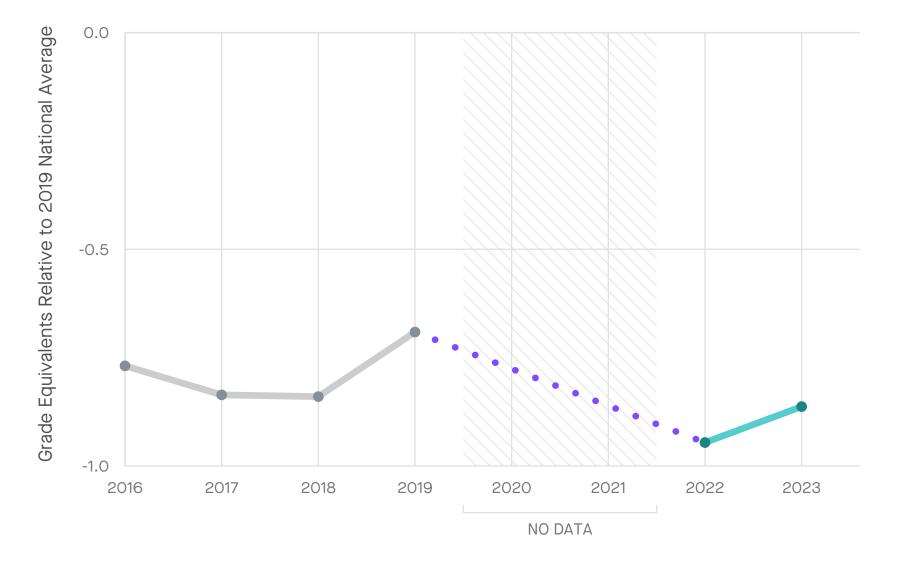
East Haven School District, CT

Math Performance, Grades 3-8, 2016-2023



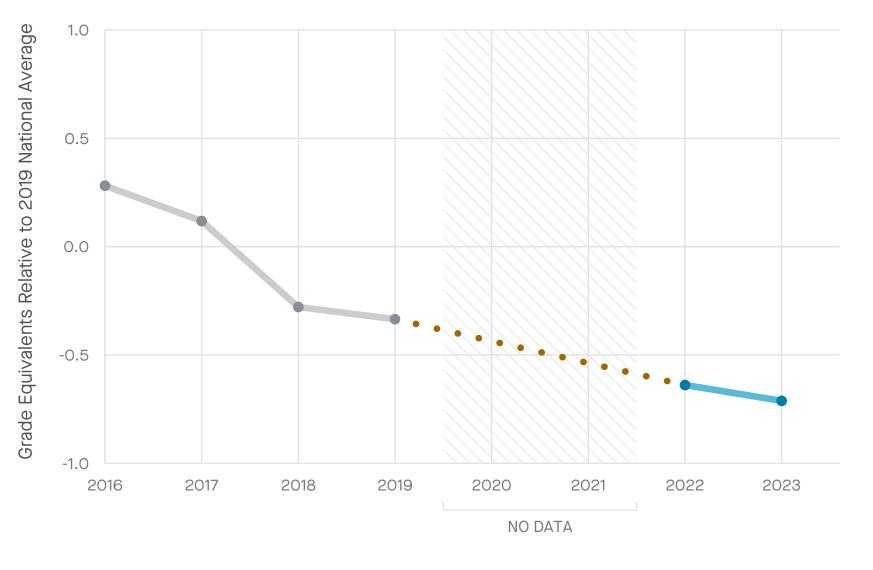
Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

