

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



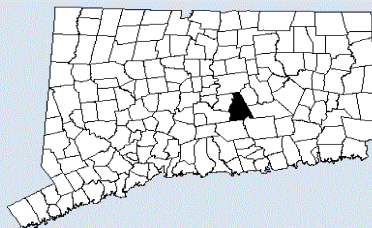
## East Hampton School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,869
Per Pupil Expenditures <sup>1</sup>	\$16,617
Total Expenditures <sup>1</sup>	\$32,768,692

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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 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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	922	49.3	48.4
Male	947	50.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	29	1.6	5.2
Black or African American	24	1.3	12.8
Hispanic or Latino of any race	112	6.0	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	54	2.9	3.6
White	1,645	88.0	52.4
English Learners	8	0.4	7.6
Eligible for Free or Reduced-Price Meals	359	19.2	42.1
Students with Disabilities <sup>3</sup>	231	12.4	15.4

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

<sup>3</sup>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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	57	6.3	19	2.0
Male	65	7.1	67	6.9
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	8	6.7
White	106	6.6	69	4.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	56	16.4	31	7.8
Students with Disabilities	31	12.7	16	5.5
District	122	6.7	86	4.5
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 126**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup>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.

<sup>5</sup>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 2018-19

## East Hampton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	115.4
Paraprofessional Instructional Assistants	10.0
<b>Special Education</b>	
Teachers and Instructors	21.4
Paraprofessional Instructional Assistants	49.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	7.6
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	6.4
Counselors, Social Workers and School Psychologists	11.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	68.6

<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	1	0.6	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	1.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	165	97.6	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	93	82.3	103	87.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	17	81.0	19	76.0
Students with Disabilities	10	*	8	*
District	98	82.4	112	83.6
State		74.5		85.2

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	19	59.4
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	50	70.4
Other Health Impairment	35	72.9
Other Disabilities	*	*
Speech/Language Impairment	44	91.7
District	154	72.3
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## East Hampton School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	36	1.9	1.9
Emotional Disturbance	9	0.5	1.1
Intellectual Disability	*	*	0.5
Learning Disability	71	3.7	5.5
Other Health Impairment	49	2.6	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	57	3.0	1.8
All Disabilities	227	12.0	15.0

<sup>1</sup>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 District<sup>2</sup>

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

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$21,750,819	\$11,030	\$10,545
Support services - students	\$2,313,369	\$1,243	\$1,373
Support services - instruction	\$693,477	\$373	\$644
Support services - general administration	\$870,634	\$468	\$462
Support services - school based administration	\$1,562,368	\$840	\$1,007
Central and other support services	\$1,134,401	\$610	\$671
Operation and maintenance of plant	\$2,353,262	\$1,265	\$1,629
Student transportation services	\$1,443,589	\$762	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$646,774	\$348	\$65
Total	\$32,768,692	\$16,617	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,895,699	34.9	29.7
Instructional Aide Salaries	\$1,326,615	16.0	9.6
Other Salaries	\$305,399	3.7	10.4
Employee Benefits	\$1,091,768	13.2	13.0
Purchased Services Other Than Transportation	\$869,671	10.5	5.5
Special Education Tuition	\$1,234,075	14.9	22.6
Supplies	\$60,496	0.7	0.6
Property Services	\$300	0.0	0.4
Purchased Services For Transportation	\$510,231	6.2	8.0
Equipment	.	.	0.2
All Other Expenditures	\$450	0.0	0.1
Total	\$8,294,704	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.3	24.4

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

2017-18

	Percent of Total (%) Excluding School Construction
Local	74.7
State	22.3
Federal	1.9
Tuition & Other	1.1

<sup>4</sup>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 2018-19

## 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	*	*	*	*	*	*
Asian	11	*	11	*	*	*
Black or African American	12	*	12	*	6	*
Hispanic or Latino of any race	50	67.2	50	58.3	19	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	30	72.3	30	68.5	9	*
White	880	72.0	879	67.0	352	66.9
English Learners	14	*	14	*	*	*
Non-English Learners	972	71.8	971	66.6	*	*
Eligible for Free or Reduced-Price Meals	186	64.6	185	59.6	80	65.2
Not Eligible for Free or Reduced-Price Meals	800	73.4	800	68.2	313	67.0
Students with Disabilities	122	52.2	122	46.6	47	51.0
Students without Disabilities	864	74.5	863	69.5	346	68.8
High Needs	276	62.1	275	56.7	112	61.4
Non-High Needs	710	75.5	710	70.5	281	68.7
District	986	71.7	985	66.6	393	66.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	78.0	69.4	61.9	70.2	542	69.7
Curl Up	78.0	85.4	74.1	85.1	542	80.6
Push Up	77.3	80.9	72.7	72.8	542	76.2
Mile Run/PACER	72.7	82.2	46.8	67.5	542	67.7
All Tests - District	43.9	49.0	29.5	44.7	542	41.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

## East Hampton School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	23	95.7
Students with Disabilities	10	*
District	113	94.7
State		88.3

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.5	66	55.9
Male	97.8	63	46.7
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.8	121	52.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.8	17	37.0
Students with Disabilities	88.9	*	*
District	97.6	129	51.0
State	95.9		42.6

