

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



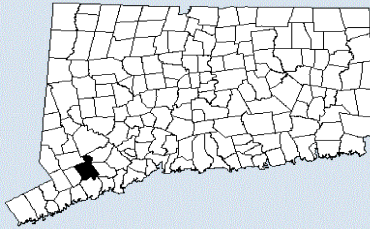
## Easton School District

Mr. Bernard Josefsberg, Superintendent • 203-261-2513 • [www.er9.org](http://www.er9.org)

### District Information

Grade Range	PK-8
Number of Schools	2
Enrollment	962
Per Pupil Expenditures <sup>1</sup>	\$16,068
Total Expenditures <sup>1</sup>	\$16,277,053

<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](#)

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### 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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	448	46.6	48.3
Male	514	53.4	51.6
American Indian	*	*	0.2
Asian	48	5.0	4.6
Black or African American	10	1.0	12.9
Hispanic or Latino	53	5.5	21.2
Pacific Islander	*	*	0.0
White	828	86.1	58.4
Two or More Races	21	2.2	2.3
English Language Learners	6	0.6	5.7
Eligible for Free or Reduced-Price Meals	28	2.9	37.3
Students with Disabilities <sup>1</sup>	88	9.1	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	11	2.5	0	0.0
Male	11	2.2	21	4.0
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	19	2.3	21	2.5
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	22	2.3	21	2.1
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 0**

<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

## Easton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	61.8
Paraprofessional Instructional Assistants	9.6
<b>Special Education</b>	
Teachers and Instructors	11.3
Paraprofessional Instructional Assistants	20.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	5.4
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.2
Instructional Specialists Who Support Teachers	6.2
Counselors, Social Workers and School Psychologists	4.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	46.0

<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	1	1.0	1.0
Black or African American	2	2.0	3.5
Hispanic	2	2.0	3.6
Native American	0	0	0.1
White	95	95.0	91.7

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

	Percent of Total (%)
District	94.0
District Poverty Quartile: Low	
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	8.0	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	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	24	85.7
Other Health Impairment	13	*
Other Disabilities	0	0
Speech/Language Impairment	13	*
District	54	75.0
State		69.2

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

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

## Easton School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	1.0	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	28	3.0	4.2
Other Health Impairment	15	1.6	2.5
Other Disabilities	14	1.5	1.0
Speech/Language Impairment	16	1.7	1.9
All Disabilities	85	9.0	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	*	*	8.1

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,589,402	10,392	8,769
Instructional Supplies and Equipment	209,217	205	275
Improvement of Instruction and Educational Media Services	443,838	436	487
Student Support Services	191,806	188	965
Administration and Support Services	1,925,782	1,890	1,600
Plant Operation and Maintenance	1,582,598	1,553	1,472
Transportation	1,081,921	737	786
Costs of Students Tuitioned Out	251,891	N/A	N/A
Other	598	1	178
Total	16,277,053	16,068	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	2,303,657	2,261	1,434
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<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	1,172,795	33.5	35.6
Noncertified Personnel	712,583	20.3	14.5
Purchased Services	647,924	18.5	5.0
Tuition to Other Schools	251,891	7.2	21.4
Special Ed. Transportation	182,274	5.2	8.5
Other Expenditures	538,168	15.4	14.9
Total Expenditures	3,505,635	100.0	100.0

PK-12 Expenditures Used for Special Education	21.5	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.3	93.5
State	4.5	5.2
Federal	1.2	1.3
Tuition & Other	0.0	0.0

<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

## Easton 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	92.5	91.0	91.2	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	69.2	69.6	64.3	66.2	.	.	.	.	
High Needs	71.0	70.6	68.0	70.4	.	.	.	.	
District	93.7	93.8	93.0	92.7	.	.	.	.	

