

STRATEGIC SCHOOL PROFILE 2004-05**East Haven School District
MARTIN - DEFELICE, Superintendent**

Telephone: (203) 468-3261



This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: New Haven	Public School Enrollment as a Percent of Town Population: 13.5%
2000 Population: 28,189	Public School Enrollment as % of Total Student Population: 88.3%
1990-2000 Population Growth: 7.8%	Percent of Adults without a High School Diploma in 2000: 18.5%
2000 Per Capita Income: \$22,396	Adult Education Enrollment in 2003-04 School Year: 342
Number of Public Schools: 11	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 87
Number of Nonpublic Schools: 1	

Education Reference Group (ERG): G ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	27.2	20.8	26.6
	2002-2003	27.9	19.5	25.4
% of K-12 Students with Non-English Home Language	2004-2005	7.9	3.9	12.5
	1999-2000	3.6	2.5	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	91.6	89.4	89.0
	1999-2000	90.0	90.2	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	72.4	76.3	77.0
	1999-2000	65.1	75.5	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	5.0	20.4	22.1
	1999-2000	37.8	33.2	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	3,907
5-Year Enrollment Change	-5.5%
Projected 2009 Enrollment	
Elementary	1,818
Middle School	592
High School	938
Prekindergarten, Other	91

Race/Ethnicity	Number	Percent
American Indian	7	0.2
Asian American	136	3.5
Black	96	2.5
Hispanic	324	8.3
White	3,344	85.6
Total Minority 2004-2005	563	14.4
Total Minority 1999-2000	349	8.4

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse, racial, ethnic and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter or intradistrict programs and projects, distance learning, or other experiences. Below is a description of how this school district provides such experiences.

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 Joseph Melillo Middle School multiculturalism is thematic through both social studies and language arts curricula. Selected novels in these content areas explore themes of heritage, culture, ethnicity and religion. During February, JMMS students are assigned projects in technology, language arts, social studies and science classes that require research regarding the many contributions made to society by Afro-Americans.

At East Haven Academy, an increase in the cultural diversity of the school population has resulted in opportunities for students to interact and discuss cultural differences. These personal connections were enhanced through students participating in activities connected to the curriculum and/or exposure to environments outside of the school. Integrated thematic units that focused on the Civil War, Slavery, Immigration, the Industrial Revolution, The Great Depression and the Viet Nam War as well as a Multicultural unit that exposed the students to the cultures of Japan, France, Mexico, Italy, Greece, Egypt, and Rome broadened students' perspectives and understanding the need for tolerance of all people who come from diverse backgrounds.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers		264.7
Administrators		18.0
Department Chairs		2.4
Library/Media Staff		6.0
Other Professionals		25.2
% Minority 2004-2005		1.6
% Minority 1999-2000		0.7
# Non-Certified Instructional		68.1

Average Class Size		District	ERG	State
Grade K	2004-2005	20.0	17.3	18.5
	1999-2000	16.6	16.7	18.5
Grade 2	2004-2005	19.6	18.1	19.5
	1999-2000	20.3	19.2	19.8
Grade 5	2004-2005	17.1	20.1	21.3
	1999-2000	20.6	20.5	21.8
Grade 7	2004-2005	21.9	20.8	20.9
	1999-2000	24.8	21.5	21.9
High School	2004-2005	20.0	18.2	20.2
	1999-2000	23.6	18.8	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.8	14.2	13.2
% with Master's Degree or Above	78.0	76.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	34.6	27.3	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	972	969	987
Middle School	996	1,015	1,014
High School	953	973	1,003

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	3.6	3.8	3.6
Students Per Teacher	14.8	13.8	13.8
Teachers Per Administrator	13.0	13.9	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	30.5	34.2	35.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test, 3 rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	42.3	44.2	52.8
Writing	57.5	58.4	63.3
Mathematics	53.0	50.9	56.8
All Three Tests	29.4	31.3	41.2
Grade 6 Reading	57.7	57.9	60.5
Writing	60.1	55.4	61.3
Mathematics	59.9	58.8	60.9
All Three Tests	41.3	39.5	45.3
Grade 8 Reading	55.6	59.8	64.9
Writing	45.4	51.1	60.7
Mathematics	48.5	49.8	55.7
All Three Tests	34.9	36.5	45.2
Participation Rate	99.5	99.1	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	25.4	41.3	48.9
Writing Across the Disciplines	40.4	51.9	55.2
Mathematics	29.7	41.4	47.8
Science	30.6	42.8	47.3
All Four Tests	11.3	21.5	29.2
Participation Rate	98.3	98.2	96.8



