

**STRATEGIC SCHOOL PROFILE 2012-13****East Hampton School District**

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East Hampton,  
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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).

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**COMMUNITY DATA**

County: Middlesex  
 Town Population in 2000: 13,352  
 1990-2000 Population Growth: 28%  
 Number of Public Schools: 4

Per Capita Income in 2000: \$22,769  
 Percent of Adults without a High School Diploma in 2000\*: 8.3%  
 Percent of Adults Who Were Not Fluent in English in 2000\*: 0.5%  
 District Enrollment as % of Estimated. Student Population: 96.6%

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\*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.

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District Reference Group (DRG): D 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      1,890  
 5-Year Enrollment Change      -8.6%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	249	13.2	17.8	36.7
K-12 Students Who Are Not Fluent in English	14	0.8	2.5	5.8
Students Identified as Gifted and/or Talented*	2	0.1	4.3	3.8
PK-12 Students Receiving Special Education Services in District	159	8.4	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	142	91.0	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	35	13.9	14.8	12.7

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	34	1.8
Black	16	0.8
Hispanic	69	3.7
Pacific Islander	1	0.1
White	1,744	92.3
Two or more races	25	1.3
Total Minority	146	7.7

**Percent of Minority Professional Staff:** 1.7%

**Non-English Home Language:**

2.8% 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 15.

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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.

Over the last several years East Hampton Public School System has developed partnerships with communities of greater racial, ethnic and economic diversity. Annually each of East Hampton's four schools seeks to find ways to expand opportunities for our students and staff to experience a global perspective. Memorial Elementary School has established embedded daily practices through their Responsive Classroom model to learn about and develop respect for varying backgrounds and cultures. Students begin their day with a morning meeting where cultural diversity is taught. Units of curriculum instruction provide an initial learning foundation and are extended with community service projects. At Center School, the faculty focuses on providing an environment that fosters student academic and social development by expecting kind, responsible behavior and learning about one another's strengths and challenges. To support and make compassionate contributions to both the local and global community, students have participated in community service projects such as collections for local food banks, fundraisers for countries after disaster strikes, and making cards for seniors. East Hampton 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. Students participate throughout the year in a mathematics and technology academy with students from area towns. This year students were involved in a technology competition making a video called "Kids Can Teach" and presented with several other towns. Over half of the Middle School students participate in a sport which enables them to engage with other athletes from other middle school communities serving different compositions to East Hampton. East Hampton High School offers an array of opportunity to expand student's experiences in developing a global perspective. Approximately 140 students participate annually in the Interact Club, a community service organization that engages students in a variety of service projects connecting students to varying cultures and socio-economic needs. Several opportunities develop students leadership capacity to advocate to reduce racial isolation and develop awareness such as the Model UN, The Annual Diversity Conference and work with the Special Olympics, to name a few. The East Hampton Public School system prides itself on its commitment to establish graduates that understand the value of return on investment to the community at large.

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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	62.5	56.9	43.1
Writing	59.3	60.0	37.9
Mathematics	63.2	61.4	38.5
Grade 4 Reading	70.5	62.6	51.3
Writing	60.1	63.0	29.7
Mathematics	74.8	65.1	54.4
Grade 5 Reading	81.0	66.9	72.0
Writing	76.4	65.6	62.1
Mathematics	83.6	69.2	67.1
Science	78.5	62.3	64.6
Grade 6 Reading	73.8	73.3	35.3
Writing	68.6	65.1	45.3
Mathematics	83.3	67	72.0
Grade 7 Reading	83.5	78.9	44.3
Writing	76.6	64.9	62.7
Mathematics	75.2	65.4	53.8
Grade 8 Reading	84.8	76.2	52.5
Writing	81.8	67.2	64.2
Mathematics	78.6	65.0	62.9
Science	78.8	60.4	68.6

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	69.2	48.5	75.0
Writing Across the Disciplines	90.2	62.1	94.7
Mathematics	73.1	52.4	75.0
Science	69.7	48.8	72.9

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
	54.8	51.1	51.8

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.0	78.5	
Average Score	Mathematics	522	503	64.7
	Critical Reading	530	499	74.4
	Writing	537	504	76.7

**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 2012	94.5	84.8	73.5
2011-12 Annual Dropout Rate for Grade 9 through 12	0.5	2.1	56.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.7	82.6
% Employed (Civilian Employment and in Armed Services)	22.3	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	121.60
Paraprofessional Instructional Assistants	13.80
Special Education	
Teachers and Instructors	23.00
Paraprofessional Instructional Assistants	51.20
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	10.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	83.40