2019 Average	-0.69
2022 Average	-0.95
2023 Average	-0.86
2019-2022 Change	-0.26
2022-2023 Change	+0.08
Since 2019	-0.17

Year

Reading Performance, Grades 3-8, 2016-2023



Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

2019 Average	-0.34
2022 Average	-0.64
2023 Average	-0.71
2019-2022 Change	
2022-2023 Change	➡ -0.07
Since 2019	↓ -0.38

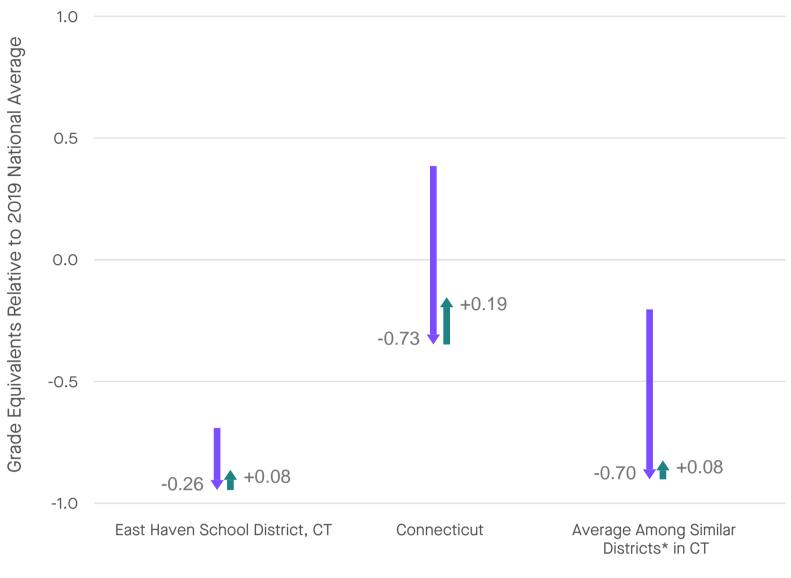
Year

LEARN MORE ABOUT THIS AND OTHER DISTRICTS AT <u>EDOPPORTUNITY.ORG/RECOVERY</u> FOR MORE INFORMATION ON RECOVERY EFFORTS AND INDIVIDUAL STATE PRESS RELEASES, PLEASE VISIT <u>EDUCATIONRECOVERYSCORECARD.ORG</u>



East Haven School District, CT

Math Performance in East Haven School District vs. Connecticut and Similar Districts, Grades 3-8, 2019-2023



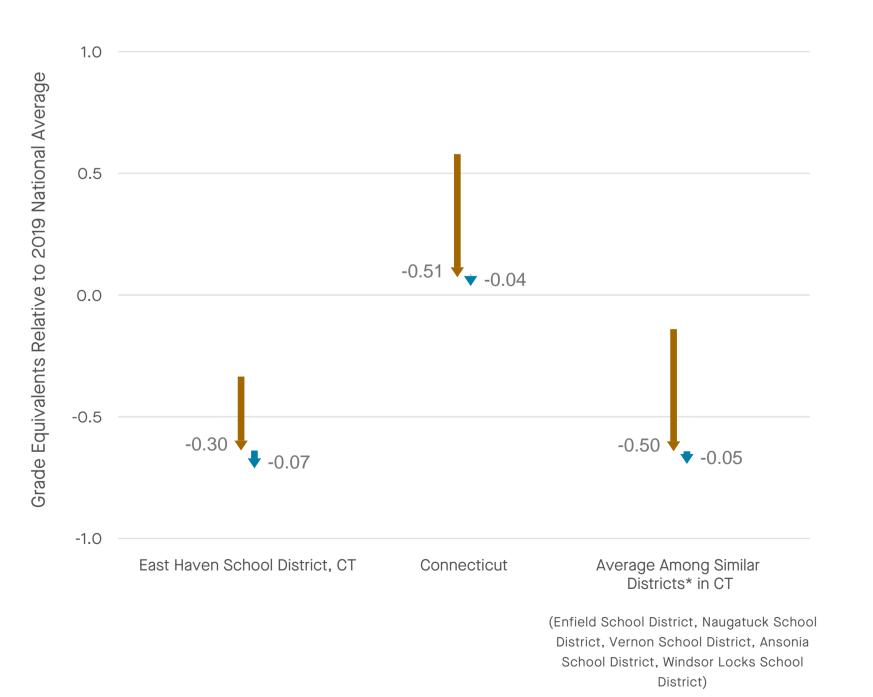
(Enfield School District, Naugatuck School District, Vernon School District, Ansonia School District, Windsor Locks School District) Average Math Scores and Trends in Scores in Grade Level Equivalents Relative to the 2019 National Average

	East Haven School District, CT	Connecticut	Similar Districts* in Connecticut
2019 Average	-0.69	0.39	-0.20
2022 Average	-0.95	-0.35	-0.90
2023 Average	-0.86	-0.15	-0.82
2019-2022 Change	-0.26	- 0.73	+ -0.70
2022-2023 Change	+0.08	+0.19	+0.08
2019-2023 Change		•-0.54	

*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.



Reading Performance in East Haven School District vs. Connecticut and Similar Districts, Grades 3-8, 2019-2023



Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

	East Haven School District, CT	Connecticut	Similar Districts* in Connecticut
2019 Average	-0.34	0.58	-0.14
2022 Average	-0.64	0.07	-0.64
2023 Average	-0.71	0.04	-0.69
2019-2022 Change	- 0.30	-0.51	+ -0.50
2022-2023 Change	➡ -0.07	➡ -0.04	
2019-2023 Change	-0.38	•-0.54	

*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.

