

STRATEGIC SCHOOL PROFILE 2006-07**Newtown School District****EVAN PITKOFF, Superintendent**

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 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: 90.6%
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 2005-06 School Year: 30
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2005-06 School Yr.: 7
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	2006-07	2.4	5.2	27.3
	2002-03	3.1	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	1.0	6.6	12.8
	2001-02	1.3	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	94.4	93.9	88.6
	2001-02	92.4	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	88.1	91.1	79.3
	2001-02	84.7	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	21.3	16.0	20.2
	2001-02	18.2	N/A	29.1

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	5,668
5-Year Enrollment Change	13.0%
Projected 2011 Enrollment	
Elementary	2,769
Middle School	952
High School	1,907
Prekindergarten, Other	42

Race/Ethnicity	Number	Percent
American Indian	4	0.1
Asian American	161	2.8
Black	68	1.2
Hispanic	171	3.0
White	5,264	92.9
Total Minority 2006-07	404	7.1
Total Minority 2001-02	229	4.6

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school district 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 20 students to the Western Connecticut Academy for International Studies Elementary Magnet School in Danbury.


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. One of Newtown's elementary schools has been recognized as a Vanguard school and is partnered with an urban school. This program allows for teacher visitations and student pen pals, resulting in learning opportunities.

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		372.4
Administrators		18.7
Department Chairs		3.4
Library/Media Staff		7.0
Other Professionals		42.5
% Minority 2006-07		1.3
% Minority 2001-02		0.8
# Non-Certified Instructional		143.3

Average Class Size		District	DRG	State
Grade K	2006-07	18.8	18.8	18.2
	2001-02	18.3	N/A	18.3
Grade 2	2006-07	20.2	19.6	19.5
	2001-02	20.1	N/A	19.6
Grade 5	2006-07	23.1	22.4	21.2
	2001-02	22.3	N/A	21.5
Grade 7	2006-07	21.3	21.0	20.8
	2001-02	23.2	N/A	21.9
High School	2006-07	20.9	20.1	20.0
	2001-02	19.3	N/A	19.9

Professional Staff Experience and Training	District	DRG	State
Average Years of Experience in Connecticut and Other Locations	13.9	14.5	14.4
% with Master's Degree or Above	84.9	84.5	78.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	954	989	987
Middle School	1,003	1,019	1,016
High School	952	976	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	4.2	3.5	3.2
Students Per Teacher	15.2	14.0	13.5
Teachers Per Administrator	17.2	14.3	13.9

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.

STUDENT PERFORMANCE

SAT [®] I: Reasoning Test	Class of 2001	Class of 2006			
		District	State	Of All Districts in State	
	District			State	Lowest %
% of Graduates Tested	96.1	75.3	74.7	23.8	100.0
Mathematics: Average Score	539	539	510	284	604
Mathematics: % Scoring 600 or More	29.6	28.1	23.9	0.0	55.6
Critical Reading: Average Score	538	532	505	346	595
Critical Reading: % Scoring 600 or More	26.6	25.4	21.3	0.0	48.5
Writing: Average Score	N/A	530	504	337	595
Writing: % Scoring 600 or More	N/A	24.7	20.3	0.0	48.8



Physical Fitness	District	State	Of All Districts in State	
			Lowest %	Highest %
% Passing All Four Tests	44.5	36.1	0.0	85.0

STUDENT PERFORMANCE, continued

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 All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	78.8	52.3	13.1	86.4
	Writing	81.7	60.8	20.0	88.9
	Mathematics	81.9	59.4	15.0	91.3
Grade 4	Reading	78.0	57.0	14.1	91.3
	Writing	85.2	65.1	20.0	90.2
	Mathematics	87.0	62.3	17.9	100.0
Grade 5	Reading	79.9	61.4	19.5	92.3
	Writing	79.9	64.6	25.0	95.5
	Mathematics	84.8	66.0	23.5	93.3
Grade 6	Reading	84.1	64.3	16.7	96.3
	Writing	77.1	63.0	20.8	93.6
	Mathematics	86.3	63.9	10.2	92.8
Grade 7	Reading	83.9	65.9	3.8	96.8
	Writing	78.3	60.4	0.0	95.0
	Mathematics	83.9	60.3	7.7	92.0
Grade 8	Reading	81.7	66.6	4.8	94.0
	Writing	85.2	64.0	0.0	94.6
	Mathematics	85.4	60.8	4.5	95.7

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 district, 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.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	57.2	45.6	2.8	87.2
Writing Across the Disciplines	60.6	52.9	0.0	87.4
Mathematics	68.7	45.2	0.0	86.3
Science	63.5	44.4	0.0	84.5




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 CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this district, go to www.sde.ct.gov and click on "No Child Left Behind."

