

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

ALLEN J. FOSSBENDER, Superintendent

Location: 654 Morehouse Road
Easton,
Connecticut

Telephone: (203) 261-2513

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

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%

*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, 2009	1,114
5-Year Enrollment Change	-2.0%

DISTRICT GRADE RANGE

Grade Range	PK - 8
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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.

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. 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.

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.

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
	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
Total*	\$15,298	\$13,443	\$13,721	\$16,033	\$13,386
Additional Expenditures					
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
Total	90	8.3	10.2	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 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. 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	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

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, 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.

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Samuel Staples Elementary School**Easton School District**

KIMBERLY P. FOX-SANTORA, Principal
 CATHERINE A. LATORRE, Asst. Principal
 Telephone: (203) 261-3607

Location: 515 Morehouse Road
 Easton,
 Connecticut

Website: www.er9.org/sses

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 730
 5-Year Enrollment Change: 14.2%*
 *Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	13	1.8	1.8	36.7
K-12 Students Who Are Not Fluent in English	2	0.3	0.3	7.4
Students with Disabilities	66	9.0	9.0	10.9
Students Identified as Gifted and/or Talented	11	1.5	1.5	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	88	98.9	98.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	580	95.1	95.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	968	983

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.8	17.8	18.5
Grade 2	19.2	19.2	19.7
Grade 5	23.2	23.2	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	48	31
Computer Education	0	18
English Language Arts **	373	422
Family and Consumer Science	0	1
Health	4	22
Library Media Skills	0	19
Mathematics	261	199
Music	48	33
Physical Education	48	41
Science	150	97
Social Studies **	36	88
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.3	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	98.5	98.5	80.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.2	2.2	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	21.7	21.7	28.9
# of Print Periodical Subscriptions	9	9	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		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.
General Education: Teachers and Instructors	44.90	
Paraprofessional Instructional Assistants	5.20	
Special Education: Teachers and Instructors	8.16	
Paraprofessional Instructional Assistants	17.00	
Library/Media Specialists and/or Assistants	2.65	
Administrators, Coordinators, and Department Chairs	2.50	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.40	
Counselors, Social Workers, and School Psychologists	1.00	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	22.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.7	10.0	13.6
% with Master's Degree or Above	87.3	87.3	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.1	9.1	8.2
% Assigned to Same School the Previous Year	90.9	90.9	86.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Partnerships with our students' families remained a priority for Samuel Staples. We have several opportunities woven into the school year to support two-way, timely communications between home and school and to support student learning. With classroom telephones and individual e-mail accounts, all staff members made and received timely communications with our parents on an almost daily basis. Links to each teacher's web page could be easily accessed on our school website, and it was a regular practice of teachers to provide information about current topics related to teaching and learning. Correspondence from the school office was largely distributed electronically. We relied heavily on listserv messages as they could be sent easily to as many e-mail addresses as a parent wishes to provide our school office. We also introduced School Dismissal Manager, a web-based tool designed to help schools and parents work together to make the afterschool pickup process safe and better organized. The principal offered monthly Coffee and Conversation meetings to encourage open dialogue about contemporary topics of interest with the families. The teachers offered two parent-teacher conferences during the year to discuss individual student performance with each parent or guardian. Parent volunteers were recruited on a regular basis in an effort to encourage parent involvement in school activities. Through a variety of curriculum-based assessments and universal screenings, a number of Child Study Team meetings were scheduled with parents to discuss their child's progress and intervention plans. Two-way communication was an essential component to these meetings.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	39	5.3
Black	6	0.8
Hispanic	18	2.5
White	667	91.4
Total Minority	63	8.6

Percent of Minority Professional Staff: 0.0%

Open Choice:

4 student(s) attended this school 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 :

2.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

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.

