

STRATEGIC SCHOOL PROFILE 2011-12

Newtown School District

JANET ROBINSON, Superintendent

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Newtown,
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: \$37,786 |
| Town Population in 2000: 25,031 | Percent of Adults without a High School Diploma in 2000*: 8.2% |
| 1990-2000 Population Growth: 20.5% | Percent of Adults Who Were Not Fluent in English in 2000*: 1.0% |
| Number of Public Schools: 7 | District Enrollment as % of Estimated. Student Population: 90.2% |

*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): B 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, 2011 | 5,282 |
| 5-Year Enrollment Change | -6.8% |

DISTRICT GRADE RANGE

| | |
|-------------|--------|
| Grade Range | K - 12 |
|-------------|--------|

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in District | Percent | | |
|---|--------------------|----------|------|-------|
| | | District | DRG | State |
| Students Eligible for Free/Reduced-Price Meals | 349 | 6.6 | 9.1 | 35.2 |
| K-12 Students Who Are Not Fluent in English | 13 | 0.2 | 2.0 | 5.6 |
| Students Identified as Gifted and/or Talented* | 215 | 4.1 | 6.8 | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 418 | 7.9 | 10.0 | 11.5 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 262 | 96.3 | 91.3 | 79.8 |
| Homeless | 0 | 0.0 | 0.1 | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 52 | 9.0 | 11.3 | 13.0 |

*49.3 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 2 | 0.0 |
| Asian American | 193 | 3.7 |
| Black | 66 | 1.2 |
| Hispanic | 244 | 4.6 |
| Pacific Islander | 0 | 0.0 |
| White | 4,715 | 89.3 |
| Two or more races | 62 | 1.2 |
| Total Minority | 567 | 10.7 |

Percent of Minority Professional Staff: 3.3%

Non-English Home Language:

1.8% 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 27.

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.

The Newtown Public Schools through the Board of Education, community members, parents, students, teachers, and administrators are committed to fostering understanding of various groups in our society and world, promoting equity and respect among people, and providing learning experiences for students to become more familiar with people from different races, ethnic groups, and economic backgrounds. Since Newtown is a school district with a small minority population, it is important that students be given educational opportunities to understand and appreciate the diversity existing in the larger society. Newtown sends 40 elementary students to the Western Connecticut Academy for International Studies (AIS) Elementary Magnet School in Danbury. After-school Spanish, French and Mandarin classes are offered at various district schools. The elementary schools arrange performances and programs to expose students to cultural activities, provide literature that sensitizes them to human differences, engage students in learning experiences that immerse them in other ways of life, and give students opportunities to help others with various economic and social needs. The elementary schools consciously teach children interpersonal skills that help students to empathize with others, understand their perspectives, and work through conflicts in group meetings using the Responsive Classroom model and through conflict resolution training at kindergarten, 2nd, 4th and 6th grades. Each year new teachers are trained in these programs to ensure continuity. The intermediate and middle schools have developed and refined a “respect for diversity” theme based on the principle that students must confront issues of diversity in early adolescence through both intense study and careful reflection including a student personal mission statement. The high school has a student exchange program with Danbury that fosters a sharing learning environment between Newtown students and young people from diverse urban settings. Online learning opportunities allow students access to World Languages not currently offered at our high school. Three Newtown schools have established partnerships with two schools in Liaocheng China. High school students and staff from three district schools traveled to our sister schools, visiting and teaching classes and staying with families. Newtown families continue to host Chinese delegations during their visits to the district. Additional interest in collaboration has been shown by post secondary Chinese institutions. While the China initiative is entering its fourth year, Newtown is seeking to expand its international connections by establishing an on-going conversation with educators in Japan and France. Additional information can be found at the district website at N.I.C.E. (Newtown International Center for Education).

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 | 80.8 | 59.2 | 90.0 |
| Writing | 84.1 | 62.7 | 92.5 |
| Mathematics | 89.7 | 66.5 | 93.1 |
| Grade 4 Reading | 84.5 | 64.1 | 88.8 |
| Writing | 87.5 | 65.3 | 93.8 |
| Mathematics | 90.4 | 68.0 | 90.0 |
| Grade 5 Reading | 86.6 | 67.6 | 82.5 |
| Writing | 92.0 | 68.1 | 98.8 |
| Mathematics | 89.2 | 71.6 | 81.5 |
| Science | 82.2 | 63.9 | 73.2 |
| Grade 6 Reading | 92.3 | 74.1 | 91.0 |
| Writing | 90.8 | 67.4 | 95.8 |
| Mathematics | 93.0 | 69.3 | 96.4 |
| Grade 7 Reading | 96.2 | 79.8 | 96.9 |
| Writing | 88.6 | 65.6 | 93.8 |
| Mathematics | 95.3 | 68.1 | 100.0 |
| Grade 8 Reading | 95.5 | 76.8 | 95.6 |
| Writing | 93.0 | 68.3 | 94.4 |
| Mathematics | 94.5 | 67.2 | 97.5 |
| Science | 88.3 | 61.9 | 93.1 |