STUDENT PERFORMANCE, continued

Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	96.1	92.2	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	4.1	6.6	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	0.9	1.8	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	0.6	3.0	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	352	89.8	82.7
	2001	274	88.7	79.1
Employed or in Military	2006	28	7.1	12.9
	2001	15	4.9	17.1
Unemployed	2006	0	0.0	0.8
	2001	0	0.0	0.7

SPECIAL EDUCATION**DISTRICT OVERVIEW**

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	517
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	9.1%
Total PK-12 Special Education Expenditures, 2005-06	\$9,900,059
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	16.7%
Enrollment in District PK-12 Special Education Programs	517
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	32.3
Paraprofessional Instructional Assistants	79.9



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	55	1.0	0.7	0.6
Learning Disability	189	3.3	3.8	4.0
Intellectual Disability	11	0.2	0.3	0.5
Emotional Disturbance	42	0.7	0.7	1.0
Speech Impairment	113	2.0	2.3	2.3
Other Health Impairment*	74	1.3	2.1	1.9
Other Disabilities**	33	0.6	0.6	0.9
Total	517	9.1	10.4	11.2

*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

SPECIAL EDUCATION, continued

Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Grade 3 Reading	36.0	15.3	78.8	52.3
Writing	36.0	21.0	81.7	60.8
Mathematics	44.0	23.8	81.9	59.4
Grade 4 Reading	22.2	16.5	78.0	57.0
Writing	40.0	21.2	85.2	65.1
Mathematics	55.6	25.7	87.0	62.3
Grade 5 Reading	13.6	19.5	79.9	61.4
Writing	23.3	20.7	79.9	64.6
Mathematics	40.0	24.6	84.8	66.0
Grade 6 Reading	32.6	20.1	84.1	64.3
Writing	30.4	18.6	77.1	63.0
Mathematics	45.7	20.8	86.3	63.9
Grade 7 Reading	24.4	21.4	83.9	65.9
Writing	17.1	16.3	78.3	60.4
Mathematics	31.7	18.1	83.9	60.3
Grade 8 Reading	27.8	23.3	81.7	66.6
Writing	28.3	20.5	85.2	64.0
Mathematics	35.2	19.5	85.4	60.8

For more detailed CMT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal:

The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	17.1	11.3	57.2	45.6
Writing Across the Disciplines	5.7	12.7	60.6	52.9
Mathematics	17.6	12.8	68.7	45.2
Science	18.2	14.7	63.5	44.4

For more detailed CAPT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

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.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	18.1
	% With Accommodations	81.9
CAPT	% Without Accommodations	22.2
	% With Accommodations	77.8
% Assessed Using Skills Checklist		6.9

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	67.5	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	4.2	3.8

DISTRICT REVENUES/EXPENDITURES 2005-06

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	\$32,568	\$5,766	\$6,882	\$6,677	\$6,888
Instructional Supplies and Equipment	\$1,617	\$286	\$247	\$231	\$249
Improvement of Instruction and Educational Media Services	\$1,948	\$345	\$415	\$422	\$402
Student Support Services	\$4,058	\$719	\$720	\$761	\$719
Administration and Support Services	\$5,245	\$929	\$1,186	\$1,143	\$1,197
Plant Operation and Maintenance	\$7,136	\$1,263	\$1,206	\$1,215	\$1,199
Transportation	\$4,213	\$717	\$560	\$515	\$558
Costs for Students Tuitioned Out	\$1,610	N/A	N/A	N/A	N/A
Other	\$724	\$128	\$135	\$148	\$132
Total	\$59,119	\$10,374	\$11,595	\$11,357	\$11,558
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,861	\$861	\$1,866	\$1,286	\$1,834
Adult Education	\$29	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	88.6	9.2	1.9	0.2
Without School Construction	88.9	8.7	2.1	0.3

