

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



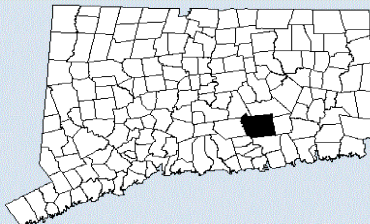
East Haddam School District

Mr. Brian Reas, Superintendent • 860-873-5090 • <http://www.easthaddamschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	935
Per Pupil Expenditures ¹	\$20,994
Total Expenditures ¹	\$21,540,137

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	431	46.1	48.4
Male	504	53.9	51.5
American Indian or Alaska Native	*	*	0.3
Asian	15	1.6	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	37	4.0	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	17	1.8	4.0
White	857	91.7	49.9
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	197	21.1	42.7
Students with Disabilities ³	131	14.0	16.3

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	26	6.0	*	*
Male	27	5.4	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	45	5.3	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	26	12.1	*	*
Students with Disabilities	14	10.7	*	*
District	53	5.7	8	0.8
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 15

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2020-21

East Haddam School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	82.2
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	28.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	5.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	8.0
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	70.5

¹ 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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	0	0.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	116	100.0	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	7.3

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	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	67	93.1	84	91.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	*	17	*
Students with Disabilities	*	*	11	*
District	70	92.1	89	89.9
State		75.9		85.6

² College-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	12	*
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	39	97.5
Other Health Impairment	21	100.0
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	102	88.7
State		67.9

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	21	2.2	2.1
Emotional Disturbance	8	0.9	1.1
Intellectual Disability	7	0.7	0.5
Learning Disability	40	4.3	5.8
Other Health Impairment	22	2.3	3.3
Other Disabilities	8	0.9	1.2
Speech/Language Impairment	19	2.0	1.9
All Disabilities	125	13.3	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$13,100,521	\$12,769	\$11,205
Support services - students	\$1,624,375	\$1,631	\$1,346
Support services - instruction	\$838,689	\$842	\$698
Support services - general administration	\$1,168,814	\$1,174	\$464
Support services - school based administration	\$1,163,796	\$1,168	\$1,037
Central and other support services	\$212,483	\$213	\$691
Operation and maintenance of plant	\$2,343,778	\$2,353	\$1,692
Student transportation services	\$1,027,291	\$902	\$1,159
Food services	\$60,390	\$61	\$21
Enterprise operations	.	.	\$151
Total	\$21,540,137	\$20,994	\$17,838

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,670,444	35.7	29.6
Instructional Aide Salaries	\$726,634	15.5	11.1
Other Salaries	\$200,507	4.3	9.5
Employee Benefits	\$591,483	12.6	13.5
Purchased Services Other Than Transportation	\$428,665	9.2	5.4
Special Education Tuition	\$699,495	14.9	22.5
Supplies	\$63,093	1.3	0.5
Property Services	\$2,700	0.1	0.3
Purchased Services For Transportation	\$291,273	6.2	7.2
Equipment	\$3,988	0.1	0.2
All Other Expenditures	\$1,257	0.0	0.1
Total	\$4,679,540	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.7	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	78.1
State	17.6
Federal	1.1
Tuition & Other	3.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2020-21

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	10	*
District	77	92.2
State		88.8

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

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.9	30	40.5
Male	90.1	38	37.6
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	92.1	64	39.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	92.1	10	26.3
Students with Disabilities	61.9	0	0.0
District	92.6	68	38.9
State	85.0		36.0

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

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 percentage.

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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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	77.1	95.5
Male	77.1	81.8
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	78.5	88.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	77.1	88.6
State	67.4	84.9

³ 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.

⁴ 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

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	5.7%	<=5%	19.0%
	High Needs Students	10.3%	<=5%	30.2%
Preparation for CCR	% Taking Courses	90.9%	75%	80.6%
	% Passing Exams	38.9%	75%	36.0%
On-track to High School Graduation		93.3%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		92.2%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		89.7%	94%	85.2%
Postsecondary Entrance (Class of 2020)		77.1%	75%	67.4%
Arts Access		55.3%	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	89.7%	4.3%	9.8%	N

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

East Haddam School District

Narratives

School District Improvement Plans and Parental Outreach Activities

East Haddam Public Schools offers our students an environment and experiences that nurture their learning and their learning about their own learning. The guiding principles of EHPS plans are communicated to the community in the form of a strategic plan that is available on the website. Parents are a key part of this learning as students share their insights and make connections to their experiences at home with their learning in the classroom.

The instructional staff is engaged in a systematic competency-based curriculum development process involving students, teachers, parents, and administrators in the process. The 20-21 year continued a focus on transferable skills competencies as we worked through the challenges of teaching in a pandemic.

East Haddam Public Schools completed a district wide study of the special education programs that included a comparative analysis of the resources with comparisons to surrounding towns. 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.

Surveys were administered to 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 world language program starts in kindergarten. The curriculum of the class for all students K-3 is focused on world language and culture. The classes are a wonderful opportunity for our students to learn about many parts of the world and the people that live in them. The elementary school PTO coordinates cultural activities and authors' visits to enrich curricular components. Our second graders become immersed in their learning and role playing of our country's 20th Century immigration movement.

The recently added K-8 STEM program encourages students to work in small group of students with varying abilities. Students are learning how to work with a group 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 middle school science program successfully applied for a grant that enabled our students to have science program facilitated by the project oceanology program with students from schools in urban settings. The students enjoyed these opportunities to learn about science up close and personal and to learn alongside students from very different backgrounds.

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 2020-21

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.