

**STRATEGIC SCHOOL PROFILE 2009-10****Easton School District**

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Easton,  
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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).

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**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\*: 6.9%

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

District Enrollment as % of Estimated. Student Population: 90.4%

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\*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.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      1,114  
 5-Year Enrollment Change      -2.0%

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**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	1.4	32.6
K-12 Students Who Are Not Fluent in English	2	0.2	0.6	5.4
Students Identified as Gifted and/or Talented*	44	3.9	6.1	4.1
PK-12 Students Receiving Special Education Services in District	99	8.9	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	88	98.9	95.9	80.5
Homeless	0	0.0	N/A	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	52	4.7
Black	10	0.9
Hispanic	38	3.4
White	1,014	91.0
Total Minority	100	9.0

**Percent of Minority Professional Staff:** 0.9%

**Open Choice:**

8 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 9.

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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.

Samuel Staples Elementary School has maintained a steadfast commitment to raise students' awareness and appreciation for differences among people. As a school, several special celebrations held during the year afforded students the opportunity to discuss compelling issues around diversity. The school celebrated International Day for Tolerance by inviting a Peace Corps volunteer to share his experiences living and working in high poverty regions of El Salvador. Grade five students continued their involvement with Alpha Community Services, an agency in Bridgeport that supports homeless families. Linens, toiletries, and household items were collected for distribution. Students also donated money collected through a fundraiser called a Walk to End Homelessness. Students in grade three studied the accomplishments of famous African Americans, including Harriet Tubman and Dr. Martin Luther King. Kindergarten through grade two students learned various African American traditional dances, songs, and games. Students in grade four participated in Diversity Day, which allowed students many hands-on opportunities to explore cultural, physical, learning, and health differences. Three students organized a collection amounting to over \$4,000 to donate to the Red Cross Haiti Relief Effort.

Helen Keller is currently in its sixth year of a sister-school partnership with Bryant Elementary School in Bridgeport, CT. In December, students collected and delivered over two thousand toys to the students at Bryant Elementary School. Over twenty students participated in the Peer Leaders Program, serving meals as part of the Community Supper Program sponsored by the Council of Churches. The school canned food drive was expanded by accepting donations at each of the dances held by the student council. Helen Keller Middle School and Samuel Staples Elementary School continue 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 Grades 1-8 in Easton.

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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	74.6	57.0	77.3
Writing	83.5	58.3	95.7
Mathematics	84.0	62.4	88.3
Grade 4 Reading	80.8	59.9	87.4
Writing	84.6	63.6	91.9
Mathematics	87.6	67.0	86.2
Grade 5 Reading	84.2	61.8	87.3
Writing	86.2	68.2	84.3
Mathematics	90.4	72.4	86.7
Science	81.9	59.4	81.3
Grade 6 Reading	99.1	74.9	99.4
Writing	88.4	65.9	91.5
Mathematics	93.2	70.7	92.0
Grade 7 Reading	96.9	77.4	98.1
Writing	89.5	61.2	98.1
Mathematics	96.2	68.5	99.4
Grade 8 Reading	94.4	73.3	96.2
Writing	89.6	62.6	95.5
Mathematics	92.7	67.3	95.5
Science	87.9	62.8	91.7

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
	68.4	50.7	88.0

SAT® I: Reasoning Test Class of 2009		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 2009	N/A	N/A	N/A
2008-09 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	72.50
Paraprofessional Instructional Assistants	5.20
Special Education	
Teachers and Instructors	11.33
Paraprofessional Instructional Assistants	25.95
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)	3.80
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	11.0	13.1	13.8
% with Master's Degree or Above	84.1	88.5	77.8

