

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



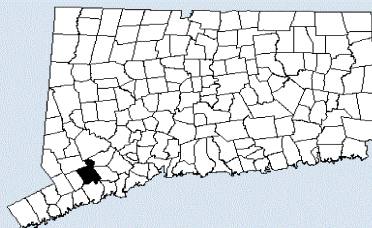
Easton School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	901
Per Pupil Expenditures ¹	\$18,907
Total Expenditures ¹	\$17,224,512

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	441	48.9	48.4
Male	460	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	51	5.7	5.2
Black or African American	10	1.1	12.8
Hispanic or Latino of any race	61	6.8	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	25	2.8	3.6
White	752	83.5	52.4
English Learners	14	1.6	7.6
Eligible for Free or Reduced-Price Meals	77	8.5	42.1
Students with Disabilities ³	143	15.9	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	15	3.4	0	0.0
Male	21	4.7	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	29	4.0	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	7	8.1	0	0.0
Students with Disabilities	7	5.4	0	0.0
District	36	4.1	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 18

Number of school-based arrests: 0

⁴A 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.

⁵This column displays 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 2018-19

Easton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	60.8
Paraprofessional Instructional Assistants	11.4
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	18.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.7
School Level	5.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	5.5
Counselors, Social Workers and School Psychologists	4.5
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	40.5

¹In 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	1.1	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	5	5.3	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	89	93.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.7	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	45	83.3
Other Health Impairment	31	93.9
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	95	80.5
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Easton School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	1.2	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	54	6.3	5.5
Other Health Impairment	33	3.8	3.2
Other Disabilities	6	0.7	1.1
Speech/Language Impairment	19	2.2	1.8
All Disabilities	128	14.8	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	5.0

²This 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 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,146,303	\$13,333	\$10,545
Support services - students	\$248,482	\$275	\$1,373
Support services - instruction	\$338,743	\$375	\$644
Support services - general administration	\$301,008	\$333	\$462
Support services - school based administration	\$1,357,489	\$1,502	\$1,007
Central and other support services	\$326,752	\$361	\$671
Operation and maintenance of plant	\$1,452,954	\$1,607	\$1,629
Student transportation services	\$1,052,727	\$1,165	\$1,231
Food services	\$54	\$0	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$17,224,512	\$18,907	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,809,661	42.0	29.7
Instructional Aide Salaries	\$740,712	17.2	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$694,112	16.1	13.0
Purchased Services Other Than Transportation	\$381,804	8.9	5.5
Special Education Tuition	\$399,599	9.3	22.6
Supplies	\$13,028	0.3	0.6
Property Services	\$685	0.0	0.4
Purchased Services For Transportation	\$253,837	5.9	8.0
Equipment	\$10,699	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$4,304,136	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	95.4
State	2.6
Federal	1.4
Tuition & Other	0.6

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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	*	*	*	*	*	*
Asian	35	89.3	35	87.5	12	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	41	79.1	40	69.7	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	20	87.8	20	81.1	6	*
White	506	82.2	505	78.1	178	75.3
English Learners	14	*	14	*	*	*
Non-English Learners	592	82.8	590	78.1	*	*
Eligible for Free or Reduced-Price Meals	66	79.5	65	73.4	23	75.1
Not Eligible for Free or Reduced-Price Meals	540	83.0	539	78.6	194	75.1
Students with Disabilities	89	62.0	88	57.2	32	59.4
Students without Disabilities	517	86.1	516	81.6	185	77.8
High Needs	151	71.0	149	66.0	51	65.8
Non-High Needs	455	86.4	455	82.0	166	78.0
District	606	82.6	604	78.1	217	75.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.2	85.6	85.3	N/A	314	85.7
Curl Up	91.5	92.3	93.1	N/A	314	92.4
Push Up	88.3	77.9	75.9	N/A	314	80.3
Mile Run/PACER	96.8	79.8	83.6	N/A	314	86.3
All Tests - District	75.5	61.5	62.9	N/A	314	66.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2018-19

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	67.7
	High Needs Students	71.0	75	47.3	50	94.7	58.1
Math Performance Index	All Students	78.1	75	50.0	50	100.0	63.1
	High Needs Students	66.0	75	44.0	50	88.0	52.7
Science Performance Index	All Students	75.1	75	50.0	50	100.0	63.8
	High Needs Students	65.8	75	43.9	50	87.8	54.2
ELA Academic Growth	All Students	68.6%	100%	68.6	100	68.6	59.9%
	High Needs Students	57.2%	100%	57.2	100	57.2	55.1%
Math Academic Growth	All Students	69.6%	100%	69.6	100	69.6	62.5%
	High Needs Students	61.8%	100%	61.8	100	61.8	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.3%	<=5%	47.5	50	95.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		98.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% 66.2%	75%	44.2	50	88.3	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				734.2	900	81.6	

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	71.0	4.0	15.4	
Math Performance Index Gap	75.0	66.0	9.0	17.6	
Science Performance Index Gap	75.0	65.8	9.2	16.1	
Graduation Rate Gap	

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.1
	High Needs Students	95.7
Math	All Students	97.8
	High Needs Students	94.5
Science	All Students	98.2
	High Needs Students	94.7

³Minimum 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: 51.5**

District Profile and Performance Report for School Year 2018-19

Easton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

At Samuel Staples, parent partnerships remained a priority. Listserv communications and Principal's Coffees offered parents information about general school topics. All staff were trained on the Restorative Practices protocol. Daily circles occurred in classrooms, which provided a process for building community. Teachers used circles daily or after a big event to help students process among friends. Interested parents were guest teachers, mystery readers, field day helpers, and served in many other roles throughout the year.

The Helen Keller Middle School staff recognizes the importance of school climate and works tirelessly to have all community members feel connected to our school. 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 have been trained in Restorative Practices. Teachers maintain regular contact with parents via the PowerSchool parent portal, progress reports, 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, homework expectations, curriculum, learning goals, and peer relations. Parents receive a monthly newsletter sponsored by the school and the PTA. There are multiple opportunities for parent involvement in our school. Our community relationship is further enhanced as we work in collaboration with outside community organizations to promote student involvement in community service.

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 Diversity Day united the whole school for one day in April when students learned about respecting the many differences of people. Collections of various kinds yielded many donations for families in need. 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 12 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 available to students who participate in a number of different collection drives throughout the year. The items are then donated to communities in need. Students in a Peer Leaders Program in cooperation with the Council of Churches in Bridgeport, serve hot meals to those in need.

District Profile and Performance Report for School Year 2018-19

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.