

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Reed Intermediate School**Newtown School District**

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Location: 3 Trades Lane
 Newtown,
 Connecticut

Website: newtown.k12.ct.us/

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: 5 - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 819
 5-Year Enrollment Change: -7.6%

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	70	8.5	6.4	41.3
K-12 Students Who Are Not Fluent in English	3	0.4	0.5	8.1
Students with Disabilities	54	6.6	7.5	11.2
Students Identified as Gifted and/or Talented	57	7.0	3.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	412	98.8	97.1	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	991	999

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
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	22.3	22.3	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	33
Computer Education	16	19
English Language Arts	267	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	24	20
Mathematics	149	201
Music	66	35
Physical Education	64	43
Science	133	99
Social Studies	73	90
Technology Education	0	3
World Languages	0	15

World Language

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

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.4	0.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	81.5	86.3	79.2

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	3.4	3.4	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	26.6	40.5	29.7
# of Print Periodical Subscriptions	27	22	10

*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	53.78	
Paraprofessional Instructional Assistants	3.00	
Special Education: Teachers and Instructors	5.00	
Paraprofessional Instructional Assistants	16.00	
Library/Media Specialists and/or Assistants	1.60	
Administrators, Coordinators, and Department Chairs	2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.10	
Counselors, Social Workers, and School Psychologists	4.50	
School Nurses	1.10	
Other Staff Providing Non-Instructional Services and Support	24.55	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.0	14.0	13.7
% with Master's Degree or Above	95.2	91.1	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.5	9.0	9.1
% Assigned to Same School the Previous Year	93.7	88.3	84.2

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.

As a school with a two-year turnaround, it is critical to foster and maintain positive relationships with parents. Each year students experience either a transition into Reed or a transition out to the middle school. With this in mind, the staff facilitates a positive, planned experience during both transitions that includes parent involvement. Guidance counselors work closely with support personnel at both the elementary schools and middle school to ensure that there is a seamless process of communication as students move from one level to the next. Parent-teacher conferences days are planned to enable both team members have sufficient time to discuss student progress with parents. Both fall and spring conferences are offered. Student progress is continually updated by teachers and visible to parents through the PowerSchool Parent Portal. Additionally, teachers are in frequent communication with parents through phone and email. Our school website and teacher websites are routinely updated to keep parents informed. Homework is posted daily on all teacher websites. Through the use of School Messenger, parents are notified through email, voice or text of newsworthy items, school events and emergencies. The RIS PTA provides additional home/school communications and support. It publishes a bi-weekly newsletter that is emailed to parents and also includes pertinent school information.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	37	4.5
Black	11	1.3
Hispanic	32	3.9
Pacific Islander	0	0.0
White	731	89.3
Two or more races	8	1.0
Total Minority	88	10.7

Percent of Minority Professional Staff: 1.4%

Non-English Home Language :

2.8% 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 15.

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.

Reed Intermediate School embraces the Newtown Public School District's mission of developing our students in a manner that each becomes a "contributing member of a dynamic global community". In order to achieve this goal, our language arts, social studies and arts curricula are geared towards understanding ourselves and our place in the world. Students participate in units of study on personal identity in language arts and the diversity of world cultures in social studies. A class on global music was part of all sixth graders' educational experience. The fundamental knowledge gained through the study of these curricula is referenced in many other activities students engage in throughout the year which promote and develop the acceptance of others who are different. Through the guidance of teachers and other support staff, students participated in many community service projects throughout the year. In addition, students have the opportunity to participate in INTERACT Club, which is an afterschool club dedicated to helping others in need. Reed Intermediate School hosted a student teacher as part of Newtown Schools' Chinese Initiative and a student delegation from China visited Reed students to share information regarding their culture.

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	86.7	86.7	50.6	99.1

*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	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 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	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.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 Elementary Sch.	State Elementary Sch.
% Present on October 1	97.9	97.1	96.5

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 2011-12 school year, 13 students were responsible for these incidents. These students represent 1.5% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	1	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	6	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	5	2
Total	15	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

To meet our district's mission "to inspire each student to excel" we remain diligent in assessing instructional effectiveness and monitoring student progress. This year a revised master schedule was implemented that allowed for two-teacher "clusters" to have parallel teaching schedules that support interdisciplinary instruction and shared planning time. The schedule also provides needed time for weekly grade-level professional learning community meetings and a monthly school-wide meeting. In addition, this school of more than 800 students was reorganized into four smaller learning communities called "houses". Each house is comprised of 4-5 teacher clusters situated in close proximity to each other. To address desired continuous improvement in reading and writing a new language arts approach was adopted. Fifth grade teachers began professional development in Columbia University's Teachers College Reading and Writing Project with plans to expand to sixth grade next year. Fifth grade teachers attended workshops and worked with an in-house staff developer to improve the effectiveness of their teaching of reading and writing.

SUPPLEMENTAL SCHOOL INFORMATION

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

Reed Intermediate School opened in January 2003 to serve the unique developmental characteristics of fifth and sixth graders. The school serves as bridge to adolescence as our students arrive from four distinct elementary schools and leave as young adolescents with a shared educational experience that has well-prepared them for middle school and beyond. Teachers are organized in two-teacher clusters who share the responsibility of facilitating and supporting both the intellectual and social-emotional growth of students at this age of great physical and emotional change. Developmentally appropriate instructional techniques and learning activities are presented to students in order to instill a love of learning accompanied by strong learning outcomes. Students are exposed to a rich cultural arts experience that includes opportunities to engage in a variety of art mediums and the choice to participate in band, chorus or orchestra. Students learn the importance of team-building through participate in a twelve-week rotation in Project Adventure.
