

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



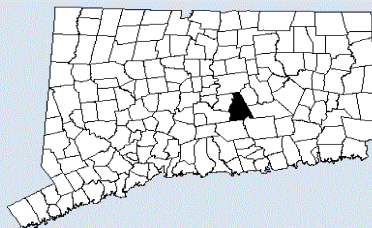
## East Hampton School District

Mr. Paul Smith, Superintendent • 860-365-4000 • <http://www.easthamptonct.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,876
Per Pupil Expenditures <sup>1</sup>	\$15,020
Total Expenditures <sup>1</sup>	\$30,009,492

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	920	49.0	48.4
Male	956	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	29	1.5	5.1
Black or African American	15	0.8	12.9
Hispanic or Latino	87	4.6	24.0
Pacific Islander	*	*	0.1
Two or More Races	51	2.7	2.9
White	1,691	90.1	54.8
English Learners	8	0.4	6.8
Eligible for Free or Reduced-Price Meals	244	13.0	35.9
Students with Disabilities <sup>1</sup>	196	10.4	14.3

<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> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	71	7.8	*	*
Male	72	7.8	*	*
Black or African American	*	*	*	*
Hispanic or Latino	9	10.7	*	*
White	123	7.5	49	2.9
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	48	21.8	23	8.6
Students with Disabilities	27	14.5	20	8.6
District	143	7.8	59	3.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 69

Number of school-based arrests: 0

<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 2016-17

## East Hampton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	122.2
Paraprofessional Instructional Assistants	11.0
<b>Special Education</b>	
Teachers and Instructors	22.1
Paraprofessional Instructional Assistants	45.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.4
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	70.5

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.6	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	1.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	173	98.3	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	48	48.5	69	57.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	10	*
Students with Disabilities	*	*	7	*
District	52	47.7	77	57.0
State		63.6		77.5

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	48	90.6
Other Health Impairment	25	78.1
Other Disabilities	0	0
Speech/Language Impairment	32	86.5
District	134	77.5
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## East Hampton School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	42	2.2	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	53	2.7	4.9
Other Health Impairment	34	1.8	2.9
Other Disabilities	9	0.5	1.1
Speech/Language Impairment	41	2.1	1.8
All Disabilities	189	9.8	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,482,628	9,790	9,663
Instructional Supplies and Equipment	718,541	381	321
Improvement of Instruction and Educational Media Services	712,760	378	578
Student Support Services	1,710,340	906	1,103
Administration and Support Services	3,445,490	1,825	1,861
Plant Operation and Maintenance	2,252,714	1,193	1,637
Transportation	1,378,028	648	877
Costs of Students Tuitioned Out	1,292,229	N/A	N/A
Other	16,762	9	201
Total	30,009,492	15,020	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	10,588,761	5,608	1,749
-----------------------------------	------------	-------	-------

<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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,834,578	39.1	34.6
Noncertified Personnel	1,151,676	15.9	14.6
Purchased Services	800,903	11.0	5.8
Tuition to Other Schools	973,742	13.4	21.8
Special Ed. Transportation	510,870	7.0	8.5
Other Expenditures	982,954	13.5	14.7
Total Expenditures	7,254,723	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	51.9	70.2
State	46.7	28.0
Federal	1.3	1.8
Tuition & Other	0.1	0.1

<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 2016-17

## East Hampton School District

### 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	*	*
Asian	10	*	10	*	8	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino	47	64.1	47	55.3	17	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	24	70.8	24	65.4	*	*
White	880	72.2	880	65.5	385	62.0
English Learners	17	*	17	*	*	*
Non-English Learners	953	71.7	953	64.8	413	61.6
Eligible for Free or Reduced-Price Meals	132	60.6	132	54.5	47	54.6
Not Eligible for Free or Reduced-Price Meals	838	73.4	838	66.5	371	62.3
Students with Disabilities	86	51.9	86	44.0	30	44.0
Students without Disabilities	884	73.6	884	66.9	388	62.8
High Needs	208	59.5	208	52.6	72	52.5
Non-High Needs	762	75.0	762	68.2	346	63.3
District	970	71.7	970	64.9	418	61.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	95.6	86.1	71.0	71.6	501	82.6
Curl Up	38.1	74.6	75.6	83.0	501	64.7
Push Up	74.4	78.7	75.6	78.4	501	76.4
Mile Run/PACER	58.8	78.7	67.9	60.2	501	66.3
All Tests - District	28.8	48.4	48.1	48.9	501	42.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## East Hampton School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	25	88.0
Students with Disabilities	*	*
District	151	94.7
State		87.4

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 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	99.2	74	59.7
Male	98.3	54	45.0
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	98.6	120	54.8
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	97.1	13	38.2
Students with Disabilities	87.0	0	0.0
District	98.8	128	52.5
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</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 © 2017 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2017 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2017

### College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	85.2	93.1
Male	67.2	91.7
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	77.6	91.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	52.0	*
Students with Disabilities	*	*
District	77.0	92.6
State	72.0	88.5

<sup>5</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>6</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 2016-17