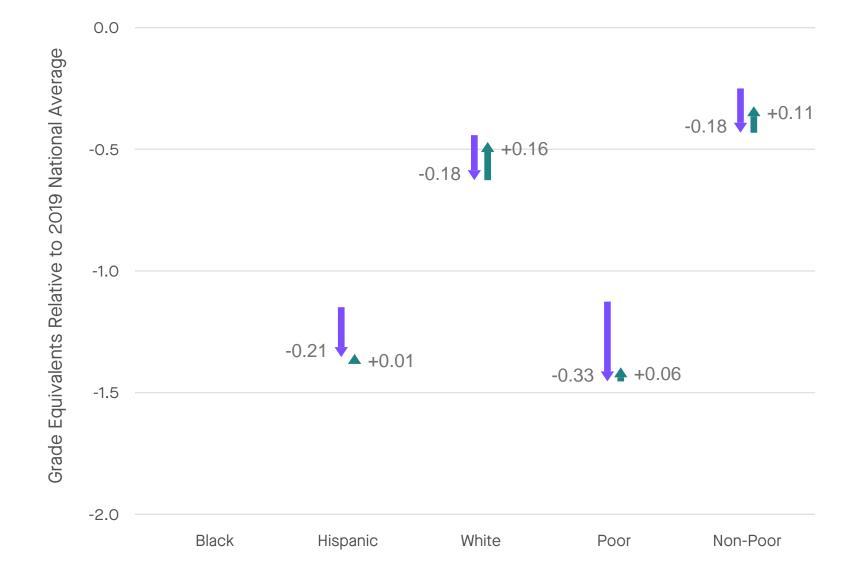
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East Haven School District, CT

Math Performance by Subgroup, Grades 3-8, 2019-2023



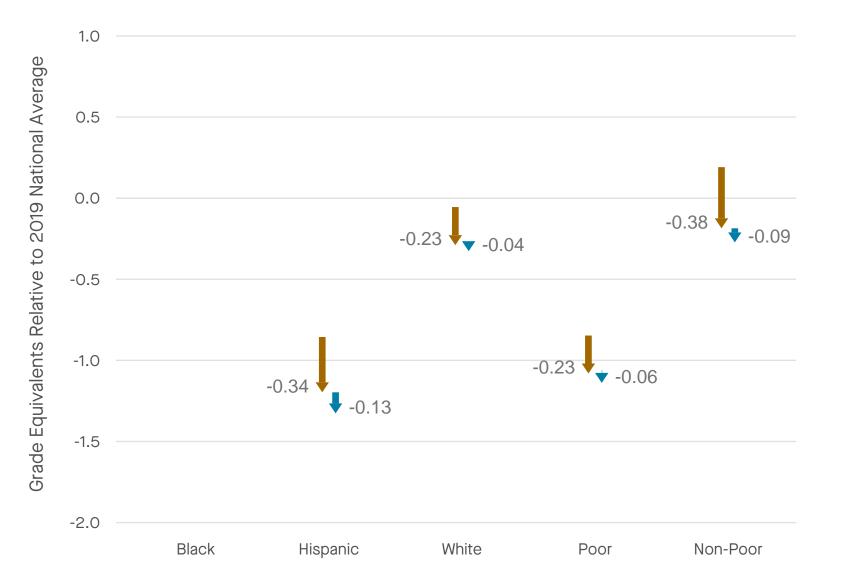


Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

	Black	Hispanic	White	Poor	Non-Poor
2019 Average	N/A	-1.15	-0.44	-1.13	-0.25
2022 Average	N/A	-1.35	-0.63	-1.45	-0.43
2023 Average	N/A	-1.34	-0.47	-1.40	-0.32
2019-2022 Change	N/A	-0.21	-0.18	- 0.33	-0.18
2022-2023 Change	N/A	+0.01	+0.16	+0.06	+0.11
2019-2023 Change	N/A	-0.19	↓ -0.03	•0.27	

