

STRATEGIC SCHOOL PROFILE 2011-12**Easton School District**

BERNARD A. JOSEFSBERG, Superintendent

Location: 605 Main Street

Telephone: (203) 261-2513

Monroe,
ConnecticutWebsite: www.er9.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 7,272

1990-2000 Population Growth: 15.4%

Number of Public Schools: 2

Per Capita Income in 2000: \$53,885

Percent of Adults without a High School Diploma in 2000*: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%

District Enrollment as % of Estimated. Student Population: 91.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 1,053
5-Year Enrollment Change -8.4%

DISTRICT GRADE RANGE

Grade Range PK - 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	19	1.8	1.6	35.2
K-12 Students Who Are Not Fluent in English	4	0.4	0.7	5.6
Students Identified as Gifted and/or Talented*	35	3.3	6.1	4.0
PK-12 Students Receiving Special Education Services in District	82	7.8	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	87	96.7	97.4	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	52	4.9
Black	9	0.9
Hispanic	53	5.0
Pacific Islander	0	0.0
White	923	87.7
Two or more races	14	1.3
Total Minority	130	12.3

Percent of Minority Professional Staff: 1.0%

Open Choice:

9 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

2.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Easton School District continues to demonstrate a commitment to provide students with multiple opportunities to develop global, ethnic, and cultural awareness. At Samuel Staples Elementary School students learn about other cultures and develop diverse perspectives through embedded instruction. Teachers use rich literature across genres to provide students an opportunity for discussion and learning. Students learn about famous historical figures, current events and fictional stories to develop their understanding of a diverse world. Additionally, some classes at Samuel Staples Elementary School participate in partnerships with schools of varying socio-economic status. Grade 5 students were Pen Pals with students at Wilbur Cross School in Bridgeport, CT and learned about the differences that exist between our communities which are less than 10 miles apart. In April, Samuel Staples held its 6th annual Diversity Day event. Created to celebrate differences in people, Diversity Day offered a variety of activities to help students understand and accept physical, ethnic, and learning differences in others. At Helen Keller Middle School students continue to benefit from a sister-school relationship with James J. Curiale School in Bridgeport, CT. This connection allows students an opportunity to connect with peers from another school and participate in community service and academic support experiences. Additionally, students take a leadership role in a number of different drives to collect food and other items and donate them to neighboring communities in need. Both Samuel Staples Elementary School and Helen Keller Middle School participate in the Open Choice, an urban/suburban cooperative program, designed to reduce racial, ethnic and economic isolation.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	84.8	59.2	97.5
Writing	93.0	62.7	100.0
Mathematics	92.9	66.5	98.1
Grade 4 Reading	82.7	64.1	84.4
Writing	83.9	65.3	85.6
Mathematics	89.1	68.0	84.4
Grade 5 Reading	87.5	67.6	84.9
Writing	78.9	68.1	60.1
Mathematics	94.2	71.6	97.6
Science	87.7	63.9	90.5
Grade 6 Reading	83.1	74.1	57.2
Writing	78.4	67.4	63.9
Mathematics	87.0	69.3	79.5
Grade 7 Reading	94.0	79.8	86.2
Writing	77.0	65.6	60.2
Mathematics	91.8	68.1	95.6
Grade 8 Reading	97.5	76.8	98.7
Writing	93.3	68.3	95.6
Mathematics	88.2	67.2	83.0
Science	89.9	61.9	98.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	51.0	50.6	48.2

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	N/A	N/A	N/A
2010-11 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	66.80
Paraprofessional Instructional Assistants	14.40
Special Education	
Teachers and Instructors	11.33
Paraprofessional Instructional Assistants	50.00
Library/Media Specialists and/or Assistants	7.30
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	5.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.60
Counselors, Social Workers, and School Psychologists	3.50
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	70.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.0	13.7	13.9
% with Master's Degree or Above	92.5	90.0	79.6