#### 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	78.7	70.6	71.2	314	73.2
Curl Up	93.6	73.5	83.1	314	83.1
Push Up	72.3	57.8	52.5	314	60.2
Mile Run/PACER	78.7	91.2	89.0	314	86.6
All Tests - District	56.4	39.2	36.4	314	43.3
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

## Easton School District

### Narratives

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

Samuel Staples offers parents a variety of opportunities to build and sustain strong partnerships. Two Back-To-School nights occur in September, and throughout the year, a number of communications are sent home electronically and in backpacks, informing parents about upcoming school activities or programs. Along with being a mystery reader or a guest classroom teacher, the PTA offers many committees where parent volunteers are needed. A bi-monthly newsletter called the "SCOOP" details timely school and community events. Monthly "Principal's Coffee" meetings promote communication related to curriculum, instruction, and assessment. Report cards are sent home two times per year; parent-teacher conferences are held in the fall and spring. Each teacher has a classroom telephone, e-mail account, and website. Helen Keller Middle School teachers maintain parent contact via the Power School parent portal, electronic progress reports, parent conferences, and email, sharing information about homework, student motivation, grades, discipline, and instructional goal progress. Grade level teams meet weekly and communicate via an electronic newsletter to parents which include upcoming events, academic updates, and links to individual teacher websites. Via grade level coffees, administrators, teachers and parents take part in informal discussions related to middle school character development, homework expectations, curriculum, learning goals, and peer relations. Parents receive the Cougar Connection, a monthly electronic newsletter sponsored by the school and the PTA. Parent volunteers work in the media center, serve as chaperones at school events or on field trips, participate as guest speakers, and serve as advisors for after-school activities. Both the Redding and Easton Special Education Departments now function under the auspices of one Special Education Director and one Supervisor of Special Education in an effort to provide consistent programming and procedures for the two district. The Center for Children with Special Needs has been providing consultation in Easton and is now consulting in Redding in the program for students with significant Neurodevelopmental needs such as Autism. Paraprofessionals are participating in a year-long training series in Behavioral Management. All Certified Special Education staff continues to receive training in writing goals and objectives for IEPs. Student attendance is closely monitored in accordance with the State Board of Education guidelines. Parents are contacted and advised of the state's truancy policy after a student reaches seven absences. A parent meeting is called when a student's unexcused absences would trigger a truancy report to the State. Students meet with the school counselor to determine underlying factors that may contribute to school absenteeism. The schools also work closely with their school resource officer who assists families with special circumstances in ensuring the student attends school on a regular basis.

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

The Easton School District provides students with multiple opportunities to develop global, ethnic, and cultural awareness. Samuel Staples Elementary School students learn about other cultures and develop diverse perspectives through embedded instruction. Teachers use rich literature across genres to provide students an opportunity for discussion and learning. Students learn about famous historical figures such as Martin Luther King, Jr., Harriet Tubman and Rosa Parks, as well as current events and fictional stories to develop their understanding of a diverse world. Fictional story selections included Stand Tall Molly Lou, Rainbow Fish, Me I Am, The Skin You Live In, Same, Same But Different, I'm Special, I'm Me, I Love My Hair, and Party Animals. Grade Four Social Studies lessons included historical events related to the early Connecticut Native Americans. Segregation and civil rights, as well as Japanese internment and immigration were topics of discussion as well. Diversity Day, created to celebrate physical, ethnic and learning differences in others, is an annual event at Staples Elementary School. Fifth grade students helped the homeless in Bridgeport by assembling Valentine grab bags for Alpha Community Services. At Helen Keller Middle School students continue to benefit from a sister-school relationship with James J. Curiale School, an urban school in Bridgeport, CT. Students collect toys each December which are delivered by both students and staff. This connection allows students an opportunity to connect with peers from another school and participate in community service and academic support experiences. Additionally, students take a leadership role in a number of different drives to collect food and other items and donate them to neighboring communities in need. The Peer Leader program serves meals throughout the year to Bridgeport residents in need as part of the Community Supper Program sponsored by the Council of Churches. Both Samuel Staples Elementary School and Helen Keller Middle School participate in Open Choice, an urban/suburban 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.

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

## Easton School District

### **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.