

STRATEGIC SCHOOL PROFILE 2012-13

Middle and Junior High School Edition

Newtown Middle School**Newtown School District**

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Location: 11 Queen St.
 Newtown,
 Connecticut

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: 7 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 892
 5-Year Enrollment Change: -4.1%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	79	8.9	8.9	30.9
Students Who Are Not Fluent in English	1	0.1	0.1	3.4
Students with Disabilities	62	7.0	7.0	12.4
Students Identified as Gifted and/or Talented	42	4.7	4.7	7.0
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	434	97.5	97.5	97.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,032	1,029

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	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	22.1	22.1	20.2	Mathematics	29.7	29.7	33.9
				World Language	79.8	79.8	46.5

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	32	37
Computer Education	12	18
English Language Arts	420	231
Family and Consumer Science	12	10
Health	12	24
Library Media Skills	0	10
Mathematics	158	164
Music	71	36
Physical Education	71	58
Science	158	151
Social Studies	158	147
Technology Education	12	23
World Languages	71	96

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 23.5% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 26 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.1	0.1	3.2
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	90.3	90.3	75.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	4.4	4.4	2.1
% of Computers with Internet Access	100.0	100.0	99.3
% of Computers that are High or Moderate Power	100.0	100.0	97.5
# of Print Volumes Per Student*	10.3	10.3	22.2
# of Print Periodical Subscriptions	13	13	19

*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	
General Education: Teachers and Instructors	65.18
Paraprofessional Instructional Assistants	5.20
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	16.00
Library/Media Specialists and/or Assistants	1.80
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.55
Counselors, Social Workers, and School Psychologists	5.50
School Nurses	1.60
Other Staff Providing Non-Instructional Services and Support	22.45

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	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	14.7	14.0	14.3
% with Master's Degree or Above	87.7	87.7	80.3
Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	12.7	12.7	9.3
% Assigned to Same School the Previous Year	91.8	91.8	87.4

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 this school.

Newtown Middle School's website is available for parents to access our daily announcements, extracurricular activities, and calendar events. Parent/student/teacher conference days are held in the fall along with two spring conference dates to keep parents apprised of their children's academic performance. An online Parent Portal affords parents and students the opportunity to monitor academic performance on a daily basis. A monthly newsletter, The Lion's Roar, is published and available online to keep parents informed. To improve communication and enhance preparedness, Connect-ED calls are used for community outreach messages. Homework and other information are posted on teachers' websites. Open Houses for each grade level is held as well as an orientation evening each spring for incoming seventh grade parents. An Evening of the Arts, a community event for parents and students, is held each May to showcase work completed in unified arts classes. Parent volunteers have availed themselves as guest speakers, participants in our annual eighth Career Day, as a PBIS team member, and chaperones for field trips including our three-day Washington, D.C. trip. A Parent Roundtable is offered by our principal on a monthly basis opposite our PTA meeting as a means of building relationships and soliciting ideas to improve our learning community. We have cultivated a very involved and dedicated Parent Teacher Association which has been instrumental in providing enriching experiences such as our annual Cultural Arts programs and in such events as our Book Fair, Magazine Drive, and Eighth Grade Dinner Dance.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	27	3.0
Black	19	2.1
Hispanic	38	4.3
Pacific Islander	0	0.0
White	803	90.0
Two or more races	5	0.6
Total Minority	89	10.0

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

1.6% 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 10.

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.

