Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	1,842
Per Pupil Expenditures[1]	$16,571
Total Expenditures[1]	$32,463,534

[1] *Expenditure data reflect the 2018-19 school year.*
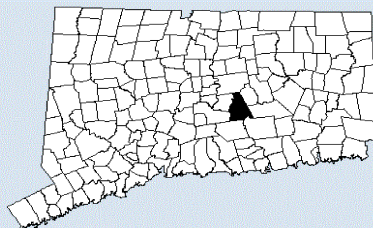
Community Information

[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 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	913	49.6	48.4
Male	929	50.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	23	1.2	5.2
Black or African American	18	1.0	12.7
Hispanic or Latino of any race	114	6.2	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	50	2.7	3.8
White	1,634	88.7	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	364	19.8	43.3
Students with Disabilities[3]	264	14.3	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	73	8.2	12	1.3
Male	61	6.8	29	3.0
Black or African American	0	*	*	*
Hispanic or Latino of any race	10	8.8	*	*
White	117	7.4	35	2.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	63	18.5	13	3.2
Students with Disabilities	36	13.9	9	2.9
District	134	7.5	41	2.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 167

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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	113.4
Paraprofessional Instructional Assistants	10.6
Special Education	
Teachers and Instructors	22.4
Paraprofessional Instructional Assistants	53.4
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	7.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	6.4
Counselors, Social Workers and School Psychologists	12.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	67.5

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.6	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	1.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	166	98.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	*	*	*
White	89	77.4	108	90.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	17	68.0	21	91.3
Students with Disabilities	*	*	15	75.0
District	99	76.7	114	91.2
State		75.8		84.8

[2] 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[3]

	Count	Rate (%)
Autism	19	50.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	68	80.0
Other Health Impairment	38	73.1
Other Disabilities	*	*
Speech/Language Impairment	39	92.9
District	174	73.7
State		67.8

[3] 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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	39	2.1	2.0
Emotional Disturbance	14	0.8	1.1
Intellectual Disability	*	*	0.5
Learning Disability	85	4.6	5.7
Other Health Impairment	53	2.9	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	50	2.7	1.8
All Disabilities	248	13.5	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 District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	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 Expenditures[3]: 2018-19

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$21,601,626	$11,027	$10,923
Support services - students	$2,406,573	$1,291	$1,277
Support services - instruction	$620,574	$333	$682
Support services - general administration	$882,962	$474	$467
Support services - school based administration	$1,607,522	$862	$1,021
Central and other support services	$1,193,406	$640	$679
Operation and maintenance of plant	$2,464,099	$1,322	$1,718
Student transportation services	$1,447,111	$755	$1,288
Food services	.	.	$12
Enterprise operations	.	.	$163
Minor school construction	$239,662	$129	$59
Total	$32,463,534	$16,571	$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	$2,442,385	30.9	28.5
Instructional Aide Salaries	$1,394,427	17.6	10.1
Other Salaries	$257,226	3.2	11.1
Employee Benefits	$1,418,148	17.9	13.0
Purchased Services Other Than Transportation	$858,245	10.8	5.7
Special Education Tuition	$981,604	12.4	22.5
Supplies	$71,900	0.9	0.6
Property Services	$14,637	0.2	0.3
Purchased Services For Transportation	$475,457	6.0	8.0
Equipment	.	.	0.2
All Other Expenditures	$1,240	0.0	0.1
Total	$7,915,269	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	74.2
State	23.9
Federal	1.6
Tuition & Other	0.3

[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).

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 Proficient[1]

	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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Cohort Graduation: Four-Year[1]

	2018-19 Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	25	88.0
Students with Disabilities	11	*
District	131	96.2
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

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College Entrance and Persistence

	Class of 2019 Entrance[3] Rate (%)	Class of 2018 Persistence[4] Rate (%)
Female	86.7	86.7
Male	67.6	81.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	78.6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65.2	*
Students with Disabilities	*	*
District	76.6	84.1
State	71.5	87.5

[3] 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.

[4] 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

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	7.5%	<=5%	12.2%
	High Needs Students	15.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	83.9%	75%	80.4%
On-track to High School Graduation		98.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		96.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		97.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		76.5%	75%	71.5%
Arts Access		67.0%	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	94.0%	97.1%	-3.1%	10.9%	N

[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

Narratives

School District Improvement Plans and Parental Outreach Activities

In 2020, each school in East Hampton has fully implemented the district's Profile of the Graduate into curriculum and practices, making the Profile a strong tool for district coherence. District and Building Goals speak to the transferable skills of the Profile and the importance of ensuring that students have the opportunities throughout their school career to practice and master these skills. The Profile of the Graduate itself is a matrix of developmental transferable skills that are measured by authentic performance assessments throughout students' PK -12 experiences. Through a process that involved over 50% of the staff, descriptors were developed for each of the skills in each school to guide teacher work. The Profile is based on the district's vision, East Hampton 2030, which was updated in March 2020 in a process that included surveys and focus groups of students, teachers, parents, and community members. The vision includes critical student outcomes focused on high academic standards, the acquisition of 21st Century skills, and character development. 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. The administrative team recently presented "The State of the Schools," based on the vision and the Profile of the Graduate, that was a multi-media and interactive evening open to parents and community members. District initiatives and communication on the schools' progress are widely distributed through regular newsletters from each school, the school's newly updated 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. 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 and fideli among all schools. In an effort to partner directly with families, the schools focus on unified week long initiatives focused on character and other traits including the Sandy Hook Promise. 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 during the 2021-22 school year. East Hampton High School along with family and community members will travel to Beijing again in 2022 to visit the Jinhua School.

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. The school district has been highlight successful incorporating 1-to-1 technology at the Middle School and High School, and recently completed a two-year effort to ensure 1-to1 technology on carts available to all students in Grades PK-5. During the pandemic, the schools' PTO groups in grades K-5 provided cases so students in those grades would have access to technology at both school and home. Additional annual staffing budget 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. With four schools, equitable distribution of our limited resources is a high priority.