Reading Performance by Subgroup, Grades 3-8, 2019-2023



Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

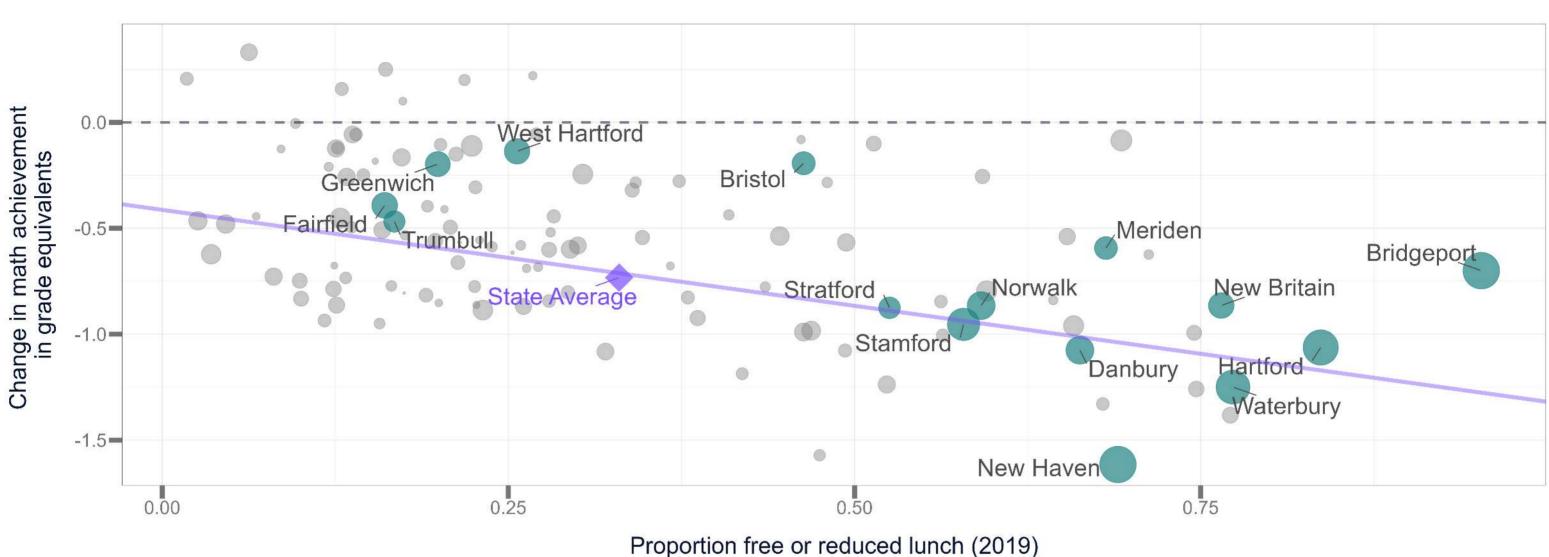
	Black	Hispanic	White	Poor N	on-Poor
2019 Average	N/A	-0.86	-0.06	-0.85	0.19
2022 Average	N/A	-1.20	-0.29	-1.08	-0.19
2023 Average	N/A	-1.33	-0.33	-1.14	-0.27
2019-2022 Change	N/A	-0.34	- 0.23		-0.38
2022-2023 Change	N/A	-0.13	-0.04	-0.06	-0.09
2019-2023 Change	N/A	-0.47	-0.27	↓ -0.29	-0.46

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Connecticut Report on Covid Recovery

Change in Math Achievement 2019-2022



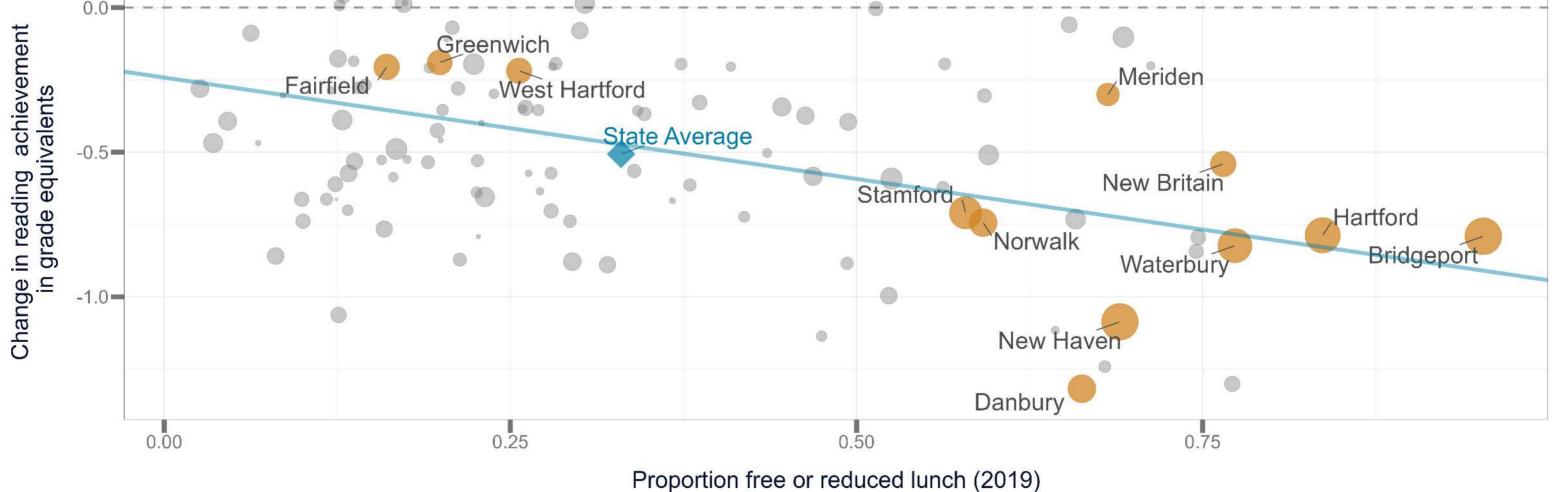
by proportion FRPL in Connecticut districts

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see https://edopportunity.org/methods.

Change in Reading Achievement 2019-2022 by proportion FRPL in Connecticut districts





Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress.

