

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



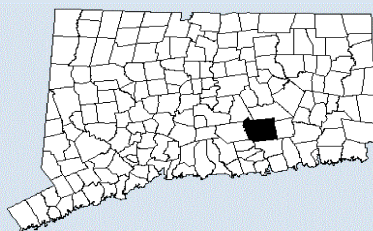
East Haddam School District

Mr. Brian Reas, Superintendent • 860-873-5090 • www.easthaddamschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,023
Per Pupil Expenditures ¹	\$19,774
Total Expenditures ¹	\$21,138,716

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.

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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	486	47.5	48.4
Male	537	52.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	13	1.3	5.1
Black or African American	*	*	12.8
Hispanic or Latino	28	2.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	17	1.7	3.3
White	956	93.5	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	126	12.3	36.7
Students with Disabilities ¹	133	13.0	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	31	6.5	7	1.4
Male	36	6.8	46	8.3
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	62	6.6	50	5.2
English Learners	0	0.0	0	*
Eligible for Free or Reduced-Price Meals	15	11.6	12	6.8
Students with Disabilities	11	9.0	12	7.5
District	67	6.7	53	5.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	81.6
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	5.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.0
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	74.0

¹In 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	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	119	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.6	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	*	*
White	63	86.3	77	96.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	*	0	0.0
Students with Disabilities	7	*	9	*
District	63	85.1	80	95.2
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	13	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	36	92.3
Other Health Impairment	19	90.5
Other Disabilities	*	*
Speech/Language Impairment	24	85.7
District	97	79.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	21	2.0	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	9	0.9	0.5
Learning Disability	39	3.8	5.2
Other Health Impairment	21	2.0	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	31	3.0	1.8
All Disabilities	128	12.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	11,797,151	11,498	9,847
Instructional Supplies and Equipment	503,159	490	287
Improvement of Instruction and Educational Media Services	463,805	452	589
Student Support Services	1,206,136	1,176	1,120
Administration and Support Services	2,621,580	2,555	1,905
Plant Operation and Maintenance	2,362,143	2,302	1,648
Transportation	1,178,390	1,049	904
Costs of Students Tuitioned Out	949,028	N/A	N/A
Other	57,324	56	208
Total	21,138,716	19,774	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,393,724	1,358	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,733,218	36.0	33.8
Noncertified Personnel	690,340	14.4	14.5
Purchased Services	410,435	8.5	5.5
Tuition to Other Schools	798,774	16.6	23.4
Special Ed. Transportation	393,170	8.2	8.7
Other Expenditures	782,979	16.3	14.1
Total Expenditures	4,808,916	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	78.0	76.6
State	17.8	18.9
Federal	1.4	1.5
Tuition & Other	2.7	2.9

⁴Revenue 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 Correction).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	6	*	6	*
Black or African American	*	*	*	*
Hispanic or Latino	14	*	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	6	*	*	*
White	465	73.6	464	67.2
English Learners	*	*	*	*
Non-English Learners	495	73.7	493	67.1
Eligible for Free or Reduced-Price Meals	117	67.8	116	62.1
Not Eligible for Free or Reduced-Price Meals	380	75.5	379	68.7
Students with Disabilities	65	50.7	63	44.8
Students without Disabilities	432	77.1	432	70.4
High Needs	162	64.0	160	57.6
Non-High Needs	335	78.4	335	71.7
District	497	73.7	495	67.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.2	78.4	76.5	81.8	273	81.3
Curl Up	81.1	82.4	86.4	93.2	273	85.0
Push Up	60.8	55.4	69.1	77.3	273	64.5
Mile Run/PACER	79.7	82.4	80.2	81.8	273	81.0
All Tests - District	45.9	48.6	53.1	56.8	273	50.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	*
Students with Disabilities	14	*
District	83	96.4
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	32	43.8
Male	97.6	34	40.0
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	98.7	66	43.1
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	98.1	66	41.8
State	96.3		44.8

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	74.5	100.0
Male	57.6	91.3
Black or African American	*	*
Hispanic or Latino	*	*
White	67.1	96.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	67.9	96.5
State	70.9	88.3

⁵College 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.

⁶College 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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.7	75	49.1	50	98.2	67.6
	High Needs Students	64.0	75	42.6	50	85.3	57.5
Math Performance Index	All Students	67.1	75	44.8	50	89.5	62.7
	High Needs Students	57.6	75	38.4	50	76.8	52.0
ELA Academic Growth	All Students	58.2%	100%	58.2	100	58.2	60.7%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.6%
Math Academic Growth	All Students	54.2%	100%	54.2	100	54.2	61.9%
	High Needs Students	43.2%	100%	43.2	100	43.2	55.4%
Chronic Absenteeism	All Students	6.7%	<=5%	46.7	50	93.4	10.7%
	High Needs Students	9.6%	<=5%	40.7	50	81.4	16.6%
Preparation for CCR	% Taking Courses	90.5%	75%	50.0	50	100.0	74.8%
	% Passing Exams	41.8%	75%	27.8	50	55.7	44.8%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		96.4%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.2%	94%	93.9	100	93.9	81.8%
Postsecondary Entrance (Class of 2017)		67.9%	75%	90.5	100	90.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		85.6% 50.5%	75%	16.8	50	33.7	96.6% 50.1%
Arts Access		68.6%	60%	50.0	50	100.0	51.2%
Accountability Index				952.0	1250	76.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.0	11.0	15.9	
Math Performance Index Gap	71.7	57.6	14.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.2%	5.8%	12.7%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.9
	High Needs Students	98.3
Math	All Students	98.5
	High Needs Students	97.2
Science	All Students	94.3
	High Needs Students	90.7

³Minimum participation standard is 95%.

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

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**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

East Haddam School District

Narratives

School District Improvement Plans and Parental Outreach Activities

East Haddam Public Schools continues to focus on improving our instruction for students and our access to important information for our parents.

The instructional staff is engaged in a systematic standards-based curriculum renewal process involving every teacher and administrator in the district. 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 have provided additional multi-cultural experiences for our students. The 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 added a world language class for all students K-3 and is focused on world language and culture. Our students learn about many parts of the world and the people that live in them. The PTO coordinates cultural activities and authors' visits to enrich curricular. 2nd graders become immersed in their learning and role playing of our country's 20th Century immigration movement. The K-8 STEM program encourages students to work in small group of students with varying abilities 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 science program successfully applied for a grant that enabled our students to have a program facilitated by the project oceanology with students from schools in urban settings. 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, 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, the Middle East, the American Civil War and the connection to the evolution of race relations in our country.

Nathan Hale-Ray High School give our students opportunities to interact with students and teachers from more diverse background through many clubs. Activities include visiting urban soup kitchens and planning multi-cultural events with other schools. The school encourages participation in foreign exchange programs and has hosted students from across the globe.

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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.