

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



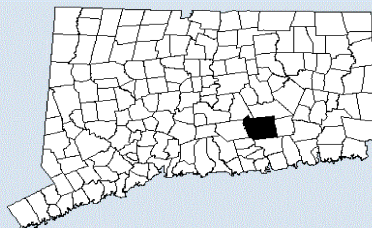
## East Haddam School District

Mr. Brian Reas, Superintendent • 860-873-5090 • <http://www.easthaddamschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,009
Per Pupil Expenditures <sup>1</sup>	\$20,049
Total Expenditures <sup>1</sup>	\$21,252,395

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	473	46.9	48.4
Male	536	53.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	13	1.3	5.2
Black or African American	9	0.9	12.8
Hispanic or Latino of any race	45	4.5	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	16	1.6	3.6
White	922	91.4	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	265	26.3	42.1
Students with Disabilities <sup>3</sup>	136	13.5	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	19	4.1	11	2.3
Male	22	4.2	34	6.1
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	35	3.9	39	4.1
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	9	7.3	17	6.3
Students with Disabilities	8	6.7	11	6.8
District	41	4.2	45	4.3
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 23**

**Number of school-based arrests: 7**

<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 2018-19

## East Haddam School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	81.4
Paraprofessional Instructional Assistants	7.0
<b>Special Education</b>	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	18.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	8.0
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	75.5

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	118	100.0	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	10.0

### 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	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	*	*
White	72	96.0	72	100.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	*	16	*
Students with Disabilities	7	*	9	*
District	78	96.3	75	100.0
State		74.5		85.2

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(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	13	61.9
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	39	95.1
Other Health Impairment	21	84.0
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	97	82.2
State		67.6

<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 2018-19

## East Haddam School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	21	2.1	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	41	4.1	5.5
Other Health Impairment	25	2.5	3.2
Other Disabilities	8	0.8	1.1
Speech/Language Impairment	19	1.9	1.8
All Disabilities	124	12.3	15.0

<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	*	*	8.2
Private Schools or Other Settings	*	*	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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,713,499	\$11,994	\$10,545
Support services - students	\$1,397,198	\$1,372	\$1,373
Support services - instruction	\$732,371	\$719	\$644
Support services - general administration	\$1,027,535	\$1,009	\$462
Support services - school based administration	\$1,103,401	\$1,084	\$1,007
Central and other support services	\$511,004	\$502	\$671
Operation and maintenance of plant	\$2,269,075	\$2,229	\$1,629
Student transportation services	\$1,197,372	\$1,148	\$1,231
Food services	\$70,676	\$69	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$230,264	\$226	\$65
Total	\$21,252,395	\$20,049	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,579,414	34.8	29.7
Instructional Aide Salaries	\$654,210	14.4	9.6
Other Salaries	\$184,745	4.1	10.4
Employee Benefits	\$671,428	14.8	13.0
Purchased Services Other Than Transportation	\$205,434	4.5	5.5
Special Education Tuition	\$832,610	18.3	22.6
Supplies	\$61,451	1.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$342,297	7.5	8.0
Equipment	\$6,400	0.1	0.2
All Other Expenditures	\$4,004	0.1	0.1
Total	\$4,541,993	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.4	24.4

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

2017-18

	Percent of Total (%) Excluding School Construction
Local	79.2
State	16.2
Federal	1.3
Tuition & Other	3.2

<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 2018-19

## East Haddam 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	8	*	8	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	25	68.6	25	61.3	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	*	*
White	467	74.1	462	67.7	203	67.9
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	223	67.6
Eligible for Free or Reduced-Price Meals	132	69.0	131	63.0	49	61.4
Not Eligible for Free or Reduced-Price Meals	385	75.6	381	69.2	174	69.4
Students with Disabilities	72	52.9	70	45.9	23	51.8
Students without Disabilities	445	77.3	442	71.1	200	69.5
High Needs	179	65.3	177	58.8	64	59.7
Non-High Needs	338	78.5	335	72.3	159	70.8
District	517	73.9	512	67.6	223	67.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
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, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.1	77.8	87.1	82.8	296	83.8
Curl Up	76.1	81.9	91.4	93.1	296	86.1
Push Up	56.7	56.9	75.7	78.2	296	67.6
Mile Run/PACER	80.6	84.7	82.9	83.9	296	83.1
All Tests - District	41.8	48.6	62.9	63.2	296	54.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## East Haddam School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	9	*
District	84	92.9
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	36	49.3
Male	96.4	43	51.8
Black or African American	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	*
White	96.6	74	50.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	96.8	79	50.6
State	95.9		42.6

<sup>3</sup>College 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	73.0	87.2
Male	40.9	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	55.8	86.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	55.6	86.2
State	71.0	87.8

<sup>5</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>6</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 2018-19