<sup>3</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

<sup>4</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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	88.2	93.5
Male	68.5	91.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	92.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.7	*
Students with Disabilities	*	*
District	78.1	92.8
State	71.0	87.8

<sup>5</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>6</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 2018-19

## East 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.7	75	47.8	50	95.7	67.7
	High Needs Students	62.1	75	41.4	50	82.8	58.1
Math Performance Index	All Students	66.6	75	44.4	50	88.8	63.1
	High Needs Students	56.7	75	37.8	50	75.6	52.7
Science Performance Index	All Students	66.7	75	44.4	50	88.9	63.8
	High Needs Students	61.4	75	40.9	50	81.9	54.2
ELA Academic Growth	All Students	57.2%	100%	57.2	100	57.2	59.9%
	High Needs Students	54.6%	100%	54.6	100	54.6	55.1%
Math Academic Growth	All Students	65.9%	100%	65.9	100	65.9	62.5%
	High Needs Students	60.6%	100%	60.6	100	60.6	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.7%	<=5%	46.5	50	93.0	10.4%
	High Needs Students	14.2%	<=5%	31.5	50	63.1	16.1%
Preparation for CCR	% Taking Courses	83.0%	75%	50.0	50	100.0	80.0%
	% Passing Exams	51.0%	75%	34.0	50	68.0	42.6%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.7%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		93.8%	94%	99.7	100	99.7	83.3%
Postsecondary Entrance (Class of 2018)		78.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.1%   41.9%	75%	27.9	50	55.8	96.4%   52.9%
Arts Access		68.5%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1084.9</b>	<b>1350</b>	<b>80.4</b>	

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 <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	75.0	62.1	12.9	15.4	
Math Performance Index Gap	70.5	56.7	13.7	17.6	
Science Performance Index Gap	68.7	61.4	7.3	16.1	
Graduation Rate Gap	94.0%	93.8%	0.3%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.0
	High Needs Students	96.6
Math	All Students	98.0
	High Needs Students	96.5
Science	All Students	98.5
	High Needs Students	97.4

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## East Hampton School District

### Narratives

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

In 2019, the East Hampton Public Schools implemented the district's Profile of the Graduate based on the district's vision, East Hampton 2025, which includes critical student outcomes focused on high academic standards, the acquisition of 21st Century skills, and character development. The Profile is a matrix of transferable skills that will be measured by authentic performance assessments throughout students' PK -12 experiences. In 2019-20, East Hampton will update the district vision known as "East Hampton 2025" to "East Hampton 2030." The plan is to merge the beliefs of the original vision with newly identified contexts and practices throughout a child's PK-12 education. The East Hampton Board of Education annually develops an ambitious set of district goals for the improvement of its instructional programs and operations based on the vision and has since expanded the goals to include the implementation of the Profile of the Graduate. Each of the school's building goals are based on the district goals and are communicated to parents in presentations at Board meetings and the monthly Superintendent's Advisory Council meetings. District initiatives and communication on their progress are widely distributed through regular newsletters from each school, the school's new website, and social media pages maintained by each school. Information is 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 of the school district and the Superintendent of Schools prepares a weekly update that is forwarded to the entire school community including parents. 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 Director of Curriculum is key in instructional progress, coordinating all improvement efforts among the district's four schools ensuring coherence among all schools. In an effort to partner directly with families, the schools focus on September as Attendance Awareness Month to make sure all students start the year strong and families realize the importance of regular attendance. Regular classroom communications directly from teachers through ParentSquare (newly purchased by the district) are designed to support families in providing support and/or additional educational activities to enhance all school programs. Educational articles and commentary on growth mindset, grit, mental health, mindfulness, child development, are sent weekly to every parent in the district and all staff by the Superintendent of Schools.

#### **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 annually sponsors trips abroad that expose students to various European and South American 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. 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, EarlyAct Club (middle school), the Senior Capstone Project, the grade 8 Capstone, 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. In the summer of 2018, forty students, teachers, parents, and community members traveled to China. During that visit, East Hampton High School established a sister school relationship with the Jianhua School in Beijing. In the fall of 2019, twenty students from the Jianhua School visited the United States and spent six weeks with families and attended classes at East Hampton High School. The Jianhua School will again visit East Hampton with additional 20 students during the 2019-20 school year. East Hampton High School along with family and community members will travel to Beijing again in 2020 to visit the Jinhua School.

# District Profile and Performance Report for School Year 2018-19

## East Hampton School District

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

The budget development and management process in the East Hampton Public Schools helps to ensure that there is an equitable allocation of resources among district schools. As the school district has incorporated 1-to-1 technology at the Middle School and High School, the effort has been made to begin 1-to-1 technology on carts available to all students in Grades PK-5. Annual staffing proposals are developed by administration and approved by the Superintendent of Schools. They include adjustments based on enrollments or special needs. 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. Parents are extremely active in the budgeting process and have provided tremendous advocacy for the budget throughout the referendum process. A great deal of attention is paid to communicating new and existing programs in the budget to the public to make sure there is complete transparency. With four schools all with different grade levels (PK-3, 4-5, 6-8, 9-12) equitable distribution of our limited resources is a high priority.