

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



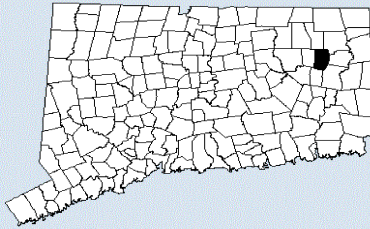
## Hampton School District

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

### District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	111
Per Pupil Expenditures <sup>1</sup>	\$22,542
Total Expenditures <sup>1</sup>	\$2,412,006

<sup>1</sup>Expenditure data reflect the 2012-13 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](#)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	5

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	45	40.5	48.3
Male	66	59.5	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	0	0.0	12.9
Hispanic or Latino	10	9.0	21.2
Pacific Islander	0	0.0	0.0
White	99	89.2	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	33	29.7	37.3
Students with Disabilities <sup>1</sup>	18	16.2	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	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	*	*	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	0.0
District	*	*	0	0.0
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 1**

<sup>2</sup>A 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.

<sup>3</sup>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 2013-14

## Hampton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	11.4
Paraprofessional Instructional Assistants	2.2
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	5.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.5
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.7
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	9.7

<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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	18	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.3

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	11	*
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Hampton School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	*	*	0.4
Learning Disability	*	*	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	6	6.1	1.9
All Disabilities	15	15.3	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,326,210	11,335	8,769
Instructional Supplies and Equipment	48,811	417	275
Improvement of Instruction and Educational Media Services	79,982	684	487
Student Support Services	204,848	1,751	965
Administration and Support Services	344,790	2,947	1,600
Plant Operation and Maintenance	230,191	1,967	1,472
Transportation	148,037	715	786
Costs of Students Tuitioned Out	9,137	N/A	N/A
Other	20,000	171	178
Total	2,412,006	22,542	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	58,633	501	1,434
-----------------------------------	--------	-----	-------

<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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	124,838	32.7	35.6
Noncertified Personnel	94,919	24.9	14.5
Purchased Services	90,268	23.7	5.0
Tuition to Other Schools	9,137	2.4	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	62,477	16.4	14.9
Total Expenditures	381,639	100.0	100.0

PK-12 Expenditures Used for Special Education	15.8	21.9
-----------------------------------------------	------	------

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.7	62.8
State	34.3	35.1
Federal	1.9	1.9
Tuition & Other	0.1	0.1

<sup>4</sup>Revenue 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 2013-14

## Hampton School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	79.1	69.1	70.8	.	.	.	.	.	
District	84.8	80.4	84.7	80.9	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	*	*	N/A	29	100.0
Curl Up	*	*	N/A	29	65.5
Push Up	*	*	N/A	29	72.4
Mile Run/PACER	*	*	N/A	29	89.7
All Tests - District	*	*	N/A	29	62.1
All Tests - State	50.2	50.7	50.3		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Hampton School District

### Narratives

---

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

This year at the Hampton Elementary School we have worked very diligently to increase family and community participation in all areas of our students' experiences. We have established a new model of multi- age grouping for various activities in the school among Grades Preschool through grade two and Grades 3-6 we call this our CARES initiative. CARES stands for Community, Arts, Reading, Environment(, Science ( Math) . The teachers at the grade levels have created teams and they use common planning time in order to develop the activity and themes for their CARES time. The teams have kept student data and parent surveys around this initiative and provide the students many opportunities to participate in multi- grade level activities in order to meet the social, emotional and academic needs of each of our students. The goal is to use data and student assessments as a large part of the planning for this model. All of the students are able to participate fully and the model is well regarded by both parents and community members. In order to engage the community around this initiative we have reported on it at Parent Open House night and each Board of Education Meeting. Our school website also features this initiative with descriptions of the events. students work and pictures from the event.

Additionally, this year at HES we continue to realign our curricular in order to fully meet the Common Core expectations at each grade level. There has also been a Vertical Team established so that our elementary school to middle school transition is truly seamless for each of our students. This team meets about 4 times per year and works on issues and topics that come to the group about the transitions based on data and community feedback. The team in made up of 6th grade teachers, administrators from all of the sending school. As well as, the receiving middle high school staff, administration and teachers.

All of this information come back to the Hampton Elementary School in order to create school improvement planning and/or professional development for staff. This model provides the school/district with a plan for the year, however, should new needs be identified they can be addressed through this model. Overall, the process in which we create new school programs and initiatives is allowing for a flexible school improvement model. Our NWEA and other universal assessments are demonstrating that each of our students is making steady progress.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

At The Hampton Elementary School we continue to work extremely hard to establish a highly functional learning environment for all of our students as well as helping them to realize that there is a much more diverse world outside of the walls of our school and community. Although Hampton is limited in it's diversity we do continue to include learning opportunities for our students to learn about the cultural diversity that our state and world have in it. We invite cultural presentations that are authentic to the school for the whole school presentations as well as use the internet in order to help our student increase there awareness and knowledge of the world's diversity.

# District Profile and Performance Report for School Year 2013-14

## Hampton School District

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

As a one school district, all of the funds come directly to this school.