## East Haddam 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.9	75	49.3	50	98.6	67.7
	High Needs Students	65.3	75	43.6	50	87.1	58.1
Math Performance Index	All Students	67.6	75	45.1	50	90.2	63.1
	High Needs Students	58.8	75	39.2	50	78.4	52.7
Science Performance Index	All Students	67.6	75	45.1	50	90.2	63.8
	High Needs Students	59.7	75	39.8	50	79.6	54.2
ELA Academic Growth	All Students	66.3%	100%	66.3	100	66.3	59.9%
	High Needs Students	63.9%	100%	63.9	100	63.9	55.1%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	62.5%
	High Needs Students	64.4%	100%	64.4	100	64.4	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.8%	<=5%	46.4	50	92.9	16.1%
Preparation for CCR	% Taking Courses	98.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	50.6%	75%	33.8	50	67.5	42.6%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		92.9%	94%	98.8	100	98.8	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		91.3%	94%	97.1	100	97.1	83.3%
Postsecondary Entrance (Class of 2018)		55.6%	75%	74.1	100	74.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.3%   54.7%	75%	36.5	50	73.0	96.4%   52.9%
Arts Access		69.1%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1109.7</b>	<b>1350</b>	<b>82.2</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.3	9.7	15.4	
Math Performance Index Gap	72.3	58.8	13.5	17.6	
Science Performance Index Gap	70.8	59.7	11.1	16.1	
Graduation Rate Gap	94.0%	91.3%	2.7%	11.1%	N

<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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.2
	High Needs Students	100.0
Math	All Students	98.3
	High Needs Students	98.9
Science	All Students	99.6
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## East Haddam School District

### Narratives

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

East Haddam Public Schools is focused on offering our students an environment and experiences that nurture their learning and their learning about their own learning. Parents are a key part of this learning as students share their insights and make connections to their experiences at home with their learning in the classroom.

The instructional staff is engaged in a systematic competency-based curriculum development process involving students, teachers, parents, and administrators in the process. The resulting curricula will be vertically and horizontally aligned with the Common Core State Standards.

East Haddam Public Schools continues to diversify its services for students with special needs. Specialized programs were created at our elementary school to accommodate the needs of some of our students. East Haddam proudly administers a Gifted and Talented program that is designed to give extension activities to both identify students with extraordinary abilities and students seeking challenges beyond the classroom experience. The prevalence rate of students requiring special education has decreased by over 2% due to early intervention programs.

Surveys were developed and conducted for students, parents and teachers to gather input on the attitudes and success of efforts in the areas of student achievement, school climate, and extracurricular opportunities. The district adheres to the curriculum development and established revision cycle and is up to date on aligned with current state and national standards. Curriculum alignment with the Common Core State Standards has become a major focus. Efforts to communicate more effectively and assist students are reflected in the initiative to revise and improve the SRBI model.

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

East Haddam acknowledges its obligation to provide opportunities for its students that will lead to reducing racial, ethnic, and economic isolation. Distance learning and on-line opportunities through the district's participation in the Virtual High School consortium have provided additional multi-cultural experiences for our students. The East Haddam Board of Education supports the district-wide statement on diversity, which has influenced the district's decisions regarding curriculum and instruction.

The elementary school program world language program starts in kindergarten. The curriculum of the class for all students K-3 is focused on world language and culture. The classes are a wonderful opportunity for our students to learn about many parts of the world and the people that live in them. The elementary school PTO coordinates cultural activities and authors' visits to enrich curricular components. Our second graders become immersed in their learning and role playing of our country's 20th Century immigration movement.

The recently added K-8 STEM program encourages students to work in small group of students with varying abilities. Students are learning how to work with a group and be part of a problem solving team.

Nathan Hale-Ray Middle School remains committed to providing opportunities to reduce racial, ethnic, and economic isolation. The middle school science program successfully applied for a grant that enabled our students to have science program facilitated by the project oceanology program with students from schools in urban settings. The students enjoyed these opportunities to learn about science up close and personal and to learn alongside students from very different backgrounds.

The Middle School added the Wingman program to give students the opportunity to learn to lead and support the fellow students.

Responsive Classroom is incorporated, many components of which address differences and social awareness. Grade level curriculum includes themes of Native American and Mexican American culture, study Near East and Mediterranean civilizations, the life of a former slave from our community in the late 1700's, medieval and renaissance cultures, including a unit on Africa, Islam and the Middle East, and the American Civil War and a I

# District Profile and Performance Report for School Year 2018-19

## East Haddam School District

### **Equitable Allocation of Resources among District Schools**

The East Haddam School District is comprised of three schools: a PK-3 elementary school, a 4-8 middle school, and a 9-12 high school. Budgets for each school are developed by the school Principal with significant input from their respective staffs. The building budgets are reviewed by the Superintendent and the Director of Finance for compliance with the budget parameters. Budget goals for each school, along with the goals for the district, determine the allocation of our financial resources. The goals of the district are embodied in each school's School Improvement Plan and in the District's Strategic Plan. The budget is developed to support the educational needs of all East Haddam students so as to ensure that equal educational opportunity remains as a primary district focus.