

STRATEGIC SCHOOL PROFILE 2007-08**Easton School District**

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Location: 605 Main Street
Monroe,
Connecticut

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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.

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: 91.1%

*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, 2007	1,178
5-Year Enrollment Change	8.7%

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	6	0.5	1.0	28.7
K-12 Students Who Are Not Fluent in English	4	0.4	0.8	5.4
Students Identified as Gifted and/or Talented*	37	3.1	6.9	4.0
PK-12 Students Receiving Special Education Services in District	101	8.6	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	119	99.2	96.8	79.2
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	41	3.5
Black	13	1.1
Hispanic	34	2.9
White	1,090	92.5
Total Minority	88	7.5

Percent of Minority Professional Staff: 0.9%

Open Choice: 8 students attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 1.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

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 and Helen Keller Middle School involve all of its students in experiences that build awareness of differences among people. Both schools participate in the Open Choice Program in collaboration with the Bridgeport Public Schools.

Students at Samuel Staples were provided with a variety of experiences to build awareness and empathy for strong character development. During the month of April, the second annual Diversity Day was celebrated at SSES. Fourth grade students actively participated in a variety of activities by visiting different learning stations designed to promote a deeper understanding of diverse physical, multi-cultural learning and social challenges. In addition to participating in Diversity Day, all students celebrated the International Day for Tolerance, taking an active role in recognizing the value of diversity and celebrating the unique qualities of a diverse learning community. The second annual Walk to End Homelessness was organized in partnership with Alpha Community Services in Bridgeport. Students from all grade levels collected money from sponsors to donate to this worthy organization. Fifth graders also collected toiletries for the residents. E-pals with students in Kenya fostered open discussions related to different cultures and reading select literature allowed students to explore racism and poverty.

Helen Keller Middle School is currently in the fourth year of a sister-school partnership with Bryant Elementary School in Bridgeport. Last December, over one hundred students participated in a toy drive which resulted in the collection of over 600 toys for distribution to the children at Bryant Elementary School. Students who participated in the Helen Keller Middle School Peer Leaders Program served meals once a month as part of the Community Supper Program sponsored by the Council of Churches. The hot meals were distributed to Bridgeport residents in need. Students expanded the canned food drive by accepting donations at all student council sponsored dances. A total of 125 seventh grade social studies students participated in a Pennies for Peace campaign sponsored by the Central Asia Institute. Money collected was donated to the Institute for building schools in Afghanistan and Pakistan. The Easton School District will continue to participate in programs and activities to reduce racial, ethnic and economic isolation.

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	70.5	52.0	79.1
Writing	82.4	63.4	87.7
Mathematics	87.9	60.0	98.8
Grade 4 Reading	87.2	55.9	99.4
Writing	88.0	62.9	96.9
Mathematics	88.8	60.3	99.4
Grade 5 Reading	86.8	62.2	94.4
Writing	83.7	64.5	85.8
Mathematics	91.5	65.9	96.3
Science	79.8	54.9	86.4
Grade 6 Reading	88.4	66.3	91.1
Writing	85.3	61.9	94.0
Mathematics	88.4	66.4	89.9
Grade 7 Reading	91.1	71.1	92.9
Writing	82.1	62.0	85.2
Mathematics	86.3	63.0	87.7
Grade 8 Reading	89.1	64.8	92.5
Writing	91.4	63.4	95.6
Mathematics	91.4	60.8	98.7
Science	85.2	58.6	90.6

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
	46.8	36.1	78.6

SAT® I: Reasoning Test Class of 2007		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 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 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	73.70
Paraprofessional Instructional Assistants	5.85
Special Education	
Teachers and Instructors	10.93
Paraprofessional Instructional Assistants	20.00
Library/Media Specialists and Assistants	5.15
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)	1.40
Counselors, Social Workers, and School Psychologists	3.50
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	96.60

