

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



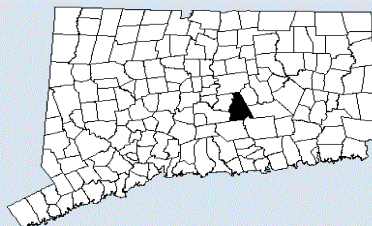
## East Hampton School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,893
Per Pupil Expenditures <sup>1</sup>	\$14,970
Total Expenditures <sup>1</sup>	\$29,207,276

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	938	49.6	48.3
Male	955	50.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	33	1.7	4.9
Black or African American	18	1.0	12.8
Hispanic or Latino	95	5.0	23.0
Pacific Islander	*	*	0.0
Two or More Races	33	1.7	2.7
White	1,710	90.3	55.9
English Learners	12	0.6	6.4
Eligible for Free or Reduced-Price Meals	260	13.7	38.0
Students with Disabilities <sup>1</sup>	171	9.0	13.7

<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	61	6.7	7	0.7
Male	74	8.1	55	5.7
Black or African American	*	*	*	*
Hispanic or Latino	9	10.3	8	8.9
White	98	7.6	35	2.6
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	47	20.1	25	9.0
Students with Disabilities	27	16.2	23	10.6
District	135	7.4	62	3.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 49

Number of school-based arrests: Fewer than 6

<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 2015-16

## East Hampton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	119.0
Paraprofessional Instructional Assistants	11.0
<b>Special Education</b>	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	42.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.6
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	4.4
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	69.0

<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	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	1.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	170	98.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	9.4

### 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	0	0.0
Hispanic or Latino	*	*	*	*
White	50	43.9	98	71.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	6	*	12	57.1
Students with Disabilities	*	*	10	*
District	57	42.5	104	68.4
State		61.2		73.9

<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	25	67.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	37	80.4
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	26	89.7
District	107	71.8
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

## East Hampton School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	38	2.0	1.6
Emotional Disturbance	7	0.4	1.0
Intellectual Disability	*	*	0.5
Learning Disability	46	2.4	4.6
Other Health Impairment	25	1.3	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	36	1.9	1.9
All Disabilities	159	8.2	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,699,379	9,672	9,387
Instructional Supplies and Equipment	376,705	206	318
Improvement of Instruction and Educational Media Services	883,460	483	541
Student Support Services	1,797,623	982	1,048
Administration and Support Services	3,562,201	1,947	1,790
Plant Operation and Maintenance	2,474,290	1,352	1,608
Transportation	1,370,868	682	845
Costs of Students Tuitioned Out	1,028,873	N/A	N/A
Other	13,877	8	194
Total	29,207,276	14,970	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	6,349,603	3,470	1,524
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<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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,657,698	37.6	35.1
Noncertified Personnel	1,228,699	17.4	14.5
Purchased Services	707,870	10.0	5.5
Tuition to Other Schools	796,114	11.3	21.6
Special Ed. Transportation	582,237	8.2	8.3
Other Expenditures	1,098,362	15.5	15.0
Total Expenditures	7,070,980	100.0	100.0

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

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.6	70.7
State	41.6	28.3
Federal	0.7	0.9
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 2015-16

## 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	0	N/A
Asian	18	*	18	*	6	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino	46	65.8	46	54.3	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	858	69.8	857	62.8	348	64.3
English Learners	7	*	7	*	*	*
Non-English Learners	938	69.7	937	62.5	*	*
Eligible for Free or Reduced-Price Meals	130	60.3	130	54.4	54	56.3
Not Eligible for Free or Reduced-Price Meals	815	71.1	814	63.6	323	64.5
Students with Disabilities	109	51.8	109	44.9	45	46.4
Students without Disabilities	836	71.9	835	64.7	332	65.6
High Needs	219	57.8	219	51.2	90	51.9
Non-High Needs	726	73.2	725	65.7	287	67.0
District	945	69.6	944	62.4	377	63.3

#### 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	96.2	93.4	94.2	74.5	551	90.9
Curl Up	58.5	93.4	88.4	83.3	551	80.2
Push Up	55.3	83.6	85.5	72.5	551	73.9
Mile Run/PACER	66.7	80.3	81.9	67.6	551	74.4
All Tests - District	34.6	77.6	81.2	45.1	551	60.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## East Hampton School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	24	83.3	.		.
Students with Disabilities	*	*	.		.
District	127	94.5	92.2	Yes	92.4
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 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	99.4	92	58.2
Male	96.9	58	45.3
Black or African American	*	0	*
Hispanic or Latino	*	7	*
White	98.0	136	54.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.5	7	17.5
Students with Disabilities	*	0	*
District	98.3	150	52.4
State	95.6		40.7

<sup>5</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>6</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.