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 | 69.1 | 47.5 | 83.5 |
| Writing Across the Disciplines | 85.0 | 63.0 | 85.8 |
| Mathematics | 75.6 | 49.2 | 88.0 |
| Science | 75.4 | 47.1 | 91.8 |

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 |
|--|----------|-------|---|
| | 73.8 | 50.6 | 95.3 |

| SAT® I: Reasoning Test Class of 2011 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|-----------------|--------------|---|
| % of Graduates Tested | | 88.6 | 77.3 | |
| Average Score | Mathematics | 541 | 505 | 74.8 |
| | Critical Reading | 534 | 502 | 74.8 |
| | Writing | 541 | 506 | 78.6 |

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates | District | State | % of Districts in State with Equal or Less Desirable Rates |
|--|-----------------|--------------|---|
| Graduation Rate, Adjusted Cohort Rate 2011 | 93.7 | 82.7 | 73.7 |
| 2010-11 Annual Dropout Rate for Grade 9 through 12 | 0.4 | 2.6 | 79.7 |

| Activities of Graduates | District | State |
|--|-----------------|--------------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 95.2 | 84.5 |
| % Employed (Civilian Employment and in Armed Services) | 3.6 | 9.7 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|--------|
| General Education | |
| Teachers and Instructors | 333.51 |
| Paraprofessional Instructional Assistants | 33.32 |
| Special Education | |
| Teachers and Instructors | 37.02 |
| Paraprofessional Instructional Assistants | 78.60 |
| Library/Media Specialists and/or Assistants | 12.60 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 4.00 |
| School Level | 18.20 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 12.65 |
| Counselors, Social Workers, and School Psychologists | 22.74 |
| School Nurses | 11.20 |
| Other Staff Providing Non-Instructional Services and Support | 272.85 |

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 | 13.0 | 14.5 | 13.9 |
| % with Master's Degree or Above | 88.6 | 86.9 | 79.6 |

| Average Class Size | District | DRG | State |
|---------------------------|-----------------|------------|--------------|
| Grade K | 16.0 | 17.9 | 18.5 |
| Grade 2 | 18.4 | 19.8 | 19.7 |
| Grade 5 | 23.9 | 21.9 | 21.6 |
| Grade 7 | 21.8 | 20.9 | 20.3 |
| High School | 20.1 | 20.1 | 19.6 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|------|-------|-------|
| Elementary School | 975 | 973 | 993 |
| Middle School | 988 | 1,019 | 1,024 |
| High School | 955 | 999 | 1,024 |

*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* | 3.6 | 2.8 | 2.8 |
| Middle School | 3.3 | 2.1 | 2.2 |
| High School | 3.5 | 2.3 | 2.1 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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 | \$38,984 | \$7,152 | \$8,464 | \$8,216 | \$8,469 |
| Instructional Supplies and Equipment | \$1,124 | \$206 | \$267 | \$249 | \$271 |
| Improvement of Instruction and Educational Media Services | \$1,648 | \$302 | \$487 | \$541 | \$482 |
| Student Support Services | \$4,985 | \$914 | \$901 | \$970 | \$901 |
| Administration and Support Services | \$6,660 | \$1,222 | \$1,468 | \$1,434 | \$1,490 |
| Plant Operation and Maintenance | \$9,411 | \$1,726 | \$1,471 | \$1,420 | \$1,463 |
| Transportation | \$5,059 | \$877 | \$735 | \$649 | \$724 |
| Costs for Students Tuitioned Out | \$2,190 | N/A | N/A | N/A | N/A |
| Other | \$838 | \$154 | \$165 | \$166 | \$165 |
| Total | \$70,900 | \$12,856 | \$14,238 | \$13,971 | \$14,140 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$13,126 | \$2,408 | \$1,290 | \$1,120 | \$1,331 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | | \$13,058,823 | 18.4 | 20.9 |

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 | 79.6 | 17.4 | 2.8 | 0.2 |
| Excluding School Construction | 88.7 | 7.8 | 3.3 | 0.2 |