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	14.0	14.6	13.9
% with Master's Degree or Above	80.7	81.6	79.8

Average Class Size	District	DRG	State
Grade K	17.3	17.5	18.9
Grade 2	23.2	19.4	19.8
Grade 5	20.6	21.2	21.3
Grade 7	20.6	20.1	20.2
High School	16.5	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,003	995	999
Middle School	1,024	1,028	1,029
High School	999	1,000	1,027

\*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*	5.0	2.7	2.7
Middle School	2.9	2.2	2.1
High School	2.0	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$16,598	\$8,525	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$411	\$211	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$799	\$410	\$475	\$397	\$471
Student Support Services	\$1,772	\$910	\$949	\$919	\$950
Administration and Support Services	\$3,195	\$1,641	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$2,649	\$1,361	\$1,466	\$1,499	\$1,459
Transportation	\$1,450	\$711	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$847	N/A	N/A	N/A	N/A
Other	\$609	\$313	\$170	\$176	\$170
<b>Total</b>	<b>\$28,331</b>	<b>\$14,116</b>	<b>\$14,444</b>	<b>\$14,027</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$572	\$294	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,210,687	21.9	22.0	21.8

**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	67.6	30.0	2.4	0.1
Excluding School Construction	68.6	28.9	2.4	0.1

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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.

In support of BOE goals and priorities, as well as consideration to advancing state mandated changes in upcoming testing requirements, specific emphasis was placed on advancing the districts technology status. Funding from the district allowed the district to advance much needed infrastructure and some hardware to make some advancements toward being ready for the new Smarter Balanced Assessment requirements.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	152
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.8%

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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	31	1.6	1.4	1.3
Learning Disability	38	2.0	3.6	4.0
Intellectual Disability	3	0.2	0.3	0.4
Emotional Disturbance	5	0.3	0.9	1.0
Speech Impairment	48	2.5	2.1	2.0
Other Health Impairment*	22	1.1	2.4	2.4
Other Disabilities**	5	0.3	1.0	1.0
<b>Total</b>	<b>152</b>	<b>7.8</b>	<b>11.8</b>	<b>12.1</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 2011-12 with a Standard Diploma	54.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## 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	36.1	34.5	76.0	69.2
	Writing	22.1	19.9	70.7	64.4
	Mathematics	34.9	29.0	76.6	65.5
	Science	32.1	21.3	78.6	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	69.2	48.5
	Writing Across the Disciplines	10.0	16.7	90.2	62.1
	Mathematics	N/A	N/A	73.1	52.4
	Science	30.0	14.6	69.7	48.8

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	14.7
	% With Accommodations	85.3
CAPT	% Without Accommodations	27.3
	% With Accommodations	72.7
% Assessed Using Skills Checklist		9.3

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	1	0.7
Private Schools or Other Settings	5	3.3

### 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	109	71.7	74.7	72.0
40.1 to 79.0 Percent of Time	37	24.3	16.4	16.4
0.0 to 40.0 Percent of Time	6	3.9	8.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The East Hampton Public Schools has embraced the New Teacher and Leader Evaluation work as put forth legislatively during the summer of 2012. As a result East Hampton has developed a Teacher Evaluation and Professional Development Committee which was charged with revising the teacher evaluation plan based on the legislative guidelines. The committee is comprised of teachers from across all K-12 schools, building administration and central services. We know excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and second only to teachers is effective leadership as an essential component to any successful school. Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. East Hampton's new evaluation system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of our educator evaluation and support system is to develop the talented workforce required to provide a superior education for East Hampton's 21st -century learners. At the heart of the new evaluation system is the delivery of the new common core state standards. Specific emphasis to support teachers in their understanding of these new standards and the shifts that are required to deliver more rigorous 21st century content to prepare East Hampton students for college and career has been our focus. Through our professional learning communities model teachers have engaged in unwrapping standards to make meaning of the content. District-wide Literacy and Math specialists have provided job embedded coaching and ongoing professional development to demonstrate the learning shifts in Language Arts and Mathematics. Curriculum revisions are underway to embed the new standards in units of instruction and will continue to be a focus over the next couple of years. A careful analysis of the digital literacy expectations and how the standards can be applied across all content areas to support college and career readiness will unfold in the coming months.

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