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.5	12.7	13.6
% with Master's Degree or Above	82.8	85.4	75.6

Average Class Size	District	DRG	State
Grade K	20.0	18.9	18.1
Grade 2	20.5	20.5	19.3
Grade 5	22.0	21.7	20.9
Grade 7	20.4	21.4	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	970	1,000	987
Middle School	1,002	999	1,017
High School	N/A	N/A	N/A

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

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.4	3.1	3.4
Middle School	2.0	2.7	2.7
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$9,263	\$8,062	\$7,141	\$8,205	\$7,159
Instructional Supplies and Equipment	\$188	\$163	\$314	\$272	\$266
Improvement of Instruction and Educational Media Services	\$163	\$142	\$219	\$559	\$429
Student Support Services	\$165	\$143	\$732	\$821	\$761
Administration and Support Services	\$1,454	\$1,266	\$1,370	\$1,450	\$1,271
Plant Operation and Maintenance	\$1,316	\$1,146	\$1,146	\$1,740	\$1,322
Transportation	\$995	\$633	\$575	\$681	\$601
Costs for Students Tuitioned Out*	\$250	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$62	\$178	\$145
Total*	\$13,794	\$12,121	\$12,187	\$14,330	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,303	\$2,875	\$1,737	\$1,844	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$21,077; Tuition Costs, \$7,134.

Total town expenditures per pupil for PK-12 are \$13,365.

Special Education Expenditures	
Total Expenditures	\$2,745,293
Percent of Total PK-12 Expenditures Used for Special Education	19.9%

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	93.8	4.9	1.1	0.3
Excluding School Construction	93.5	4.8	1.3	0.4

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 new program plans. All programs, curriculum and budget decisions are guided by the Easton Schools Strategic Plan and the Easton, Redding, and Region 9 Strategic Plan and 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	92
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.1%

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	9	0.8	0.8	0.7
Learning Disability	28	2.5	4.0	4.0
Intellectual Disability	1	0.1	0.2	0.5
Emotional Disturbance	2	0.2	0.4	1.0
Speech Impairment	22	1.9	2.3	2.4
Other Health Impairment*	20	1.8	1.8	2.1
Other Disabilities**	10	0.9	0.6	0.9
Total	92	8.1	10.1	11.5

*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 2006-07 with a Standard Diploma	N/A	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	2.8

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	36.9	20.4	85.4	62.1
	Writing	41.3	19.3	85.5	63.0
	Mathematics	40.0	22.6	89.0	62.7
	Science	40.0	22.2	82.5	56.8
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	21.9
	% With Accommodations	78.1
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		11.0

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

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

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	4	4.3

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	75	81.5	76.6	71.6
40.1 to 79.0 Percent of Time	10	10.9	16.7	16.6
0.0 to 40.0 Percent of Time	7	7.6	6.7	11.8

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 School 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 Master Assessment Plan K-8 three years ago has supported administrators and staff in both schools to identify specific areas of weakness and patterns of student achievement 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 information to inform instruction, curriculum alignment, and professional development planning. 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 plan of action. Professional development is aligned at both the district and school level to support school improvement plans and includes using data to improve student achievement.

Collecting data and using it in a timely manner has allowed teachers to plan focused 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. Inclusion practices were improved through job-embedded training to both schools provided by CREC which included in-class support, co-teaching, and implementing modifications and accommodations appropriately. At SSES, a consultant from Benhaven Learning Network provided in-service sessions on positive behavioral supports for students with behavioral and emotional challenges. Parents were offered instruction in physical management skills. Administrators and a team of sixth grade teachers attended a series of trainings offered by the Coaches Academy, a grant-funded program provided through the University of Connecticut.

Technology integration is another important component of Easton School Improvement Plans. During 2007-08, each classroom was equipped with a SMART Board and mounted projector. Ongoing professional development opportunities were provided for teachers to improve their proficiency in using this new technology to improve teaching and learning.

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