

**STRATEGIC SCHOOL PROFILE 2009-10**

**Newtown School District**

JANET ROBINSON, Superintendent

Location: 4 Fairfield Circle South  
Newtown,  
Connecticut

Telephone: (203) 426-7621

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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://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: 89.8%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2009	5,490
5-Year Enrollment Change	0.7%

**DISTRICT GRADE RANGE**

Grade Range	K - 12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	254	4.6	7.7	32.6
K-12 Students Who Are Not Fluent in English	13	0.2	2.1	5.4
Students Identified as Gifted and/or Talented*	236	4.3	6.5	4.1
PK-12 Students Receiving Special Education Services in District	465	8.5	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	283	96.9	90.7	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	55	9.2	12.1	13.6

\*66.1 % of the identified gifted and/or talented students received services.

**SCHOOL DISTRICT DIVERSITY**

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	3	0.1
Asian American	189	3.4
Black	71	1.3
Hispanic	177	3.2
White	5,050	92.0
Total Minority	440	8.0

**Percent of Minority Professional Staff:** 2.6%

**Non-English Home Language:**

1.7% 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. An after-school Spanish class is conducted for those sixth grade students returning to Reed Intermediate School after attending AIS in an effort to maintain their Spanish speaking skills. 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. There are three key elements of this theme: student mission statement, in-depth historical study of prejudice, and a student action plan to confront an identified prejudice. 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. Newtown educators have traveled to China to open lines of communication for future collaboration between the Newtown public schools and a sister school in Liaocheng in the Shandong province. During April break, 25 teachers traveled to Liaocheng Middle School #3 to teach classes and work with their Chinese colleagues. At that time, the district signed another agreement with the Chinese school district, broadening the involvement of Newtown schools from one (Newtown HS) to three (Newtown MS and Reed Intermediate School). The Newtown students and faculty who will travel to Liaocheng in spring 2011 have been identified and are preparing for their visit.

### 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	78.5	57.0	85.3
Writing	78.3	58.3	89.6
Mathematics	86.1	62.4	94.5
Grade 4 Reading	79.8	59.9	85.5
Writing	83.1	63.6	88.1
Mathematics	89.7	67.0	91.2
Grade 5 Reading	86.9	61.8	96.4
Writing	85.6	68.2	80.7
Mathematics	89.9	72.4	84.9
Science	82.5	59.4	82.5
Grade 6 Reading	94.3	74.9	94.5
Writing	84.7	65.9	80.5
Mathematics	93.8	70.7	95.1
Grade 7 Reading	92.3	77.4	80.5
Writing	75.8	61.2	64.9
Mathematics	91.6	68.5	92.2
Grade 8 Reading	94.5	73.3	96.8
Writing	84.1	62.6	86.6
Mathematics	90.0	67.3	90.4
Science	86.2	62.8	86.6

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	66.3	45.9	75.8
Writing Across the Disciplines	76.3	59.6	71.4
Mathematics	73.8	48.7	85.6
Science	63.8	45.3	72.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	71.5	50.7	92.1

<b>SAT® I: Reasoning Test Class of 2009</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		76.3	68.5	
Average Score	Mathematics	546	508	80.6
	Critical Reading	534	503	76.7
	Writing	535	506	74.4

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2009	95.6	91.3	60.0
2008-09 Annual Dropout Rate for Grade 9 through 12	1.3	3.0	51.5

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.1	84.5
% Employed (Civilian Employment and in Armed Services)	5.6	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	338.41
Paraprofessional Instructional Assistants	52.22
Special Education	
Teachers and Instructors	36.69
Paraprofessional Instructional Assistants	103.70
Library/Media Specialists and/or Assistants	14.65
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	17.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	11.93
Counselors, Social Workers, and School Psychologists	21.24
School Nurses	11.20
Other Staff Providing Non-Instructional Services and Support	257.10

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.0	14.2	13.8
% with Master's Degree or Above	88.8	84.7	77.8

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	16.2	18.4	18.5
Grade 2	19.8	19.6	19.7
Grade 5	23.8	21.8	21.1
Grade 7	23.2	21.7	20.8
High School	19.8	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	943	990	992
Middle School	1,032	1,023	1,018
High School	924	981	1,006

