

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

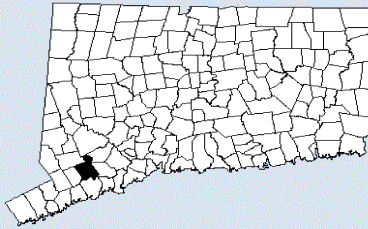


## Easton School District

203-261-2513 • www.er9.org

### District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	936
Per Pupil Expenditures <sup>1</sup>	\$17,431
Total Expenditures <sup>1</sup>	\$16,664,008

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).  
 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	441	47.1	48.3
Male	495	52.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	52	5.6	4.7
Black or African American	8	0.9	12.9
Hispanic or Latino	51	5.4	22.1
Pacific Islander	*	*	0.0
Two or More Races	26	2.8	2.5
White	797	85.1	57.2
English Language Learners	7	0.7	6.3
Eligible for Free or Reduced-Price Meals	34	3.6	37.6
Students with Disabilities <sup>1</sup>	92	9.8	13.3

<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	11	2.6	0	0.0
Male	12	2.5	9	1.7
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	0	0.0
White	*	*	9	1.1
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
District	23	2.5	9	0.9
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 1**

<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 2014-15

## Easton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	65.8
Paraprofessional Instructional Assistants	10.2
<b>Special Education</b>	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	22.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.2
Instructional Specialists Who Support Teachers	6.6
Counselors, Social Workers and School Psychologists	6.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	34.5

<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	1	1.0	3.5
Hispanic or Latino	2	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	93	94.9	91.8

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

	Percent of Total (%)
District	99.5
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.2

### Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	35	94.6
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	19	*
District	68	85.0
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Easton School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	38	4.2	4.4
Other Health Impairment	11	1.2	2.6
Other Disabilities	12	1.3	1.0
Speech/Language Impairment	20	2.2	1.9
All Disabilities	89	9.7	13.0

<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	*	*	8.1
Private Schools or Other Settings	*	*	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,669,578	11,103	9,134
Instructional Supplies and Equipment	296,105	308	334
Improvement of Instruction and Educational Media Services	425,228	442	498
Student Support Services	201,349	210	1,001
Administration and Support Services	2,111,928	2,198	1,694
Plant Operation and Maintenance	1,565,616	1,629	1,572
Transportation	1,119,097	780	813
Costs of Students Tuitioned Out	275,077	N/A	N/A
Other	30	0	186
Total	16,664,008	17,431	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	2,220,690	2,311	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,279,288	35.0	35.1
Noncertified Personnel	711,467	19.5	14.2
Purchased Services	528,382	14.5	5.2
Tuition to Other Schools	275,077	7.5	22.0
Special Ed. Transportation	224,624	6.2	8.6
Other Expenditures	632,756	17.3	14.9
Total Expenditures	3,651,594	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.8	92.1
State	6.3	5.8
Federal	1.3	1.4
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 2014-15

## 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	*	*	*	*	N/A	N/A
Asian	30	84.8	30	83.4	13	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	36	73.6	36	67.0	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	16	*	16	*	*	*
White	541	77.7	541	70.9	179	64.1
English Language Learners	6	*	6	*	*	*
Non-English Language Learners	622	78.2	622	71.7	*	*
Eligible for Free or Reduced-Price Meals	25	64.6	25	59.9	8	*
Not Eligible for Free or Reduced-Price Meals	603	78.5	603	72.0	205	65.1
Students with Disabilities	70	57.5	70	47.6	26	49.2
Students without Disabilities	558	80.5	558	74.5	187	66.6
High Needs	94	60.2	94	51.7	32	49.2
Non-High Needs	534	81.1	534	75.0	181	67.2
District	628	78.0	628	71.5	213	64.5

#### 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	88.5	70.7	66.1	N/A	313	74.4
Curl Up	94.8	81.8	92.4	N/A	313	89.8
Push Up	82.3	79.8	71.2	N/A	313	77.3
Mile Run/PACER	65.6	68.7	72.0	N/A	313	69.0
All Tests - District	57.3	46.5	40.7	N/A	313	47.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Easton School District

### Next Generation Accountability Results

These statistics are the first 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	78.0	75	100.0	100	100.0	67.9
	High Needs Students	60.2	75	80.3	100	80.3	56.7
Math Performance Index	All Students	71.5	75	95.3	100	95.3	59.3
	High Needs Students	51.7	75	69.0	100	69.0	47.8
Science Performance Index	All Students	64.5	75	86.0	100	86.0	56.5
	High Needs Students	49.2	75	65.6	100	65.6	45.9
Chronic Absenteeism	All Students	2.5%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	3.2%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.7%   47.6%	75%	31.7	50	63.5	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>677.9</b>	<b>800</b>	<b>84.7</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?					Y
ELA Performance Index Gap	75.0	60.2	14.8	17.3	
Math Performance Index Gap	75.0	51.7	23.2	19.6	
Science Performance Index Gap	67.2	49.2	18.0	17.2	
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), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.8
	High Needs Students	97.9
Math	All Students	98.9
	High Needs Students	98.0
Science	All Students	99.1
	High Needs Students	100.0

### 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: 64.3**

**State: 50.1**

#### 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 2014-15

## Easton School District

### Narratives

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

Samuel Staples Elementary School is committed to building and maintaining relationships with parents. We have an active PTA that works in partnership with the school, encouraging parents to get involved and support school and district initiatives. Along with securing 'Shelf Elves' in the Media Center, tour guides for new families, and committee chairs for a plethora of committees, the PTA has been enormously successful in making connections with our students' families. Monthly 'Principal's Coffee' meetings provide regular face-to-face discussions with parents about curriculum, instruction, and assessment. Teachers are eager to build and sustain strong partnerships with parents. Along with issuing two report cards and hosting a minimum of two parent-teacher conferences, teachers welcome parents into the classroom to be a guest teacher or help with a project. As part of our belief that students learn through the arts, each grade level also showcases students' work at a 'Town Meeting,' whereby all grade-level parents enjoy the opportunity to see their child on stage.

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 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 special education law and IEP guidelines. The Center for Children with Special Needs, in ongoing collaboration with both Easton and Redding, continues to provide targeted professional development for both certified and non-certified staff to address programming for students with significant neurodevelopmental disorders.

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

In teachers' daily work at Samuel Staples Elementary School, building global, ethnic, and cultural awareness is central in their planning. Our staff believes that empathy and a willingness to reflect on deeper issues affecting students, such as racial and cultural differences, are keys to connecting with them. Our school climate committee focuses on raising awareness of differences and organizes large scale, school-wide activities that promote kindness, respect, and tolerance. Teachers also use rich literature across genres to introduce themes, like global and ethnic themes, that differ from their students. Periodicals, such as Time for Kids, are regularly used to promote student discourse about current events around the world. Diversity Day, created eight years ago, continues to provide opportunities for Grade 4 students to study physical, ethnic, and learning differences in people. Finally, we continue to enroll 10 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. On the day that the toys were delivered fifty of our eighth grade students served as teacher assistants at the Curiale School. This connection allows student an opportunity to connect with peers from another school and participate in community service and academic support experiences. 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 Helen Keller Middle School and Samuel Staples Elementary school 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.

# District Profile and Performance Report for School Year 2014-15

## 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.