

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

**Sandy Hook Elementary School
Newtown School District**

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Location: 12 Dickinson Drive
 Sandy Hook,
 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

School Grade Range: K- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 639

5-Year Enrollment Change: -19.6%*

*Between 2002 and 2007, was redistricted

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	23	3.6	3.1	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	0.0	7.3
Students with Disabilities	44	6.9	7.6	10.8
Students Identified as Gifted and/or Talented	11	1.7	2.8	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	107	95.5	93.1	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	488	92.4	93.1	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	949	987

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.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	18.7	18.4	18.1
Grade 2	19.7	19.3	19.3
Grade 5	N/A	N/A	N/A

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	26	30
Computer Education	20	13
English Language Arts	500	495
Health	20	20
Library Media Skills	25	18
Mathematics	197	198
Music	25	31
Physical Education	50	36
Science	40	71
Social Studies	40	69
World Languages	0	5
	N/A	N/A
	N/A	N/A

World Language

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

Lunch

An average of 30 minutes is provided for lunch during full school days.

*Interdisciplinary Approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.0	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.7	78.0	79.1

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	4.1	3.9	3.4
% of Computers with Internet Access	100.0	99.7	98.3
% of Computers that are High or Moderate Power	98.7	99.7	91.7
# of Print Volumes Per Student*	26.2	27.5	27.7
# of Print Periodical Subscriptions	27	25	16

*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	36.50
Paraprofessional Instructional Assistants	8.89
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	17.86
Library/Media Specialists and Assistants	2.10
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.50
Counselors, Social Workers, and School Psychologists	1.25
School Nurses	1.14
Other Staff Providing Non-Instructional Services and Support	11.23

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.2	12.5	13.2
% with Master's Degree or Above	88.9	86.3	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	6.6	7.6	8.7
% Assigned to Same School the Previous Year	84.4	81.3	72.5

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.

Sandy Hook Elementary School fosters a strong partnership between home and school. Parents lead over forty PTA initiatives and participate on nearly eighty committees; family events are hosted regularly throughout the year. Over two hundred and fifty parent volunteers enhance and enrich our school program through their on-going service and efforts. Volunteerism is recognized in a variety of ways including an annual Volunteer Brunch hosted by staff and regular Library Volunteer Teas hosted by our LMC teacher leader. We offer a variety of parent workshops to inform and guide parents and other volunteers. Seminars are presented on topics such as Writer's Workshop, parenting strategies, beginning literacy, and supporting math achievement. Parents of children participating in support services are encouraged to attend small group sessions where topics such as developing early literacy and building self-directed learners are discussed. Administrators and faculty host informational meetings on relevant topics. Parents and staff work cooperatively to publish our weekly school newsletter, The Connection, and teachers share monthly classroom newsletters. These communications are posted on our school web site that highlights school-wide links as well as individual teacher web pages. Teacher web pages include timely curriculum information as well as tips for parents and students. Homework planners are used in grades three and four as an organizational tool for students as well as a means of home-school communication. Teachers and parents utilize both voice-mail and e-mail to supplement conferences, written interim reports, progress reports, and on-going conversations. PTA efforts enrich our school program and provide a venue for input into decision-making on vital topics such as our School Improvement Plan and budget formulation. Sub-groups meet and share progress through PTA reports and posted minutes. With support from our PTA, a Family Resource Room serves as a home base and meeting place for parents.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	22	3.4
Black	14	2.2
Hispanic	23	3.6
White	580	90.8
Total Minority	59	9.2

Percent of Minority Professional Staff: 1.9%

Non-English Home Language: 1.4% 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 4.

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.

