

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Hampton School District

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District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	74
Per Pupil Expenditures	\$28,863
Total Expenditures	\$2,424,498

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	34	45.9	48.4
Male	40	54.1	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	*	*	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	62	83.8	45.1
English Learners/Multilingual Learners	0	0.0	11.3
Eligible for Free or Reduced-Price Meals	36	48.6	44.8
Students with Disabilities	22	29.7	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	0.0	0	*
Hispanic or Latino of any race	*	*	0	*
White	*	*	*	*
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0.0
All Students - District	9	15.8	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	6.0
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	1.0
Special Education Paraprofessionals	5.0
District Central Office Administrators	2.0
School Level Administrators	0.2
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.6
Counselors, Social Workers and School Psychologists	0.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.7

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	14.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	13	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	5	33.3	6.8
Teachers	2	22.2	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	13	*
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.9
Emotional Disability	0	0.0	1.1
Intellectual Disability	*	*	0.6
Learning Disability	*	*	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	17	23.6	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$1,285,489	\$15,303	\$13,471
Support services - students	\$213,803	\$2,929	\$1,826
Support services - instruction	\$529	\$7	\$972
Support services - general administration	\$143,989	\$1,972	\$568
Support services - school based administration	\$232,859	\$3,190	\$1,274
Central and other support services	\$86,681	\$1,187	\$761
Operation and maintenance of plant	\$276,694	\$3,790	\$2,125
Student transportation services	\$151,187	\$1,281	\$1,695
Food services	\$33,267	\$456	\$10
Enterprise operations	.	.	\$219
Total	\$2,424,498	\$28,863	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$129,992	21.9	26.4
Instructional Aide Salaries	\$139,395	23.5	10.1
Other Salaries	\$23,433	3.9	10.5
Employee Benefits	\$131,444	22.1	13.3
Purchased Services Other Than Transportation	\$73,278	12.3	6.8
Special Education Tuition	\$80,268	13.5	22.8
Supplies	\$2,868	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$12,915	2.2	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$593,592	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	24.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	62.8
State	31.6
Federal	5.0
Tuition & Other	0.6

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	25	69.9	25	63.1	*	*
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	29	70.8	29	63.1	8	*
Eligible for Free or Reduced-Price Meals	12	*	12	*	*	*
Not Eligible for Free or Reduced-Price Meals	17	*	17	*	*	*
Students with Disabilities	6	*	6	*	*	*
Students without Disabilities	23	75.2	23	67.6	*	*
High Needs	16	*	16	*	*	*
Non-High Needs	13	*	13	*	*	*
All Students - District	29	70.8	29	63.1	8	*

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	*	*	N/A	N/A	15	*
Curl Up	*	*	N/A	N/A	15	*
Push Up	*	*	N/A	N/A	15	*
Mile Run/PACER	*	*	N/A	N/A	15	*
All Tests - District	*	*	N/A	N/A	15	*
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.8	75	47.2	50	94.5	64.7
ELA Performance Index	High Needs Students	.	75	.	.	.	54.9
Math Performance Index	All Students	63.1	75	42.1	50	84.2	61.1
Math Performance Index	High Needs Students	.	75	.	.	.	50.6
Science Performance Index	All Students	.	75	.	.	.	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	62.9%	100%	62.9	100	62.9	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	84.2%	100%	84.2	100	84.2	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	15.8%	<=5%	28.4	50	56.8	17.2%
Chronic Absenteeism	High Needs Students	23.5%	<=5%	12.9	50	25.9	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	.	75%	.	.	.	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				277.7	400	69.4	

Physical Fitness Estimated Participation Rate - District: . | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	.	.	.	16.9	N
Math Performance Index Gap	.	.	.	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	.
Math	All Students	100.0
Math	High Needs Students	.
Science	All Students	.
Science	High Needs Students	.

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Hampton School District proudly implements a multiage program. Through this multiage approach, teachers are able to meet the needs of all learners in an individualized fashion. This greatly improves the educational experience for all students, especially those who are part of our special education program. Students engage in project based learning that crosses and connects to their specials and allows for students to explore and experiment in a manner that enhances their curricular experience. Hampton Elementary has made tremendous progress in implementing the science of reading and has worked closely with professional development providers to build teacher capacity.

Additionally, Hampton Elementary School has enlisted a strong group of parents running and participating in the PTO and has brought exciting new events. While a small learning community, the Hampton Elementary School parents have been able to provide a number of family and student engagement activities. This has included weekend events such as Touch a Truck where families, staff, and the community were able to engage in an exciting and educational experience.

Furthermore, HES participated in multiple school-wide field trips where parents attended in support of the learning experience; and our PreK organized monthly Family Fridays where families came into the classroom and engaged in activities with their child.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hampton Board of Education has a Minority Recruitment and Retention Sub-committee that is focusing on two specific goals.

Goal #1 is to use popular websites to advertise all open positions, public all position on our website itself, use our network of key players in the field of Education, and the area universities, especially Eastern Connecticut State University's School of Education in order to locate the very best candidates who are representative of the total area's population. These efforts are aligned with the school's Increasing Educator Diversity Plan.

Goal #2 is to offer to our classroom teachers local members of diverse communities to deliver lessons on their cultures and traditions that elementary level student will understand as well as enjoy. There are funds set aside to allow for field trips as appropriate to support these lessons.

In addition, all of our teachers have access to PBS Learning Media that supports teachers with appropriate content and specific grade levels of media teaching experiences for our students so that they can be exposed to a vast variety of people and cultures.

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Equitable Allocation of Resources among District Schools

The Hampton School District has one elementary school; therefore, all resources are allocated in an equitable fashion to all grade levels from Pre-K to Grade 6.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	3	60.0	6.7
Position Eliminated or Expired	1	20.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	1	20.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	5		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.