

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



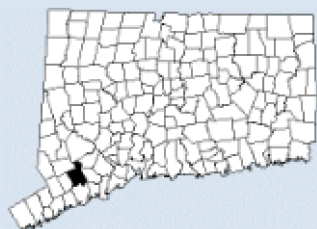
Easton School District

Jason Mckinnon, Superintendent • 203-261-2513 • <http://www.er9.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	894
Per Pupil Expenditures	\$22,599
Total Expenditures	\$20,474,499

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	480	53.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	64	7.2	5.2
Black or African American	32	3.6	12.4
Hispanic or Latino of any race	90	10.1	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	45	5.0	4.8
White	663	74.2	45.1
English Learners/Multilingual Learners	33	3.7	11.3
Eligible for Free or Reduced-Price Meals	65	7.3	44.8
Students with Disabilities	171	19.1	18.5

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

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	34	8.5	*	*
Male	34	7.3	*	*
Non-Binary	0	0.0	0	*
Black or African American	0	0.0	0	0.0
Hispanic or Latino of any race	*	*	*	*
White	55	8.5	*	*
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	9	11.0	*	*
Students with Disabilities	15	8.9	*	*
All Students - District	68	7.8	8	0.9
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 33
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	61.5
General Education Paraprofessionals	11.8
Special Education Teachers and Instructors	16.0
Special Education Paraprofessionals	20.0
District Central Office Administrators	2.3
School Level Administrators	5.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	1.5
Instructional Specialists Who Support Teachers	5.6
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	76.9

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	15.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.0	1.4
Black or African American	1	1.0	4.9
Hispanic or Latino of any race	4	3.9	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.0	0.3
White	96	93.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	19	18.3	6.8
Teachers	14	17.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	7	*
Emotional Disability	0	0
Intellectual Disability	0	0
Learning Disability	30	56.6
Other Health Impairment	20	69.0
Other Disabilities	N/A	N/A
Speech/Language Impairment	29	93.5
All Disabilities - District	86	63.2
All Disabilities - State		68.0

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

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	21	2.4	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	54	6.3	6.5
Other Health Impairment	30	3.5	3.6
Other Disabilities	7	0.8	1.1
Speech/Language Impairment	33	3.8	2.0
All Disabilities	149	17.3	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$13,707,192	\$15,129	\$13,471
Support services - students	\$830,246	\$919	\$1,826
Support services - instruction	\$437,839	\$485	\$972
Support services - general administration	\$361,857	\$401	\$568
Support services - school based administration	\$1,731,535	\$1,918	\$1,274
Central and other support services	\$437,758	\$485	\$761
Operation and maintenance of plant	\$1,830,042	\$2,027	\$2,125
Student transportation services	\$1,137,922	\$1,260	\$1,695
Food services	\$109	\$0	\$10
Enterprise operations	.	.	\$219
Total	\$20,474,499	\$22,599	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,139,013	38.7	26.4
Instructional Aide Salaries	\$915,641	16.6	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$804,668	14.6	13.3
Purchased Services Other Than Transportation	\$938,446	17.0	6.8
Special Education Tuition	\$451,280	8.2	22.8
Supplies	\$15,748	0.3	0.6
Property Services	\$3,258	0.1	0.4
Purchased Services For Transportation	\$206,517	3.7	8.7
Equipment	\$54,823	1.0	0.2
All Other Expenditures	\$586	0.0	0.1
Total	\$5,529,980	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	27.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.0
State	1.4
Federal	3.1
Tuition & Other	0.5

Revenue 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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	46	85.8	46	92.8	6	*
Black or African American	23	71.0	23	70.1	7	*
Hispanic or Latino of any race	56	71.4	56	70.6	24	67.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	33	82.0	33	79.9	9	*
White	422	79.6	422	79.6	142	76.5
English Learners/Multilingual Learners	30	71.9	30	78.8	8	*
Non-English Learners/Non-Multilingual Learners	550	79.5	550	79.5	180	76.4
Eligible for Free or Reduced-Price Meals	55	71.1	55	70.1	18	*
Not Eligible for Free or Reduced-Price Meals	525	79.9	525	80.4	170	76.2
Students with Disabilities	101	58.4	101	59.7	31	57.3
Students without Disabilities	479	83.4	479	83.6	157	79.5
High Needs	158	65.6	158	66.6	48	60.8
Non-High Needs	422	84.1	422	84.3	140	81.0
All Students - District	580	79.1	580	79.4	188	75.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	82.0	72.9	78.4	N/A	284	77.8
Curl Up	84.2	87.4	94.0	N/A	280	88.2
Push Up	73.3	78.1	81.4	N/A	283	77.4
Mile Run/PACER	87.9	47.9	42.4	N/A	278	60.4
All Tests - District	54.5	36.2	36.3	N/A	273	42.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.1	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	65.6	75	43.7	50	87.4	54.9
Math Performance Index	All Students	79.4	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	66.6	75	44.4	50	88.8	50.6
Science Performance Index	All Students	75.9	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	60.8	75	40.5	50	81.0	52.1
ELA Academic Growth	All Students	64.7%	100%	64.7	100	64.7	60.6%
ELA Academic Growth	High Needs Students	55.5%	100%	55.5	100	55.5	55.7%
Math Academic Growth	All Students	69.7%	100%	69.7	100	69.7	62.3%
Math Academic Growth	High Needs Students	60.9%	100%	60.9	100	60.9	55.9%
Progress Toward English Proficiency	Literacy	69.8%	100%	34.9	50	69.8	58.7%
Progress Toward English Proficiency	Oral	76.6%	100%	38.3	50	76.6	55.7%
Chronic Absenteeism	All Students	7.8%	<=5%	44.3	50	88.7	17.2%
Chronic Absenteeism	High Needs Students	9.0%	<=5%	42.0	50	84.1	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	97.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	42.9%	75%	28.6	50	57.1	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				767.6	1000	76.8	