Recognizing the relative homogeneity of our school community, we strive to broaden students' understanding of, and appreciation for, a wide range of ethnic and racial backgrounds. All students explore diverse people, cultures, and their respective contributions to our country and world through units such as our Heritage Study and studies of literature that include a wide range of authors and culturally diverse characters and themes. Many classes correspond with pen pals and/or e-mail pals in order to learn about, and with, students and adults they would ordinarily never meet. As a Vanguard school, we have been partnered with an urban school over the last three years. Teachers and administrators have engaged in a continuing dialogue aimed at improving learning for all students. Each school hosted several teacher visitations and provided opportunities for collaboration around school improvement. All classrooms have been involved with, and benefited from, this initiative. Through this partnership, we have grown in our ability to understand different perspectives, apply best practices, and appreciate the commonalities we share in our quest for excellence. Our comprehensive K-4 cultural arts program features artists and performers of diverse backgrounds. Students have an opportunity to participate in after-school studies of world languages. Three students from SHS have opted to enroll in the Western Connecticut Academy of International Studies magnet school that is partnered with our district. Families share customs, traditions, and descriptions of their differing heritages through presentations and a rotating exhibit that is prominently displayed and used as a teaching tool.

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	47.7	48.7	33.8	79.3
Grade 6	N/A	N/A	N/A	N/A

*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	80.6	76.5	52.0	94.8
Writing	89.9	84.4	63.4	98.1
Mathematics	89.1	83.6	60.0	97.1
Grade 4 Reading	85.7	82.7	55.9	95.8
Writing	85.7	84.8	62.9	92.2
Mathematics	87.2	86.4	60.3	93.7
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

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	97.7	97.6	96.4

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. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Recent school improvement efforts have focused on implementing Scientific Research Based Interventions (SRBI) that accelerate the achievement of all students. Grade level data teams, a vertical planning team, and a range of committees with grade level and department representation ensure consistency and continuity between and among grade levels as well as equal access to the curriculum. The goal of each group is to identify strengths, trends, and areas for growth as we continually develop and modify action plans that will promote success.

We routinely fine-tune our structural organization to ensure effective and efficient use of instructional time and strive to increase direct instructional time for students at risk. We offer services based on students' needs rather than on given labels. Teachers cross-train, observe, and demonstrate strategies specific to their area of expertise in order to strengthen and increase the teaching repertoire of all teachers. In addition to providing more specific interventions for at risk students, we have focused on applications and problem solving in mathematics and communicating higher levels of understanding in reading and writing. Standardized data illustrates high levels of school achievement and school-based data demonstrates a reduction in special education referrals. Having every third and fourth grade classroom equipped with a SMART Board, we now integrate this powerful, interactive tool into daily instruction. Primary classes access the SMART Board through our computer and math/science labs. As teachers expand their repertoire, the SMART Board and other technology tools are being used in more substantive ways to accelerate student learning. We will continue to explore ways in which the ever-changing world of technology can enrich our program. Administrator and teacher leaders provide opportunities for parents to learn about, explore, and provide input into school programs. Presentations are made to parent groups and information is disseminated through our weekly newsletter and posted on our school web site. Parents provide invaluable support in classrooms and through behind the scenes efforts.

SUPPLEMENTAL SCHOOL INFORMATION

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

Our school has been recognized as a Connecticut Vanguard School by the State Department of Education based on sustained academic achievement. We are proud of systemic implementation of best practices that are associated with high performing schools. A clear and common mission, setting of high expectations for all, and frequent monitoring and assessment of student progress are among practices that have been cited as exemplary. We foster a spirit of community that emphasizes respect, responsibility, and the golden rule. We teach social responsibility through a school-wide Responsive Classroom approach Classroom teachers begin each day with morning meetings aimed at fostering attitudes, skills, and abilities characteristic of strong citizens. We strengthen interrelationships as well each student's sense of belonging through initiatives such as our annual One School One Read program and the promotion of teacher mentors and classroom buddies. Our school sponsors a Kindness Club as well as school-wide service projects that provide students opportunities to individually and collectively make a difference. By nurturing these values, we believe our students will become adults who contribute positively to the world at large. SHS's strong tradition of excellence cultivates academics and aesthetics in mutually supportive ways. Our art, music, library media and physical education programs highlight students' talents and provide shining examples of performance-based learning. We offer a coalition of services that meet a wide range of student needs. We are committed to building lifelong learners, capable of responding to the evolving and divergent demands of a rapidly changing world.