## East Hampton School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.7	75	47.8	50	95.5	67.1
	High Needs Students	59.5	75	39.7	50	79.3	55.9
Math Performance Index	All Students	64.9	75	43.2	50	86.5	62.2
	High Needs Students	52.6	75	35.1	50	70.1	50.5
Science Performance	All Students	61.5	75	41.0	50	81.9	55.3
	High Needs Students	52.5	75	35.0	50	70.0	45.2
ELA Academic Growth	All Students	60.7%	100%	60.7	100	60.7	55.4%
	High Needs Students	47.6%	100%	47.6	100	47.6	49.8%
Math Academic Growth	All Students	64.0%	100%	64.0	100	64.0	61.7%
	High Needs Students	51.5%	100%	51.5	100	51.5	53.7%
Chronic Absenteeism	All Students	7.8%	<=5%	44.4	50	88.7	9.9%
	High Needs Students	17.7%	<=5%	24.6	50	49.3	15.8%
Preparation for CCR	% Taking Courses	52.9%	75%	35.2	50	70.5	70.7%
	% Passing Exams	52.5%	75%	35.0	50	69.9	43.5%
On-track to High School Graduation		99.2%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.7%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		90.0%	94%	95.7	100	95.7	82.0%
Postsecondary Entrance (Class of 2016)		77.0%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		88.4%   42.1%	75%	14.0	50	28.1	92.0%   51.6%
Arts Access		41.5%	60%	34.6	50	69.2	50.5%
<b>Accountability Index</b>				<b>999.1</b>	<b>1350</b>	<b>74.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	59.5	15.5	16.7	
Math Performance Index Gap	68.2	52.6	15.6	18.7	
Science Performance Index Gap	63.3	52.5	10.8	16.6	
Graduation Rate Gap	94.0%	90.0%	4.0%	12.0%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.0
	High Needs Students	96.4
Math	All Students	97.1
	High Needs Students	96.4
Science	All Students	99.5
	High Needs Students	100.0

<sup>3</sup>Minimum 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: 50.2**

#### 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 2016-17

## East Hampton School District

### Narratives

---

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

In 2016, the district developed a vision for the future, East Hampton 2025, which includes critical student outcomes focused on high academic standards, the acquisition of 21st Century skills, and character development. The vision had broad input in its development from the teaching staff, students, parents, and the community-at-large. The East Hampton Board of Education annually develops an ambitious set of district goals for the improvement of its instructional programs and operations based on this vision. The process to develop goals includes a review of previous goals by the administration and includes opportunities for parents to offer input as to suggestions for improvement each spring for the following year. Each of the school's building goals are founded on the district goals and are communicated to parents in presentations at Board meetings and the monthly Superintendent's Advisory Council meetings. In addition, the district has an ambitious strategic plan based on East Hampton 2025 and programming and budget decisions are key in its implementation. District initiatives and communication on their progress are widely distributed through regular newsletters, the school's new website, and social media. They are also shared and discussed with parents and the community at the monthly Superintendent's Advisory Council meetings. Communicating with parents and the community is one of the highest priorities of the schools and the Superintendent of Schools prepares a weekly update that is forwarded to the entire school community including parents. The schools provide a weekly digital folder of relevant school and community information. Each school has an active parents' organization and active booster groups have provided funding during budget shortfalls for extracurricular programming. The Superintendent of Schools has regular "Coffee and Chat" mornings for informal visits by parents and community members. The Director of Curriculum is key in instructional progress, coordinating all improvement efforts among the district's four schools ensuring coherence among all schools. This practice is confirmed by district learning walks in which administrators and faculty members view instructional practices in all classrooms throughout the district. In addition, software resources including MyON reading and links to educational sites are shared with parents to promote a strong home connection with learning activities that appropriately support school initiatives.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Students participate in various regional, state, and national activities designed to connect students of all cultures and interests in music, drama, student council, and athletics. Tremendous efforts are made to connect students at every grade level with educational opportunities within the state and out of state. The world language department sponsors trips abroad that expose students to various European cities and cultures. The music department participates in state festivals, New England festivals, and national festivals that provide students a rich opportunity to meet and work with students from diverse populations. The high school welcomes international exchange students each year. Each school continues to integrate multi-cultural strands into its curriculum and invites guest authors, musicians, and performers on a regular basis. Middle school students extend their understanding of diversity by participating in a two week Inter-district Magnet Summer School program which continues to draw a large number of students from a variety of towns and cities in Connecticut. Teachers at each school are sensitive and aware of the importance of using daily curriculum to promote broadening understandings and the increased use of technology to present students with a global view. Clubs and activities at the high school including the Interact Club, the Senior Capstone Project, and regular community service opportunities are designed to connect students to programs, internships, and service outside of the community. In addition, the school district has established a relationship with the Shandong Provincial Education Department in the Jinan Province of China and each school in the district has hosted several school leaders and teachers from China who have visited classrooms and interviewed students. In the summer of 2018, students, teachers, parents, and community members will travel to China to enhance the connection between our two countries.

# District Profile and Performance Report for School Year 2016-17

## East Hampton School District

### **Equitable Allocation of Resources among District Schools**

The budget development and management process in the East Hampton Public Schools helps to ensure that there is an equitable allocation of resources among district schools. As the school district has incorporated 1-to-1 technology at the Middle School and High School, the effort has been made to begin 1-to-1 technology on carts available to all students in Grades PK-5. Annual staffing proposals are developed by administration and approved by the Superintendent of Schools. They include adjustments based on enrollments or special needs. The Board of Education welcomes budgeting suggestions from staff, parents, and the community at fall meetings, public hearings, and informal meetings such as the monthly Superintendent's Advisory Council. A great deal of attention is paid to communicating new and existing programs in the budget to the public to make sure there is complete transparency. With four schools all with different grade levels (PK-3, 4-5, 6-8, 9-12), equitable distribution of our limited resources is a high priority.