

**STRATEGIC SCHOOL PROFILE 2010-11****Easton School District**

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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](http://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: 91.1%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2010      1,098  
5-Year Enrollment Change      -3.4%

**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	16	1.5	1.6	34.1
K-12 Students Who Are Not Fluent in English	2	0.2	0.6	5.6
Students Identified as Gifted and/or Talented*	39	3.6	6.7	4.0
PK-12 Students Receiving Special Education Services in District	93	8.5	9.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	104	96.3	94.9	80.2
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	0	0.0
Asian American	50	4.6
Black	10	0.9
Hispanic	46	4.2
Pacific Islander	0	0.0
White	985	89.7
Two or more races	7	0.6
Total Minority	113	10.3

**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:**

1.5% 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 7.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 has maintained a steadfast commitment to provide students with multiple opportunities in developing a global, ethnic, and cultural awareness. At Samuel Staples Elementary School students in Grade 4 corresponded with e-pals in a large minority community in Loganville, Georgia. Through a series of lessons, students identified similarities and differences of 4th graders living in a different region of the United States. To expand global awareness learning, guest speakers of various ethnic and racial backgrounds informed students of their own ethnicity and cultural background. General music classes also included lessons to promote greater diversity within themes including the study of slavery, racism, and economics. A guest presenter from Global Sunrise spoke to second graders outlining the struggles for energy power in Sierra Leone. Upon completing their research of this African region, students held a fundraiser reaching out to the community to further support students in Sierra Leone in getting a solar panel system. Students continued to support Alpha Community Services for the homeless in Bridgeport, CT. The 5th Annual Diversity Day was held in early April. Every 4th grader learned about differences in people through active participation in pre- and post-activities. Helen Keller Middle School is currently in its third year of a partnership with an urban school in Bridgeport. Students collected toys in the month of December for distribution to children at the James J. Curiale Elementary School. Members of the Peer Leaders Program in collaboration with the Community Supper Program sponsored by the Council of Churches, served meals to needy people throughout the year. The school canned food drive was expanded with donations made to several food banks in Bridgeport. A strong commitment continues in accepting students from Project Choice to attend Samuel Staples and Helen Keller. This program is designed to reduce racial, ethnic, and social isolation.

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## 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	88.2	58.4	98.8
Writing	89.4	61.1	99.4
Mathematics	86.4	63.0	91.9
Grade 4 Reading	85.0	62.5	89.0
Writing	78.9	65.5	64.6
Mathematics	90.9	67.0	93.3
Grade 5 Reading	82.7	61.4	86.5
Writing	85.2	66.8	84.0
Mathematics	91.3	72.5	88.3
Science	85.9	59.9	92.6
Grade 6 Reading	93.2	76.0	89.3
Writing	79.0	65.2	68.5
Mathematics	91.9	71.3	87.5
Grade 7 Reading	94.9	77.8	90.4
Writing	94.0	58.9	100.0
Mathematics	91.5	68.4	92.9
Grade 8 Reading	96.1	74.7	97.5
Writing	93.9	64.8	98.7
Mathematics	92.3	66.6	94.9
Science	90.8	63.1	98.7

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	60.4	51.0	70.4

SAT® I: Reasoning Test Class of 2010		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 2010	N/A	N/A	N/A
2009-10 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	65.70
Paraprofessional Instructional Assistants	5.20
Special Education	
Teachers and Instructors	11.33
Paraprofessional Instructional Assistants	27.00
Library/Media Specialists and/or Assistants	4.15
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)	3.40
Counselors, Social Workers, and School Psychologists	3.50
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	36.40

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	12.0	13.4	13.9
% with Master's Degree or Above	93.8	89.7	79.0

Average Class Size	District	DRG	State
Grade K	21.6	18.9	18.4
Grade 2	20.6	20.6	19.9
Grade 5	22.0	21.4	21.2
Grade 7	19.8	20.6	20.6
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	968	998	992
Middle School	1,007	1,008	1,017
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*	2.3	2.8	3.1
Middle School	2.5	2.4	2.4
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$10,153	\$9,114	\$8,245	\$9,688	\$8,237
Instructional Supplies and Equipment	\$264	\$237	\$312	\$261	\$300
Improvement of Instruction and Educational Media Services	\$344	\$309	\$273	\$682	\$463
Student Support Services	\$181	\$162	\$852	\$997	\$872
Administration and Support Services	\$1,638	\$1,471	\$1,718	\$1,574	\$1,459
Plant Operation and Maintenance	\$1,491	\$1,338	\$1,231	\$1,763	\$1,410
Transportation	\$1,000	\$646	\$644	\$732	\$692
Costs for Students Tuitioned Out*	\$175	N/A	N/A	N/A	N/A
Other	\$13	\$12	\$86	\$225	\$159
<b>Total*</b>	<b>\$15,260</b>	<b>\$13,872</b>	<b>\$14,049</b>	<b>\$16,448</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,049	\$2,737	\$1,449	\$1,708	\$1,616

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$24,074 Tuition Costs, \$8,625.

Total town expenditures per pupil for PK-12 are \$15,442.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,160,762	20.7	21.2	21.5

**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	92.7	4.0	2.7	0.7
Excluding School Construction	92.1	3.8	3.3	0.8

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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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.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	88
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.2%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	12	1.1	1.1	1.1
Learning Disability	28	2.6	3.7	3.9
Intellectual Disability	3	0.3	0.2	0.4
Emotional Disturbance	1	0.1	0.4	1.0
Speech Impairment	20	1.9	2.0	2.2
Other Health Impairment*	15	1.4	2.0	2.1
Other Disabilities**	9	0.8	0.6	0.9
<b>Total</b>	<b>88</b>	<b>8.2</b>	<b>9.9</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

## 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	37.5	33.0	90.1	68.6
	Writing	36.2	19.3	86.5	63.7
	Mathematics	50.0	33.4	90.8	68.2
	Science	28.6	21.2	88.4	61.5
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](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	39.7
	% With Accommodations	60.3
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		22.2

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	3	3.4

### 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	73	83.0	76.5	74.1
40.1 to 79.0 Percent of Time	10	11.4	16.8	14.9
0.0 to 40.0 Percent of Time	5	5.7	6.7	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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. Guided by the Easton, Redding, and Region 9 (ER9) Strategic Plan, efforts in both the elementary and middle school continue to align curriculum, promote character development, increase home school communication, and analyze student achievement data to inform instructional decisions. The focus of school improvement plans included a strong focus on improving scientifically research-based interventions for students performing below grade level expectations in reading and mathematics. The Master Assessment Plan indicates specific benchmark assessments for students in K-8 for in reading, writing, and math several times per year. Additionally, universal screening and progress monitoring measures are administered throughout the year to track progress. At the middle school level, Northwest Evaluation Association on-line assessments were administered in math, reading, and science. The Educational Research Bureau (ERB) assessments in writing continue to provide teachers, students, and parents with detailed information related to progress in the six areas of writing. Special education students continued to receive targeted interventions based on IEP goals and objectives to improve their success on state and district assessments. Special educators participated in the Child Study Team process to design and implement tiers of interventions for students at risk. AARA funding was used to enhance the availability of assistive technology devices and to provide students with special needs in Pre-K through Gr.8 access to Smart Board Technology. Project Lead the Way, an addition to providing a rigorous curriculum in science, technology, math, and engineering (STEM) for all students in Gr. 6,7,&8, was made possible by support from the Easton Learning Foundation.

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