

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



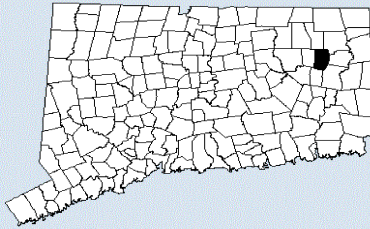
Hampton School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	105
Per Pupil Expenditures ¹	\$22,490
Total Expenditures ¹	\$2,338,917

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	40	38.1	48.3
Male	65	61.9	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	0	0.0	12.9
Hispanic or Latino	10	9.5	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	93	88.6	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	26	24.8	37.6
Students with Disabilities ¹	16	15.2	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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	6	7.5	0	0.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	6	6.8	0	0.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1

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	11.2
Paraprofessional Instructional Assistants	2.4
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	4.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	0.8
Library/Media	
Specialists (Certified)	0.6
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.9
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.4

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	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	18	100.0	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	3.6	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	11	*
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	*	*	4.4
Other Health Impairment	*	*	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	14	15.2	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,221,077	10,902	9,134
Instructional Supplies and Equipment	52,356	467	334
Improvement of Instruction and Educational Media Services	60,869	543	498
Student Support Services	240,655	2,149	1,001
Administration and Support Services	372,458	3,326	1,694
Plant Operation and Maintenance	216,803	1,936	1,572
Transportation	158,110	804	813
Costs of Students Tuitioned Out	9,000	N/A	N/A
Other	7,589	68	186
Total	2,338,917	22,490	15,289

Additional Expenditures

Land, Buildings, and Debt Service	199,680	1,783	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	117,449	30.5	35.1
Noncertified Personnel	124,212	32.3	14.2
Purchased Services	81,778	21.2	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	61,479	16.0	14.9
Total Expenditures	384,918	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.5	60.4
State	34.6	36.4
Federal	2.3	2.5
Tuition & Other	0.6	0.6

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).

District Profile and Performance Report for School Year 2014-15

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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	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	*	*
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	14	*	14	*	*	*
Not Eligible for Free or Reduced-Price Meals	30	74.5	29	69.2	*	*
Students with Disabilities	7	*	7	*	*	*
Students without Disabilities	37	73.0	36	69.1	*	*
High Needs	18	*	18	*	*	*
Non-High Needs	26	76.6	25	72.4	*	*
District	44	71.2	43	65.0	12	*

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			
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	*	*	N/A	N/A	27	96.3
Curl Up	*	*	N/A	N/A	27	81.5
Push Up	*	*	N/A	N/A	27	100.0
Mile Run/PACER	*	*	N/A	N/A	27	77.8
All Tests - District	*	*	N/A	N/A	27	70.4
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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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	71.2	75	95.0	100	95.0	67.9
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	65.0	75	86.6	100	86.6	59.3
	High Needs Students	N/A	75	0.0	0	0.0	47.8
Science Performance Index	All Students	N/A	75	0.0	0	0.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	6.8%	<=5%	46.4	50	92.7	10.6%
	High Needs Students	8.6%	<=5%	42.9	50	85.7	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		103.8% 70.4%	75%	46.9	50	93.8	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				317.7	350	90.8	

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	N/A	.	17.3	
Math Performance Index Gap	72.4	N/A	.	19.6	
Science Performance Index Gap	.	N/A	.	17.2	
Graduation Rate Gap	

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	91.7
	High Needs Students	85.7
Math	All Students	89.6
	High Needs Students	85.7
Science	All Students	.
	High Needs Students	.

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: 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

Hampton Elementary has a small special education population. This allows us to tailor each program to meet the individual needs of the student. We meet on a regular basis with the special education teacher, parent and related service staff. We have included technology, such as the IPADS, for the student to use in the classroom and at home. Parents are given the passwords to the programs so they can help the student at home. We have a physical therapist, occupational therapist, psychologist, guidance counselor and speech and language specialist who work with the classroom teacher and special education teacher.

Teachers are required to communicate with families on a regular basis. Communication may be through the school website, teacher websites, classroom newsletters, email and phone calls. Parents are also contacted about important activities through the automated phone and email service "School Messenger". Parents are invited to conferences twice a year and on a needs basis. All families are welcome in the classroom and are encouraged to volunteer in the classroom. Our preschool parents attend an activity day once a month with their child. Parents have participated in the interview process for new teachers and administrators. Parents are members of our curriculum and program review committees. Two parents are members of our School Readiness Council. Our PTO sponsors family activities through out the year with excellent family participation.

Teachers post homework assignments on their websites or use other technology (such as smartphones) to post to parents. Parents are encouraged to help with homework and contact staff if they need support. The third-sixth grades participate in the Connecticut Science Convention which includes a mandatory parent component.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In an effort to reduce racial, ethnic and economic isolation Hampton Elementary School students participated in a number of programs and activities. All students participated in the PATHS program for character development. In addition, the school counselor taught all grades anti-bullying strategies, peer relationship skills and decision making skills. The school climate committee trained the staff in using the Positive Behavior Intervention Support program.

All students learned about other cultures through a series of cultural arts performances such as African drummers and dancers. Students also learned about other cultures through curriculum studies and field trips. Sixth graders traveled to Nature's Classroom to live and work with other sixth graders from the surrounding towns. This helps make a smoother transition to the regional middle school for seventh grade. The PTO hosts an ethnic dinner where families share a dish from their own heritage. Our students participate in a pen pal program with students from different states and countries.

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Equitable Allocation of Resources among District Schools

As a one building, 104 student district, Hampton is highly focused on the education, social growth, and safety of each individual through regular team meetings, PPTs and parent conferences through out the year. Prior to the budget building process, meetings take place with all staff members to ascertain needs for curriculum, special education, physical plant or staffing. The principal meets with the superintendent as well as business coordinator to draft a needs-based budget to present to the Hampton Board of Education. Community input is also sought during workshops and budget hearings. The board approved budget is presented to the Hampton Board of Finance for approval and presentation to the community at the Annual Town Meeting.

As the year progresses, monitoring takes place at the classroom/staff level, staff and meetings with the principal; these take place at each grade on a monthly basis reviewing classroom and school assessments to insure that individual needs are considered. Continuing review includes meetings between principal and superintendent often with assistance from the business coordinator based on current budget and financial information.