Throughout the school year, teachers worked diligently with their students to increase awareness and appreciation of everyone's differences. Inspired by the work of the United Nations, our school celebrated International Day for Tolerance by inviting a recent Peace Corps volunteer, Jermain Griffen, to share his experiences living and working in several economically-disadvantaged regions of El Salvador. We introduced Have You Filled Your Bucket Today? to all students to emphasize how rewarding it is to express daily kindness and appreciation to others. Gr. 5 students continued their involvement with Alpha Community Services, a Bridgeport agency that supports homeless families. By organizing a school-wide collection of linens, toiletries, and household items, our students learned the value of basic human needs. The students also donated a sizable amount of money through their spring fundraiser called a Walk to End Homelessness. We developed a partnership with two economically-disadvantaged schools in Bridgeport. A winter coat and toy drive was held during the holiday season, and hundreds of new and gently used coats and toys were donated to both schools. A study on African American accomplishments was a focus for the Gr. 3 students. Students viewed biographies on Harriet Tubman, Dr. Martin Luther King, and others. Kindergarten through Gr. 2 students learned African-American songs, dances, and games to help with their understanding of the African American culture. The students in Gr. 4 participated in Diversity Day which offered hands-on, full-day experiences for students to explore various aspects of differences, including cultural, physical, learning, and general health differences. Three students organized a collection for the people of Haiti who suffered devastating destruction following an earthquake. Over \$4,000 was raised and donated to the Red Cross Haiti Relief Effort.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	57.7	57.7	50.3	63.7
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	75.2	74.6	57.0	81.1
Writing	84.1	83.5	58.3	93.1
Mathematics	84.7	84.0	62.4	88.3
Grade 4 Reading	80.8	80.8	59.9	85.9
Writing	84.6	84.6	63.6	89.3
Mathematics	87.6	87.6	67.0	86.6
Grade 5 Reading	84.2	84.2	61.8	89.7
Writing	86.2	86.2	68.2	85.7
Mathematics	90.4	90.4	72.4	86.3
Science	81.9	81.9	59.4	86.8
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.5	98.5	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 2 students were responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At Samuel Staples, we made a concerted effort to analyze student assessment data in the area of reading and improve reading comprehension skills in our students, specifically in the area of reader/text connections and understanding of content and structure. During professional development days, our reading specialists presented current research and best practices for skillful teaching of reading. Making meaningful text connections and evaluating text features were primary areas of focus in our workshops. We also hired a reading consultant to work exclusively with the Gr. 3 teachers on the Readers' Workshop Model. In addition, we sent a good number of teachers to off-site reading seminars. In special education, students continued to receive targeted interventions based on IEP goals and objectives to improve their success on the CMT and achieve AYP. The implementation of SRBI early intervention was aided by the use of ARRA Grant fund, which were used to purchase data collection software, scientific research based intervention programs, and teacher training on program implementation. The intent of this training was to increase positive inclusion for our students and common language regarding intervention throughout the system. Special educators participated in the Child Study Team process to design and implement tiers of interventions for students at risk. These interventions resulted in a decrease in referrals to special education district-wide. ARRA funds were also used to enhance the availability of assistive technology devices and to provide special needs students in pre-K through grade 8 access to Smart Board Technology.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

STRATEGIC SCHOOL PROFILE 2009-10

Middle and Junior High School Edition

Helen Keller Middle School**Easton School District**

JOAN C. PARKER, Principal
 SUSAN J. KAPLAN, Asst. Principal
 Telephone: (203) 268-8651
 Website: www.er9.org/hkms

Location: 360 Sport Hill Road
 Easton,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 384
 5-Year Enrollment Change: -22.9%*
 *Between 2003 and 2008, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	4	1.0	1.0	27.1
Students Who Are Not Fluent in English	0	0.0	0.0	3.7
Students with Disabilities	33	8.6	8.6	11.7
Students Identified as Gifted and/or Talented	33	8.6	8.6	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	260	99.2	99.2	93.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,008	1,018

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	18.8	18.8	20.8	Mathematics	70.6	70.6	37.8
				World Language	87.3	87.3	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	33	36
Computer Education	33	20
English Language Arts	205	235
Family and Consumer Science	0	9
Health	33	26
Library Media Skills	33	10
Mathematics	133	152
Music	66	35
Physical Education	66	58
Science	133	145
Social Studies	133	142
Technology Education	33	26
World Languages	133	89

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.2% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.0	3.6
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	90.9	90.9	77.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.9	2.9	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	95.4
# of Print Volumes Per Student*	27.0	27.0	21.3
# of Print Periodical Subscriptions	13	13	27

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	27.60
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	3.17
Paraprofessional Instructional Assistants	8.95
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	2.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.40
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	13.80

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.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.1	13.0	14.1
% with Master's Degree or Above	79.4	79.4	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	14.4	14.4	9.0
% Assigned to Same School the Previous Year	82.4	82.4	89.8

