

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



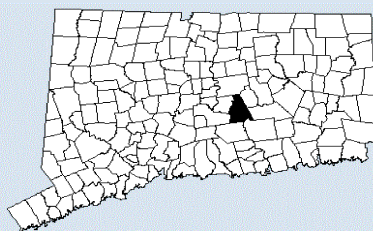
East Hampton School District

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 ¹	\$15,288
Total Expenditures ¹	\$30,347,135

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	912	48.8	48.4
Male	957	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	29	1.6	5.1
Black or African American	25	1.3	12.8
Hispanic or Latino	100	5.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	53	2.8	3.3
White	1,657	88.7	53.6
English Learners	8	0.4	7.2
Eligible for Free or Reduced-Price Meals	222	11.9	36.7
Students with Disabilities ¹	202	10.8	14.8

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	51	5.7	8	0.9
Male	62	6.7	46	4.8
Black or African American	*	*	0	0.0
Hispanic or Latino	7	7.4	*	*
White	95	5.8	46	2.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	55	16.6	17	4.7
Students with Disabilities	28	13.1	18	7.2
District	113	6.2	54	2.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 49

Number of school-based arrests: 0

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	122.4
Paraprofessional Instructional Assistants	11.0
Special Education	
Teachers and Instructors	21.1
Paraprofessional Instructional Assistants	50.9
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	7.5
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	69.5

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	1	0.6	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	3	1.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	171	97.7	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.7	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	76	65.0	89	89.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	14	66.7	22	88.0
Students with Disabilities	6	*	9	*
District	81	62.3	96	86.5
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	22	61.1
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	45	81.8
Other Health Impairment	35	85.4
Other Disabilities	*	*
Speech/Language Impairment	34	89.5
District	140	76.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	2.0	1.8
Emotional Disturbance	8	0.4	1.1
Intellectual Disability	*	*	0.5
Learning Disability	55	2.9	5.2
Other Health Impairment	42	2.2	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	50	2.6	1.8
All Disabilities	202	10.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	6.9	8.3
Private Schools or Other Settings	8	4.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,779,837	10,032	9,847
Instructional Supplies and Equipment	399,391	213	287
Improvement of Instruction and Educational Media Services	658,872	352	589
Student Support Services	2,081,947	1,112	1,120
Administration and Support Services	3,564,419	1,904	1,905
Plant Operation and Maintenance	2,207,643	1,179	1,648
Transportation	1,332,218	657	904
Costs of Students Tuitioned Out	1,308,341	N/A	N/A
Other	14,467	8	208
Total	30,347,135	15,288	16,535

Additional Expenditures

Land, Buildings, and Debt Service	7,766,449	4,149	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,968,753	38.8	33.8
Noncertified Personnel	1,335,594	17.5	14.5
Purchased Services	764,298	10.0	5.5
Tuition to Other Schools	989,922	13.0	23.4
Special Ed. Transportation	505,353	6.6	8.7
Other Expenditures	1,078,757	14.1	14.1
Total Expenditures	7,642,677	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.7	71.3
State	36.5	26.5
Federal	1.3	1.7
Tuition & Other	0.4	0.5

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	12	*	12	*
Black or African American	13	*	13	*
Hispanic or Latino	51	68.4	51	57.6
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	25	73.5	25	66.8
White	885	71.5	884	65.8
English Learners	20	60.3	20	57.6
Non-English Learners	970	71.3	969	65.4
Eligible for Free or Reduced-Price Meals	173	65.0	173	58.0
Not Eligible for Free or Reduced-Price Meals	817	72.4	816	66.8
Students with Disabilities	95	53.3	95	47.0
Students without Disabilities	895	73.0	894	67.2
High Needs	251	62.6	251	55.9
Non-High Needs	739	74.0	738	68.4
District	990	71.1	989	65.2

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	94.0	85.2	73.5	76.6	536	83.2
Curl Up	40.4	82.6	72.8	91.5	536	69.8
Push Up	87.4	78.1	66.2	74.5	536	77.1
Mile Run/PACER	70.2	89.0	69.9	71.3	536	75.7
All Tests - District	33.8	61.9	39.7	54.3	536	47.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	30	93.3
Students with Disabilities	10	*
District	133	95.5
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	70	61.4
Male	99.2	54	42.5
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	99.1	118	54.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.8	15	32.6
Students with Disabilities	90.0	*	*
District	98.8	124	51.5
State	96.3		44.8

³College 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

⁴Participation 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.

Copyright © 2018 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	85.9	95.7
Male	58.1	88.9
Black or African American	*	*
Hispanic or Latino	*	*
White	73.7	93.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48.3	*
Students with Disabilities	*	*
District	72.9	93.0
State	70.9	88.3

⁵College 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.

⁶College 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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.1	75	47.4	50	94.8	67.6
	High Needs Students	62.6	75	41.7	50	83.4	57.5
Math Performance Index	All Students	65.2	75	43.5	50	87.0	62.7
	High Needs Students	55.9	75	37.3	50	74.5	52.0
ELA Academic Growth	All Students	56.1%	100%	56.1	100	56.1	60.7%
	High Needs Students	55.8%	100%	55.8	100	55.8	55.6%
Math Academic Growth	All Students	58.0%	100%	58.0	100	58.0	61.9%
	High Needs Students	51.5%	100%	51.5	100	51.5	55.4%
Chronic Absenteeism	All Students	6.2%	<=5%	47.6	50	95.3	10.7%
	High Needs Students	14.7%	<=5%	30.6	50	61.3	16.6%
Preparation for CCR	% Taking Courses	73.4%	75%	49.0	50	97.9	74.8%
	% Passing Exams	51.5%	75%	34.3	50	68.6	44.8%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.7%	94%	95.4	100	95.4	81.8%
Postsecondary Entrance (Class of 2017)		72.9%	75%	97.2	100	97.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.2% 47.0%	75%	31.3	50	62.7	96.6% 50.1%
Arts Access		59.3%	60%	49.4	50	98.8	51.2%
Accountability Index				976.2	1250	78.1	

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	74.0	62.6	11.4	15.9	
Math Performance Index Gap	68.4	55.9	12.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	89.7%	4.3%	12.7%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.2
	High Needs Students	95.2
Math	All Students	97.1
	High Needs Students	95.2
Science	All Students	98.4
	High Needs Students	94.5

³Minimum 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: * **State: 51.5**

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 2018, the East Hampton Public Schools developed a 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. 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 founded 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, the school's new website, and social media. 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 of the schools 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 Director of Curriculum is key in instructional progress, coordinating all improvement efforts among the district's four schools ensuring coherence among all schools. This practice is confirmed by district learning walks in which administrators and faculty members view instructional practices in all classrooms throughout the district. In addition, software resources including MyON reading 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 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. Middle school students participate with a partner middle school in touring Canada. 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. In the summer of 2018, forty students, teachers, parents, and community members traveled to China for an extended period of time to enhance the connection between our two countries. The summer China experience is scheduled to occur again in the summer of 2020.

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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.