For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 600 tested students per grade. The regression line displays the overall trend within the state.

For details on the methodology see https://edopportunity.org/methods.

Meriden New Britain Bristol Greenwich Trumbull State Average Danbury Waterbury Norwalk Bridgeport Hartford Change in math achievement in grade equivalents Fairfield Stratford 0.0 New Haven Hartford Stamford -0.5 -1.0--1.5= 0.25 0.75 0.50 0.00 Proportion free or reduced lunch (2019)

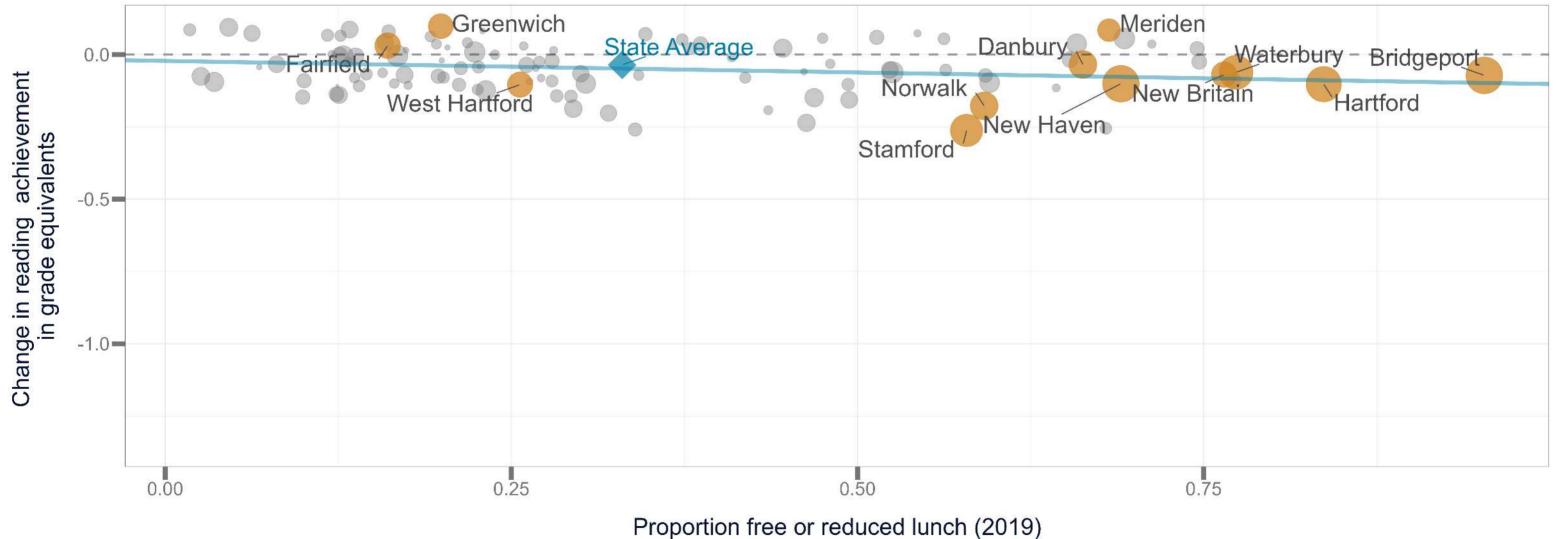
Change in Math Achievement 2022-2023

by proportion FRPL in Connecticut districts

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see https://edopportunity.org/methods.

Change in Reading Achievement 2022-2023 by proportion FRPL in Connecticut districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 600 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see https://edopportunity.org/methods.

