

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

Newtown High School**Newtown School District**

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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 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: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 1,740
 5-Year Enrollment Change: 1.5%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	118	6.8	8.9	30.7
Students Who Are Not Fluent in English	4	0.2	0.9	3.7
Students Identified as Gifted and/or Talented	105	6.0	8.0	5.3
Students with Disabilities	124	7.1	9.5	10.8
Juniors and Seniors Working 16 or More Hours Per Week	52	9.0	11.3	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.3	18.8	18.4
Biology I	19.4	20.1	19.7
English, Grade 10	20.9	20.5	19.6
American History	21.4	20.8	20.4

Language Instruction:

Instruction was offered in the following language(s):
 French, Italian, Latin, Mandarin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	183	181
Total Hours per Year	955	1,024

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 28 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2010-11 School Year	47.4	34.5

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2011	22.0	22.0	23.2

% of Class of 2011 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	81.9	91.6
Chemistry	94.3	73.9
4 or More Credits in Mathematics	67.9	64.1
3 or More Credits in Science	72.2	88.1
4 or More Credits in Social Studies	79.6	51.4
Credit for Level 3 or Higher in a World Language	77.2	62.5
2 or More Credits in Vocational Education	51.5	54.6
2 or More Credits in the Arts	39.7	40.6

Class of 2011

This school required more than the state minimum number of credits for graduation in science, physical education

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	51.2	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	93.5	74.4	72.8

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	High Schools	
		DRG	State
# of Students Per Computer	3.5	2.3	2.1
% of Computers with Internet Access	100.0	100.0	99.9
% of Computers that are High or Moderate Power	100.0	97.6	97.5
# of Print Volumes Per Student*	13.2	15.5	16.6
# of Print Periodical Subscriptions	57	53	35

*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.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	113.45
	Paraprofessional Instructional Assistants	5.26
Special Education:	Teachers and Instructors	12.02
	Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and/or Assistants		2.80
Administrators, Coordinators, and Department Chairs		8.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		9.74
School Nurses		1.90
Other Staff Providing Non-Instructional Services and Support		51.10

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	12.3	14.3	14.1
% with Master's Degree or Above	87.2	85.6	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.5	8.1	8.6
% Assigned to Same School the Previous Year	91.0	90.5	89.1

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's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At Newtown High School we are committed to collaboration with parents and the community. The school takes advantage of a blog to inform the community of Newtown High School's successes, ongoing activities, and news that recognizes student and teacher accomplishments. The blog includes contributions from the school's departments, security notifications, club and extra-curricular events, student awards, professional accolades, administrative notices, and political notices that discuss building and board of education agendas. To date there have been more than 3300 posts and more than 900,000 visits. The Parent Portal component of the PowerSchool software was made available to the school community. This component allows parents to have access to their child(ren)'s information including grades, progress reports, report cards, attendance, and financial information. This created a collaborative environment for parents, teachers, and students to work together and enabled us to make timely decisions impacting student performance. The Naviance program continues to be a tremendous resource and communication tool which allows parents and students to access services to facilitate their college search, fill out college applications, find out career choices, develop skills and interest profiles. This year college applications were transmitted to colleges electronically. Next year electronic transmissions will be extended to teacher letters of recommendation. The PTSA continues to increase its presence in the school and awarded \$2,000 in grant monies to teachers, departments, and organizations. NHS continued to use the School Messenger service enabling us to personally communicate to parents and staff regarding emergency situations, school events, attendance and any other issues impacting the school and its students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	63	3.6
Black	16	0.9
Hispanic	81	4.7
Pacific Islander	0	0.0
White	1,558	89.5
Two or more races	21	1.2
Total Minority	182	10.5

Percent of Minority Professional Staff :7.3

Non-English Home Language:

1.4 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 11

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.

