

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



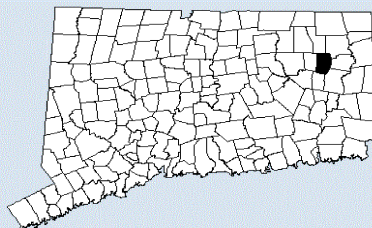
Hampton School District

Dr. Frank Olah, Superintendent • 860-455-2267 • <http://www.hamptonschool.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	105
Per Pupil Expenditures ¹	\$23,845
Total Expenditures ¹	\$2,336,811

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	42	40.0	48.4
Male	63	60.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	*	*	12.9
Hispanic or Latino	*	*	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	6	5.7	2.9
White	95	90.5	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	20	19.0	35.9
Students with Disabilities ¹	20	19.0	14.3

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	*	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	0	0.0
English 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	6.9	0	0.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 7

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	10.8
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	4.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.6
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.1

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	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	16	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.6

Instruction and Resources

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

	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	*	*
Speech/Language Impairment	7	*
District	17	*
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	9.7	1.8
All Disabilities	19	20.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,234,008	12,218	9,663
Instructional Supplies and Equipment	64,920	643	321
Improvement of Instruction and Educational Media Services	57,559	570	578
Student Support Services	238,664	2,363	1,103
Administration and Support Services	315,424	3,123	1,861
Plant Operation and Maintenance	230,762	2,285	1,637
Transportation	155,257	874	877
Costs of Students Tuitioned Out	27,600	N/A	N/A
Other	12,617	125	201
Total	2,336,811	23,845	16,236

Additional Expenditures

Land, Buildings, and Debt Service	10,724	106	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	104,769	29.9	34.6
Noncertified Personnel	126,336	36.1	14.6
Purchased Services	74,877	21.4	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	44,175	12.6	14.7
Total Expenditures	350,157	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.0	57.8
State	38.2	38.4
Federal	2.9	2.9
Tuition & Other	0.9	0.9

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	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
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
White	49	70.2	48	67.2	12	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	54	71.1	53	68.2	14	*
Eligible for Free or Reduced-Price Meals	11	*	11	*	*	*
Not Eligible for Free or Reduced-Price Meals	43	71.6	42	69.6	11	*
Students with Disabilities	13	*	13	*	*	*
Students without Disabilities	41	74.8	40	72.8	9	*
High Needs	21	64.0	21	57.5	6	*
Non-High Needs	33	75.6	32	75.2	8	*
District	54	71.1	53	68.2	14	*

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	*	*	N/A	N/A	27	85.2
Curl Up	*	*	N/A	N/A	27	92.6
Push Up	*	*	N/A	N/A	27	96.3
Mile Run/PACER	*	*	N/A	N/A	27	74.1
All Tests - District	*	*	N/A	N/A	27	66.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

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	71.1	75	47.4	50	94.8	67.1
	High Needs Students	64.0	75	42.7	50	85.3	55.9
Math Performance Index	All Students	68.2	75	45.5	50	90.9	62.2
	High Needs Students	57.5	75	38.3	50	76.7	50.5
Science Performance	All Students	N/A	75	0.0	0	0.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	77.6%	100%	77.6	100	77.6	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	81.9%	100%	81.9	100	81.9	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	6.9%	<=5%	46.2	50	92.4	9.9%
	High Needs Students	14.7%	<=5%	30.6	50	61.2	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0% 66.7%	75%	44.4	50	88.9	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				454.6	550	82.6	

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	64.0	11.0	16.7	
Math Performance Index Gap	75.0	57.5	17.5	18.7	
Science Performance Index Gap	.	N/A	.	16.6	
Graduation Rate Gap	

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	100.0
	High Needs Students	100.0
Math	All Students	98.1
	High Needs Students	100.0
Science	All Students	.
	High Needs Students	.

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: 50.2**

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 School as the school district for our grade Pre-K to Grade 6 students has an active board of education that has passed policies on the active recruitment of staff and faculty that reflect our neighbors in our geographic area of Windham County.

Secondly, the Board has encouraged the active participation of the Parent Teacher Organization in all school activities and encourages the PTO by supplying storage space, constant participation in school activities as sponsors and volunteers in the educational processes. Although the PTO is engaged as active fund raisers, their work is used to communicate with parents via the school's web site and messages that are sent home. The PTO offers a program review meeting for parents and parent representative to review all of our school curriculum and extra curricular actives and offerings.

In Special Education, parents are given all of their rights and during all PPT meetings, the emphasis is on clarity so all of the normal educationalist is reduced and explained.

Our Special Education programing is supported through a regional partnership with EastConn Services in order to support effective and complete special education services to all of students whop require those services. We have always made a very concerted effort to keep all of our students in our school for all of their educational services Pre-K to Grade 6.

All of our teaching staff have been trained through either Teachers' College at Columbia University or through EastConn PD in the implementation of the Reading

Writing Workshop model which includes working directly with parents in the development of their skills at working with their child. Parents are invited to "Reading

Writing Celebrations" at which all children are honored for their accomplishments in ELA.

Finally, we encourage the volunteer participation of many retired community members who are fully vetted and come to participate in the direct work within classrooms supporting student learning.

Efforts to Reduce Racial, Ethnic and Economic Isolation

By teaming up with The Woodstock Academy students in the Science Department, our grade 5 students work directly with students who are from all over the Academy 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.

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Equitable Allocation of Resources among District Schools

Since we have only one school in the Hampton School District, there is an equity between all grades and all students and their activities.