

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



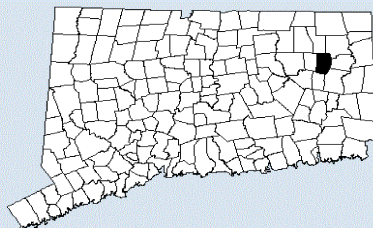
Hampton School District

Dr. Frank Olah, Superintendent • 860-455-9409 • <http://www.hamptonschool.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	90
Per Pupil Expenditures ¹	\$24,479
Total Expenditures ¹	\$2,301,015

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	38	42.2	48.4
Male	52	57.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	0	0.0	5.2
Black or African American	0	0.0	12.7
Hispanic or Latino of any race	*	*	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	79	87.8	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	33	36.7	43.3
Students with Disabilities ³	15	16.7	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	*	*
White	9	13.2	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0.0
District	9	11.8	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2019-20

Hampton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	10.4
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.6
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
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	8.2

¹ 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	17	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.1	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	*	*
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	2.0
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	13	17.3	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,365,691	\$14,529	\$10,923
Support services - students	\$161,024	\$1,731	\$1,277
Support services - instruction	\$2,699	\$29	\$682
Support services - general administration	\$119,658	\$1,287	\$467
Support services - school based administration	\$178,740	\$1,922	\$1,021
Central and other support services	\$65,582	\$705	\$679
Operation and maintenance of plant	\$215,795	\$2,320	\$1,718
Student transportation services	\$168,663	\$1,188	\$1,288
Food services	\$23,163	\$249	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$2,301,015	\$24,479	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$109,548	28.5	28.5
Instructional Aide Salaries	\$110,411	28.7	10.1
Other Salaries	\$43,234	11.3	11.1
Employee Benefits	\$45,749	11.9	13.0
Purchased Services Other Than Transportation	\$63,913	16.6	5.7
Special Education Tuition	\$1,586	0.4	22.5
Supplies	\$7,223	1.9	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$2,520	0.7	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$384,185	100.0	100.0
Percent of Total Expenditures Used for Special Education		16.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	62.4
State	33.7
Federal	2.9
Tuition & Other	1.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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District Profile and Performance Report for School Year 2019-20

Hampton School District

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	11.8%	<=5%	12.2%
	High Needs Students	16.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Hampton School District

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 ensure the active recruitment of staff and faculty reflecting the demographics of our neighbors in Windham County. In addition, the Board of Education and the Town of Hampton have worked together with the administration in order to develop and implement our COVID - 19 reopening plan.

The Board and the administrative team have encouraged the active participation of the Parent Teacher Organization in all school activities and supports the PTO by supplying storage space, scheduling opportunities, and encouraging staff participation. The PTO is viewed as a critical and integral part of providing diverse cultural experiences to Hampton students.

All of our teaching professionals have received professional development through either Teachers' College at Columbia University or through EastConn in the implementation of the Reading-Writing Workshop model. The professional development of all staff included online courses that assisted us to implement a full curriculum of math, reading, and writing activities during our shutdown from March to August 2020.

Parents and town officials were members of the HES Reopening Discussion Group which reviewed and help implement the COVID-19 school's response that has allowed our school to successfully reopen with all students all day for 183 school days. Parents are also actively involved in the distance learning process during our school's shut down. They picked up student work packets at the same time they were at school to pick-up their free breakfast and lunch food.

In Special Education, parents are given a copy of all of their rights during PPT meetings, safeguard procedures, and Medicaid assistant forms. The emphasis (in addition to the development of an appropriate student educational plan) is on the clarity of this document so that typical educational terminology is clearly explained. All PPT's have been through Zoom.

Our Special Education programming is supported through a regional collaborative partnership with EastConn Services (and our sister school Scotland Elementary School) in order to support effective and complete special education services for all students who require those services. We have always made a very concerted effort to retain students for onsite educational services in all grades Pre-K to Grade 6.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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. We constantly are looking for staff and faculty who reflect the cultural and ethnic diversity that our students see every day in Windham County. We use the recruitment tools including CTREAP, our website, CT. Department of Labor, and Indeed web recruitment.

Our teaching staff is also made aware of the cultural and ethnic issues that face our society through professional development activities provided through EastConn. EastConn itself is proactive in developing its staff diversity and those employees are training our faculty.

In the past, HES students teamed 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.

Students from the three surrounding towns who attend Parish Hill Middle High School have also visited HES to present their musical talents and have included our students in grade 6 in their middle school sports teams. We are hoping to restart these types of student to student projects once the pandemic subsides.

A few of our older students in grades 4, 5, and 6 are attending the area magnet and stem schools. Our grade 6 students have attended the yearly Nature's Classroom experience with other area students.

We have also searched for and trained retired senior 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. Since all of our students receive free breakfast and lunches, there is no economic income discrimination at HES.

District Profile and Performance Report for School Year 2019-20

Hampton School District

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 ensure that all of our grades have equal and adequate funding.