

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



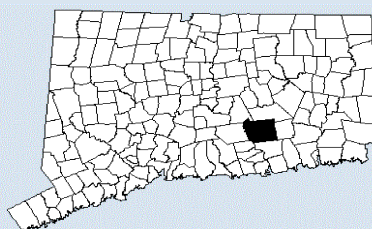
East Haddam School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,143
Per Pupil Expenditures ¹	\$16,357
Total Expenditures ¹	\$20,168,651

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight(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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	560	49.0	48.3
Male	583	51.0	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	8	0.7	4.7
Black or African American	6	0.5	12.9
Hispanic or Latino	28	2.4	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	10	0.9	2.5
White	1,091	95.5	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	189	16.5	37.6
Students with Disabilities ¹	177	15.5	13.3

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	39	7.2	*	*
Male	36	6.3	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	70	6.6	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	24	14.0	11	5.7
Students with Disabilities	22	13.3	6	3.1
District	75	6.8	28	2.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

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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East Haddam School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	83.0
Paraprofessional Instructional Assistants	6.5
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	17.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	5.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	72.5

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	0.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	116	99.2	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	55	77.5	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	17	*
Students with Disabilities	10	*	12	*
District	59	76.6	101	92.7
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	17	58.6
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	39	84.8
Other Health Impairment	16	64.0
Other Disabilities	*	*
Speech/Language Impairment	38	86.4
District	118	72.4
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	30	2.6	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	46	4.0	4.4
Other Health Impairment	25	2.2	2.6
Other Disabilities	9	0.8	1.0
Speech/Language Impairment	47	4.1	1.9
All Disabilities	170	14.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	5.3	8.1
Private Schools or Other Settings	16	9.4	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,028,326	9,299	9,134
Instructional Supplies and Equipment	297,486	251	334
Improvement of Instruction and Educational Media Services	398,205	336	498
Student Support Services	1,142,671	963	1,001
Administration and Support Services	2,255,550	1,902	1,694
Plant Operation and Maintenance	2,483,880	2,094	1,572
Transportation	1,314,415	1,033	813
Costs of Students Tuitioned Out	1,239,255	N/A	N/A
Other	8,863	7	186
Total	20,168,651	16,357	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,451,703	1,224	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,551,739	33.4	35.1
Noncertified Personnel	475,238	10.2	14.2
Purchased Services	346,075	7.5	5.2
Tuition to Other Schools	1,148,085	24.7	22.0
Special Ed. Transportation	457,616	9.9	8.6
Other Expenditures	666,346	14.3	14.9
Total Expenditures	4,645,099	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.3	74.3
State	23.1	20.8
Federal	1.5	1.6
Tuition & Other	3.1	3.3

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	7	*	7	*	*	*
Black or African American	*	*	*	*	N/A	N/A
Hispanic or Latino	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	559	73.9	558	64.1	247	60.7
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	255	60.6
Eligible for Free or Reduced-Price Meals	83	69.6	83	59.1	32	60.6
Not Eligible for Free or Reduced-Price Meals	496	74.6	495	65.1	223	60.6
Students with Disabilities	96	56.2	96	46.8	41	48.9
Students without Disabilities	483	77.4	482	67.7	214	62.8
High Needs	164	63.7	164	53.7	68	54.5
Non-High Needs	415	77.9	414	68.4	187	62.8
District	579	73.9	578	64.3	255	60.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	91.5	78.2	79.8	88.0	286	82.9
Curl Up	91.5	89.1	85.4	96.0	286	89.2
Push Up	70.4	61.4	65.2	92.0	286	67.5
Mile Run/PACER	87.3	90.1	76.4	92.0	286	85.3
All Tests - District	59.2	52.5	56.2	88.0	286	58.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	22	81.8	.		.
Students with Disabilities	*	*	.		.
District	105	93.3	92.3	Yes	92.5
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.9	37	42.0
Male	57.1	40	40.8
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	64.8	74	41.3
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	35.7	*	*
Students with Disabilities	*	*	*
District	65.1	77	41.4
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.5	97.6
Male	52.1	77.1
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	64.4	88.9
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	39.1	*
Students with Disabilities	*	*
District	62.9	88.3
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.9	75	98.5	100	98.5	67.9
	High Needs Students	63.7	75	84.9	100	84.9	56.7
Math Performance Index	All Students	64.3	75	85.7	100	85.7	59.3
	High Needs Students	53.7	75	71.7	100	71.7	47.8
Science Performance Index	All Students	60.6	75	80.8	100	80.8	56.5
	High Needs Students	54.5	75	72.7	100	72.7	45.9
Chronic Absenteeism	All Students	6.8%	<=5%	46.5	50	93.0	10.6%
	High Needs Students	13.4%	<=5%	33.2	50	66.5	17.3%
Preparation for CCR	% Taking Courses	86.0%	75%	50.0	50	100.0	66.1%
	% Passing Exams	41.4%	75%	27.6	50	55.2	37.3%
On-track to High School Graduation		94.5%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		93.3%	94%	99.3	100	99.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		85.2%	94%	90.6	100	90.6	77.6%
Postsecondary Entrance (Class of 2014)		62.9%	75%	83.8	100	83.8	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		81.0% 58.4%	75%	19.5	50	38.9	87.6% 51.0%
Arts Access		69.4%	60%	50.0	50	100.0	45.7%
Accountability Index				1044.9	1250	83.6	

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	63.7	11.3	17.3	
Math Performance Index Gap	68.4	53.7	14.7	19.6	
Science Performance Index Gap	62.8	54.5	8.3	17.2	
Graduation Rate Gap	94.0%	85.2%	8.8%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.0
	High Needs Students	95.5
Math	All Students	96.9
	High Needs Students	95.5
Science	All Students	100.0
	High Needs Students	100.0

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: 62.4 State: 50.1

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 2014-15

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.

A collaborative team of teachers and administrators modified and implemented a new teacher evaluation system that incorporated parent, staff and student feedback.

East Haddam PS 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. In the 2014/15 school year prevalence rate of students in Special Education was 14.7% and students in Gifted & Talented was 4.7%.

The staff continues to work closely with all district staff to promote and to continuously improve upon an early intervention model (SRBI). All K-8 staff is trained in intervention strategies, data teams, progress monitoring, and intervention strategies to assess student performance. The district uses the achievement software program for monitoring students on Tier 2 & Tier 3 for general education students and for identified special education students.

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 PTO coordinates cultural activities and authors' visits to enrich curricular components. Our Student Council's community service and learning projects supported East Haddam's Food Bank in October and March, our local police barracks in their "Fill a Cruiser" Toy Drive. Our second graders become immersed in their learning and role playing of our country's 20th Century immigration movement.

Nathan Hale-Ray Middle School remains committed to providing opportunities to reduce racial, ethnic, and economic isolation. 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 look at the connection to the evolution of race relations in our country.

Many clubs at Nathan Hale-Ray High School give our students opportunities to interact with students and teachers from more diverse backgrounds: some examples include The Little Noises Spirit Club, The YES Club, the Multi-cultural Club and Straight from the Heart Club. Activities have included visiting urban soup kitchens and planning multi-cultural events with other schools. The high school encourages participation in foreign exchange programs. During the past five years, Nathan Hale-Ray High School has hosted exchange 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.