	150.6

<sup>1</sup> 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	0.4	0.1
Asian	3	1.1	1.2
Black or African American	2	0.7	4.0
Hispanic or Latino of any race	7	2.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	267	95.4	90.4

### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.7	10.4

## Instruction and Resources

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino of any race	48	84.2	53	86.9
White	119	83.2	127	90.7
English Learners	14	*	13	*
Eligible for Free or Reduced-Price Meals	74	84.1	78	83.9
Students with Disabilities	16	66.7	40	80.0
District	189	83.6	204	87.9
State		75.8		84.8

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement<sup>®</sup>(AP), International Baccalaureate<sup>®</sup>(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<sup>3</sup>

	Count	Rate (%)
Autism	25	34.2
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	125	69.8
Other Health Impairment	50	63.3
Other Disabilities	*	*
Speech/Language Impairment	31	79.5
District	245	54.4
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20 East Haven School District

## Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	79	2.6	2.0
Emotional Disturbance	31	1.0	1.1
Intellectual Disability	18	0.6	0.5
Learning Disability	179	5.8	5.7
Other Health Impairment	80	2.6	3.3
Other Disabilities	41	1.3	1.1
Speech/Language Impairment	48	1.6	1.8
<b>All Disabilities</b>	<b>476</b>	<b>15.5</b>	<b>15.6</b>

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

## Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	74	15.5	8.2
Private Schools or Other Settings	23	4.8	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

## Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$34,214,864	\$10,309	\$10,923
Support services - students	\$4,594,057	\$1,602	\$1,277
Support services - instruction	\$1,382,497	\$482	\$682
Support services - general administration	\$761,067	\$265	\$467
Support services - school based administration	\$2,571,056	\$896	\$1,021
Central and other support services	\$3,709,633	\$1,293	\$679
Operation and maintenance of plant	\$3,900,543	\$1,360	\$1,718
Student transportation services	\$3,513,294	\$1,158	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
<b>Total</b>	<b>\$54,647,010</b>	<b>\$16,465</b>	<b>\$17,629</b>

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

## Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,842,893	19.6	28.5
Instructional Aide Salaries	\$1,455,491	10.0	10.1
Other Salaries	\$1,034,200	7.1	11.1
Employee Benefits	\$2,490,044	17.1	13.0
Purchased Services Other Than Transportation	\$98,064	0.7	5.7
Special Education Tuition	\$5,052,663	34.8	22.5
Supplies	\$27,018	0.2	0.6
Property Services	\$7,950	0.1	0.3
Purchased Services For Transportation	\$1,528,531	10.5	8.0
Equipment	\$848	0.0	0.2
All Other Expenditures	.	.	0.1
<b>Total</b>	<b>\$14,537,701</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		26.6	24.6

## Expenditures by Revenue Source<sup>4</sup>:

2018-19

	Percent of Total (%) Excluding School Construction
Local	55.9
State	39.0
Federal	4.6
Tuition & Other	0.5

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2019-20 East Haven School District

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> 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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20 East Haven School District

## Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	71	78.9
English Learners	22	77.3
Eligible for Free or Reduced-Price Meals	157	72.6
Students with Disabilities	35	57.1
District	235	77.9
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

## College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup> Rate (%)	Persistence <sup>4</sup> Rate (%)
Female	74.0	82.8
Male	51.1	91.2
Black or African American	*	*
Hispanic or Latino of any race	55.2	83.9
White	67.0	86.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53.8	80.5
Students with Disabilities	45.0	*
District	62.8	86.1
State	71.8	87.6

<sup>3</sup> 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.

