

**STRATEGIC SCHOOL PROFILE 2011-12****East Haddam School District**

ELLEN W. SOLEK, Superintendent

Location: 26 Plains Road

Telephone: (860) 873-5090

Moodus,  
ConnecticutWebsite: [www.easthaddamschools.org](http://www.easthaddamschools.org)

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](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Middlesex

Town Population in 2000: 8,333

1990-2000 Population Growth: 24.8%

Number of Public Schools: 3

Per Capita Income in 2000: \$28,112

Percent of Adults without a High School Diploma in 2000\*: 10.7%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.2%

District Enrollment as % of Estimated. Student Population: 94.0%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2011      1,269  
5-Year Enrollment Change      -9.7%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	121	9.5	14.9	35.2
K-12 Students Who Are Not Fluent in English	4	0.3	0.7	5.6
Students Identified as Gifted and/or Talented*	57	4.5	3.3	4.0
PK-12 Students Receiving Special Education Services in District	168	13.2	11.1	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	57	76.0	86.6	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	27	16.0	15.3	13.0

\*54.4 % 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	11	0.9
Black	11	0.9
Hispanic	32	2.5
Pacific Islander	0	0.0
White	1,199	94.5
Two or more races	13	1.0
Total Minority	70	5.5

**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 4.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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 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. Each of the district's schools engages in a number of educational activities that are specifically intended to heighten our students' awareness of issues of diversity and isolation. A number East Haddam student attend the Greater Hartford CT Magnet Schools and several elementary school students attend the Regional Multicultural Magnet School in New London. 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 secondary curriculum. 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. East Haddam Elementary School continues to implement the Responsive Classroom Model and the Middle School continues to implement the Rite of Passage Experience. This past school year, Middle School students experienced Rachel's Challenge and the Change Reaction Club. Extracurricular activities (e.g. Multicultural Club, Straight from the Heart, etc.) continue to provide high school students with additional experiences to develop a deeper understanding of cultural differences.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	85.9	59.2	98.8
Writing	87.1	62.7	96.3
Mathematics	89.9	66.5	93.8
Grade 4 Reading	76.5	64.1	61.9
Writing	88.0	65.3	95.6
Mathematics	80.6	68.0	61.3
Grade 5 Reading	90.5	67.6	94.0
Writing	83.3	68.1	79.2
Mathematics	83.9	71.6	64.3
Science	84.4	63.9	79.2
Grade 6 Reading	75.5	74.1	34.9
Writing	75.0	67.4	50.0
Mathematics	60.8	69.3	20.5
Grade 7 Reading	90.1	79.8	66.7
Writing	75.0	65.6	53.4
Mathematics	77.5	68.1	53.8
Grade 8 Reading	83.7	76.8	49.1
Writing	80.4	68.3	60.0
Mathematics	77.8	67.2	50.9
Science	67.6	61.9	37.5

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scorable 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	47.3	47.5	39.1
Writing Across the Disciplines	68.1	63.0	43.3
Mathematics	41.3	49.2	29.3
Science	50.5	47.1	42.5

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	38.3	50.6	20.9

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.0	77.3	
Average Score	Mathematics	519	505	61.8
	Critical Reading	531	502	69.5
	Writing	534	506	72.5

**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, Adjusted Cohort Rate 2011	91.8	82.7	60.9
2010-11 Annual Dropout Rate for Grade 9 through 12	1.8	2.6	30.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.8	84.5
% Employed (Civilian Employment and in Armed Services)	7.8	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	88.40
Paraprofessional Instructional Assistants	7.00
Special Education	
Teachers and Instructors	13.60
Paraprofessional Instructional Assistants	17.50
Library/Media Specialists and/or Assistants	5.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	5.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	3.50
Other Staff Providing Non-Instructional Services and Support	66.50

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	15.0	15.4	13.9
% with Master's Degree or Above	83.8	81.8	79.6

