

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

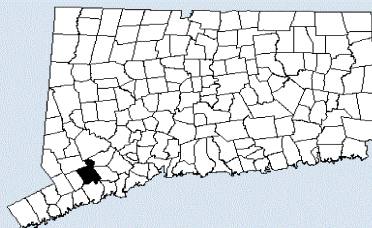


## Easton School District

203-261-2513 • <http://www.er9.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	882
Per Pupil Expenditures <sup>1</sup>	\$19,888
Total Expenditures <sup>1</sup>	\$17,998,773

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	438	49.7	48.4
Male	444	50.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	50	5.7	5.1
Black or African American	6	0.7	12.9
Hispanic or Latino	52	5.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	32	3.6	2.9
White	740	83.9	54.8
English Learners	11	1.2	6.8
Eligible for Free or Reduced-Price Meals	33	3.7	35.9
Students with Disabilities <sup>1</sup>	97	11.0	14.3

<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	12    2.8	*    *
Male	8    1.9	*    *
Black or African American	0    *	0    *
Hispanic or Latino	*    *	*    *
White	15    2.1	*    *
English Learners	0    *	0    *
Eligible for Free or Reduced-Price Meals	*    *	*    *
Students with Disabilities	*    *	*    *
District	20    2.3	10    1.1
State	9.9	6.7

Number of students in 2015-16 qualified as truant under state statute: 8

Number of school-based arrests: 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 2016-17

## Easton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	60.3
Paraprofessional Instructional Assistants	12.4
<b>Special Education</b>	
Teachers and Instructors	13.2
Paraprofessional Instructional Assistants	18.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	5.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	7.1
Counselors, Social Workers and School Psychologists	5.3
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	39.8

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	4	4.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	92	93.9	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	37	86.0
Other Health Impairment	17	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	70	82.4
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Easton School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	6	0.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	43	5.0	4.9
Other Health Impairment	18	2.1	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	14	1.6	1.8
All Disabilities	89	10.4	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,199,300	13,246	9,663
Instructional Supplies and Equipment	199,891	217	321
Improvement of Instruction and Educational Media Services	430,122	467	578
Student Support Services	215,127	234	1,103
Administration and Support Services	2,010,751	2,183	1,861
Plant Operation and Maintenance	1,437,452	1,561	1,637
Transportation	1,040,944	754	877
Costs of Students Tuitioned Out	457,786	N/A	N/A
Other	7,400	8	201
Total	17,998,773	19,888	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	2,295,053	2,492	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,447,457	37.4	34.6
Noncertified Personnel	780,257	20.2	14.6
Purchased Services	421,752	10.9	5.8
Tuition to Other Schools	457,786	11.8	21.8
Special Ed. Transportation	177,556	4.6	8.5
Other Expenditures	583,420	15.1	14.7
Total Expenditures	3,868,228	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.7	92.9
State	4.5	5.1
Federal	1.1	1.2
Tuition & Other	0.6	0.7

<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 2016-17

## Easton School District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	35	88.2	35	88.0	9	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	37	78.8	37	68.7	13	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	22	92.3	22	84.8	6	*
White	501	82.0	499	77.9	171	66.2
English Learners	13	*	13	*	*	*
Non-English Learners	589	82.6	587	78.2	195	66.0
Eligible for Free or Reduced-Price Meals	21	74.7	21	68.2	8	*
Not Eligible for Free or Reduced-Price Meals	581	82.9	579	78.5	192	66.1
Students with Disabilities	71	61.8	71	55.6	28	49.1
Students without Disabilities	531	85.4	529	81.1	172	68.8
High Needs	98	66.6	98	60.7	39	54.2
Non-High Needs	504	85.7	502	81.5	161	68.9
District	602	82.6	600	78.1	200	66.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.3	62.7	59.1	N/A	309	70.6
Curl Up	70.9	86.4	94.3	N/A	309	83.5
Push Up	61.2	68.6	64.8	N/A	309	65.0
Mile Run/PACER	77.7	66.9	64.8	N/A	309	69.9
All Tests - District	52.4	36.4	36.4	N/A	309	41.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Easton School District

