

STRATEGIC SCHOOL PROFILE 2011-12**East Hampton School District**

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East Hampton,
Connecticut

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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.

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: 96.7%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 1,942
5-Year Enrollment Change -6.9%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	186	9.6	15.7	35.2
K-12 Students Who Are Not Fluent in English	11	0.6	2.4	5.6
Students Identified as Gifted and/or Talented*	2	0.1	4.4	4.0
PK-12 Students Receiving Special Education Services in District	153	7.9	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	135	85.4	85.0	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	31	11.2	14.5	13.0

*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	39	2.0
Black	15	0.8
Hispanic	74	3.8
Pacific Islander	1	0.1
White	1,789	92.1
Two or more races	23	1.2
Total Minority	153	7.9

Percent of Minority Professional Staff: 1.7%

Non-English Home Language:

2.5% 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 14.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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 ten years, the East Hampton Public School System has developed partnerships with communities of greater racial, ethnic, and economic diversity. This past year, each of the four schools in East Hampton expanded opportunities for students and staff to interact with a more diverse population. Memorial Elementary School focused on acknowledging and respecting the many varying backgrounds of American people and the world. The school day begins each day at Memorial Elementary School recognizing and celebrating the diversity in the classroom, school, community and country. Teachers taught units that emphasize different cultures. Classes developed partnerships with different schools in Connecticut, Florida, Haiti and Iraq. As a school community, the Center Elementary School faculty focuses on providing an environment that fosters student academic and social development by expecting kind, responsible actions and tolerance of diversity. These concepts are supported and consistently reinforced through our school wide positive behavior support system. Through the student council, students have had the opportunity to participate in community service projects for those less fortunate, both locally and abroad, including collections for the local food bank, fundraisers for people in Haiti and Tanzania, and making cards for local senior citizens. East Hampton Middle School students and staff make use of every available opportunity to develop and participate in activities that will generate a greater appreciation of and positive attitude toward other racial and ethnic groups. A two-week Inter-district Magnet Summer School program continues to draw a large number of the students as well as students from surrounding towns and cities. A number of students participate throughout the year in a mathematics and technology academy with students from a number of area towns. At East Hampton High School seventy students worked with students from other high schools in New England through the Model United Nations program competing at Yale, UCONN and UMASS. Two of our students attended The Greater Hartford Academy of the Arts, an Interdistrict magnet school. Approximately one hundred forty five students participated in our Interact Club, a community service organization that engaged the students in a variety of service projects such as sponsoring holiday presents for children in need, providing support for a nearby women's shelter, and raising money for the Wounded Warrior Project. Our French Club of thirty students continued its partnership with the "Roots of Development" Organization and raised funds to help build a brick factory to supply bricks for housing and construction needs in Haiti. Fifteen students participated in the Connecticut Youth Forums by working collaboratively with students across the state. In addition, twenty students attended the Diversity Conference and seventy two students attended the Career Fair, and over one hundred students participated as volunteers for the Special Olympics.

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	64.7	59.2	50.6
Writing	71.3	62.7	56.3
Mathematics	68.9	66.5	38.8
Grade 4 Reading	76.3	64.1	61.3
Writing	64.3	65.3	30.0
Mathematics	74.8	68.0	44.4
Grade 5 Reading	79.7	67.6	62.7
Writing	73.4	68.1	48.8
Mathematics	83.9	71.6	64.3
Science	77.8	63.9	57.7
Grade 6 Reading	79.4	74.1	44.6
Writing	72.4	67.4	45.2
Mathematics	81.0	69.3	57.8
Grade 7 Reading	83.5	79.8	39.0
Writing	75.3	65.6	54.7
Mathematics	85.5	68.1	77.5
Grade 8 Reading	87.7	76.8	64.8
Writing	84.8	68.3	76.9
Mathematics	80.6	67.2	57.2
Science	80.7	61.9	73.8

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.

To see the NCLB Report Card for this school, go to 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	68.0	47.5	80.5
Writing Across the Disciplines	84.7	63.0	84.3
Mathematics	61.2	49.2	62.4
Science	62.9	47.1	71.6

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	56.2	50.6	62.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.8	77.3	
Average Score	Mathematics	519	505	61.8
	Critical Reading	525	502	65.6
	Writing	534	506	72.5

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 2011	91.4	82.7	58.6
2010-11 Annual Dropout Rate for Grade 9 through 12	1.4	2.6	37.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.9	84.5
% Employed (Civilian Employment and in Armed Services)	10.1	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	122.40
Paraprofessional Instructional Assistants	13.60
Special Education	
Teachers and Instructors	24.00
Paraprofessional Instructional Assistants	52.30
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	11.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	89.00

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	81.6	80.6	79.6

Average Class Size	District	DRG	State
Grade K	17.4	17.6	18.5
Grade 2	21.3	18.9	19.7
Grade 5	22.6	21.7	21.6
Grade 7	23.3	20.4	20.3
High School	18.5	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,003	985	993
Middle School	1,002	1,030	1,024
High School	999	1,008	1,024