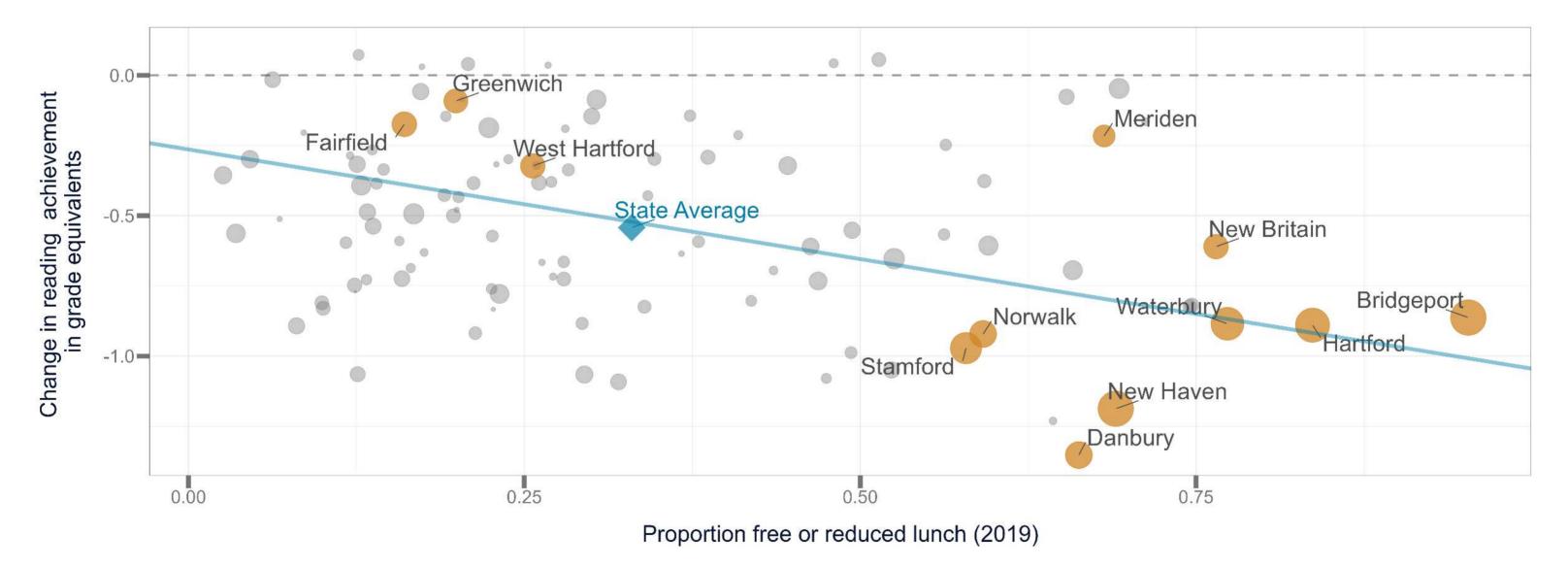


Change in Math Achievement 2019-2023 by proportion FRPL in Connecticut districts

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see https://edopportunity.org/methods.

Change in Reading Achievement 2019-2023 by proportion FRPL in Connecticut districts

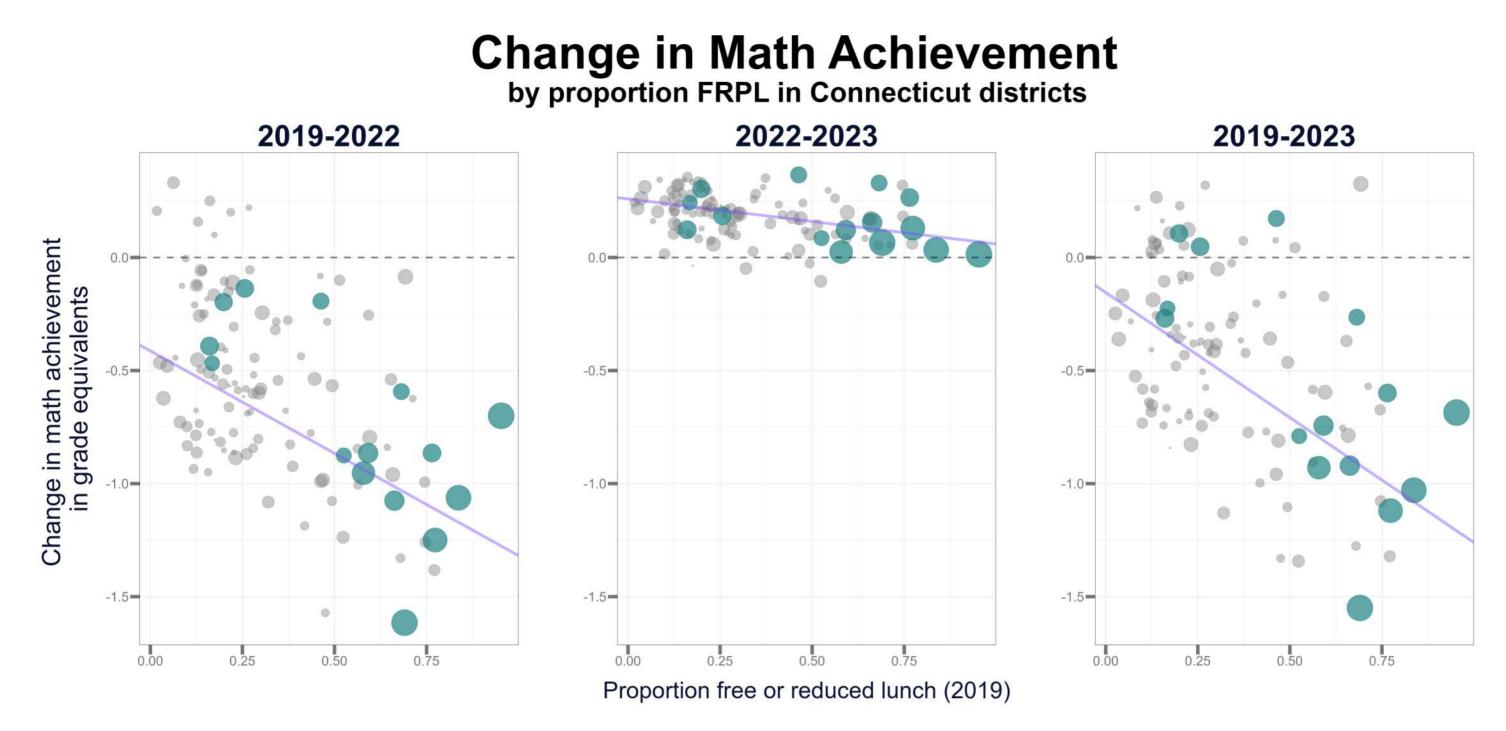


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data.