\*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*	4.3	3.3	3.2
Middle School	3.8	2.5	2.5
High School	4.3	2.6	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$38,031	\$6,790	\$7,819	\$7,576	\$7,829
Instructional Supplies and Equipment	\$1,601	\$286	\$274	\$268	\$279
Improvement of Instruction and Educational Media Services	\$1,815	\$324	\$474	\$503	\$459
Student Support Services	\$4,250	\$759	\$863	\$912	\$859
Administration and Support Services	\$6,292	\$1,123	\$1,405	\$1,364	\$1,426
Plant Operation and Maintenance	\$9,271	\$1,655	\$1,469	\$1,412	\$1,462
Transportation	\$5,119	\$878	\$701	\$617	\$694
Costs for Students Tuitioned Out	\$2,064	N/A	N/A	N/A	N/A
Other	\$857	\$153	\$163	\$159	\$162
<b>Total</b>	<b>\$69,300</b>	<b>\$12,235</b>	<b>\$13,458</b>	<b>\$13,145</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,161	\$921	\$1,864	\$1,228	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$12,006,992	17.3	19.8	20.7

**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	88.3	9.9	1.7	0.1
Excluding School Construction	88.9	9.1	1.8	0.1

**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 elementary schools. 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 number and use of electronic whiteboards has been increased at the all levels. 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 453  
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 8.3%

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	72	1.3	1.1	1.0
Learning Disability	148	2.7	3.4	3.9
Intellectual Disability	14	0.3	0.3	0.5
Emotional Disturbance	31	0.6	0.5	1.0
Speech Impairment	99	1.8	2.0	2.2
Other Health Impairment*	59	1.1	2.1	2.1
Other Disabilities**	30	0.5	0.7	0.9
<b>Total</b>	<b>453</b>	<b>8.3</b>	<b>10.1</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	90.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.1	4.1

**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	49.2	31.6	87.8	67.5
	Writing	25.8	19.6	81.9	63.3
	Mathematics	51.5	32.9	90.2	68.1
	Science	31.2	23.7	84.4	61.1
CAPT	Reading Across the Disciplines	15.8	13.8	66.3	45.9
	Writing Across the Disciplines	21.7	16.8	76.3	59.6
	Mathematics	23.8	16.7	73.8	48.7
	Science	15.4	13.0	63.8	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	22.2
	% With Accommodations	77.8
CAPT	% Without Accommodations	30.0
	% With Accommodations	70.0
% Assessed Using Skills Checklist		12.7

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	36	7.9

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	365	80.6	77.2	73.4
40.1 to 79.0 Percent of Time	58	12.8	15.8	15.3
0.0 to 40.0 Percent of Time	30	6.6	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Newtown Public Schools continues to address the district goals set during the 2008-09 strategic planning session. The work of the subcommittees on our action plans is on-going and each school sets building goals with a connection to the strategic plan. In addresses to the school district staff and members of the community, the Superintendent of schools reports on the progress that has been made in achieving the strategic planning goals. Newtown High School and Reed Intermediate School educators were trained in Positive Behavior Instruction and Support (PBIS) and the district committee continues to meet to support program efforts. Newtown Middle School is preparing to undergo PBIS training in the coming year. Refinement of the SRBI process with relevant professional development in instructional strategies and data analysis is ongoing and overseen by a district administrator. Vertical and horizontal monitoring of student performance is facilitated through the use of a district RtI database. District-wide implementation of PowerSchool has enhanced the use of data in monitoring student performance. Building data teams meet regularly with principals to monitor the progress of all students and address concerns. An ongoing district goal to accelerate growth of special education and at-risk students continues to be the focus of all district educators with careful attention paid to tiered interventions. An additional supporting goal was to strengthen the process of special education placement and services with the introduction of programs that target literacy skills and monitor student progress (Language!, Rave-O, AIMSweb). For the first time in five years, all district schools met the AYP goal in all categories. The district inclusion facilitator began working with teachers to modify curricula to allow several access points for students with special needs. Likewise, the K-12 math committee defined the protocol for identification of potentially gifted math students in grade two. Renovations addressing space and other facility needs to Newtown High School continue. This new construction will result in increased educational and extra-curricular opportunities for students. Throughout the school year, district administrators conduct instructional rounds in each building focusing their conversation on teaching and learning. Each year the individuals participating in instructional rounds broadens to include classroom educators and teacher leaders.

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