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	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,707	4.3	\$9,121	6.2	\$9,520	5.1
Salaries and Benefits	\$6,953	4.1	\$7,562	6.3	\$7,850	5.3
Supplies	\$612	14.8	\$510	6.3	\$547	6.6
Equipment	\$119	56.6	\$147	-19.2	\$124	-6.8
High School						
Total	\$9,662	2.1	\$10,342	4.1	\$10,074	4.5
Salaries and Benefits	\$7,314	0.0	\$8,410	3.8	\$8,120	4.7
Supplies	\$858	11.1	\$619	4.6	\$625	6.8
Equipment	\$191	148.1	\$181	-3.7	\$150	-1.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Overall, Newtown students continue to perform at a consistent, satisfactory level based upon the reference points available to make a determination. The most comprehensive data available to the district for analysis comes from the Connecticut Mastery Test and the Connecticut Academic Performance Test (CAPT). Data is also reported on the SAT for the graduating class. Connecticut Mastery Test results for grades 3 through 8 are based on goal standards set by the State. Newtown students historically score well in the area of mathematics, with over 80% of students meeting the state goal in 2007. Approximately 80 % of students met goal in Reading and in Writing as well. The Connecticut Academic Performance Test administered to tenth grade students in spring 2007 reveals that, with over 99% of students taking the test, 94 % of all students met NCLB standards in math and 91% of all students met the NCLB standard in reading. Results of the SAT Reasoning Test indicate that students from the class of 2007 scored above state and national mean scores in mathematics, critical reading and writing. Over a five-year period, there was a +5 change in Newtown reading mean scores, compared with -2 and -5 state and national mean scores, respectively. Similar five-year trends exist in mathematics (Newtown: +5, state: -2; national: -4). The writing component is only in its second year of implementation and therefore the scores are not yet reliable for trend analysis. One of four district goals for the 2006-2007 school year was to accelerate growth of special education and at-risk students. An additional supporting goal was to strengthen the process of special education placement and services. Efforts made by the special education department and supported by the district, were highlighted in the Winter 2007 edition of the LRE news. For special education students in the Newtown Public Schools, there has been a steady increase in the Time With Non-disabled Peers (TWNDP) over the past 3 years. Likewise, the prevalence trends, ie, the percent of students identified as students with disabilities, receiving special education and related services, has decreased and is less than the reported state average. District personnel, in collaboration with the UCONN A.J. Pappanikou Center for Excellence, implemented a training program ("Coaches Academy") for certified and non-certified staff focusing on inclusionary practices. A districtwide position, Inclusion Facilitator, was created and funded, supporting building-level educators in promoting the success of students with disabilities in the regular education classroom. Newtown participates in the "Families as Partners" project. The purpose of the project is to develop, through training, partnerships between parents and districts in the planning and implementation of Individualized Education Programs (IEP) for students with disabilities. One important component of the program is the positive impact on the district's ability to disseminate information to parents and personnel. The district has invested resources in the development of a districtwide database for data-driven decision-making and expands the concept through the use of a compatible IEP data system that allows more focused action to address the needs of all Newtown students. One of the most effective ways to improve student learning is to communicate and collaborate with parents. The district administers a biennial student substance abuse survey and the results are reviewed by the district Prevention Council and serves as the basis for goal-setting and initiatives. Another committee, the District Quality Council, composed of a school board member, administrators, teachers and parents, took on the task of making the District model easy for parents to understand and use. They designed booklets at each developmental level (K-1, 2-4, 5-6, 7-8, and 9-12) that focus on each aspect of the district model and give home and school examples and also summarize the curriculum for each grade. These booklets, which were recognized by CAFE and can be viewed on the district website at newtown.k12.ct.us under the heading "Parent Information", are intended to communicate with parents in a way that will allow them to partner with the schools to further their children's learning. A Community Satisfaction Survey was administered in 2006-07 and the District Quality Council reviewed the data, reporting that, among facilities and other issues, members of the community were concerned about the impact of testing on students' attitudes toward school.

To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school district website, see newtown.k12.ct.us/

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