

**STRATEGIC SCHOOL PROFILE 2005-06****Newtown School District****EVAN PITKOFF, Superintendent**

Telephone: (203) 426-7621




---

 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

---

**COMMUNITY DATA**

County: Fairfield	Public School Enrollment as a Percent of Town Population: 22.4%
2000 Population: 25,031	Public School Enrollment as % of Total Student Population: 90.8%
1990-2000 Population Growth: 20.5%	Percent of Adults without a High School Diploma in 2000: 8.2%
2000 Per Capita Income: \$37,786	Adult Education Enrollment in 2004-05 School Year: 28
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 12
Number of Nonpublic Schools: 3	

---

 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.
 

---

**DISTRICT NEED**

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	1.6	4.9	26.9
	2002-03	3.1	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	1.0	6.4	12.6
	2000-01	1.1	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	93.2	93.1	88.0
	2000-01	90.8	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	87.7	90.0	79.2
	2000-01	78.6	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	23.1	16.9	21.7
	2000-01	21.8	N/A	31.7

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

Enrollment	
Grade Range	PK-12
Total Enrollment	5,648
5-Year Enrollment Change	14.3%
Projected 2010 Enrollment	
Elementary	2,868
Middle School	960
High School	1,859
Prekindergarten, Other	42

Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	169	3.0
Black	61	1.1
Hispanic	167	3.0
White	5,248	92.9
Total Minority 2005-06	400	7.1
Total Minority 2000-01	213	4.3

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

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.

The elementary schools have arranged performances and programs to expose students to cultural activities, provided literature that sensitizes them to human differences, engaged students in learning experiences that immerse them in other ways of life, and given students opportunities to help others with various economic and social needs. The elementary schools have consciously taught children interpersonal skills that help them to empathize with others, understand their perspectives, and work through conflicts through group meetings using the Responsive Classroom model and through Conflict resolution training at 2nd and 4th grade. 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 adolescents through both intense study and careful reflection. There are three key elements of this theme. The first is the student mission statement. Each student writes a mission statement every year that reflects inner values, serves as a guide for actions, and includes interactions with others. The second element is the in-depth study of topics and issues that reveal how prejudices have existed and been challenged in the world and in American history. The final element is an 8th grade assignment in which students identify a prejudice they want to eliminate in themselves and develop an action plan to confront and remove this prejudice.

The high school has teachers intensely interested in challenging students with issues of diversity, requirements and electives that enhance students’ understanding of other people. A student exchange program with Bridgeport brings Newtown students into direct contact with young people from diverse urban settings.

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	355.5
Administrators	19.6
Department Chairs	3.8
Library/Media Staff	8.0
Other Professionals	38.5
% Minority 2005-06	0.9
% Minority 2000-01	1.1
# Non-Certified Instructional	152.3

Average Class Size		District	DRG	State
Grade K	2005-06	20.6	19.0	18.3
	2000-01	20.9	N/A	18.1
Grade 2	2005-06	20.2	20.0	19.7
	2000-01	22.4	N/A	19.5
Grade 5	2005-06	24.2	22.1	21.2
	2000-01	24.8	N/A	21.7
Grade 7	2005-06	22.5	21.1	21.1
	2000-01	24.4	N/A	21.9
High School	2005-06	21.6	19.9	20.3
	2000-01	18.5	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	11.4	12.8	13.1
% with Master’s Degree or Above	85.0	83.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	33.0	32.9	28.5

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	949	989	986
Middle School	1,003	1,022	1,015
High School	952	977	1,002

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	4.7	3.7	3.4
Students Per Teacher	15.9	14.2	13.6
Teachers Per Administrator	15.7	14.3	13.9

**STUDENT PERFORMANCE**

Physical Fitness	District	State
% Passing All 4 Tests	43.9	35.6

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	76.2	54.4	10.3	91.3
	Writing	76.1	61.0	13.6	100.0
	Mathematics	80.1	56.3	13.6	90.0
Grade 4	Reading	75.7	57.8	17.5	89.7
	Writing	78.2	62.8	29.9	91.1
	Mathematics	81.9	58.8	22.4	92.3
Grade 5	Reading	81.1	60.9	19.5	92.0
	Writing	81.0	65.0	25.0	90.8
	Mathematics	82.2	60.7	18.2	89.9
Grade 6	Reading	83.0	63.6	26.6	92.8
	Writing	78.5	62.2	25.9	94.4
	Mathematics	86.2	58.6	12.5	95.1
Grade 7	Reading	83.6	66.7	26.9	95.0
	Writing	78.5	60.0	25.5	89.8
	Mathematics	85.8	57.0	19.2	93.0
Grade 8	Reading	81.5	66.7	13.3	93.6
	Writing	79.0	62.4	2.7	96.4
	Mathematics	82.6	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.




Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	69.4	46.5	0.0	83.1
Writing Across the Disciplines	67.2	52.4	0.0	86.3
Mathematics	78.6	46.3	0.0	82.3
Science	63.8	44.6	0.0	85.3



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

SAT <sup>®</sup> I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	93.5	91.6	74.9
Mathematics: Average Score	539	543	512
Mathematics: % Scoring 600 or More	29.1	34.1	24.6
Verbal: Average Score	537	530	510
Verbal: % Scoring 600 or More	28.7	26.5	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	4.5	7.4
2004-2005 Annual Rate for Grades 9 through 12	1.2	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.8	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	314	87.7	82.3
	2000	233	94.7	78.5
 Employed or in Military	2005	26	7.3	13.9
	2000	9	3.7	17.6
 Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

### DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$30,283	\$5,513	\$6,555	\$6,212	\$6,555
Instructional Supplies and Equipment	\$1,290	\$235	\$259	\$225	\$260
Improvement of Instruction and Educational Media Services	\$1,568	\$285	\$402	\$465	\$391
Student Support Services	\$3,711	\$676	\$656	\$737	\$656
Administration and Support Services	\$5,051	\$920	\$1,144	\$1,120	\$1,153
Plant Operation and Maintenance	\$6,955	\$1,266	\$1,120	\$1,152	\$1,113
Transportation	\$3,736	\$651	\$523	\$487	\$522
Costs for Students Tuitioned Out	\$1,659	N/A	N/A	N/A	N/A
Other	\$691	\$126	\$124	\$148	\$122
<b>Total</b>	<b>\$54,944</b>	<b>\$9,889</b>	<b>\$11,031</b>	<b>\$10,755</b>	<b>\$10,994</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,207	\$948	\$1,473	\$1,027	\$1,467
Adult Education	\$23	N/A	N/A	N/A	N/A

**Revenue Sources, % 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
With School Construction	88.3	10.0	1.6	0.2
Without School Construction	89.4	8.6	1.8	0.2

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$8,346	6.3	\$8,587	\$9,062	5.1
Salaries and Benefits	\$6,678	5.3	\$7,114	\$7,454	4.7
Supplies	\$533	5.1	\$480	\$513	12.7
Equipment	\$76	16.9	\$182	\$133	16.7
High School					
Total	\$9,467	3.6	\$9,933	\$9,640	3.5
Salaries and Benefits	\$7,317	3.9	\$8,103	\$7,759	3.1
Supplies	\$772	10.6	\$592	\$585	11.6
Equipment	\$77	-20.6	\$188	\$152	14.3

---

### **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.

Through the annual budgetary process, 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 school, middle school, and high school are also allotted a per pupil amount for regular instruction, staff support services, and guidance services for students. The per pupil amount times the school's enrollment provide each school with an adequate amount of funds to implement the basic educational program. As for staffing, the district follows consistent guidelines for class size in the elementary schools, the intermediate school, the middle school, and the high school. The Board of Education, the Superintendent of Schools, and parent groups are vigilant about assuring that there is equitable class size and staffing throughout the district. During the budget process, each school principal may present special requests to the Superintendent of Schools about equipment purchases and staffing resources that enhance the delivery of the educational program in that school. The Superintendent and the Board consider such requests for inclusion in the Board of Education's Budget after weighing their merit and their impact on equitable allocation of resources among district schools.

---

### **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

---

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

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.

The elementary schools have arranged performances and programs to expose students to cultural activities, provided literature that sensitizes them to human differences, engaged students in learning experiences that immerse them in other ways of life, and given students opportunities to help others with various economic and social needs. The elementary schools have consciously taught children interpersonal skills that help them to empathize with others, understand their perspectives, and work through conflicts through group meetings using the Responsive Classroom model and through Conflict resolution training at 2nd and 4th grade. 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 adolescents through both intense study and careful reflection. There are three key elements of this theme. The first is the student mission statement. Each student writes a mission statement every year that reflects inner values, serves as a guide for actions, and includes interactions with others. The second element is the in-depth study of topics and issues that reveal how prejudices have existed and been challenged in the world and in American history. The final element is an 8th grade assignment in which students identify a prejudice they want to eliminate in themselves and develop an action plan to confront and remove this prejudice.

The high school has teachers intensely interested in challenging students with issues of diversity, requirements and electives that enhance students' understanding of other people. A student exchange program with Bridgeport brings Newtown students into direct contact with young people from diverse urban settings.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
---

For the school district website, see <a href="http://newtown.k12.ct.us/">newtown.k12.ct.us/</a>
---



Filename: DIST064.DOC  
Directory: J:\SSPbox\SSP Internet 2005-06  
Template: C:\Documents and Settings\cloudr\Application  
Data\Microsoft\Templates\Normal.dot  
Title: 97-00  
Subject:  
Author: csde  
Keywords:  
Comments:  
Creation Date: 12/4/2006 11:21 AM  
Change Number: 1  
Last Saved On: 12/4/2006 11:21 AM  
Last Saved By: csde  
Total Editing Time: 0 Minutes  
Last Printed On: 12/4/2006 12:17 PM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 2,598 (approx.)  
Number of Characters: 14,399 (approx.)