

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



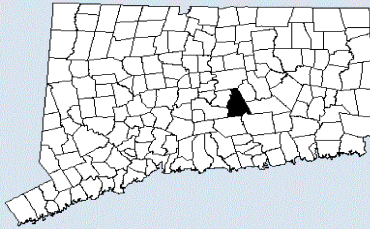
East Hampton School District

Ms. Diane Dugas, Superintendent • 860-365-4000 • <http://www.easthamptonct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,835
Per Pupil Expenditures ¹	\$14,509
Total Expenditures ¹	\$28,931,794

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	922	50.2	48.3
Male	913	49.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	31	1.7	4.7
Black or African American	14	0.8	12.9
Hispanic or Latino	86	4.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	32	1.7	2.5
White	1,670	91.0	57.2
English Language Learners	10	0.5	6.3
Eligible for Free or Reduced-Price Meals	251	13.7	37.6
Students with Disabilities ¹	162	8.8	13.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	68	7.6	7	0.7
Male	67	7.5	38	4.0
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	124	7.6	34	2.0
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	45	17.9	20	7.3
Students with Disabilities	20	13.6	15	7.8
District	135	7.5	45	2.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 30

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	120.2
Paraprofessional Instructional Assistants	11.0
Special Education	
Teachers and Instructors	23.8
Paraprofessional Instructional Assistants	49.4
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	7.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.4
Counselors, Social Workers and School Psychologists	10.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	71.4

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	1.0
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	0.0
White	171	98.8	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	54	40.6	85	72.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*	16	69.6
Students with Disabilities	*	*	10	*
District	59	41.0	93	72.7
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	21	60.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	31	73.8
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	30	93.8
District	101	68.2
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	36	1.9	1.5
Emotional Disturbance	10	0.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	42	2.2	4.4
Other Health Impairment	24	1.3	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	35	1.8	1.9
All Disabilities	156	8.2	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	6.4	8.1
Private Schools or Other Settings	6	3.8	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,898,928	9,032	9,134
Instructional Supplies and Equipment	424,568	227	334
Improvement of Instruction and Educational Media Services	892,504	477	498
Student Support Services	1,846,030	987	1,001
Administration and Support Services	3,397,490	1,816	1,694
Plant Operation and Maintenance	2,678,600	1,432	1,572
Transportation	1,561,493	744	813
Costs of Students Tuitioned Out	1,212,881	N/A	N/A
Other	19,300	10	186
Total	28,931,794	14,509	15,289

Additional Expenditures

Land, Buildings, and Debt Service	494,209	264	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,520,896	36.5	35.1
Noncertified Personnel	1,240,816	18.0	14.2
Purchased Services	568,234	8.2	5.2
Tuition to Other Schools	999,955	14.5	22.0
Special Ed. Transportation	636,160	9.2	8.6
Other Expenditures	932,018	13.5	14.9
Total Expenditures	6,898,079	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.9	68.9
State	29.3	29.3
Federal	1.7	1.8
Tuition & Other	0.1	0.1

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	16	*	16	*	14	*
Black or African American	*	*	*	*	6	*
Hispanic or Latino	45	66.7	45	55.5	25	60.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	14	*	14	*	*	*
White	895	72.6	892	62.7	384	62.9
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	119	61.1	119	52.8	55	54.4
Not Eligible for Free or Reduced-Price Meals	858	73.9	855	63.7	379	63.7
Students with Disabilities	93	51.9	92	43.5	38	47.8
Students without Disabilities	884	74.5	882	64.3	396	64.0
High Needs	190	59.1	189	50.6	82	52.9
Non-High Needs	787	75.5	785	65.2	352	64.8
District	977	72.3	974	62.3	434	62.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	97.8	73.8	71.8	77.9	543	80.1
Curl Up	51.1	66.9	66.0	78.7	543	65.4
Push Up	48.1	80.8	69.9	80.3	543	69.4
Mile Run/PACER	59.3	70.0	69.9	74.6	543	68.3
All Tests - District	24.4	29.2	48.1	59.0	543	40.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

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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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	121	96.7	92.0	Yes	92.2
State ⁴		87.0			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	84.2	83	56.8
Male	68.3	60	47.6
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	76.9	133	53.0
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	35.0	7	17.5
Students with Disabilities	*	0	*
District	76.8	143	52.6
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.6	92.6
Male	87.3	87.5
Black or African American	*	*
Hispanic or Latino	*	*
White	82.9	89.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.5	90.2
State	72.6	88.8

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the first 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	72.3	75	96.4	100	96.4	67.9
	High Needs Students	59.1	75	78.8	100	78.8	56.7
Math Performance Index	All Students	62.3	75	83.1	100	83.1	59.3
	High Needs Students	50.6	75	67.4	100	67.4	47.8
Science Performance Index	All Students	62.6	75	83.4	100	83.4	56.5
	High Needs Students	52.9	75	70.5	100	70.5	45.9
Chronic Absenteeism	All Students	7.5%	<=5%	45.0	50	90.0	10.6%
	High Needs Students	16.0%	<=5%	28.1	50	56.1	17.3%
Preparation for CCR	% Taking Courses	55.9%	75%	37.3	50	74.5	66.1%
	% Passing Exams	52.6%	75%	35.0	50	70.1	37.3%
On-track to High School Graduation		99.1%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.7%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		86.7%	94%	92.2	100	92.2	77.6%
Postsecondary Entrance (Class of 2014)		82.4%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		98.2% 40.1%	75%	26.8	50	53.5	87.6% 51.0%
Arts Access		39.3%	60%	32.8	50	65.6	45.7%
Accountability Index				1026.8	1250	82.1	