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

All Helen Keller Middle School teachers maintain open and regular contact with their students' parents via eight annual progress reports, parent conferences, and email. Through these formats, parents and teachers share information about homework, motivation, grades, discipline, and progress towards instructional goals. In addition, every week, each grade level team sends an electronic newsletter to parents. These newsletters include lists of upcoming events, academic updates, and links to individual teacher websites. The school principal also composes and forwards a weekly, school-wide newsletter to all parents. These efforts are intended to keep parents informed about school activities. Daily team meetings are designed to increase team communication around the issues of curriculum and student management, but frequently, individual parents are invited to participate in these team meetings to discuss strategies for improving their child's learning. Via grade level coffees, teachers and parents take part in informal discussions related to middle school character development, homework expectations, curriculum, learning goals, and peer relations. Parents are also kept informed of school events and student achievements through the Cougar Connection, a monthly electronic newsletter sponsored by the school and the PTA. Parents volunteer to work in the media center, serve as chaperones at school events or on field trips, participate as guest speakers, and serve as advisors for after-school activities, such as the school newspaper and ultimate Frisbee.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	13	3.4
Black	4	1.0
Hispanic	20	5.2
White	347	90.4
Total Minority	37	9.6

Percent of Minority Professional Staff: 2.3%

Open Choice:

4 student(s) attended this school 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:

1.0% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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.

Helen Keller is currently in its sixth 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. On the day that the toys were delivered sixty of our eighth grade students served as teacher assistants at Bryant Elementary School. Over twenty students who participate in our Peer Leaders Program served meals seven times as part of the Community Supper Program sponsored by the Council of Churches. These hot meals are served at Golden Hill Methodist Church hall to a diverse population of Bridgeport residents. We expanded our canned food drive, accepting donations at each of our student council dances. The food has been donated to the various food banks in Bridgeport. Helen Keller Middle School 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 AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	76.3	76.3	51.4	92.8
Grade 8	71.5	71.5	50.6	88.1

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	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
Grade 6 Reading	99.1	99.1	74.9	99.1
Writing	88.4	88.4	65.9	92.4
Mathematics	93.2	93.2	70.7	91.9
Grade 7 Reading	96.9	96.9	77.4	98.1
Writing	89.5	89.5	61.2	98.5
Mathematics	96.2	96.2	68.5	99.6
Grade 8 Reading	95.2	94.4	73.3	97.4
Writing	90.3	89.6	62.6	96.3
Mathematics	93.5	92.7	67.3	96.6
Science	88.6	87.9	62.8	94.4

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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.7	97.7	96.7

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 25 students were responsible for these incidents. These students represent 6.5% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	2	0
Theft	2	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	16	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	27	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

We use student performance data to inform our instructional decisions. Our staff members received training from the Northwest Evaluation Association (NWEA) which enabled them to access and interpret student scores in a variety of academic areas. NWEA and ERB (Educational Research Bureau) scores provided external measures of student performance which, along with our school and district-based assessments, gave us a fuller picture of each student's strengths and weaknesses. ERB scores were sent home to parents with a detailed explanation of student performance. In special education, students continued to receive targeted interventions based on IEP goals and objectives to improve their success on the CMT and achieve AYP. The implementation of SRBI early intervention was aided by the use of ARRA Grant fund, which were used to purchase data collection software, scientific research based intervention programs, and teacher training on program implementation. The intent of this training was to increase positive inclusion for our students and common language regarding intervention throughout the system. Special educators participated in the Child Study Team process to design and implement tiers of interventions for students at risk. These interventions resulted in a decrease in referrals to special education district-wide. ARRA funds were also used to enhance the availability of assistive technology devices and to provide special needs students in pre-K through grade 8 access to Smart Board Technology. Responding to the need for students to be offered a rigorous curriculum that makes science, technology, math and engineering (STEM subjects) relevant for students, our school reached out to collaborate with the Easton Learning Foundation to bring Project Lead the Way (PLTW) to students at HKMS. PLTW will bring activities-based, project-based and problem-based learning to our students. Students will begin to understand how skills that they will develop through this program can be applied to everyday life.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

For a third year in a row Helen Keller Middle School was among the Connecticut schools recognized by Governor Rell for being top-performers in the 2009 Governor's Summer Reading Challenge program. The award is based on the average number of books read per student and the percentage of students participating. "Take a Walk in my Shoes" is a seventh grade project designed to enhance the study of world cultures and to increase our students' awareness of diversity in their world. For one marking period, students conduct research on a chosen country using materials in the school library and the town's public library. Working in small research groups, the students created informative documents describing the food, geography, economics, history, and culture of their country of study. A festive celebration held at the end of the term. Participating families prepared native foods to share at the celebration held at the Easton Public Library Community Room. Helen Keller Middle School students were once again recognized for their musical talents at the nationally acclaimed Music in the Parks Festival. The Helen Keller Middle School Mixed Choir placed in their division. A computer generated project promoting diversity and social awareness called My Three Words received an Award of Excellence from the Connecticut Association of Boards of Education. Additionally a special public service announcement project from our environmental club Gang Green received an Honorable Mention award.
