

**SCHOOL PROFILE AND PERFORMANCE REPORT
FOR SCHOOL YEAR 2017–18**



**Sandy Hook Elementary School
Newtown School District**

203-426-7657 • <http://newtown.shs.schooldesk.net>

School Information

Grade Range **K-4**
Enrollment **383**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

| | Count | School Percent of Total (%) | District Percent of Total (%) |
|--|-------|-----------------------------------|-------------------------------------|
| Female | 190 | 49.6 | 49.0 |
| Male | 193 | 50.4 | 51.0 |
| American Indian or Alaska Native | * | * | * |
| Asian | 13 | 3.4 | 3.5 |
| Black or African American | * | * | * |
| Hispanic or Latino | 28 | 7.3 | 6.2 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 13 | 3.4 | 2.0 |
| White | 325 | 84.9 | 86.9 |
| English Language Learners | * | * | 0.4 |
| Eligible for Free or Reduced-Price Meals | 26 | 6.8 | 7.7 |
| Students with Disabilities ¹ | 45 | 11.7 | 12.6 |

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ² | | Suspension/ Expulsion ³ | |
|--|-------------------------------------|----------|---------------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | * | * | 0 | 0.0 |
| Male | * | * | 0 | 0.0 |
| Black or African American | 0 | * | 0 | * |
| Hispanic or Latino | * | * | 0 | 0.0 |
| White | 8 | 2.5 | 0 | 0.0 |
| English Language Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | * | * | 0 | 0.0 |
| Students with Disabilities | * | * | 0 | 0.0 |
| School | 10 | 2.6 | 0 | 0.0 |
| District | | 4.1 | | 2.6 |

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 26.4 |
| Paraprofessional Instructional Assistants | 5.2 |
| Special Education | |
| Teachers and Instructors | 3.0 |
| Paraprofessional Instructional Assistants | 11.6 |
| Administrators, Coordinators and Department Chairs | |
| School Level | 2.0 |
| Library/Media | |
| Specialists (Certified) | 1.0 |
| Support Staff | 1.0 |
| Instructional Specialists Who Support Teachers | 3.1 |
| Counselors, Social Workers and School Psychologists | 1.0 |
| School Nurses | 1.2 |
| Other Staff Providing Non-Instructional Services/Support | 13.8 |

¹In 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.

Educators by Race/Ethnicity

| | School | | District |
|----------------------------------|--------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| American Indian or Alaska Native | 0 | 0.0 | 0.2 |
| Asian | 0 | 0.0 | 1.4 |
| Black or African American | 0 | 0.0 | 0.2 |
| Hispanic or Latino | 1 | 2.4 | 0.9 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.0 |
| White | 41 | 97.6 | 97.2 |

Classroom Teacher Attendance, 2016-17

| | School | District |
|--|--------|----------|
| Average # of FTE Days Absent Due to Illness or Personal Time | 10.5 | 9.2 |

Instruction and Resources

School Schedule

| | |
|---------------------------------------|-----|
| Days of Instruction | 181 |
| Hours of Instruction Per Year | |
| Grades 1-12 and Full-Day Kindergarten | 980 |
| Half/Extended Day Kindergarten | N/A |

| School Hours for Students | |
|---------------------------|----------|
| Start Time | 09:05 AM |
| End Time | 03:37 PM |

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | * | * |
| Emotional Disturbance | * | * |
| Intellectual Disability | 0 | 0.0 |
| Learning Disability | * | * |
| Other Health Impairment | * | * |
| Other Disabilities | N/A | N/A |
| Speech/Language Impairment | 13 | * |
| School | 26 | 89.7 |
| District | | 74.1 |

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|--|----------------------------|------|-------|------|
| | Count | SPI | Count | SPI |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 8 | * | 8 | * |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 11 | * | 11 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * |
| White | 131 | 82.7 | 131 | 79.1 |
| English Language Learners | * | * | * | * |
| Non-English Language Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 11 | * | 11 | * |
| Not Eligible for Free or Reduced-Price Meals | 148 | 82.9 | 148 | 79.3 |
| Students with Disabilities | 16 | * | 16 | * |
| Students without Disabilities | 143 | 84.9 | 143 | 81.4 |
| High Needs | 28 | 69.0 | 28 | 66.8 |
| Non-High Needs | 131 | 85.1 | 131 | 81.4 |
| School | 159 | 82.3 | 159 | 78.8 |

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| | NAEP 2017 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | | | |
| Connecticut | 40% | 36% | 32% |
| National Public | 40% | 33% | 25% |

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 93.0 | N/A | N/A | N/A | 86 | 93.0 |
| Curl Up | 96.5 | N/A | N/A | N/A | 86 | 96.5 |
| Push Up | 87.2 | N/A | N/A | N/A | 86 | 87.2 |
| Mile Run/PACER | 95.3 | N/A | N/A | N/A | 86 | 95.3 |
| All Tests - School | 83.7 | N/A | N/A | N/A | 86 | 83.7 |
| All Tests - District | 71.7 | 57.6 | 54.6 | 69.4 | | 63.2 |

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|---------------|--------|---------------|------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 82.3 | 75 | 50.0 | 50 | 100.0 | 67.6 |
| | High Needs Students | 69.0 | 75 | 46.0 | 50 | 92.0 | 57.5 |
| Math Performance Index | All Students | 78.8 | 75 | 50.0 | 50 | 100.0 | 62.7 |
| | High Needs Students | 66.8 | 75 | 44.5 | 50 | 89.0 | 52.0 |
| ELA Academic Growth | All Students | 70.2% | 100% | 70.2 | 100 | 70.2 | 60.7% |
| | High Needs Students | N/A | 100% | 0.0 | 0 | 0.0 | 55.6% |
| Math Academic Growth | All Students | 67.9% | 100% | 67.9 | 100 | 67.9 | 61.9% |
| | High Needs Students | N/A | 100% | 0.0 | 0 | 0.0 | 55.4% |
| Chronic Absenteeism | All Students | 2.6% | <=5% | 50.0 | 50 | 100.0 | 10.7% |
| | High Needs Students | 5.5% | <=5% | 49.0 | 50 | 98.1 | 16.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 74.8% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 44.8% |
| On-track to High School Graduation | | N/A | 94% | 0.0 | 0 | 0.0 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | N/A | 75% | 0.0 | 0 | 0.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 98.9% 83.7% | 75% | 50.0 | 50 | 100.0 | 96.6% 50.1% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 51.2% |
| Accountability Index | | | | 477.6 | 550 | 86.8 | |

| Gap Indicators | Non-High Needs Rate ¹ | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev ² | Is Gap an Outlier? ² |
|-------------------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 69.0 | 6.0 | 15.6 | |
| Math Performance Index Gap | 75.0 | 66.8 | 8.2 | 17.7 | |
| Science Performance Index Gap | . | N/A | . | . | |
| Graduation Rate Gap | . | . | . | . | |

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

| Subject/Subgroup | Participation Rate (%) ³ | |
|------------------|-------------------------------------|------|
| ELA | All Students | 99.4 |
| | High Needs Students | 96.8 |
| Math | All Students | 99.4 |
| | High Needs Students | 96.8 |
| Science | All Students | . |
| | High Needs Students | . |

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.