

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



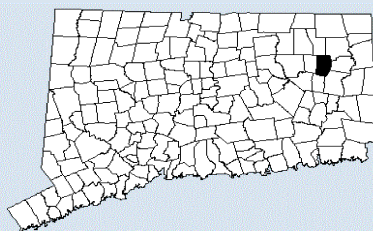
Hampton School District

Dr. Frank Olah, Superintendent • 860-455-2267 • <http://www.hamptonschool.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	93
Per Pupil Expenditures ¹	\$24,951
Total Expenditures ¹	\$2,370,364

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	42	45.2	48.4
Male	51	54.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	*	*	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	87	93.5	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	29	31.2	36.7
Students with Disabilities ¹	21	22.6	14.8

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	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	7	8.6	0	0.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 0

²A 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.

³The 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	10.8
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	6.7
Administrators, Coordinators and Department Chairs	
District Central Office	0.6
School Level	1.0
Library/Media	
Specialists (Certified)	0.6
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	8.6

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	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	19	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	10.5

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	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	15	*
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	11.3	1.8
All Disabilities	19	23.8	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,265,935	12,057	9,847
Instructional Supplies and Equipment	47,042	448	287
Improvement of Instruction and Educational Media Services	59,490	567	589
Student Support Services	195,206	1,859	1,120
Administration and Support Services	352,551	3,358	1,905
Plant Operation and Maintenance	262,724	2,502	1,648
Transportation	158,086	890	904
Costs of Students Tuitioned Out	13,800	N/A	N/A
Other	15,530	148	208
Total	2,370,364	24,951	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	107,517	30.9	33.8
Noncertified Personnel	130,940	37.6	14.5
Purchased Services	80,475	23.1	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	28,908	8.3	14.1
Total Expenditures	347,840	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.2	61.2
State	34.3	34.3
Federal	2.8	2.8
Tuition & Other	1.6	1.6

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	46	72.0	46	65.7
English Learners	0	N/A	0	N/A
Non-English Learners	50	73.5	50	66.7
Eligible for Free or Reduced-Price Meals	14	*	14	*
Not Eligible for Free or Reduced-Price Meals	36	72.7	36	67.6
Students with Disabilities	14	*	14	*
Students without Disabilities	36	80.1	36	72.4
High Needs	26	64.7	26	57.3
Non-High Needs	24	83.0	24	76.9
District	50	73.5	50	66.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	25	72.0
Curl Up	*	*	N/A	N/A	25	84.0
Push Up	*	*	N/A	N/A	25	76.0
Mile Run/PACER	*	*	N/A	N/A	25	56.0
All Tests - District	*	*	N/A	N/A	25	40.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.5	75	49.0	50	98.0	67.6
	High Needs Students	64.7	75	43.1	50	86.3	57.5
Math Performance Index	All Students	66.7	75	44.5	50	89.0	62.7
	High Needs Students	57.3	75	38.2	50	76.4	52.0
ELA Academic Growth	All Students	72.2%	100%	72.2	100	72.2	60.7%
	High Needs Students	65.1%	100%	65.1	100	65.1	55.6%
Math Academic Growth	All Students	81.8%	100%	81.8	100	81.8	61.9%
	High Needs Students	79.7%	100%	79.7	100	79.7	55.4%
Chronic Absenteeism	All Students	8.6%	<=5%	42.7	50	85.4	10.7%
	High Needs Students	9.3%	<=5%	41.4	50	82.8	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.2% 40.0%	75%	26.7	50	53.3	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				584.4	750	77.9	

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	64.7	10.3	15.9	
Math Performance Index Gap	75.0	57.3	17.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	.
	High Needs Students	.

³Minimum 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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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 insure the active recruitment of staff and faculty that reflect our neighbors in our geographic area of Windham County. The Board and the administrative team have encouraged the active participation of the Parent Teacher Organization in all school activities and encourages the PTO by supplying storage space and constant participation in school activities as sponsors and volunteers in the educational processes. 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. Although the PTO is engaged as active fund raisers, their work is also valued as the best tool to communicate with parents via the school's web site and create messages that are sent home. The PTO offers a program review discussions 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 the PTO.

In Special Education, parents are given a copy of all of their rights during PPT meetings. The emphasis is on the clarity of this document so that all the normal educational terminology is clearly explained. Our Special Education programming is supported through a regional collaborative partnership with EastConn Services in order to support effective and complete special education services to all of students who require those services. We have always made a very concerted effort to keep all of our students in our school for all of their educational services Pre-K to Grade 6. All of our teaching professionals have received professional development through either Teachers' College at Columbia University or through EastConn PD in the implementation of the Reading Writing Workshop model. This includes working directly with parents in the development of their skills at working with their child. Parents are invited to "Reading Writing Celebrations" at which all children are honored for their accomplishments in ELA. A full SRBI professional development program is in place to constantly update our faculty in the newest intervention processes in both math and reading presented by our EastConn partners.

We have trained all classroom teachers in the newest National Standards for Science Education as well as the Connecticut standards in Math. We will have a nationally based professional development given to our entire staff in technology and will implement the newest technology standards that were just approved by the Connecticut State Board of Education in 2018. All of our grade three students are required to learn keyboarding. 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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. We have also searched for and trained retired 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.

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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.