Our school has established a sister school partnership with Liaocheng Middle School (#3) in China. A Chinese delegation consisting of students and teachers visited NMS for one week in February as well as a delegation from France through the NICE program. Students welcomed a delegation of the Red Lake Ojibwe community and Red Lake High School in Minnesota and four graduates from Columbine High School in Colorado to celebrate their culture, music, dance and gift of healing. NMS accepted their gift of a framed handmade dream catcher on behalf of the Newtown community. We provide our students with opportunities to learn about diverse cultures. Students develop personal mission statements that promote acceptance of diversity and cultural understanding. The social studies and language arts curricula is on themes of tolerance, understanding, and elimination of prejudice. The study of Native Americans and African Americans highlights types of discrimination, bias, and stereotypes through role-playing, reflective journal writing, literature and poetry readings, and class discussion to enhance students' understanding. Our world language departments broaden cultural experiences with hands-on activities as well as opportunities for international travel to Spain and Quebec. Counselors have designed curriculum and developmental guidance lessons focusing on mean behaviors and sexual harassment. An after-school activity, Labels Are For Jars, celebrates diversity in our NMS community. Our PTA's Cultural Arts Program sponsors quality enrichment programs: Irish artist, Patrick Dunning, offered his "Signature Project" presentation of how the global impact of diverse cultures touch every one of us; the poetry group, "Mayhem Poets," took students on a journey through the lives of people from all walks of life through the spoken word. Outreach campaigns represent school-wide efforts such as our Student Council's Food Drive and our school's Interact Club participated in numerous service projects such as Share Our Strength's Great American Bake Sale and pancake breakfast.

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	N/A	N/A	N/A	N/A
Grade 8	63.1	63.1	50.6	72.2

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

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
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	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
Science	N/A	N/A	N/A	N/A
Grade 6 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 7 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 8 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
Science	N/A	N/A	N/A	N/A

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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.0	97.0	96.2

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 2011-12 school year, 32 students were responsible for these incidents. These students represent 3.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	1
Sexually Related Behavior	2	2
Personally Threatening Behavior	5	1
Theft	0	0
Physical/Verbal Confrontation	4	2
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	15	4
Total	30	10

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Newtown Middle School is a professional learning community. To enhance adult learning and to focus on the instructional core, all departments implemented instructional rounds. We work collaboratively on a weekly basis in departments to analyze student work and to seek relevant data with the goal of continuous improvement. Our district's monthly early release day initiative focused the development of performance-based assessments in every area. All teachers participated in a museum walk of their work at the end of the year to share ideas and strategies for implementing the common core. In our efforts to improve our special education program, Aimsweb data is compiled on a weekly basis. Our special education teachers offer a literacy program entitled Language! which serves to develop students' reading/writing performance. A comprehensive study skills unit is offered to all seventh grade students at the beginning of each school year. A Math tutorial was continued in addition to Writing tutorials and reading classes already in place for students who fell below the state CMT reading/writing goals. In addition, a fluency program is offered to address students' reading needs. To increase all students' overall independent reading, an Accelerated Reader (AR) program is conducted in all language arts classes. SmartBoards, E-instruction, mimios, Kindles and iPads have added technology to enhance instruction. Our district GATES program (Gifted and Talented Education Services) strives to maximize students' potential through problem solving experiences. In an effort to engage parents in the planning and improvement of school programs, they are invited to serve alongside staff members on various school committees as well as in after school activities.

SUPPLEMENTAL SCHOOL INFORMATION

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

This year the students of NMS were the recipients of numerous awards including the school's Literary Magazine, Opus Optima, Fairfield County Math Competition (1st place), Math Olympiads (14 national excellence winners in Division M), "History Day in Connecticut" (1st and 3rd places in regionals, 5th place in the state), Odyssey of the Mind (finals), 7th grade student published his first book (The Power of Zeal), PTA State Reflections contest winners, and school Geography Bee winner. Common formative assessments along with common rubrics in core academic areas have been established which incorporate both state and district content standards. The work of unwrapping Common Core State Standards has begun. Our integrated math program, a 9th grade course, is offered to eighth graders whose profiles are evaluated and who have developed strong abstract thinking skills. Integrated 2, a 10th grade course, was offered to one eighth grader and three seventh graders. One seventh grader participated in the 9th grade Integrated 1 math class. Rotation classes - technical education, family and consumer science, computer applications, health, and project adventure - are offered to all students as well as music technology, art, PE, band, chorus, and orchestra. Based on Glasser's model of Choice Theory, NMS has a unique approach to classroom management that encourages students to accept responsibility for their learning and behavior. Teachers, counselors, and administrators work with students to discuss and reflect upon their actions in order to consider alternate, acceptable methods of meeting their needs in a discipline approach called Restitution. A team consisting of teachers, counselors, administrators and parent, participated in a year-long PBIS (Positive Behavioral Interventions and Supports) training as well as engaging in safe school climate activities.