Physical Fitness Estimated Participation Rate - District: 94.5% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	65.6	9.4	16.9	N
Math Performance Index Gap	75.0	66.6	8.4	18.4	N
Science Performance Index Gap	75.0	60.8	14.2	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.7
ELA	High Needs Students	98.8
Math	All Students	99.7
Math	High Needs Students	98.8
Science	All Students	99.0
Science	High Needs Students	96.0

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Samuel Staples Elementary School: For the 2024–2025 school year, our school district has developed focused improvement plans centered on three main goals: enhancing teachers’ use of high-impact instructional strategies, improving student performance on universal and formative assessments from one grade to the next, and increasing timely communication with families about their child’s academic progress prior to report card distribution. To support these goals, the district has implemented several key parent and community outreach initiatives. These include professional development for staff on building effective family-school partnerships, expanding opportunities for parents to participate in program planning, and providing families with resources to support learning at home. The district has also strengthened truancy prevention efforts and enhanced special education services through individualized supports and collaborative practices. Together, these strategies reflect our commitment to continuous improvement and fostering strong, inclusive connections between schools, families, and the broader community.

Educators at SSES prioritized culturally responsive teaching practices, using classroom materials that reflect the varied cultural backgrounds of students. Lessons incorporating multicultural literature, music, poetry, and presentations were regularly used to deepen students’ understanding of diversity and to counteract stereotypes. The district has sustained its focus on minority educator recruitment by partnering with teacher preparation programs and broadening outreach to attract a more diverse teaching staff.

To strengthen school improvement, the district implemented professional development focused on family partnerships, expanded outreach to engage parents in program planning, supported families with at-home learning resources, enhanced truancy prevention strategies, and improved special education services through individualized supports and collaboration. Overall, these combined efforts reflect the district’s ongoing progress and commitment to creating inclusive and equitable learning environments for all students.

Helen Keller Middle School. In 2024–25, Helen Keller Middle School focused on three School Improvement Plan goals: enhancing teacher use of High Impact Instructional Strategies (HIIS), improving student outcomes, and strengthening family engagement and school climate. Ten “Teachers Teaching Teachers” (TTT) sessions offered peer-led professional learning, and team-based learning walks provided feedback tied to HIIS goals. The School Climate Committee—made up of diverse students, staff, and parents—used climate data to launch an awareness campaign and seminars on hurtful language in online spaces. A student-led podcast and feedback survey helped guide future efforts. To track academic progress, math, science, and ELA teachers administered at least four Smarter Balanced IAB or FIAB assessments. Special education staff used this data to support IEP goals and parent meetings. HKMS maintained strong family outreach through a weekly newsletter and podcast, monthly PTO Principal’s Coffees, and two book discussions: *The Anxious Generation* and *Never Enough*.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Samuel Staples Elementary School: For 20 years now, our commitment to the Open Choice program remains strong. SSES continued to look for and provide meaningful opportunities to increase student awareness of the diversity of individuals and cultures. We had 11 students enrolled in grades K-5 for the 23-24 school year. Classroom libraries and materials continued to be enriched with instructional materials that matched the ethnic backgrounds of the students in each classroom. Teachers have used these materials and a variety of instructional methods to stimulate multiple ways of learning and understanding the differences in people. Teachers have tried to challenge stereotypes and correct misinformation about people through literature, poetry, presentations, and songs. Building globally aware, ethnically sensitive, and culturally astute learners is among the most important responsibilities we have at Samuel Staples Elementary School. Along with the PTO, we have provided families scholarships so that students can purchase books at the book fair, yearbooks, class t-shirts, and attend field trips.

Helen Keller Middle School engages in the Open Choice program. Currently, seven (n=7) students from outside the district are enrolled. All staff members have completed recent training regarding School Climate, focusing on restorative practices. This training initiates the professional development necessary for the adoption of state-approved school climate and restorative practices policies.

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Equitable Allocation of Resources among District Schools

Easton: 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. 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. Resource allocation 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.

District Profile and Performance Report for School Year 2024-25

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	4	26.7	6.7
Position Eliminated or Expired	1	6.7	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	13.3	32.0
Retired	3	20.0	23.7
Teach/Admin in Other CT Dist	5	33.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	15		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.