Average Class Size	District	DRG	State
Grade K	17.4	15.5	18.5
Grade 2	17.4	17.0	19.7
Grade 5	17.6	18.5	21.6
Grade 7	20.8	19.1	20.3
High School	18.6	17.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,022	992	993
Middle School	995	1,027	1,024
High School	1,034	1,013	1,024

\*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*	5.2	2.4	2.8
Middle School	1.7	1.9	2.2
High School	1.4	1.5	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$10,768	\$8,042	\$8,464	\$8,407	\$8,469
Instructional Supplies and Equipment	\$587	\$439	\$267	\$300	\$271
Improvement of Instruction and Educational Media Services	\$396	\$296	\$487	\$412	\$482
Student Support Services	\$1,001	\$748	\$901	\$905	\$901
Administration and Support Services	\$1,983	\$1,481	\$1,468	\$1,532	\$1,490
Plant Operation and Maintenance	\$2,325	\$1,736	\$1,471	\$1,547	\$1,463
Transportation	\$1,258	\$887	\$735	\$768	\$724
Costs for Students Tuitioned Out	\$1,187	N/A	N/A	N/A	N/A
Other	\$25	\$19	\$165	\$178	\$165
<b>Total</b>	<b>\$19,531</b>	<b>\$14,246</b>	<b>\$14,238</b>	<b>\$14,452</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,047	\$1,528	\$1,290	\$1,107	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,207,793	21.5	20.1	21.7

**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	73.0	19.5	4.7	2.9
Excluding School Construction	72.0	19.6	5.1	3.2

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	162
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	21	1.6	1.1	1.2
Learning Disability	41	3.2	3.6	3.9
Intellectual Disability	9	0.7	0.4	0.4
Emotional Disturbance	9	0.7	0.7	1.0
Speech Impairment	51	4.0	2.5	2.1
Other Health Impairment*	24	1.9	1.9	2.2
Other Disabilities**	7	0.5	0.8	1.0
<b>Total</b>	<b>162</b>	<b>12.7</b>	<b>11.1</b>	<b>11.7</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

## 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	43.4	36.0	83.6	70.4
	Writing	35.6	21.5	81.4	66.3
	Mathematics	35.1	31.8	78.4	68.4
	Science	32.1	23.0	75.5	62.9
CAPT	Reading Across the Disciplines	10.0	14.5	47.3	47.5
	Writing Across the Disciplines	25.0	18.2	68.1	63.0
	Mathematics	N/A	N/A	41.3	49.2
	Science	8.3	13.6	50.5	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	34.6
	% With Accommodations	65.4
CAPT	% Without Accommodations	64.7
	% With Accommodations	35.3
% Assessed Using Skills Checklist		10.5

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	2	1.2
Private Schools or Other Settings	11	6.8

### 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	131	80.9	74.3	72.1
40.1 to 79.0 Percent of Time	22	13.6	18.2	16.3
0.0 to 40.0 Percent of Time	9	5.6	7.5	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

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 2011/12 school year there were: 67 students under 504, 60 students identified as Gifted and Talented which represents less than 5% of the population which is in line with the state, and 183 students under IDEA which represent 12.5% of the population, the state average is 11.5%. The past four years the district has collaborated with East Hampton Public Schools to provide an Alternative High School Program for both special education students and students considered at risk for dropping out of high school. This program has been very successful with students graduating and/or returning to the high school. Staffing decisions are based on needs of students and location. Some students require one to one assistance these students display significant challenges and without support would not be successful in a public school setting. All students in the district's ABA program which is designed for students who are Autistic with significant challenges both cognitively and behaviorally have one to one paraprofessionals. In addition, there are a number of students across the district that requires one to one assistance in order to access the regular curriculum. In addition to full time board employees, the district contracts services for related services in the area of Occupational Therapy, Physical Therapy and Speech and Language Services on a part time basis. The Special Education 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 AIMSweb software program for monitoring students on Tier 2 & Tier 3 for general education students and for identified special education students.

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