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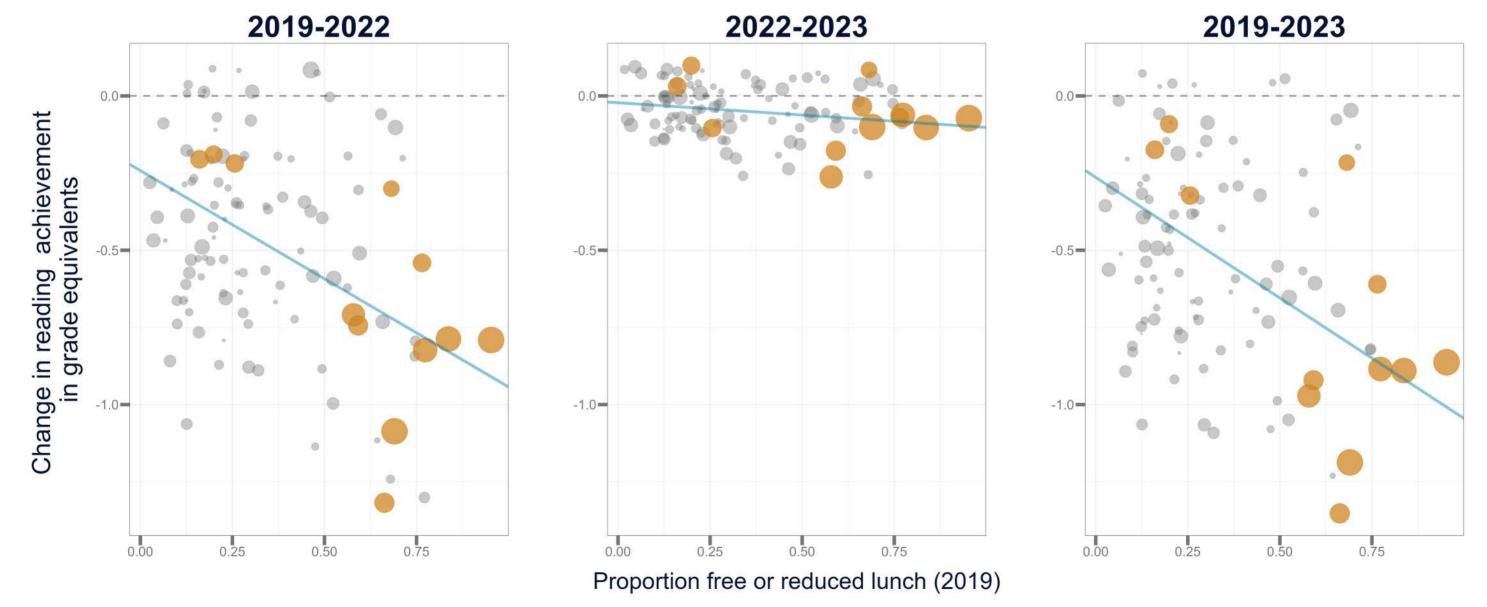


