

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



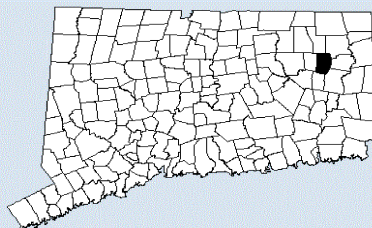
Hampton School District

Dr. Frank Olah, Superintendent • 860-455-9409 • <http://www.hamptonschool.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	93
Per Pupil Expenditures ¹	\$25,248
Total Expenditures ¹	\$2,348,040

¹Expenditure data reflect the 2017-18 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 2018-19 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.

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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	42	45.2	48.4
Male	51	54.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	0	0.0	12.8
Hispanic or Latino of any race	*	*	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	6	6.5	3.6
White	82	88.2	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	32	34.4	42.1
Students with Disabilities ³	17	18.3	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	0	*
White	*	*	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	*	*	0	0.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	10.4
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.1

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	17	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.5	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	8	*
State		67.6

³This 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	0	0.0	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	13	16.9	15.0

¹This 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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,444,263	\$15,530	\$10,545
Support services - students	\$141,081	\$1,517	\$1,373
Support services - instruction	\$59,835	\$643	\$644
Support services - general administration	\$96,900	\$1,042	\$462
Support services - school based administration	\$166,305	\$1,788	\$1,007
Central and other support services	\$63,075	\$678	\$671
Operation and maintenance of plant	\$184,936	\$1,989	\$1,629
Student transportation services	\$164,339	\$1,110	\$1,231
Food services	\$27,306	\$294	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$2,348,040	\$25,248	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$237,119	57.0	29.7
Instructional Aide Salaries	\$20,226	4.9	9.6
Other Salaries	\$27,022	6.5	10.4
Employee Benefits	\$59,352	14.3	13.0
Purchased Services Other Than Transportation	\$69,502	16.7	5.5
Special Education Tuition	.	.	22.6
Supplies	\$1,021	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,100	0.5	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$416,342	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.7	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	65.3
State	30.7
Federal	3.0
Tuition & Other	0.9

⁴Revenue 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).

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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	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	41	70.6	41	66.6	9	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	45	70.2	45	65.9	11	*
Eligible for Free or Reduced-Price Meals	11	*	11	*	*	*
Not Eligible for Free or Reduced-Price Meals	34	71.1	34	67.7	*	*
Students with Disabilities	9	*	9	*	*	*
Students without Disabilities	36	73.7	36	68.2	*	*
High Needs	20	62.5	20	58.8	*	*
Non-High Needs	25	76.4	25	71.6	*	*
District	45	70.2	45	65.9	11	*

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	24	62.5
Curl Up	*	*	N/A	N/A	24	91.7
Push Up	*	*	N/A	N/A	24	87.5
Mile Run/PACER	*	*	N/A	N/A	24	50.0
All Tests - District	*	*	N/A	N/A	24	33.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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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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	70.2	75	46.8	50	93.6	67.7
	High Needs Students	62.5	75	41.7	50	83.4	58.1
Math Performance Index	All Students	65.9	75	44.0	50	87.9	63.1
	High Needs Students	58.8	75	39.2	50	78.4	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	60.1%	100%	60.1	100	60.1	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	74.5%	100%	74.5	100	74.5	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	94.0	10.4%
	High Needs Students	13.9%	<=5%	32.2	50	64.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.0% 33.3%	75%	22.2	50	44.4	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				407.8	550	74.1	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.5	12.5	15.4	
Math Performance Index Gap	71.6	58.8	12.8	17.6	
Science Performance Index Gap	.	.	.	16.1	
Graduation Rate Gap	

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.9
	High Needs Students	95.7
Math	All Students	97.9
	High Needs Students	95.7
Science	All Students	.
	High Needs Students	.

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Hampton Elementary School is the only school in our district with grades Pre-K through Grade 6. It has an active Board of Education that has passed policies that ensure the active recruitment of staff and faculty reflecting the demographics of our neighbors in Windham County.

The Board and the administrative team have encouraged the active participation of the Parent Teacher Organization in all school activities and supports the PTO by supplying storage space, scheduling opportunities, and encouraging staff participation. The PTO is viewed as a critical and integral part of providing diverse cultural experiences to Hampton students. All of our teaching professionals have received professional development through either Teachers' College at Columbia University or through EastConn in the implementation of the Reading Writing Workshop model. This includes working directly with parents in the development of their skills in order that they can effectively support their child's learning. Parents are invited to "Reading Writing Celebrations" at which time all children are honored for their accomplishments in ELA.

Parents are also actively invited to school activities from the traditional student plays, music concerts and open houses to the scheduled teacher/parent conferences and our parent volunteer programs. Parents are welcomed on field trips and have participated in various student competitions such as the Robotics competition held at The University of Bridgeport.

The Board of Education also has a Program Review Committee that is open to parental participation in which parents can comment on and make recommendations for the improvement of our classroom activities. The PTO offers a discussion time at all of their monthly meetings for parents to voice their opinions concerning all of our school curriculum offerings and extra curricular activities as well as develop school-wide improvement projects. A yearly parent survey is also facilitated by our Administration.

In Special Education, parents are given a copy of all of their rights during PPT meetings, safeguard procedures and Medicaid assistant forms. The emphasis (in addition to the development of an appropriate student educational plan) is on the clarity of this document so that typical educational terminology is clearly explained.

Our Special Education programming is supported through a regional collaborative partnership with EastConn Services (and our sister school Scotland Elementary School) in order to support effective and complete special education services for all students who require those services. We have always made a very concerted effort to retain students for onsite educational services in all grades Pre-K to Grade 6.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We encourage the volunteer participation of many retired community members who are fully vetted and participate in the direct interaction within classrooms supporting student learning.

We constantly are looking for staff and faculty who reflect the cultural and ethnic diversity that our students see everyday in Windham County. We use the recruitment tools including CTREAP, our website, CT. Department of Labor and Indeed web recruitment.

Our teaching staff is also made aware of the cultural and ethnic issues that face our society through professional development activities provided through EastConn. EastConn itself is proactive in developing their staff diversity and those employees are training our faculty.

By teaming up with The Woodstock Academy students in the Academy's Science Department, our grade 5 students work directly with students who are from all over the Academy's sending schools' region as well as students from China, Italy, and Austria. They are involved in a science project to evaluate local streams around our school for water quality by capturing and identifying aquatic insects thereby knowing the types of insects that reflect the water quality of the streams. Students from the three surrounding towns who attend Parish Hill Middle High School have also visited HES to present their musical talents and have included our students in grade 6 in their middle school sports teams.

Our older students in grades 4, 5 and 6 are attending the area magnet and /stem schools. A Our grade 6 students attend the yearly Nature's Classroom experience with other area students.

We have also searched for and trained retired senior citizens from Hampton to volunteer their time working with our students thus exposing them to Hampton's Senior Citizens. This has assisted our school in meeting our efforts to reduce racial, economic, ethnic and age isolation. Since all of our students receive free breakfast and lunches, there is no economic income discrimination at HES.

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Equitable Allocation of Resources among District Schools

Our school district is made up of only one school containing grades Pre-K to grade 6 and thus we are allocating our funding in a deliberate effort to insure that all of our grades have adequate funding