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 Board of Education and the Superintendent of Schools ensure that there is equitable distribution of resources among district schools. Each of the four elementary schools is allotted the same per pupil amount for regular instruction and staff support services during each budget year. The intermediate, middle, and high schools are also allotted a per pupil amount for regular instruction, staff support services, and guidance services for students. The district follows consistent guidelines for class size in the elementary schools, the intermediate school, the middle school, and the high school. Obsolete computers are replaced ensuring a common platform and technology at all district schools as the district budget allows. The Board of Education, the Superintendent, and parent groups are vigilant about assuring equitable class size and staffing throughout the district. During the budget process, principals may present special requests to the Superintendent of Schools about equipment purchases and staffing resources that enhance the delivery of the educational program. The Superintendent and the Board consider such requests for inclusion in the Board of Education’s Budget after weighing their merit and impact on equitable allocation of resources among district schools. The use of interactive whiteboards is standard and additional technologies (iPads, Kindles, mimeos, etc) are piloted on a lesser scale. Transportation software is used to effectively and efficiently manage routes throughout one of the largest districts in the state.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 406
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 7.7%

| 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 | 75 | 1.4 | 1.3 | 1.2 |
| Learning Disability | 105 | 2.0 | 3.2 | 3.9 |
| Intellectual Disability | 14 | 0.3 | 0.3 | 0.4 |
| Emotional Disturbance | 18 | 0.3 | 0.6 | 1.0 |
| Speech Impairment | 95 | 1.8 | 1.7 | 2.1 |
| Other Health Impairment* | 65 | 1.2 | 2.2 | 2.2 |
| Other Disabilities** | 34 | 0.6 | 0.7 | 1.0 |
| Total | 406 | 7.7 | 10.0 | 11.7 |

*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 2010-11 with a Standard Diploma | 83.7 | 62.4 |
| 2010-11 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 5.1 |

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 | 58.7 | 36.0 | 89.6 | 70.4 |
| | Writing | 36.2 | 21.5 | 89.5 | 66.3 |
| | Mathematics | 58.0 | 31.8 | 92.1 | 68.4 |
| | Science | 40.8 | 23.0 | 85.3 | 62.9 |
| CAPT | Reading Across the Disciplines | 13.6 | 14.5 | 69.1 | 47.5 |
| | Writing Across the Disciplines | 25.0 | 18.2 | 85.0 | 63.0 |
| | Mathematics | 8.7 | 15.4 | 75.6 | 49.2 |
| | Science | 3.3 | 13.6 | 75.4 | 47.1 |

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 | 47.1 |
| | % With Accommodations | 52.9 |
| CAPT | % Without Accommodations | 94.1 |
| | % With Accommodations | 5.9 |
| % Assessed Using Skills Checklist | | 12.0 |

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 | 31 | 7.6 |

| 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 | 340 | 83.7 | 75.7 | 72.1 |
| 40.1 to 79.0 Percent of Time | 36 | 8.9 | 16.5 | 16.3 |
| 0.0 to 40.0 Percent of Time | 30 | 7.4 | 7.8 | 11.7 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Newtown Public Schools continues to address strategic plan goals identified in 2008-09 and revised during spring and fall 2011. Subcommittee work is on-going and each school's improvement plan is aligned with the strategic plan. Inspiring all students to excel is the impetus for our work and has resulted in new initiatives throughout the school system. The district's Theory of Action defines school and district improvement, ensuring a systemic through line. Instructional round teams have expanded to include more building-level educators, and in the coming year continued opportunities for more staff to be involved in the teaching/learning dialog as building-level instructional rounds take place. District conversations around practice are enhanced through book studies involving the entire leadership team. After three years of research and discussion, elements of a draft teacher professional growth plan were piloted with the intent of promoting increasing and more effective levels of professional practice in direct alignment with the district philosophy of continuous improvement for all. Newtown has a high percentage of teachers trained as TEAM mentors and reflection paper reviewers. District professional learning communities (preK-12) met on a regular basis during the 2011-12 school year on early release days and, through the use of protocols, reviewed data and instructional strategies to improve student writing. In addition to 2012 CMT writing, reading and math scores being up across all grade levels, this professional development opportunity has increased the district dialogue around teaching, student learning and assessment and serves as the starting point for district PLCs in 2012-13. Excellent teaching and learning depends heavily on a quality, rigorous curriculum. Newtown is in the process of transitioning its curricular format and instructional approach to a concept-based model and embedding Common Core State Standards. Social studies teachers, science and English/Language Arts teachers have been working with experts in this field. Assessments are being revised to reflect expectations in the Smarter Balanced proposal and are part of the process around interventions and enrichment decisions. On the affective side, educators were trained in Positive Behavior Instruction and Support (PBIS) and the district committee continues to meet to support program efforts and the implementation of a safe school climate. All schools have embraced the core character traits identified in the district strategic plan. Implementation of the Parent Portal module of PowerSchool has enabled high school, middle school and intermediate school parents and high school students to be more engaged in student achievement. Active use of Naviance by Newtown students in grades 5-12 for multiple educational purposes, including goal setting. Efforts to reduce truancy included home visits, staff-parent-student meetings, student counseling and the incorporation of church/community services to assist with student motivation. In addition, scheduled morning meetings that provided students with breakfast items, behavioral-attendance contracts, and provision of a student/teacher/adult mentor were also implemented. There were scheduled daily check-ins with students, after-school job placement, after-school tutoring, and collaboration with community services to obtain financial support and/or medical treatment.
