

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Reed Intermediate School**Newtown School District**

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Location: 3 Trades Lane
 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 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: 5 - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 878
 5-Year Enrollment Change: -3.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	62	7.1	6.1	39.4
K-12 Students Who Are Not Fluent in English	2	0.2	0.3	7.8
Students with Disabilities	60	6.8	7.3	10.9
Students Identified as Gifted and/or Talented	49	5.6	2.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	445	96.7	95.4	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	953	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	23.9	23.9	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	41	32
Computer Education	16	21
English Language Arts	309	430
Family and Consumer Science	0	1
Health	33	21
Library Media Skills	15	19
Mathematics	187	200
Music	68	34
Physical Education	66	43
Science	109	97
Social Studies	109	87
Technology Education	0	3
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	98.6	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	83.3	85.9	78.8

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	Elementary Schools	
		District	State
# of Students Per Computer	3.5	3.6	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	24.2	37.5	29.7
# of Print Periodical Subscriptions	27	21	11

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		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.
General Education: Teachers and Instructors	53.02	
Paraprofessional Instructional Assistants	3.06	
Special Education: Teachers and Instructors	5.00	
Paraprofessional Instructional Assistants	15.90	
Library/Media Specialists and/or Assistants	1.60	
Administrators, Coordinators, and Department Chairs	2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.10	
Counselors, Social Workers, and School Psychologists	4.50	
School Nurses	1.10	
Other Staff Providing Non-Instructional Services and Support	23.75	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	16.9	14.0	13.7
% with Master's Degree or Above	95.1	91.8	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.4	8.4	8.7
% Assigned to Same School the Previous Year	88.5	89.4	85.0

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 website is devoted to homepages.

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

As a school with only fifth and sixth graders, it is critical to foster and maintain positive relationships with parents. Each year students experience either a transition into Reed or a transition out to the middle school. With this in mind, we facilitate a positive, planned experience during both transitions. Parent feedback rates this extensive program as excellent. Our academic teachers work in teams of two, so we expanded the number of parent-teacher conference days to assure that both team members have sufficient time to discuss student progress with the parent. Teachers report student progress continually through the Parent Portal software and through formal report cards three times per year. We consistently update our school website to keep parents and the community informed. Every teacher maintains a professional webpage. Our PTA is one of our greatest assets in providing home/school communications and support. It publishes our on-line newsletter and provides an incredible array of activities to support our school-parent relationships.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	28	3.2
Black	16	1.8
Hispanic	37	4.2
Pacific Islander	0	0.0
White	789	89.9
Two or more races	7	0.8
Total Minority	89	10.1

Percent of Minority Professional Staff: 2.8%

Non-English Home Language :

1.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 12.

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.

In accordance with our district Core Beliefs, we believe that “understanding all forms of diversity is essential in a global society”. We believe that discrimination in any form impedes the learning process. We believe that the most important understandings and relationships come from the interactions that will build appreciation, tolerance, respect and understanding between Reed students and students from different districts or world cultures. We strive to create a climate of acceptance and inclusion through curriculum and educational programs. Our entire fifth grade studies and celebrates Cinco de Mayo with a culminating program hosted by our PTA that brings to life Mexican music and tradition. We provide three school-wide Cultural Arts programs through our PTA. Additionally, our fifth and sixth grade social studies curricula focuses on world culture. We participated in the Newtown Schools’ Chinese Initiative and hosted a large delegation of educators and students from Liaocheng for one week. In turn, two Reed teachers visited China in the second year of our educational exchange. Sixth graders participated in a Chinese Studies rotation (18 class periods) where instruction focused primarily on global awareness and appreciation.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	86.3	86.3	50.7	99.4

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

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	86.6	86.6	67.6	85.3
Writing	92.0	92.0	68.1	95.3
Mathematics	89.2	89.2	71.6	83.6
Science	82.2	82.2	63.9	77.4
Grade 6 Reading	92.3	92.3	74.1	92.1
Writing	90.8	90.8	67.4	94.2
Mathematics	93.0	93.0	69.3	95.4

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.

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.6	95.4	95.9

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, 32 students were responsible for these incidents. These students represent 3.5% 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, No 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	0	0
Personally Threatening Behavior	4	2
Theft	3	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	8	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	22	4
Total	40	6

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

To meet our district's mission "to inspire each student to excel" we remain diligent in assessing program effectiveness and monitoring student progress. We spent significant time analyzing the effectiveness of our current Master Schedule. The result produced a grade-level house model that creates four small learning communities for students within this 800 + student school. In this revised schedule, two-teacher clusters will have a parallel teaching schedule allowing for interdisciplinary instruction and shared planning time. Grade-level PLCs will meet weekly, and school-wide PLCs will meet monthly. Our CMT scores continue to be competitive in comparison to the DRG and state averages. In Reading, 86.6% of fifth graders were at or above goal and 92.3% of our sixth graders were at or above goal. Further analysis of the data showed we must continue to focus on "Making Reader/Text Connections" as 78.9% of our fifth graders mastered this strand and 79.8% of sixth graders mastered this strand. In Writing, 92.0% of fifth graders were at or above goal and 90.8% of our sixth graders were at or above goal. Further analysis of the writing data shows the need for continued emphasis on editing and revising. District-wide professional development during early release days provided all faculty members with opportunities to share best practices and renew focus on writing skills. Writing PLC teams continued to focus on holistic scoring, analytic rubric scoring and writing instruction. Our students' CMT Math scores continue to be strong, 89.2% of the 5th grade scored at or above goal and 93.0% of the 6th grade scored at or above goal. Fifth grade Science scores were 82.2% at/above goal which surpasses substantially the state average. Our STEM coaches continue to identify best practices, adjust instruction, and target interventions to challenge all science students.

SUPPLEMENTAL SCHOOL INFORMATION

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

Reed opened in January 2003 to serve Newtown's fifth and sixth graders. As a school serving two grade levels, we focus on the developmental needs of our students as they transition from their elementary schools to the middle school. Curriculum, instructional techniques, and learning activities are designed to challenge high levels of student learning and ownership. Consistent with the Newtown Public Schools Mission Statement, we strive to create an unparalleled learning environment with high expectations, quality instruction, continuous improvement and civic responsibility. In addition to inspiring each student to excel, we want to meet our students' needs to feel valued, to feel safe, to make appropriate choices and to have fun in the process of learning. We consciously develop programs to meet these needs. The Professional Learning Community collaborative model is a valued practice. Regularly scheduled PLC teams analyze data, discuss and share instructional practices, and create next steps toward higher levels of student achievement. Our PBIS team continued to lead the initiative in shaping students' good decision-making which is further supported by a restitution discipline paradigm. Next year we plan to shift to the Safe School Climate team model. After-school clubs and activities increase involvement for a range of students' interests, including sports, the arts, academic enrichment and community service opportunities.
