

STRATEGIC SCHOOL PROFILE 2008-09**Easton School District**

ALLEN J. FOSSBENDER, Superintendent
Telephone: (203) 261-2513

Location: 605 Main Street
Monroe,
Connecticut

Website: 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	Per Capita Income in 2000: \$53,885
Town Population in 2000: 7,272	Percent of Adults without a High School Diploma in 2000*: 6.9%
1990-2000 Population Growth: 15.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: 91.7%

*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, 2008	1,156
5-Year Enrollment Change	2.1%

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	17	1.5	1.1	30.3
K-12 Students Who Are Not Fluent in English	2	0.2	0.6	5.2
Students Identified as Gifted and/or Talented*	38	3.3	5.8	4.0
PK-12 Students Receiving Special Education Services in District	106	9.2	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	98	100.0	95.8	79.7
Homeless	0	0.0	0.0	0.2
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	46	4.0
Black	15	1.3
Hispanic	42	3.6
White	1,053	91.1
Total Minority	103	8.9

Percent of Minority Professional Staff: 0.9%

Open Choice: 10 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: 1.9% 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 10.

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.

Samuel Staples Elementary School has maintained a steadfast commitment to raise students' awareness and appreciation for differences among people. The faculty regularly discussed the economic climate during this academic year. Teachers made a concerted effort to embed current events into their lessons so that students could make connections with what was happening in our nation's economy and with what might be happening in their own hometown. As a school, they had two special celebrations that afforded students the opportunity to discuss compelling issues around diversity. In the fall, Samuel Staples used the United Nations' International Day for Tolerance as an opportunity for students to consider what made them different. Each student received a cardboard cut-out of a person on which students illustrated themselves. Each figure was later linked hand-in-hand and displayed in the cafeteria. Individual teachers brought their students into the cafeteria and used the display as a backdrop to ignite conversations about similarities and differences among the student population. Similarly, Diversity Day was celebrated in the spring, and students shared reflections about what diversity means to them. Students in Grade 4 attended a Diversity Day workshop designed and implemented in the gym. In groups, students visited different learning stations and explored diversity through different themes: learning styles, gross motor, global multicultural, wellness, hearing, and vision. The school also hosted their third annual Walk to End Homelessness. In partnership with Alpha Community Services in Bridgeport, students in all grade levels collected money from sponsors to benefit this worthy cause. In addition, Grader 5 students also collected toiletries and household health and beauty products to benefit the residents this agency supports until such time as they secure permanent housing. Throughout the year, individual teachers explored racial, ethnic, and economic issues in a variety of ways. Using a plethora of literature, including fiction and non-fiction books, teachers helped students to increase their awareness of these real-life issues and develop a sense of civic responsibility.

Helen Keller is currently in its fifth year of a sister-school partnership with Bryant Elementary School, an urban school in Bridgeport, CT. In December, over one hundred students collected two thousand toys which were delivered to the students at Bryant Elementary School. On the day that the toys were delivered sixty Grade 8 students served as teacher assistants at Bryant Elementary School. Over twenty students who participated in the Peer Leaders Program served meals once a month as part of the Community Supper Program sponsored by the Council of Churches. These hot meals were served at the Golden Hill Methodist Church Hall to a diverse population of Bridgeport residents. HKMS expanded their canned food drive by accepting donations at student council dances. The food was donated to the various food banks in Bridgeport. Helen Keller continues to 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	77.9	54.6	88.7
Writing	82.5	62.5	87.4
Mathematics	87.1	62.8	95.0
Grade 4 Reading	82.9	60.7	89.6
Writing	85.8	64.2	95.8
Mathematics	87.8	63.6	91.5
Grade 5 Reading	95.8	66.0	100.0
Writing	91.2	66.5	98.8
Mathematics	93.4	68.8	99.4
Science	87.2	58.1	96.3
Grade 6 Reading	91.7	68.9	90.8
Writing	89.1	62.2	98.2
Mathematics	94.9	68.8	98.8
Grade 7 Reading	96.9	74.9	98.1
Writing	89.0	62.9	94.9
Mathematics	88.1	66.0	88.5
Grade 8 Reading	92.4	68.4	96.8
Writing	95.0	66.5	98.7
Mathematics	89.1	64.5	91.0
Science	87.4	60.6	91.0

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 scoreable 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
	40.2	36.2	57.9

SAT® I: Reasoning Test Class of 2008		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, Class of 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 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 District Staff	
General Education	
Teachers and Instructors	71.90
Paraprofessional Instructional Assistants	5.85
Special Education	
Teachers and Instructors	11.33
Paraprofessional Instructional Assistants	24.50
Library/Media Specialists and/or Assistants	5.15
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.40
Counselors, Social Workers, and School Psychologists	3.50
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	35.50

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	11.8	12.9	13.6
% with Master's Degree or Above	82.4	86.3	76.1

