

STRATEGIC SCHOOL PROFILE 2007-08**East Haddam School District**

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Location: 26 Plains Road
Moodus,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Middlesex	Per Capita Income in 2000: \$28,112
Town Population in 2000: 8,333	Percent of Adults without a High School Diploma in 2000*: 10.7%
1990-2000 Population Growth: 24.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
Number of Public Schools: 3	District Enrollment as % of Estimated. Student Population: 92.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007	1,419
5-Year Enrollment Change	0.3%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	83	5.8	9.7	28.7
K-12 Students Who Are Not Fluent in English	3	0.2	0.5	5.4
Students Identified as Gifted and/or Talented*	62	4.4	4.3	4.0
PK-12 Students Receiving Special Education Services in District	174	12.3	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	80	72.1	82.5	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	33	20.0	20.0	20.2

*58.1% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	16	1.1
Black	18	1.3
Hispanic	36	2.5
White	1,346	94.9
Total Minority	73	5.1

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 1.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The East Haddam schools are committed to preparing its students for life in the twenty-first century. By its very nature, rural and bounded by the Connecticut River and several state forests, East Haddam acknowledges the need to provide opportunities for its students that will lead to reducing racial, ethnic, and economic isolation. In 2001, the East Haddam Board of Education approved a five year strategic plan. In 2006, the Board of Education approved two additional years to the plan. Many of the action plans were developed to strengthen the district's curriculum and to further contribute to reducing racial, ethnic, and economic isolation. Each of the district's schools is engaged in a number of educational activities that are specifically intended to heighten our students' awareness of issues of diversity and isolation. Several East Haddam students have attended the Hartford Academy for the Performing Arts. Beginning in the 2004-05 academic year, several elementary school students applied for and were accepted into the Regional Multicultural Magnet School in New London. All of the district's K-12 curriculum continues to be revised and aligned with the State Department of Education Frameworks and provides additional opportunities for our students to develop a greater appreciation for different cultures. The district's Language Arts, social studies, and world languages curricula contain multicultural curriculum elements. Courses in Chinese culture, sociology, and world cultures have been added to the curriculum over the last five years. 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 approved a district-wide statement on diversity, which has influenced many of the district's decisions regarding curriculum and instruction. The district's Diversity Committee was expanded to address multicultural curriculum as well as issues of diversity. East Haddam Elementary School has implemented the Responsive Classroom model and the middle school has embraced the Rite of Passage Experience. Extracurricular activities (e.g. Multicultural Club, Straight from the Heart, etc.) continue to provide students with additional experiences to develop a deeper understanding of human differences.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	63.7	52.0	57.1
Writing	72.5	63.4	58.9
Mathematics	67.6	60.0	54.0
Grade 4 Reading	59.8	55.9	43.7
Writing	75.7	62.9	68.6
Mathematics	72.8	60.3	62.3
Grade 5 Reading	64.6	62.2	35.2
Writing	57.0	64.5	21.6
Mathematics	71.9	65.9	47.5
Science	59.4	54.9	35.2
Grade 6 Reading	74.1	66.3	47.6
Writing	64.9	61.9	42.9
Mathematics	67.9	66.4	36.9
Grade 7 Reading	80.2	71.1	48.4
Writing	65.5	62.0	45.2
Mathematics	69.0	63.0	44.5
Grade 8 Reading	67.5	64.8	39.0
Writing	74.8	63.4	55.3
Mathematics	65.0	60.8	38.4
Science	60	58.6	33.3

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	47.4	45.5	44.6
Writing Across the Disciplines	67.0	57.9	52.3
Mathematics	51.8	50.1	42.3
Science	61.7	46.3	63.1

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	43.2	36.1	67.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		88.7	77.6	
Average Score	Mathematics	501	504	43.8
	Critical Reading	497	502	38.5
	Writing	525	503	73.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	95.9	92.6	45.4
Cumulative Four-Year Dropout Rate for Class of 2007	3.9	6.2	39.1
2006-07 Annual Dropout Rate for Grade 9 through 12	2.1	1.7	20.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.7	83.4
% Employed (Civilian Employment and in Armed Services)	14.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	87.40
Paraprofessional Instructional Assistants	7.00
Special Education	
Teachers and Instructors	13.50
Paraprofessional Instructional Assistants	16.00
Library/Media Specialists and Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	3.50
Other Staff Providing Non-Instructional Services and Support	68.60