<sup>4</sup> 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

# District Profile and Performance Report for School Year 2019-20 East Haven School District

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	57.1%	100%	60.4%
	Oral	63.8%	100%	57.6%
Chronic Absenteeism	All Students	10.7%	<=5%	12.2%
	High Needs Students	14.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	85.8%	75%	80.4%
On-track to High School Graduation		88.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		77.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		82.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		62.7%	75%	71.5%
Arts Access		58.7%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	82.4%	11.6%	10.9%	Y

<sup>1</sup> If 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.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2019-20

## East Haven School District

### Narratives

---

#### **School District Improvement Plans and Parental Outreach Activities**

East Haven follows a strategic plan focused on improving performance and growth in a welcoming community. The actions include designing and implementing an engaging curriculum, recruiting and retaining talent to support students at high levels, and the systematic reflection on student growth as a result of adult actions. East Haven School District makes continuous efforts to revise curriculum in all content areas to meet content standards, emphasize academic vocabulary to increase rigor, and place a greater focus on critical thinking. In grades K-5 the District adopted curricular changes to improve core instruction and improve horizontal alignment, with emphasis on strategies to meet the needs of diverse students. Sheltered instruction training provides English learners with better access to our core curriculum. East Haven has a comprehensive early intervention framework in all schools. We are committed to improving academic and behavior outcomes by ensuring all students have access to the most effective interventions. This work includes collaborating with our Attendance Officers to reduce chronic absenteeism, increase student engagement, and support families so our students come to school every day, on time, and ready to learn. The District's Pupil Services Department continues to improve special education services for students with disabilities in the least restrictive environment. East Haven has expanded the number of classrooms for students with autism. Six classrooms serve students in grades Pre-K through twelve with intensive services and therapies through discrete trial and applied behavioral analysis. Our special education teachers serve as a resource for general education, creating space for special education and regular education teachers to collaborate to ensure the success of all students. Throughout the 2019-2020 school year, building and district Family and Community Engagement Teams (FACE) composed of parents/guardians, school staff, community partners, and student representatives (middle and high school) were convened to provide an ongoing dialogue between all stakeholders. Using the National Network Partnership Schools Model, all team members are trained on Connecticut's Full Equal and Equitable Partnerships with Families framework. High impact strategies, such as establishing "community circles" and training for virtual Parent Teacher Home Visits allow for a supportive, collaborative culture to develop. Our FACE teams evaluate effective strategies for communication, welcoming schools, and equity. Our PowerSchool parent and student portal keeps families informed of student activities, grades, and absences. Phone messages are sent to parents using the District's messaging system announcing evening activities such as literacy nights, math game nights, 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, e-mail, Facebook, and texting to further increase communication with families and the community at large. 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's website and East Haven application that parents can download on their phone.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

East Haven Public Schools has long promoted an environment that fosters respect for diversity with the goal that all students feel accepted, connected, and valued. We embrace our diversity in meaningful ways that enhance the educational experience for all our students. Several ongoing programs support ongoing dialogue around diversity and tolerance. The district has expanded efforts to promote the use of restorative practices to ensure equity of voice within the school community. School-wide units engage all students in whole school conversations around equity and diversity. East Haven participates in the Open Choice Program. Through this program, students from urban communities enter our schools 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. Course offerings in both ELA and Social Studies at the high school are designed to unpack how the historical legacies of discrimination and oppression can have lifelong effects. Our elementary school social studies curriculum includes opportunities to analyze aspects of culture and examine the legacies of various immigrant groups who have made the United States home. We actively seek grant opportunities to improve curricular representation about the endurance and strength of many cultural groups, such as a recent collaboration with the Mohegan tribe. East Haven has a robust Unified Sports program that celebrates the athletic capabilities of students with diverse abilities. Our ongoing curriculum revision process includes the review of curricular materials for bias and the inclusion of materials that are representative of our student population, and culturally responsive teaching practices are embedded within. Our ELA and social studies teachers have attended Teaching Tolerance training and embed culturally responsive practices into their daily instruction. This year we continue our partnership with Dr. Bill Howe, past president of the National Association for Multicultural Education (NAME), to provide training to administrators, teachers, and non-certified staff on culturally responsive school communities.

# District Profile and Performance Report for School Year 2019-20

## East Haven School District

### **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 needs of each school and each student. The budget development process is inclusive and allows all members of East Haven's educational community to contribute and provide input. District priorities, such as staffing and curriculum revision, are budgeted to ensure that students in 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. Expenditures continue to support District curriculum initiatives that benefit all students in every school. In addition to District-funded activities, dollars are allocated on a per capita basis, so building principals have the flexibility to address the school improvement activities and the individualized educational needs within their schools.

**Note:** The Profile and Performance Reports(PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.