

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



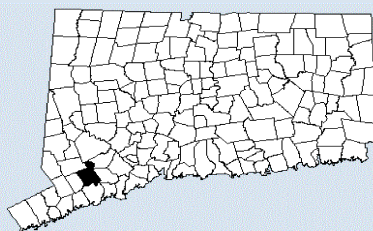
Easton School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	906
Per Pupil Expenditures ¹	\$18,855
Total Expenditures ¹	\$16,460,650

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	451	49.8	48.4
Male	455	50.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	50	5.5	5.1
Black or African American	7	0.8	12.8
Hispanic or Latino	58	6.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	36	4.0	3.3
White	750	82.8	53.6
English Learners	12	1.3	7.2
Eligible for Free or Reduced-Price Meals	27	3.0	36.7
Students with Disabilities ¹	118	13.0	14.8

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	23 5.2	* *
Male	15 3.4	* *
Black or African American	0 *	0 *
Hispanic or Latino	* *	* *
White	31 4.3	9 1.2
English Learners	* *	0 *
Eligible for Free or Reduced-Price Meals	7 11.5	* *
Students with Disabilities	10 7.2	* *
District	38 4.3	14 1.5
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: 11

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	60.1
Paraprofessional Instructional Assistants	13.4
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.7
School Level	5.3
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	5.3
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	43.7

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	4	4.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	91	93.8	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.4	10.5

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	*	*
Learning Disability	45	84.9
Other Health Impairment	18	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	82	84.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	8	0.9	1.1
Intellectual Disability	*	*	0.5
Learning Disability	53	6.1	5.2
Other Health Impairment	19	2.2	3.1
Other Disabilities	6	0.7	1.1
Speech/Language Impairment	15	1.7	1.8
All Disabilities	106	12.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,936,672	12,414	9,847
Instructional Supplies and Equipment	175,907	200	287
Improvement of Instruction and Educational Media Services	388,704	441	589
Student Support Services	220,907	251	1,120
Administration and Support Services	2,075,399	2,356	1,905
Plant Operation and Maintenance	1,506,947	1,710	1,648
Transportation	999,478	756	904
Costs of Students Tuitioned Out	156,669	N/A	N/A
Other	-33	0	208
Total	16,460,650	18,855	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,412,693	2,739	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,433,776	41.3	33.8
Noncertified Personnel	653,322	18.8	14.5
Purchased Services	395,179	11.4	5.5
Tuition to Other Schools	156,669	4.5	23.4
Special Ed. Transportation	211,009	6.1	8.7
Other Expenditures	621,035	17.9	14.1
Total Expenditures	3,470,990	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.6	94.9
State	2.8	3.2
Federal	1.2	1.4
Tuition & Other	0.5	0.5

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	37	87.1	37	84.1
Black or African American	*	*	*	*
Hispanic or Latino	38	75.3	38	65.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	26	88.9	26	84.9
White	495	83.2	495	77.6
English Learners	14	*	14	*
Non-English Learners	590	83.5	590	77.6
Eligible for Free or Reduced-Price Meals	21	71.9	21	64.9
Not Eligible for Free or Reduced-Price Meals	583	83.7	583	78.0
Students with Disabilities	89	66.7	89	59.0
Students without Disabilities	515	86.2	515	80.8
High Needs	114	69.5	114	62.4
Non-High Needs	490	86.6	490	81.1
District	604	83.3	604	77.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	81.0	90.5	81.1	N/A	300	84.3
Curl Up	81.0	96.2	93.7	N/A	300	90.3
Push Up	74.0	81.0	65.3	N/A	300	73.7
Mile Run/PACER	84.0	90.5	71.6	N/A	300	82.3
All Tests - District	53.0	75.2	50.5	N/A	300	60.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	83.3	75	50.0	50	100.0	67.6
	High Needs Students	69.5	75	46.3	50	92.6	57.5
Math Performance Index	All Students	77.6	75	50.0	50	100.0	62.7
	High Needs Students	62.4	75	41.6	50	83.2	52.0
ELA Academic Growth	All Students	66.2%	100%	66.2	100	66.2	60.7%
	High Needs Students	54.2%	100%	54.2	100	54.2	55.6%
Math Academic Growth	All Students	64.8%	100%	64.8	100	64.8	61.9%
	High Needs Students	56.9%	100%	56.9	100	56.9	55.4%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	7.3%	<=5%	45.4	50	90.8	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.3% 60.0%	75%	40.0	50	80.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				615.5	800	76.9	

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	69.5	5.5	15.9	
Math Performance Index Gap	75.0	62.4	12.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	97.9
	High Needs Students	92.8
Math	All Students	97.9
	High Needs Students	92.8
Science	All Students	96.6
	High Needs Students	88.2

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: * **State: 51.5**

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

At Samuel Staples Elementary School, we maintained a culture of promoting parent partnerships. From open house to parent conferences, we scheduled opportunities for parents to be informed about our curriculum and their children's performance. Principal's Coffees were scheduled to provide parents time to talk with the principal. While teachers communicated with parents through phone calls and email messages, timely school information was sent electronically. We began a school-wide goal to train teachers on the Restorative Practices protocol for responding to challenging student behavior. Eleven teachers were trained, and these teachers' classrooms implemented engaging restorative circles that provided discussion around restoration of affected relationships. In addition, the school social worker offered day and evening parent sessions to discuss recent legislation and new classroom lessons around sexual assault awareness and prevention lessons. From shelf-elves in the Media Center to joining our school climate committee, parent input was welcomed and encouraged. 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 introduced 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. Frequently parents are invited to participate 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.

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, along with district BCBA's, provided 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) continues to serve the needs of a variety of students with complex needs, and job-embedded training is provided to both certified and non-certified staff members working in this program. Additionally, Preschool teams in both districts worked collaboratively to begin writing a project based curriculum aligned with the CT Early Learning Development Standards.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Maintaining a school climate where respect for cultural, racial, and economic differences was interwoven with our continued pursuit of being globally aware and ethnically sensitive. We benefitted greatly by a rise in racial diversity during the 2017-18 school year, which led to teacher discussions about racism and biases. Staff were trained on implicit biases. We had a staff member create a Media Center display about Diwali. Our SSES Student Senators took the lead on helping the people of Puerto Rico. Discussions about the devastation this island suffered following Hurricane Maria occurred throughout the school. Collections of various kinds yielded many donations. Classroom libraries include diverse, culturally rich texts that reflect a genuine look at a global society, not just the students that surround them at Samuel Staples. Diversity Day united the whole school for one day when students learned about respecting the many differences of people. We gave scholarships to families in-need, funded field trips, class t-shirts, and yearbook purchases for some students. We continue to enjoy our partnership with Open Choice. We had 13 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.

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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.