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	59.1	15.9	17.3	
Math Performance Index Gap	65.2	50.6	14.6	19.6	
Science Performance Index Gap	64.8	52.9	11.9	17.2	
Graduation Rate Gap	94.0%	86.7%	7.3%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.1
	High Needs Students	99.5
Math	All Students	96.8
	High Needs Students	99.0
Science	All Students	99.3
	High Needs Students	98.9

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: 58.3 State: 50.1

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

In East Hampton Public Schools each school prepares a school improvement plan that mirrors the district's improvement plan. The improvement plan involves measurable initiatives to improve, school climate/culture, student achievement, instructional leadership and organizational systems and safety. School Professional Learning Community (PLC's) teams work collaboratively through data teams to use data, both standardized and local, to inform instruction. The district has continued its emphasis on improving our reading, writing and mathematics programs. The reader's and writer's workshop model are part of the K-8 teaching practices. Our SRBI program utilizes data to inform instruction and identify students who need additional supports. A district-wide focus continues to be the Connecticut Core Standards and their integration into the written curriculum as well as their implementation into strong Tier One classroom instruction.

Special education supports are offered to students with disabilities from Preschool through age 21. Services are structured to meet the needs of each student in the Least Restrictive Environment. Many services are delivered within the general education classroom, students also receive special education services individually or in small group when deemed necessary by the student's Individual Education Plan. East Hampton Public Schools offer structured ABA services for students with Autism spectrum disorders. Social skills and life skills programs are offered to students who require these services at each grade level.

When a student struggles with attendance and truancy, supports are made available to the student and their family to ensure attendance. These supports may involve frequent meetings with counseling staff, as well as collaboration with outside agencies to ensure attendance.

Our district reaches out to our parents and community in a number of ways. At the district level the superintendent publishes a weekly newsletter that highlights activities and pertinent information that are relative to the school district. He also conducts coffee chats on a regular basis. Our district PBIS program provides the foundation from which we establish a safe and productive school climate. East Hampton Middle School has recently been recognized as a PBIS Model school for the state of Connecticut. Students strive to reach their potential both academically, emotionally and physically. The PTO is a very active organization throughout our district and provides many activities for students. Parents also get involved through Sports Booster's Club, Music Booster's Club, Project Graduation, college planning nights, Variety Show, Panther Fest, Open Houses, sporting events, concerts, plays, math nights and other school-sponsored activities. Teachers communicate with parents regularly and hold formal conferences twice per year to inform parents about their child's academic progress and to assist them in supporting their child's learning at home. Access to online grade books and teacher web pages for parents and students allows for ongoing academic progress monitoring. Each school provides for timely newsletters that inform parents about the schools activities and work. Parents participate in surveys to provide feedback about our schools. Summer reading programs also encourage family involvement.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the past three years we have had some students leaving our district for magnet schools. Three years ago the number was 111, last year, 114 and this year, 89, a decrease of 25 students.

We strive to assist students to become more aware of all types of diversity. We provide opportunities for all students to participate in all extracurricular activities and support any student financially as needed. Extra-curricular provide opportunities for students to interact with students from many different backgrounds. For example at the high school, 45 students participated in the Model United Nations program competing at Yale, UCONN and UMASS. 140 students participated in our Interact Club, a community service organization with activities such as holiday presents for children in need, support for a women's shelter, and raising money for Relay For Life. Our French Club continued their partnership with "Roots of Development" Organization raising funds to help a women's business initiative in Haiti. Students participate in the Connecticut Youth Forums by working collaboratively with students across the state. Other activities included attending the Diversity Conference, the Career Fair, and over one hundred students participating as volunteers for the Special Olympics. At our Middle School our students engage in an Inter-district Magnet Summer School program, Broadway Bound. They also attend a leadership conference, a diversity conference, 'Women in Math and Science Leadership' conference and musical festivals. This year we also participated in Unity day in Middletown to stand up against bullying. Our theme based advisory program provides opportunities for students from all ethnic and socio-economic backgrounds to work cooperatively with each other. These ideals are also part of our PBIS program. At the elementary level the use of multi-cultural literature and read alouds within the classroom foster student interaction and discussion. Through the student council, students take part in service projects for those less fortunate, including collections for the local food bank, fund raisers for people in Haiti and Tanzania, making cards for local senior citizens and hospital patients and contributing to "Caring for Kids".

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Equitable Allocation of Resources among District Schools

Central office administration and building administrators work together collaboratively to address the needs of the children in district. Utilization of district resources starts at the school level. East Hampton's district leadership team reviews staffing, enrollment projections, teaching and learning initiatives, student data and state federal mandates on an annual basis. After district goals are identified, each leader follows up and creates requests outlining classroom materials, resources and professional learning needs necessary to grow and develop the curriculum, assessment and instructional program of buildings. Requests are reviewed with central office personnel. The team works together to determine district and building priorities. A final budget is agreed upon by all buildings and is presented as a district initiative. In this way all parties involved have an equal voice in the determination and allocation of district resources. Special circumstances and needs are made a priority and brought to the administrative team for review. Resources and personnel are shifted at times to meet a need. District resources are divided in a manner that maximizes efficiency.