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	73.9	76.1	67.9	74.8
Mathematics: Average Score	455	464	485	508
Mathematics: % Scoring 600 or More	6.6	11.3	12.8	23.3
Verbal: Average Score	445	459	490	508
Verbal: % Scoring 600 or More	4.4	9.3	14.5	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	4.8	10.1	8.8
2003-04 Annual Rate for Grades 9 through 12	0.3	2.3	1.8
1998-99 Annual Rate for Grades 9 through 12	1.0	3.7	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	200	78.4	76.9	81.5
	1999	110	59.8	73.0	78.3
Employed or in Military	2004	46	18.0	17.4	14.1
	1999	31	16.9	20.7	17.1
Unemployed	2004	0	0.0	0.2	0.8
	1999	1	0.5	0.7	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	ERG	State
Instructional Staff and Services	\$21,081	\$5,320	\$6,287	\$5,676	\$6,282
Instructional Supplies and Equipment	\$1,073	\$271	\$242	\$236	\$242
Improvement of Instruction and Educational Media Services	\$1,234	\$311	\$398	\$204	\$387
Student Support Services	\$1,084	\$273	\$616	\$484	\$615
Administration and Support Services	\$4,665	\$1,177	\$1,092	\$1,125	\$1,101
Plant Operation and Maintenance	\$4,555	\$1,150	\$1,031	\$933	\$1,025
Transportation	\$1,891	\$456	\$485	\$580	\$487
Costs for Students Tuitioned Out	\$3,277	N/A	N/A	N/A	N/A
Other	\$789	\$199	\$122	\$121	\$120
Total	\$39,650	\$9,513	\$10,518	\$9,790	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,980	\$1,257	\$1,149	\$979	\$1,171
Adult Education	\$802	\$2,345	N/A	\$1,822	\$1,057

Revenue Sources, % 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
With School Construction	49.5	45.5	2.4	2.6
Without School Construction	50.6	43.8	2.7	2.9

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,659	6.5	\$7,950	2.7	\$8,620	3.8
Salaries and Benefits	\$6,906	7.3	\$6,466	3.5	\$7,120	4.0
Supplies	\$699	31.6	\$458	1.3	\$455	5.6
Equipment	\$114	9.6	\$89	-12.7	\$114	-8.8
High School						
Total	\$6,853	3.1	\$8,285	4.6	\$9,316	1.3
Salaries and Benefits	\$5,218	2.6	\$6,572	7.6	\$7,529	1.7
Supplies	\$647	25.1	\$504	7.7	\$524	4.0
Equipment	\$102	6.3	\$95	-26.4	\$133	-13.1

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 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. 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 needs of their students.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The East Haven School District has completed curriculum revision in all major subject areas. The newly revised curricula are aligned with the 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 cards 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 base 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, Mathematics 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. At the Pre-K to 3 level, professional development is based on the CT Blueprint for Reading Achievement recommendations. Early Reading Success modules have been presented and followed up with classroom coaching. Chosen as a participant in a research based 2 year study conducted by Haskins Laboratory, grade 1 teachers have been the recipients of exemplary professional development opportunities and in class mentoring and coaching. Positive grade 1 gains in teacher knowledge and student achievement have been documented through the research analysis.

In grades 4-12, professional development is also focused on research proven successful strategies, which correlate with CSDE Frameworks and Standards. District and State consultants will focus on numeracy and literacy methods to increase student achievement on Generation 4 CMT and CAPT.

The district's curricular plan is monitored on a 5 year cycle. Research proven methods and programs are integrated into all curricular areas. Assessments, district wide and individual can be monitored and analyzed through the district database. The information is used to target areas of needed improvement and highest areas of achievement.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.east-haven.k12.ct.us

Filename: DIST026.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\New Folder
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 44-00
Subject:
Author: CSDE
Keywords:
Comments:
Creation Date: 12/12/2005 3:17 PM
Change Number: 1
Last Saved On: 12/12/2005 3:17 PM
Last Saved By: CSDE
Total Editing Time: 0 Minutes
Last Printed On: 1/10/2006 10:43 AM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,529 (approx.)
Number of Characters: 14,168 (approx.)