Average Class Size	District	DRG	State
Grade K	19.6	18.6	18.3
Grade 2	20.7	20.0	19.3
Grade 5	21.3	21.4	21.0
Grade 7	21.2	21.1	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	968	996	988
Middle School	1,021	1,006	1,016
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*	2.5	2.9	3.3
Middle School	2.4	2.6	2.6
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$9,715	\$8,247	\$7,411	\$8,787	\$7,522
Instructional Supplies and Equipment	\$177	\$150	\$332	\$237	\$271
Improvement of Instruction and Educational Media Services	\$266	\$226	\$232	\$660	\$446
Student Support Services	\$196	\$166	\$796	\$881	\$806
Administration and Support Services	\$1,562	\$1,326	\$1,508	\$1,503	\$1,369
Plant Operation and Maintenance	\$1,443	\$1,225	\$1,249	\$1,796	\$1,377
Transportation	\$993	\$620	\$610	\$714	\$644
Costs for Students Tuitioned Out*	\$270	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$87	\$168	\$151
Total*	\$14,621	\$12,670	\$12,897	\$15,251	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,192	\$2,710	\$1,185	\$1,884	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$22,731; Tuition Costs, \$7,999.

Total town expenditures per pupil for PK-12 are \$14,101.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,998,453	20.5	19.1	20.5

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	93.2	5.3	0.9	0.6
Excluding School Construction	92.9	5.3	1.1	0.7

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). 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, in general, are actively involved in many budget presentations between October 1 and the final town approval in the spring. Special needs are addressed through on-going assessment of student learning using the Connecticut Mastery Tests program plans. All programs, curriculum and budget decisions are guided by the Easton Schools Strategic Plan, the Easton, Redding, and Region 9 Strategic Plan and the K-12 Curriculum Master Plan. The budget process is based on staff and administrative team work and on professional collaboration intended to support improvement of teaching and learning. The Easton schools' budget process is equitable and exemplary.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	101
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.9%

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	10	0.9	0.9	0.8
Learning Disability	32	2.8	3.9	3.9
Intellectual Disability	1	0.1	0.2	0.5
Emotional Disturbance	4	0.4	0.4	1.0
Speech Impairment	25	2.2	2.3	2.3
Other Health Impairment*	22	1.9	1.9	2.1
Other Disabilities**	7	0.6	0.6	0.9
Total	101	8.9	10.1	11.6

*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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	66.7	30.2	89.6	65.7
	Writing	50.8	19.5	88.7	64.1
	Mathematics	54.9	30.7	90.1	65.7
	Science	N/A	N/A	87.3	59.4
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	12.3
	% With Accommodations	87.7
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		15.5

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	6	5.9

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	88	87.1	77.9	72.7
40.1 to 79.0 Percent of Time	8	7.9	15.4	16.1
0.0 to 40.0 Percent of Time	5	5.0	6.6	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

As guided by the Easton, Redding and Region 9 (ER9) Strategic Plan, Samuel Staples Elementary School and Helen Keller Middle School continue to align curriculum, promote character development, increase communication and partnerships with parents, and provide more personalized learning plans for all students. Specific to school improvement plans is the continued focus on improving student achievement.

The adoption of a K-8 Master Assessment Plan four years ago has supported administrators and staff in both schools to identify specific areas of weakness and patterns of student progress in the areas of mathematics, reading and writing. Internal and external benchmarks have been identified for the various assessments. The Northwest Evaluation Association online assessment program in reading, language usage, mathematics, and science has provided a wealth of data to inform instruction, curriculum alignment, and professional development. To assess writing with an external benchmark, the Education Records Bureau (ERB) Writing Assessment Program was administered in Grades 3-8. Diagnostic information was shared with administrators, teachers, students, and parents to support the improvement of writing. Additionally, the continued implementation of the ERB online Writing Practice Program in Grades 5-8 has provided supplemental tutorial support to students in editing, composing and revising. Administrators and staff identified areas in need of improvement based on the use of data, including CMT data, and collaborated with colleagues and/or curriculum specialists to develop and implement a related plan of action. Professional development is aligned at both the district and school level to support school improvement plans. Student performance data is collected, analyzed, and used to inform instructional planning. The focus of professional development included training in the following areas: improving reading comprehension across the content areas; training provided by the University of Connecticut in The Coaches Academy; training in Professional Learning Communities, implementing science journals in Grades 3-8, and differentiating instruction.

In the area of special education, administrators and teachers collaborated together to improve the implementation of inclusive practices for students with disabilities to have access to the regular education curriculum. An inclusion consultant designed appropriate instruction to include students with intellectual disabilities in regular classroom instruction. An autism specialist was hired to improve the coordination and delivery of services for these students. Futures planning meetings and transition meetings were held to support the special education students. Additionally, students were identified for the alternate statewide assessment, the CMT MAS (Modified Academic Achievement Standards) and the CMT Checklist to appropriately demonstrate their academic achievement. The district continued its efforts in identifying students in need of early intervention and provided the appropriate services.

Technology integration continues to be an important component of the Easton School Improvement Plans. Each classroom, equipped with a SMARTBoard, affords teachers opportunities to improve the quality of instruction through the integration of technology.