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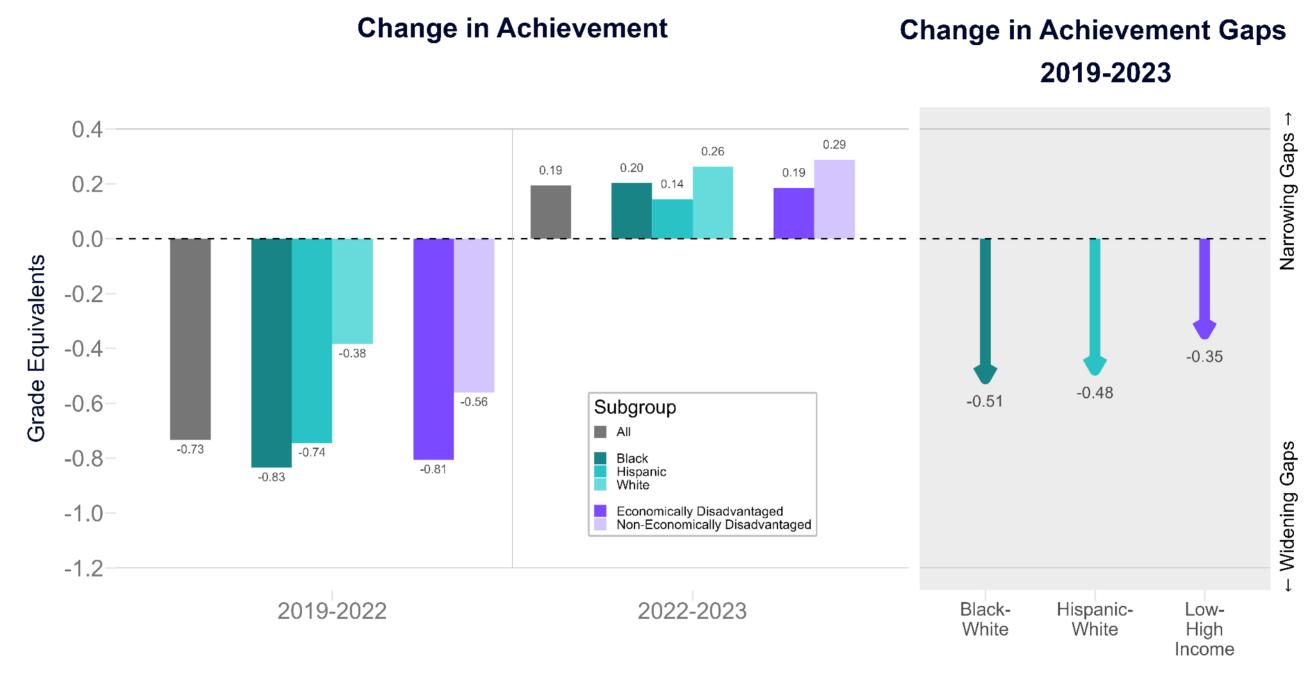
Change in Reading Achievement by proportion FRPL in Connecticut districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Orange points represent districts with at least 600 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see https://edopportunity.org/methods.

Connecticut Math Achievement By Race and Economic Status



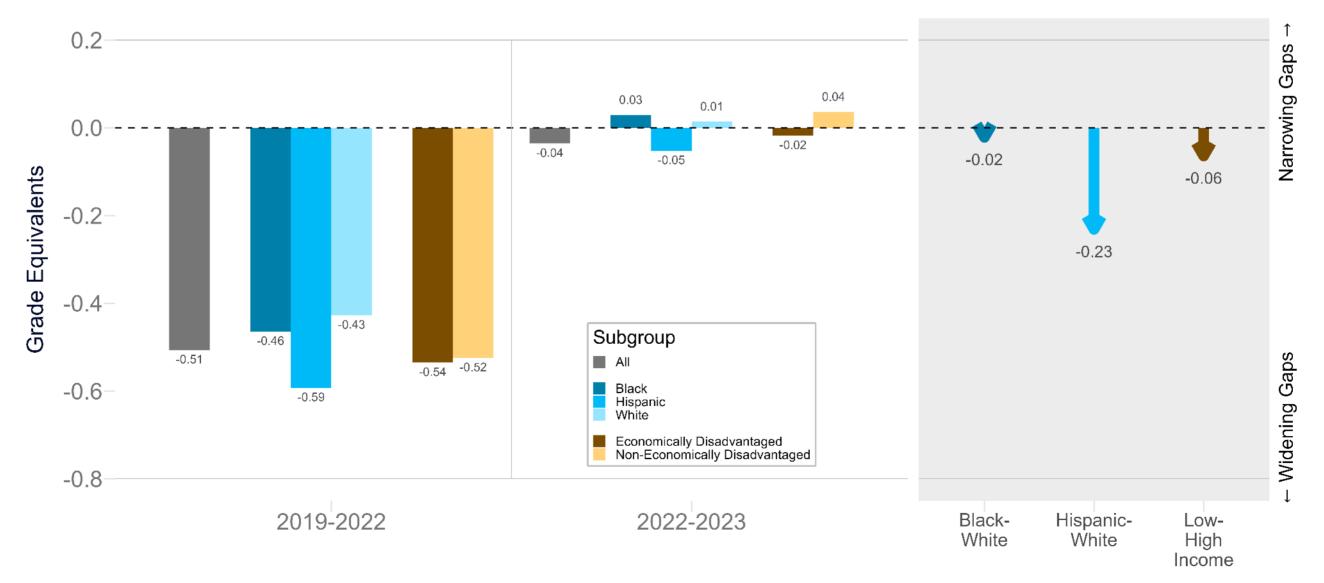
Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assesment of Educational Progress. For details on the methodology, see https://edopportunity.org/methods/.

Connecticut Reading Achievement By Race and Economic Status

Change in Achievement

Change in Achievement Gaps

2019-2023



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assesment of Educational Progress. For details on the methodology, see https://edopportunity.org/methods/.