

# 2015-16 Civil Rights Data Collection

## Part 1

### posted – 8 November 2017

#### Civil Rights Data Collection (CRDC)

#### Background Information

“Since 1968, the U.S. Department of Education (ED) has conducted the Civil Rights Data Collection (CRDC) to collect data on key education and civil rights issues in our nation's public schools. The collection was formerly administered as the Elementary and Secondary School Survey (E&S Survey).

The CRDC collects a variety of information including student enrollment and educational programs and services, most of which is disaggregated by race/ethnicity, sex, limited English proficiency, and disability. The CRDC is a longstanding and important aspect of the ED Office for Civil Rights (OCR) overall strategy for administering and enforcing the civil rights statutes for which it is responsible. Information collected by the CRDC is also used by other ED offices as well as policymakers and researchers outside of ED.”

[www2.ed.gov](http://www2.ed.gov)

#### Definitions

“**Full-time equivalent (FTE)** - is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker; while an FTE of 0.50 signals that the worker is only halftime.

**Certified Teacher** - a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.”

[www2.ed.gov](http://www2.ed.gov)

School	TOTAL number of full-time equivalent FTE teachers	Number of FTE teachers who were certified	Number of FTE teachers who were <b>NOT</b> certified
Aberdeen Elementary	35	32	3 - 8.6%
Andrews Combined	87	33	54 - 62.1%
Armstrong Elementary	19	4	15 - 78.9%
Asbury Elementary	27.5	11	16.5 - 60.0%
Barron Elementary	27	12	15 - 55.6%
Bassette Elementary	40	17	23 - 57.5%
Bethel High	113	41	72 - 63.7%
Booker Elementary	30.5	14	16.5 - 54.1%
Bridgeport Academy	20	4	16 - 80.0%
Bryan Elementary	32.5	6	26.5 - 81.5%
Burbank Elementary	25	7	18 - 72.0%
Campus at Lee	1	0	1 - 100.0%
Cary Elementary	31.5	9	22.5 - 71.4%
Cooper Elementary	27	10	17 - 63.0%
Davis Middle	47	10.5	36.5 - 77.7%
Eaton Middle	48	15.5	32.5 - 67.7%
Forrest Elementary	37	13	24 - 64.9%

School	TOTAL number of full-time equivalent FTE teachers	Number of FTE teachers who were certified	Number of FTE teachers who were <b>NOT</b> certified
Hampton High	101.5	33	68.5 - 67.5%
Hampton Performance Learning	5	3	2 - 40.0%
Jones Middle	47	16.5	30.5 - 64.9%
Kecoughtan High	106.5	37	69.5 - 65.3%
Kraft Elementary	28	8	20 - 71.4%
Langley Elementary	38	13	25 - 65.8%
Lindsay Middle	55	27	28 - 50.9%
Machen Elementary	35.5	11	24.5 - 69.0%
Moton Early Childhood	15	3	12 - 80.0%
Phenix Combined	92	34.5	57.5 - 62.5%
Phillips Elementary	26.5	10	16.5 - 62.3%
Phoebus High	82	28	54 - 65.9%
Smith Elementary	34	10	24 - 70.6%
Spratley Gifted	37	8	29 - 78.4%
Syms Middle	69	28	41 - 59.4%
Tucker-Capps Elementary	25	13	12 - 48.0%
Tyler Elementary	37	14	23 - 62.2%

Compiled from data submitted by Hampton City Schools on 20 April 2017