### 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	82.6	75	50.0	50	100.0	67.1
	High Needs Students	66.6	75	44.4	50	88.8	55.9
Math Performance Index	All Students	78.1	75	50.0	50	100.0	62.2
	High Needs Students	60.7	75	40.5	50	81.0	50.5
Science Performance	All Students	66.1	75	44.0	50	88.1	55.3
	High Needs Students	54.2	75	36.1	50	72.2	45.2
ELA Academic Growth	All Students	64.5%	100%	64.5	100	64.5	55.4%
	High Needs Students	53.6%	100%	53.6	100	53.6	49.8%
Math Academic Growth	All Students	70.7%	100%	70.7	100	70.7	61.7%
	High Needs Students	50.9%	100%	50.9	100	50.9	53.7%
Chronic Absenteeism	All Students	2.3%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	4.4%	<=5%	50.0	50	100.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		99.0%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.5%   41.7%	75%	27.8	50	55.7	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>682.6</b>	<b>900</b>	<b>75.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.6	8.4	16.7	
Math Performance Index Gap	75.0	60.7	14.3	18.7	
Science Performance Index Gap	68.9	54.2	14.8	16.6	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.1
	High Needs Students	94.3
Math	All Students	97.7
	High Needs Students	94.3
Science	All Students	99.0
	High Needs Students	97.5

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Easton School District

### Narratives

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

At Samuel Staples Elementary School, we are committed to building positive teacher-student relationships. We find students' relationships with teachers has important, positive, and long-lasting implications for both students' academic and social development. School staff communicates to students in a respectful manner and expects our students to do the same. In class discussions, we affirm risk-taking and ask students to explain more about his/her thinking. We feel so strongly about warm, respectful connections between people that we dedicate one instructional period per week to lessons around social-emotional learning. With regard to our parent outreach, we enjoy many meaningful and lasting connections with our students' families. We have an active PTA and a large number of parents who volunteer in classrooms or our Media Center. Written correspondences with parents happen throughout the year, including newsletters, announcements, report cards, and invitations to a number of student-centered events.

At Helen Keller Middle School we recognize the importance of school climate and work tirelessly to have all community members feel connected to our school. All teachers maintain open and regular contact with their students' parents via the PowerSchool parent portal, parent conferences, and email. Teachers also maintain web pages that provide up to date information on class activities, assignments and upcoming assessments. Through these formats, parents and teachers share information about homework, student motivation, grades, discipline, and progress towards instructional goals. Daily team meetings are designed to increase team communication around the issues of curriculum and student management, but frequently, individual parents are invited to participate in these team meetings to discuss strategies for improving their child's learning. Grade level coffees are an opportunity for administrators, parents and support staff to take part in informal discussions related to middle school topics. Parents receive the Cougar Connection, a monthly electronic newsletter sponsored by the school and the PTA. Opportunities for parent involvement include volunteering in the media center and serving as chaperones at school events or on field trips. The school and community relationship is further enhanced as HKMS staff and students work in collaboration with outside community organizations like Easton Connects with Kindness and the Easton Senior Center to promote student involvement in community service.

The Easton and Redding Special Services Departments continue to work under aligned leadership to support consistent programming and procedures across the two districts. Certified staff members have participated in joint professional development experiences on topics ranging from Dyslexia to IEP Guidelines. The Center for Children with Special Needs (CCSN), in ongoing collaboration with Easton and Redding, continues to provide professional development for certified and non-certified staff to address programming needs for students with complex neurodevelopmental disorders in both Easton and Redding. The BASES Program (Building Academic, Social and Emotional Success) serves the needs of a variety of students with complex needs. Ongoing and job-embedded training is provided to both certified and non-certified staff members working in this program.

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

Building globally aware, ethnically sensitive, and culturally astute learners are among the most important responsibilities we have at Samuel Staples Elementary School. As we continue to establish connectedness through empathy, equity, and dialogue, we regularly send the message that everyone is welcome and wanted at SSES. Regularly, we are enhancing classroom libraries to include diverse, culturally rich texts that reflect the real world today, encouraging the students to make connections with their own lives. Diversity Day, created 10 years ago, continues to unite the whole school on one day to celebrate the many ways we are all different. Grade 4 students, in particular, are the greatest benefactors that day as they alone get to travel through various learning stations that target various differences. Finally, we continue to enroll 13 students from the Open Choice program and believe participation in this program has been mutually satisfying.

Both HKMS and SSES participate in Project 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. Community service is a vital component of developing empathy and demonstrating the power of kindness. At Helen Keller Middle School, students continue to benefit from a sister-school partnership with the James J. Curiale (Elementary) School, an urban school in Bridgeport, CT. In December, our students collect toys which they deliver to the students at the Curiale School. In addition to delivering the toys, fifty of our eighth grade students serve as teacher assistants at the Curiale School. This connection allows student an opportunity to connect with peers from another school, participate in community service and provide academic support to younger elementary students. Additional leadership opportunities are available to students who participate in a number of different drives to collect food and other items throughout the school year. These items are then donated to communities in need. Students in the Peer Leaders Program in cooperation with the Council of Churches in Bridgeport, serve hot meals to individuals in need.

# District Profile and Performance Report for School Year 2016-17

## 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.