

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

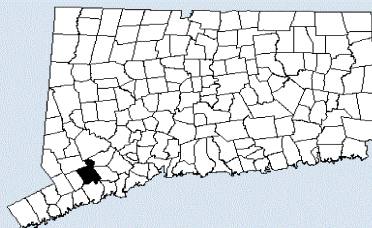


Easton School District

203-261-2513 • <http://www.er9.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	922
Per Pupil Expenditures ¹	\$17,990
Total Expenditures ¹	\$16,586,943

¹Expenditure data reflect the 2014-15 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](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	439	47.6	48.3
Male	483	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	44	4.8	4.9
Black or African American	10	1.1	12.8
Hispanic or Latino	54	5.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	19	2.1	2.7
White	792	85.9	55.9
English Learners	7	0.8	6.4
Eligible for Free or Reduced-Price Meals	34	3.7	38.0
Students with Disabilities ¹	91	9.9	13.7

¹Students 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 ²	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	6 1.4	* *
Male	9 1.9	* *
Black or African American	0 *	0 *
Hispanic or Latino	0 0.0	* *
White	15 2.0	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	* *	* *
Students with Disabilities	* *	* *
District	15 1.7	12 1.3
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	63.0
Paraprofessional Instructional Assistants	18.7
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	18.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	5.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	6.6
Counselors, Social Workers and School Psychologists	5.3
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	32.0

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	1.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	93	95.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.4

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	25	86.2
Other Health Impairment	14	*
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	64	81.0
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.6
Emotional Disturbance	6	0.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	29	3.2	4.6
Other Health Impairment	16	1.8	2.8
Other Disabilities	9	1.0	1.0
Speech/Language Impairment	19	2.1	1.9
All Disabilities	85	9.5	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,964,816	11,727	9,387
Instructional Supplies and Equipment	196,570	210	318
Improvement of Instruction and Educational Media Services	377,679	404	541
Student Support Services	190,862	204	1,048
Administration and Support Services	2,052,088	2,195	1,790
Plant Operation and Maintenance	1,464,775	1,567	1,608
Transportation	1,057,692	755	845
Costs of Students Tuitioned Out	278,720	N/A	N/A
Other	3,741	4	194
Total	16,586,943	17,990	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,199,381	2,352	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,301,057	37.1	35.1
Noncertified Personnel	744,741	21.3	14.5
Purchased Services	444,263	12.7	5.5
Tuition to Other Schools	278,720	8.0	21.6
Special Ed. Transportation	181,727	5.2	8.3
Other Expenditures	552,352	15.8	15.0
Total Expenditures	3,502,860	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.0	92.6
State	8.8	5.0
Federal	1.3	1.5
Tuition & Other	0.8	0.9

⁴Revenue 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).

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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	30	87.6	30	82.2	10	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino	35	79.9	35	72.5	13	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	8	*	8	*	0	N/A
White	537	81.1	529	77.5	199	66.7
English Learners	6	*	6	*	*	*
Non-English Learners	615	81.6	607	77.7	*	*
Eligible for Free or Reduced-Price Meals	30	69.8	30	63.6	8	*
Not Eligible for Free or Reduced-Price Meals	591	82.2	583	78.3	217	66.9
Students with Disabilities	81	61.7	78	56.0	23	49.0
Students without Disabilities	540	84.6	535	80.8	202	68.8
High Needs	105	65.8	102	59.8	30	52.4
Non-High Needs	516	84.8	511	81.2	195	69.0
District	621	81.6	613	77.6	225	66.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.1	60.8	68.3	N/A	302	72.8
Curl Up	94.1	85.6	88.5	N/A	302	89.4
Push Up	82.2	60.8	69.2	N/A	302	70.9
Mile Run/PACER	82.2	72.2	80.8	N/A	302	78.5
All Tests - District	64.4	39.2	46.2	N/A	302	50.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	81.6	75	50.0	50	100.0	67.7
	High Needs Students	65.8	75	43.9	50	87.8	56.7
Math Performance Index	All Students	77.6	75	50.0	50	100.0	61.4
	High Needs Students	59.8	75	39.8	50	79.7	49.9
Science Performance Index	All Students	66.8	75	44.5	50	89.0	57.5
	High Needs Students	52.4	75	35.0	50	69.9	47.0
ELA Academic Growth	All Students	76.7%	100%	76.7	100	76.7	63.8%
	High Needs Students	70.4%	100%	70.4	100	70.4	58.3%
Math Academic Growth	All Students	86.2%	100%	86.2	100	86.2	65.0%
	High Needs Students	71.5%	100%	71.5	100	71.5	57.4%
Chronic Absenteeism	All Students	1.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	2.3%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.8% 50.0%	75%	33.3	50	66.7	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				751.3	900	83.5	

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	65.8	9.2	16.5	
Math Performance Index Gap	75.0	59.8	15.2	18.9	
Science Performance Index Gap	69.0	52.4	16.5	17.2	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.8
	High Needs Students	97.2
Math	All Students	96.5
	High Needs Students	94.4
Science	All Students	97.8
	High Needs Students	93.8

³Minimum 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: 68.9

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Samuel Staples Elementary School plays a leading role in establishing relationships that help students demonstrate their personal best and helps parents feel confident that their children enjoy a stable, warm, and trusting learning environment. Creating such a climate is a priority in the SSES School Improvement Plan. We know that healthy relationships are based on mutual respect. School staff communicates to students that they respect them in many ways, including our commitment to acknowledge every passerby with a warm smile and friendly greeting. We believe that we have an obligation to the students and their families to model the values and behaviors that the school asks students to demonstrate. With regard to our parent outreach, we enjoy many meaningful and lasting connections with our students' families. We are very proud of the number of families who chose to be part of our PTA and the high volume of parents who travel in and out of our school doors to volunteer in classrooms or our Media Center. We have multiple written correspondences with parents throughout the year, including newsletters, calendar updates, report cards, and invitations to a number of student-centered events. We remain quite prideful about our successful partnerships with parents, and we welcome them with kindness.

All Helen Keller Middle School teachers maintain open and regular contact with their students' parents via the PowerSchool parent portal, electronic progress reports, parent conferences, and email. Teachers also maintain Edline webpages that provide current, 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. 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. 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 Education 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, in ongoing collaboration with Easton and Redding, continues to provide professional development for certified and non-certified staff to address programming for students with complex neurodevelopmental disorders.

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. 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. Units of study are always under review to make certain our materials and instructional methods do not reflect biases but support our belief that all people matter. Diversity Day, created nine 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 14 students from the Open Choice program and believe participation in this program has been mutually satisfying.

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 collected toys which were delivered to the students at the Curiale School. In addition to delivering the toys, fifty of our eighth grade students served as teacher assistants at the Curiale School. This connection allowed 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. 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. 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.

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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.