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

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

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### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	84.8	95.9
Male	65.5	89.4
Black or African American	65.5	*
Hispanic or Latino	*	*
White	74.1	92.4
English Learners	74.1	*
Eligible for Free or Reduced-Price Meals	50.0	*
Students with Disabilities	*	*
District	76.0	92.7
State	71.9	88.3

<sup>7</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>8</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 2015-16

## East Hampton School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	69.6	75	46.4	50	92.8	67.7
	High Needs Students	57.8	75	38.5	50	77.0	56.7
Math Performance Index	All Students	62.4	75	41.6	50	83.2	61.4
	High Needs Students	51.2	75	34.1	50	68.3	49.9
Science Performance Index	All Students	63.3	75	42.2	50	84.5	57.5
	High Needs Students	51.9	75	34.6	50	69.1	47.0
ELA Academic Growth	All Students	53.3%	100%	53.3	100	53.3	63.8%
	High Needs Students	48.1%	100%	48.1	100	48.1	58.3%
Math Academic Growth	All Students	55.1%	100%	55.1	100	55.1	65.0%
	High Needs Students	50.5%	100%	50.5	100	50.5	57.4%
Chronic Absenteeism	All Students	7.4%	<=5%	45.3	50	90.6	9.6%
	High Needs Students	16.7%	<=5%	26.6	50	53.2	15.6%
Preparation for CCR	% Taking Courses	56.3%	75%	37.5	50	75.1	67.6%
	% Passing Exams	52.4%	75%	35.0	50	69.9	40.7%
On-track to High School Graduation		99.3%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		94.5%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		92.6%	94%	98.5	100	98.5	78.6%
Postsecondary Entrance (Class of 2015)		76.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.0%   60.1%	75%	40.0	50	80.1	89.2%   50.5%
Arts Access		37.9%	60%	31.6	50	63.2	47.5%
<b>Accountability Index</b>				<b>1008.9</b>	<b>1350</b>	<b>74.7</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	73.2	57.8	15.4	16.5	
Math Performance Index Gap	65.7	51.2	14.6	18.9	
Science Performance Index Gap	67.0	51.9	15.1	17.2	
Graduation Rate Gap	94.0%	92.6%	1.4%	15.3%	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	94.2
	High Needs Students	95.0
Math	All Students	94.1
	High Needs Students	95.0
Science	All Students	97.7
	High Needs Students	94.1

<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: 51.1**

**State: 51.4**

#### 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 2015-16

## East Hampton School District

### Narratives

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

The East Hampton Board of Education annually develops an ambitious set of district goals for the improvement of its instructional programs and operations. The process to develop goals includes a review of previous goals and progress made with an eye toward the district's own ambitious expectations of improvement along with the expectations of state initiatives. Each of the school's building goals are founded on the district goals. The teacher evaluation model in East Hampton includes a teaching framework and rubrics that are representative of the district and building goals and promotes instructional improvement at every level. The district goals and initiatives are widely distributed through web access and newsletters. 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 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 school district has started to work with the Parks and Recreation Department to provide after school opportunities for students. In 2016, the district developed a vision for the future, East Hampton 2025, which includes ambitious student outcomes focused on high academic standards, the acquisition of 21st Century skills, and character development. Individual schools are developing goals and programs to support students' progress in each of these skills. In addition, resources 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 exposes 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.

# District Profile and Performance Report for School Year 2015-16

## East Hampton School District

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

The budget development and management process in the East Hampton Public Schools help to ensure that there is an equitable allocation of resources among district schools. Any identifiable inequities that have emerged naturally in the system are addressed and corrections outlined. Annual staffing proposals are developed annually by administration and approved by the Superintendent of Schools. They include adjustments based on enrollments or special needs. Even during difficult budget years, class sizes are equitable across buildings to maximize the level of student learning representative of the commitment that the community has made to education. 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 with the public to make sure there is complete transparency. With four schools with different grade levels (PK-3, 4-5, 6-8, 9-12) equitable distribution of our limited resources has not been a great concern.