

STRATEGIC SCHOOL PROFILE 2007-08**Newtown School District**

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Location: 4 Fairfield Circle South
Newtown,
Connecticut

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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.

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%
Number of Public Schools: 7	District Enrollment as % of Estimated. Student Population: 90.5%

*To view the Adult Education Program Profiles online, go to 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, 2007	5,628
5-Year Enrollment Change	7.9%

DISTRICT GRADE RANGE

Grade Range	PK-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	146	2.6	5.3	28.7
K-12 Students Who Are Not Fluent in English	1	0.0	2.2	5.4
Students Identified as Gifted and/or Talented*	241	4.3	6.2	4.0
PK-12 Students Receiving Special Education Services in District	474	8.4	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	325	93.1	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	128	18.7	15.5	20.2

*58.5% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	157	2.8
Black	69	1.2
Hispanic	190	3.4
White	5,209	92.6
Total Minority	419	7.4

Percent of Minority Professional Staff: 1.3%

Non-English Home Language: 1.3% 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 17.

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 students to the Western Connecticut Academy for International Studies Elementary Magnet School in Danbury. Plans are being made to maintain and advance the Spanish language skills of returning sixth grade students. 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 kindergarten, 2nd, 4th and 6th grades. 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. 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 schools in the Shandong province.

STUDENT PERFORMANCE

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 Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	76.5	52.0	89.6
Writing	84.4	63.4	92.6
Mathematics	83.6	60.0	90.2
Grade 4 Reading	82.7	55.9	97.5
Writing	84.8	62.9	91.8
Mathematics	86.4	60.3	95.0
Grade 5 Reading	79.9	62.2	76.5
Writing	77.0	64.5	64.2
Mathematics	85.7	65.9	85.2
Science	77.9	54.9	80.9
Grade 6 Reading	86.2	66.3	86.3
Writing	76.5	61.9	74.4
Mathematics	88.8	66.4	91.1
Grade 7 Reading	85.5	71.1	72.3
Writing	79.5	62.0	76.8
Mathematics	84.9	63.0	85.8
Grade 8 Reading	84.3	64.8	81.8
Writing	79.9	63.4	72.3
Mathematics	85.2	60.8	88.1
Science	86.2	58.6	91.8

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."

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 scoreable 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	63.0	45.5	72.3
Writing Across the Disciplines	70.2	57.9	58.5
Mathematics	73.2	50.1	77.7
Science	64.4	46.3	68.5

For more detailed CAPT 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."

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
	54.1	36.1	92.5

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.8	77.6	
Average Score	Mathematics	538	504	77.7
	Critical Reading	534	502	80.0
	Writing	533	503	76.2

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	97.9	92.6	69.2
Cumulative Four-Year Dropout Rate for Class of 2007	2.1	6.2	66.2
2006-07 Annual Dropout Rate for Grade 9 through 12	0.9	1.7	62.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.1	83.4
% Employed (Civilian Employment and in Armed Services)	7.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	339.41
Paraprofessional Instructional Assistants	60.90
Special Education	
Teachers and Instructors	33.00
Paraprofessional Instructional Assistants	89.09
Library/Media Specialists and Assistants	13.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	18.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	10.50
Counselors, Social Workers, and School Psychologists	23.05
School Nurses	12.05
Other Staff Providing Non-Instructional Services and Support	230.56

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.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.7	13.6	13.6
% with Master's Degree or Above	85.5	82.7	75.6

Average Class Size	District	DRG	State
Grade K	18.4	18.3	18.1
Grade 2	19.3	19.8	19.3
Grade 5	23.2	22.3	20.9
Grade 7	24.6	21.2	20.5
High School	20.4	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	954	988	987
Middle School	1,007	1,022	1,017
High School	954	977	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*	3.9	3.6	3.4
Middle School	4.3	2.7	2.7
High School	4.6	3.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$34,455	\$6,079	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$1,385	\$244	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$1,745	\$308	\$443	\$491	\$429
Student Support Services	\$4,249	\$750	\$764	\$803	\$761
Administration and Support Services	\$5,819	\$1,027	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$8,280	\$1,461	\$1,329	\$1,365	\$1,322
Transportation	\$4,545	\$768	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$1,627	N/A	N/A	N/A	N/A
Other	\$793	\$140	\$147	\$159	\$145
Total	\$62,897	\$10,967	\$12,203	\$11,984	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,925	\$869	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$10,367,287
Percent of Total PK-12 Expenditures Used for Special Education	16.5%

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	88.7	9.4	1.7	0.2
Excluding School Construction	89.4	8.6	1.8	0.2

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. Newtown replaced obsolete computers ensuring a common platform and technology at all elementary schools. All schools migrated to a common version of software for library management. 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	471
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.4%

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	58	1.0	0.9	0.7
Learning Disability	174	3.1	3.5	4.0
Intellectual Disability	14	0.2	0.3	0.5
Emotional Disturbance	33	0.6	0.6	1.0
Speech Impairment	98	1.7	2.2	2.4
Other Health Impairment*	70	1.2	2.2	2.1
Other Disabilities**	24	0.4	0.6	0.9
Total	471	8.4	10.4	11.5

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	72.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.9	2.8

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	27.4	20.4	82.6	62.1
	Writing	22.4	19.3	80.3	63.0
	Mathematics	30.3	22.6	85.7	62.7
	Science	35.7	22.2	81.9	56.8
CAPT	Reading Across the Disciplines	11.8	11.4	63.0	45.5
	Writing Across the Disciplines	0.0	16.3	70.2	57.9
	Mathematics	18.2	14.7	73.2	50.1
	Science	22.9	14.4	64.4	46.3

For more detailed CMT or CAPT 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.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	23.3
	% With Accommodations	76.7
CAPT	% Without Accommodations	23.5
	% With Accommodations	76.5
% Assessed Using Skills Checklist		9.3

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	25	5.3

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	352	74.7	75.0	71.6
40.1 to 79.0 Percent of Time	95	20.2	17.7	16.6
0.0 to 40.0 Percent of Time	24	5.1	7.3	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

One of four district goals for the 2007-2008 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. For special education students in the Newtown Public Schools, there has been a steady increase in the Time With Non-disabled Peers (TWNDP). 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 district-wide Inclusion Facilitator supports 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 district-wide 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. Two SRBI (scientific research based intervention) teams were created in 2007-2008: a district level team composed primarily of administrators; and a school-based team, whose representatives included all stakeholders in the intermediate school. These teams attended 5 full-day training sessions presented by the state department of education. A draft RtI/SRBI district plan was developed, universal screenings identified and a district-wide database for RtI forms was developed and is in use. The RtI/SRBI district plan will continue to be revised during the next school year. 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 representatives from the board of education, administration, 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. The "Parent Toolkits" are handed out at open house and conference events.