*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*	5.1	2.9	2.8
Middle School	3.1	2.3	2.2
High School	2.4	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$16,524	\$8,388	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$536	\$272	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$809	\$411	\$487	\$385	\$482
Student Support Services	\$1,828	\$928	\$901	\$873	\$901
Administration and Support Services	\$2,922	\$1,483	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$2,915	\$1,480	\$1,471	\$1,420	\$1,463
Transportation	\$1,544	\$754	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$917	N/A	N/A	N/A	N/A
Other	\$18	\$9	\$165	\$162	\$165
Total	\$28,014	\$13,909	\$14,238	\$13,575	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,045	\$531	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,703,062	23.9	22.0	21.7

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	65.9	27.1	7.0	0.1
Excluding School Construction	66.0	26.7	7.2	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education policy regarding the setting of budget priorities states that the administration should give special consideration when developing the budget and distributing the financial resources therein to: 1. Staff, instructional supplies and equipment for current programs 2. Maintenance of current facilities 3. Equipment and supplies to improve current programs, and 4. Efficient use of staff without causing any employees to lose their jobs. Each year, emphasis is also placed on staff and student priorities which change from year to year such as: fluctuations in the student population between buildings necessitating additional staff, supplies and equipment; textbook adoptions, and funding to meet re-accreditation standards and special education student needs. Funding provided by the budget allowed the district to support an at home summer program for students with support for their parents with take home materials and on site support as needed. Professional development in the teaching of reading and curriculum writing took place in the summer and were supported by Consolidated Education grant funds and the Board of Education budget. The district was also able to leverage ARRA funds from the Federal government to provide significant on-site professional development in the teaching of reading for teachers in grades K-12.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	143
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	27	1.4	1.3	1.2
Learning Disability	39	2.0	3.5	3.9
Intellectual Disability	6	0.3	0.4	0.4
Emotional Disturbance	5	0.3	0.9	1.0
Speech Impairment	35	1.8	2.2	2.1
Other Health Impairment*	26	1.3	2.3	2.2
Other Disabilities**	5	0.3	0.9	1.0
Total	143	7.3	11.4	11.7

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	64.3	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	11.4	5.1

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	26.7	36.0	79.0	70.4
	Writing	16.7	21.5	74.0	66.3
	Mathematics	36.8	31.8	79.4	68.4
	Science	28.6	23.0	79.3	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	68.0	47.5
	Writing Across the Disciplines	N/A	N/A	84.7	63.0
	Mathematics	N/A	N/A	61.2	49.2
	Science	N/A	N/A	62.9	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	29.7
	% With Accommodations	70.3
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		10.0

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	6	4.2

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	99	69.2	74.6	72.1
40.1 to 79.0 Percent of Time	37	25.9	16.2	16.3
0.0 to 40.0 Percent of Time	7	4.9	9.2	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The East Hampton Public Schools has worked diligently to expand and enhance the work done with student with disabilities. Currently we are continuing to expand our autism programs which are in 3 of the 4 schools. We have a BCBA who works to oversee appropriate programming to meet the diverse needs of this population. She collaborates with school staff and administrators in the program development and creation of appropriate behavioral interventions. We have specially trained autism paraprofessionals who assist in running ABA programming and data collection. Staff has received training in social skills curriculum, DTI instruction data collection and appropriate staff have been PMT trained. We also have transitional services through KUHN employment for our high school and 18-21 year old population. We continue to provide special education support staff working in co-teaching situations with inclusion paraprofessionals for support. In the area of truancy school based teams work collaboratively to best address issues that are impacting child's attendance. This includes meeting with the family and child collectively and separately as needed. Developing a plan for attendance which may include but is not limited to strategies for school success, support for issues the student may be having, and continued communication with the family. The school will also assist the family in obtaining outside services if needed and has collaborated with programs such as the School Refusal Program at the IOL. Parents are engaged through various district and school wide activities in the individual schools. District wide all schools are involved in the Safe School Climate, SRBI and PBIS programs and work during various district activities (open house, PTO, etc) to inform parents about the programs, how they work and any additional parent components the school has implemented. All schools also send correspondence home through a monthly newsletter. In addition individual schools offer the following: Memorial Elementary School has a management team that consist of 4 parents, 2 teachers and administrators and the purpose to act as a liaison among school administration, parents, students, staff, parents, and the community in order to foster positive communication and a strong support system for the betterment of Memorial Elementary School. Center Elementary School encourages parent involvement in an ongoing manner throughout the school year. Parents participate in supporting classroom learning, assist with before, during and after school events, and attend curriculum centered programs in math and language arts. Parent support of our PBIS program has helped the reward system meet with success, and their participation on the School Climate Committee provides a valuable link in the home/school partnership. An engaged elementary PTO supports school activities, family functions, cultural programming, and also provides a means for parent education and participation. East Hampton Middle School Parents have been involved in many ways as we plan and improve our school programs. School tutors for selected students keep in contact with parents about student progress and ways parents can assist.. Parents donate time and support to our school rewards program. The PTO also actively gives financial support to our PBIS activities, including Rachel's Challenge and offer ideas and suggestions for the planning of school PBIS events at their monthly meeting which is attended by the principal. Parents are also actively involved with a behavioral contract that was instituted this year. All students and their parents have to sign the document which gives specific expectations for students at school sponsored events. East Hampton High School engages parents through the PTO using that forum to discuss and present on various school programs and initiative. The high school also has the local prevention council. It is comprised of high school parents, staff and administration who meet regularly to discuss health and substance abuse prevention to assist our students in making positive choices in their academic and social realms.
