Easton School District

Dr. Thomas Mcmorran, Superintendent • 203-261-2513 • http://www.er9.org

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	885
Per Pupil Expenditures[1]	$19,241
Total Expenditures[1]	$17,451,211

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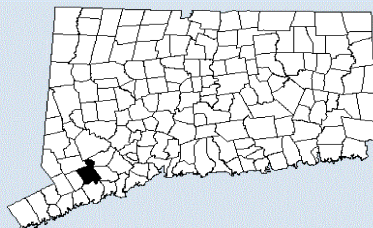
Community Information

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

Contents

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	431	48.7	48.4
Male	454	51.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	62	7.0	5.2
Black or African American	19	2.1	12.7
Hispanic or Latino of any race	66	7.5	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.8
White	719	81.2	51.1
English Learners	18	2.0	8.3
Eligible for Free or Reduced-Price Meals	94	10.6	43.3
Students with Disabilities[3]	143	16.2	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	30	7.0	0	0.0
Male	31	7.1	*	*
Black or African American	0	0.0	0	0.0
Hispanic or Latino of any race	*	*	*	*
White	49	7.0	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	11	11.3	*	*
Students with Disabilities	13	11.0	*	*
District	61	7.1	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 86

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	56.7
Paraprofessional Instructional Assistants	10.8
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	20.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.7
School Level	5.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	5.1
Counselors, Social Workers and School Psychologists	5.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	41.4

[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	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	4	4.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.1	0.1
White	87	94.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.4	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[2]

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	39	88.6
Other Health Impairment	33	89.2
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	96	82.8
State		67.8

[2] 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 Count	District Rate (%)	State Rate (%)
Autism	13	1.5	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	44	5.1	5.7
Other Health Impairment	37	4.3	3.3
Other Disabilities	6	0.7	1.1
Speech/Language Impairment	23	2.7	1.8
All Disabilities	128	15.0	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 Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	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

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$12,272,474	$13,531	$10,923
Support services - students	$268,235	$299	$1,277
Support services - instruction	$413,138	$461	$682
Support services - general administration	$309,635	$345	$467
Support services - school based administration	$1,083,130	$1,208	$1,021
Central and other support services	$358,797	$400	$679
Operation and maintenance of plant	$1,734,067	$1,933	$1,718
Student transportation services	$1,011,678	$1,128	$1,288
Food services	$57	$0	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$17,451,211	$19,241	$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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$1,716,793	39.4	28.5
Instructional Aide Salaries	$865,805	19.9	10.1
Other Salaries	.	.	11.1
Employee Benefits	$751,001	17.3	13.0
Purchased Services Other Than Transportation	$416,067	9.6	5.7
Special Education Tuition	$355,065	8.2	22.5
Supplies	$15,581	0.4	0.6
Property Services	$286	0.0	0.3
Purchased Services For Transportation	$204,641	4.7	8.0
Equipment	$27,479	0.6	0.2
All Other Expenditures	$214	0.0	0.1
Total	$4,352,933	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.9	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	95.9
State	2.1
Federal	1.3
Tuition & Other	0.6

[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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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	7.1%	<=5%	12.2%
	High Needs Students	10.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	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	.	.	.	.	

[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 spite of switching to Distance Learning in March, 2020, parent partnerships remained a priority. From September-February, Principal's Coffees offered parents information about general school topics. From March-June, the Principal conferred with individual parents virtually and attended virtual Town Forums. Interested parents were guest teachers, mystery readers, and served in many other roles throughout most of the year. School Improvement efforts took many forms, but teaching for engagement and impact in a virtual setting took center stage.

The Helen Keller Middle School staff recognizes the importance of school climate and data informed practices and strives to have all community members feel connected and supported. We have developed a robust data teaming model that includes regular collaboration by staff to review data and develop individualized support plans for students. This year we continued our work with the Wingman Program to support student voice, emotional safety, and the active inclusion of all students. All certified staff and students have been trained in Restorative Practices. Teachers maintain regular contact with parents via the PowerSchool parent portal, parent conferences, and email. Teams meet daily to increase communication around the issues of curriculum and students. Parents meetings are held with the child's team of teachers to discuss strategies for improving their child's learning. Principal coffees are an opportunity for parents to take part in informal discussions related to middle school student development and experiences. There are multiple opportunities for parent involvement in our school through our PTO. Our community relationship is further enhanced as we work in collaboration with outside community organizations to promote student involvement in community service such as a pen pal program with senior citizens, a Pennies for Patients fundraiser benefiting the Leukemia & Lymphoma Society, a collection for homeless veterans and a read-aloud video initiative to help the elementary school students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Respecting cultural, racial, and economic differences remained an ongoing priority for our school. SSES Student Senators created a Student Diversity Club and recommended new books that featured complex characters of color. We continued to enhance classroom libraries to include diverse, culturally rich texts that reflect a genuine look at a global society, not just the students that surround them at Samuel Staples. We gave scholarships to low-income families, and we funded field trips, class t-shirts, and yearbook purchases for some students. As well, we continued to enjoy our partnership with Open Choice. We had 10 students enrolled from neighboring Bridgeport.

At Helen Keller Middle School we participate in Open Choice, a cooperative program designed to reduce racial, ethnic and economic isolation. Students from urban environments enroll as full-time students and complete elementary and middle school in Easton. Community service is a vital component of demonstrating the power of kindness. Our students continue to benefit from a sister-school partnership with the James J. Curiale School in Bridgeport, CT. In December, students collect toys which they deliver to students at Curiale School. Additionally, 50 of our 8th graders serve as teacher assistants at Curiale School. This connection allows them an opportunity to connect with peers, participate in community service and provide academic support to younger elementary students. Additional leadership opportunities are

Equitable Allocation of Resources among District Schools

Allocation of resources is determined through an annual process of developing each school's operating budget in the district. Budgetary decisions are guided by the district's strategic commitment to academic excellence, character education, personalized learning and community involvement. All teachers provide input to their principals who work collaboratively with the Director of Finance that reflects each school's mission. The budget is proposed publicly at meetings conducted by the Board of Education, where members of the public are invited to provide input. Allocation of resources is discussed at monthly Board of Education meetings. Expenditures are balanced to sustain all academic and non-academic programs and determined in a manner that ensures full participation by members of the staff and full transparency to the community.