Average Class Size	District	DRG	State
Grade K	17.8	18.5	18.5
Grade 2	19.2	20.8	19.7
Grade 5	23.2	21.6	21.1
Grade 7	18.8	20.8	20.8
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	968	995	992
Middle School	1,008	1,005	1,018
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*	2.2	2.9	3.2
Middle School	2.9	2.6	2.5
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$10,034	\$8,680	\$7,843	\$9,168	\$7,829
Instructional Supplies and Equipment	\$188	\$163	\$336	\$270	\$279
Improvement of Instruction and Educational Media Services	\$277	\$239	\$252	\$653	\$459
Student Support Services	\$205	\$178	\$830	\$958	\$859
Administration and Support Services	\$1,655	\$1,432	\$1,627	\$1,509	\$1,426
Plant Operation and Maintenance	\$1,501	\$1,299	\$1,336	\$1,920	\$1,462
Transportation	\$977	\$618	\$658	\$748	\$694
Costs for Students Tuitioned Out*	\$289	N/A	N/A	N/A	N/A
Other	\$171	\$148	\$93	\$236	\$162
<b>Total*</b>	<b>\$15,298</b>	<b>\$13,443</b>	<b>\$13,721</b>	<b>\$16,033</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,131	\$2,708	\$1,232	\$1,997	\$1,825

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$23,755 Tuition Costs, \$8,454.

Total town expenditures per pupil for PK-12 are \$14,922.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,155,614	20.6	19.9	20.7

**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	92.9	4.9	1.6	0.6
Excluding School Construction	92.4	5.0	1.9	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 the many budget presentations between October 1 and 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 make improvement of learning the goal and focus of all budget and work efforts in the district. 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	90
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.3%

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	1.0
Learning Disability	32	2.9	3.9	3.9
Intellectual Disability	3	0.3	0.2	0.5
Emotional Disturbance	1	0.1	0.4	1.0
Speech Impairment	22	2.0	2.2	2.2
Other Health Impairment*	16	1.5	2.1	2.1
Other Disabilities**	6	0.5	0.6	0.9
<b>Total</b>	<b>90</b>	<b>8.3</b>	<b>10.2</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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	N/A	N/A
2008-09 Annual Dropout Rate for Students Aged 14 to 21	N/A	4.1

## 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	55.3	31.6	88.3	67.5
	Writing	37.0	19.6	87.0	63.3
	Mathematics	46.3	32.9	90.7	68.1
	Science	21.7	23.7	84.7	61.1
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	37.5
	% With Accommodations	62.5
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		15.3

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	3.3

### 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	83	92.2	78.0	73.4
40.1 to 79.0 Percent of Time	4	4.4	15.7	15.3
0.0 to 40.0 Percent of Time	3	3.3	6.3	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

As 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 adoption of a K-8 Master Assessment Plan five years ago has supported administrators and staff to identify specific areas of weakness and patterns of student achievement progress in the areas of mathematics, reading, writing, and science. The Northwest Evaluation Association online assessment program in reading, language usage, mathematics, and science has provided a wealth of data information to administrators and teachers. Additionally, Educational Research Bureau online writing assessments also provided an external measure of student performance. The external assessments, including the Connecticut Mastery Test, along with the internal school and district-based assessments, continue to provide indicators of progress for each student. 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. Full implementation of the Scientifically Research-Based Intervention (SRBI) was facilitated through the use of the ARRA Grant, including professional development, data collection software, and SRBI intervention strategies. Funds were also used to enhance the availability of assistive technology devices and to provide students with special needs in Pre-K through grade eight access to Smart Board Technology. Plans for Project Lead the Way, a rigorous curriculum integrating science, mathematics, engineering, and technology, became a reality with the generous funding from the Easton Learning Foundation. Students in grades six, seven, and eight will participate in learning modules beginning with the 2010-11 academic year. New teachers participate in a comprehensive teacher induction plan called Teacher Education and Mentoring Program (TEAM), formerly known as Beginning Educator Support and Training Program (BEST). Mentors are matched with beginning teachers in the same content area. Several meetings are scheduled throughout the year with planned focus topics, including instruction, assessment, and classroom management. A district coordinator supports the beginning teachers by organizing observations between mentors and the beginning teachers. In addition to planning focus meetings throughout the year, training is provided prior to the opening of school.

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