

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



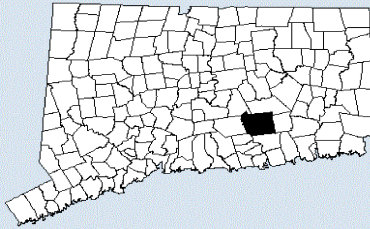
## East Haddam School District

Dr. Marybeth Iacobelli, Superintendent • 860-873-5090 • [www.easthaddamschools.org](http://www.easthaddamschools.org)

### District Information

Grade Range	PK-12
Number of Schools	3
Enrollment	1,199
Per Pupil Expenditures <sup>1</sup>	\$15,028
Total Expenditures <sup>1</sup>	\$19,505,748

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
 (2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	592	49.4	48.3
Male	607	50.6	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	7	0.6	12.9
Hispanic or Latino	23	1.9	21.2
Pacific Islander	0	0.0	0.0
White	1,152	96.1	58.4
Two or More Races	9	0.8	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	157	13.1	37.3
Students with Disabilities <sup>1</sup>	185	15.4	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	38	6.6	0	0.0
Male	41	6.9	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	0	0.0
White	*	*	0	0.0
English Language Learners	0	0.0	0	*
Eligible for Free or Reduced-Price Meals	18	10.9	0	0.0
Students with Disabilities	19	10.8	0	0.0
District	79	6.7	0	0.0
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 8**

<sup>2</sup>A 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.

<sup>3</sup>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 2013-14

## East Haddam School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	98.4
Paraprofessional Instructional Assistants	7.5
<b>Special Education</b>	
Teachers and Instructors	14.1
Paraprofessional Instructional Assistants	17.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	5.5
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	72.5

<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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	135	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	*	*
White	11	9.8	17	17.7
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	11	9.7	19	18.4
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	15	60.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	41	87.2
Other Health Impairment	17	65.4
Other Disabilities	*	*
Speech/Language Impairment	38	82.6
District	117	72.7
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## East Haddam School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	2.3	1.4
Emotional Disturbance	6	0.5	1.0
Intellectual Disability	7	0.6	0.4
Learning Disability	47	3.9	4.2
Other Health Impairment	26	2.2	2.5
Other Disabilities	12	1.0	1.0
Speech/Language Impairment	48	4.0	1.9
All Disabilities	174	14.4	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,761,376	8,651	8,769
Instructional Supplies and Equipment	458,858	369	275
Improvement of Instruction and Educational Media Services	330,772	266	487
Student Support Services	1,073,712	863	965
Administration and Support Services	2,010,643	1,616	1,600
Plant Operation and Maintenance	2,323,045	1,867	1,472
Transportation	1,220,637	912	786
Costs of Students Tuitioned Out	1,325,395	N/A	N/A
Other	1,310	1	178
Total	19,505,748	15,028	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,706,857	1,372	1,434
-----------------------------------	-----------	-------	-------

<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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,516,268	33.8	35.6
Noncertified Personnel	449,344	10.0	14.5
Purchased Services	304,004	6.8	5.0
Tuition to Other Schools	1,229,075	27.4	21.4
Special Ed. Transportation	354,274	7.9	8.5
Other Expenditures	631,756	14.1	14.9
Total Expenditures	4,484,721	100.0	100.0
PK-12 Expenditures Used for Special Education		23.0	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.5	72.6
State	21.5	21.9
Federal	2.2	2.4
Tuition & Other	2.8	3.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## East Haddam School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	83.9	.	82.7	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	75.2	74.5	80.5	80.8	.	.	.	.	
Students with Disabilities	56.6	58.2	61.8	59.5	.	.	.	.	
High Needs	66.5	68.7	70.4	70.8	.	.	.	.	
District	85.7	86.6	88.8	87.4	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	.	59.9	50.4	54.7	.	.	.	.	
District	81.8	81.1	75.9	80.4	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.0	79.0	80.4	N/A	279	79.2
Curl Up	72.0	84.0	86.6	N/A	279	81.4
Push Up	52.4	60.0	59.8	N/A	279	57.7
Mile Run/PACER	87.8	86.0	72.2	N/A	279	81.7
All Tests - District	40.2	52.0	41.2	N/A	279	44.8
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2013-14

## East Haddam School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	100	96	92.1	Yes	92.3
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	67.3	36	35.6
Male	60.0	41	35.7
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	62.5	72	34.6
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	30.8	*	*
Students with Disabilities	*	*	*
District	63.4	77	35.6
State	72.9		37.6

<sup>5</sup>College 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

<sup>6</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 percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2014 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2014

### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	80.9	89.4
Male	70.8	95.7
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	74.4	91.4
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	75.8	91.4
State	72.7	88.5

<sup>7</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>8</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 2013-14

## East Haddam School District

### Narratives

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

The East Haddam Elementary instructional staff is engaged in a systematic standards-based curriculum review, development, implementation, and evaluation process. The district is developing core curricula vertically and horizontally aligned with the Common Core State Standards.

The East Haddam Elementary instructional staff engaged in a strategic process to strengthen instructional practices and guide teacher decision-making to improve student learning by developing, implementing, monitoring, and evaluating instructional practices. Embedded professional development directly aligned with the core curriculum supports the implementation of these practices.

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

The East Haddam Elementary instructional staff will supported students to monitor their own progress towards mastery of standards, including identifying problems of understanding and the skills and competencies necessary to take responsibility for their own learning.

Services for students are broken down into three categories, students under IDEA, federal special education law, 504 under the American Disabilities Act, and Gifted and Talented, under the auspices of IDEA which only requires identification but no mandate for programming which has been left up to the states to determine mandated services. Connecticut presently requires that schools must identify students as Gifted and Talented but does not require mandated services. East Haddam offers a School Wide Enrichment Model that provides enrichment opportunities for all students in grades 4-8, as well extended programs for selected students and students that show an aptitude or specific skill. In the 2013/14 school year prevalence rate of students in Special Education was 15.4% 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

By its very nature as a small, rural district, East Haddam acknowledges its obligation to provide opportunities for its students that will lead to reducing racial, ethnic, and economic isolation. A number of East Haddam students attend CT Magnet Schools. 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.

# District Profile and Performance Report for School Year 2013-14

## 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. The administration from all three schools, the finance director, facilities director and IT director meet bimonthly with the Superintendent of Schools to collaborate on ideas, problem solving and district wide topics. All three schools work together on curriculum based professional development.