Newtown High School adheres to the Newtown Board of Education policy to promote a secure and positive school climate, conducive to teaching and learning, that is free from threat, harassment and any type of bullying behavior. Newtown High School maintains a standing goal to reduce cruel and mean behaviors in the building. To this end, a school-based team initiated a consistent homeroom schedule at the beginning of each school day. The purpose was to establish a structured opportunity for healthy adult connections within the school. In our efforts to give students a greater voice in the school, we have extended and improved our informal student meetings with the principal to freshmen, sophomores, juniors and seniors students. Scheduled classes met with the principal and assistant principals at least once a week to exchange ideas and discuss issues and concerns they may have about school. This program will be continued in the upcoming school year. Through our PAC (Principal Advisory Committee), student created a student-led, grant funded Community Conversation for the purpose of Strengthening School Climate. All students were welcome and strongly encouraged to participate to share their thoughts and opinions on the Newtown High School climate. During small group discussions, students shared their opinions on whether they believe the school climate at Newtown High School is supportive, unsupportive, or irrelevant. The process resulted in a document that outlines ways to strengthen our school climate. Newtown Youth and Family Services and Newtown High School continued to collaborate on The Fusion Mentoring Program, which matched 80 selected freshman and juniors, and 80 sophomores and seniors and placed them all in a common homerooms, and sponsored team and relationship building activities for them throughout the year.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	65.2	51.1	83.3

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	15	7.4
% of Grade 12 Students Tested	45.2	24.7
% of Exams Scored 3 or More*	84.9	70.9

*A score of three or higher is generally required for earning college credit.

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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	70.0	47.5	87.1
Writing Across the Disciplines	86.1	63.0	89.2
Mathematics	76.2	49.2	92.8
Science	76.5	47.1	95.4

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

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

SAT® I: Reasoning Test Class of 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	541	505	81.4
Critical Reading	534	502	81.4
Writing	541	506	84.0
% of Graduates Tested	88.6	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	94.1	82.7	72.5
2010-11 Annual Dropout Rate for Grade 9 through 12	0.4	2.6	76.8

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	95.2	84.5	% Present on October 1	95.1	94.1
% Employed, Civilian and Military	3.6	9.7			

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 2010-11 school year, 103 students were responsible for these incidents. These students represent 5.9% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 6 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	5	1
Personally Threatening Behavior	2	2
Theft	12	0
Physical/Verbal Confrontation	7	0
Fighting/Battery	24	2
Property Damage	2	0
Weapons	2	1
Drugs/Alcohol/Tobacco	19	15
School Policy Violations	64	33
Total	137	54

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Newtown High School's faculty, administration, students, parents, staff, and Board of Education members continue to move forward with high academic expectations. Newtown High School implemented a Positive Behavior Interventions and Support (PBIS) program. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm. This year students and teachers were rewarded for positive behavior according to their attendance, student empathy and positive attitude. All nominated students and staff were recognized with postcards and/or letters sent home, in addition to weekly drawings. The former reading-math center has been restructured as the tutoring center to better serve the needs of our students. In addition NHS opened a writing center where students can go to receive feedback on their writing in progress. Students can come with any assignment from essays to research papers, from poems to college admissions essays. The mission of the Writing Center is to help students at any stage of the writing process and with any writing assignment. Students that have been identified with learning difficulties have been assigned to intensive study where they received one on one instruction and individual attention. The Newtown High School Counseling Office continued to incorporate guidance classes in the student schedules. It is an excellent method of delivering materials and messages to students while introducing them to topics aligned with the NHS Mission and Learning Expectations. The Superintendent, Assistant Superintendent, and the Newtown Public School Principals and Assistant Principals conducted instructional rounds at Newtown High School. Instructional rounds were a way for our administrators to improve their practice of making observations.

SUPPLEMENTAL SCHOOL INFORMATION

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

The establishment of The Newtown International Center for Education in 2011 is a new district center focused on global awareness and cultural understandings for the 21st Century. N.I.C.E. is recognized as a Japan Society Partner Alliance Program and as a Hanban-Asia Society-Confucius Classrooms Model Program. These two affiliations with Japan and China provide Newtown with support to offer educational resources and learning experiences for both educators and students K-12. NICE currently works with sister schools in China, Japan, India, Spain, Italy, and France. The program offers free language and cultural workshops to the school communities and township throughout the school year to promote awareness and broaden understanding of language and build international relevance to the lives of our students. This year, NICE sent two Study Tour delegations abroad and next year will send four to France, Japan and China. Newtown will receive visits from four sister school delegations that incorporate the participation of our student community in the itineraries. Both educators and students are active in cultural and hosting components of the visits on a grand scale. A new student ambassador organization, grades 5-12, exist to focus on global citizenry after school that highlights community service and international understandings.