Average Class Size	District	DRG	State
Grade K	18.0	18.4	18.5
Grade 2	18.4	21.1	19.7
Grade 5	20.7	21.3	21.6
Grade 7	19.9	21.2	20.3
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	968	997	993
Middle School	1,007	1,006	1,024
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.1	2.6	2.8
Middle School	2.5	2.3	2.2
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$10,166	\$9,234	\$8,513	\$9,950	\$8,469
Instructional Supplies and Equipment	\$184	\$167	\$323	\$259	\$271
Improvement of Instruction and Educational Media Services	\$356	\$324	\$407	\$677	\$482
Student Support Services	\$190	\$173	\$919	\$1,019	\$901
Administration and Support Services	\$1,778	\$1,615	\$1,700	\$1,563	\$1,490
Plant Operation and Maintenance	\$1,639	\$1,489	\$1,281	\$1,824	\$1,463
Transportation	\$1,096	\$710	\$678	\$744	\$724
Costs for Students Tuitioned Out*	\$149	N/A	N/A	N/A	N/A
Other	\$6	\$6	\$102	\$197	\$165
Total*	\$15,565	\$14,359	\$14,710	\$16,835	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,591	\$2,354	\$1,866	\$1,916	\$1,331

*Town total expenditures (in 1000s) for PK-12 are: Total, \$24,872 Tuition Costs, \$9,070.

Total town expenditures per pupil for PK-12 are \$15,974.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,237,855	20.8	21.6	21.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	91.9	5.5	2.0	0.7
Excluding School Construction	92.2	4.7	2.3	0.8

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Easton School District includes one K-5 elementary school (Samuel Staples Elementary) and one 6-8 middle school (Helen Keller Middle School). Equitable allocation of resources is determined through the annual budget process, which in such a small district is very detailed and school-based. The Central Office administrators, Easton K-8 regular and special education administrators and staff work as a team to develop a comprehensive budget. The Easton Board of Education and the community are actively involved in the many budget presentations between initial planning during October and the final town approval in the spring. Special needs are addressed through on-going assessment of student learning using the Connecticut Mastery Test data and other testing measurements. The budget process is based on staff and administrative team work efforts in the district. The Easton education budget process is equitable and exemplary.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	75
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	13	1.3	1.2	1.2
Learning Disability	21	2.0	3.6	3.9
Intellectual Disability	2	0.2	0.2	0.4
Emotional Disturbance	3	0.3	0.4	1.0
Speech Impairment	15	1.4	1.9	2.1
Other Health Impairment*	17	1.6	2.1	2.2
Other Disabilities**	4	0.4	0.6	1.0
Total	75	7.2	10.0	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	50.0	36.0	88.5	70.4
	Writing	38.1	21.5	83.6	66.3
	Mathematics	43.3	31.8	90.5	68.4
	Science	29.4	23.0	88.8	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	29.6
	% With Accommodations	70.4
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		24.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	4	5.3

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	57	76.0	75.8	72.1
40.1 to 79.0 Percent of Time	11	14.7	17.4	16.3
0.0 to 40.0 Percent of Time	7	9.3	6.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Easton School District continues to demonstrate strong academic achievement as measured by the Connecticut Mastery Test administered in Gr. 3-8 and numerous district-level assessments. Baseline and formative assessments provide information regarding the strengths and needs of individual students and this in turn, guides instruction. In recent years, Easton, Redding and Region 9 districts have worked collaboratively to create a shared curriculum that is closely aligned across districts and is connected to state and national standards. The Easton district has demonstrated their commitment to communication between home and school by providing frequent electronic communications, parent meetings and principal's coffees to share information with parents about school events and programs. SRBI continues to afford an opportunity for general education and special education educators to work collaboratively to support students who may benefit from a different or more intensive instructional approach to make gains academically and socially. The Easton School District is guided by a master assessment plan that provides a calendar of a variety of assessments in order to consider student achievement compared to benchmark expectations in all subject areas. Technology is used by students and teachers in an innovative manner to support learning. Both schools have benefitted from the use of interactive technology using iPads and Smart Boards to enhance instruction and support student learning. A recent iPad initiative was made possible by the generosity of the Easton Learning Foundation. This foundation also funded the implementation of a STEM program at Helen Keller Middle School, Project Lead the Way. This program immerses students into a problem-based curriculum that integrates science, technology, engineering and mathematics. Students in special education continue to grow through a collaborative approach to programming. A new comprehensive program, BASES (Building Adaptive Social-Emotional Success), was implemented to deliver specialized instruction to achieve personal and educational benefit for students with neuro-developmental disorders, including autism, in the least restrictive environment. As a result of this initiative, certified and non-certified staff received ongoing training throughout the school year in evidence-based practices to address the behavioral and cognitive needs of these students.