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.3	14.5	13.6
% with Master's Degree or Above	82.7	78.1	75.6

Average Class Size	District	DRG	State
Grade K	15.9	15.7	18.1
Grade 2	18.5	16.8	19.3
Grade 5	25.2	19.9	20.9
Grade 7	22.6	19.6	20.5
High School	20.7	18.7	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,020	984	987
Middle School	1,008	1,012	1,017
High School	1,034	1,005	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	5.8	3.0	3.4
Middle School	3.8	2.5	2.7
High School	2.0	2.3	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG 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	DRG	State
Instructional Staff and Services	\$9,067	\$6,449	\$7,153	\$6,656	\$7,159
Instructional Supplies and Equipment	\$617	\$439	\$262	\$302	\$266
Improvement of Instruction and Educational Media Services	\$326	\$232	\$443	\$364	\$429
Student Support Services	\$965	\$686	\$764	\$810	\$761
Administration and Support Services	\$1,838	\$1,307	\$1,256	\$1,264	\$1,271
Plant Operation and Maintenance	\$2,211	\$1,572	\$1,329	\$1,301	\$1,322
Transportation	\$1,032	\$684	\$605	\$622	\$601
Costs for Students Tuitioned Out	\$884	N/A	N/A	N/A	N/A
Other	\$20	\$14	\$147	\$154	\$145
Total	\$16,959	\$11,826	\$12,203	\$11,756	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,536	\$2,515	\$1,875	\$1,899	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,324,661
Percent of Total PK-12 Expenditures Used for Special Education	19.6%

Revenue Sources, % of Expenditures 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
Including School Construction	61.5	32.8	2.0	3.6
Excluding School Construction	71.6	21.6	2.5	4.4

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 Haddam Public Schools is comprised of three schools: a PK-3 elementary school, a 4 newly re-configured 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 business manager 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 the East Haddam students to ensure that equal educational opportunity at all levels is the primary concern. Increases in building level budgets reflect increases in student enrollment, curricular needs, and in accordance with the district's long-range school facilities and maintenance plans.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	183
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	11	0.8	0.7	0.7
Learning Disability	71	4.9	3.9	4.0
Intellectual Disability	11	0.8	0.4	0.5
Emotional Disturbance	8	0.6	0.7	1.0
Speech Impairment	46	3.2	3.0	2.4
Other Health Impairment*	28	1.9	1.9	2.1
Other Disabilities**	8	0.6	0.7	0.9
Total	183	12.7	11.2	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	72.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.7	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	21.2	20.4	68.5	62.1
	Writing	17.2	19.3	68.0	63.0
	Mathematics	27.6	22.6	69.0	62.7
	Science	17.1	22.2	59.7	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	47.4	45.5
	Writing Across the Disciplines	N/A	N/A	67.0	57.9
	Mathematics	N/A	N/A	51.8	50.1
	Science	N/A	N/A	61.7	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	14.7
	% With Accommodations	85.3
CAPT	% Without Accommodations	14.3
	% With Accommodations	85.7
% Assessed Using Skills Checklist		9.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.5
Private Schools or Other Settings	16	8.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	110	60.1	74.4	71.6
40.1 to 79.0 Percent of Time	57	31.1	18.8	16.6
0.0 to 40.0 Percent of Time	16	8.7	6.8	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In the 07/08 school year the East Haddam Special Education Department continued to work closely with general education staff to develop individualized instructional interventions to address the needs of students who scored at Level 1 and Level 2 on CMT and CAPT. All students who scored at Level 1 and Level 2 received an individual plan. Students who have an IEP were reviewed to ensure that the goals and objectives were aligned with the skills of CMT and CAPT as well as the general curriculum. Time was set aside at monthly special education meetings to review progress of the students.

The district continued to encourage staff and provide funding for professional development opportunities for staff to improve instructional strategies that would enhance instructional strategies in team taught classrooms.

The Special Education staff also worked closely with the middle school to promote and improve an early intervention model. The Middle School staff received an overview of intervention strategies, working with the autistic child in the classroom, monitoring intervention strategies to assess student performance.

In addition the district contracted the services of a clinical psychologist who specializes in the area of autism on a monthly basis to consult with both staff and parents.

The major focus for Professional Development at the Elementary School was on understanding SRBI. Staff received two days on training in November in response to Intervention. The district participated in the consortium this past spring on SRBI.
