

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Sandy Hook Elementary School**Newtown School District**

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Location: 12 Dickinson Drive
 Sandy Hook,
 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: K - 4

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 625
 5-Year Enrollment Change: -5.0%

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	25	4.0	4.2	36.7
K-12 Students Who Are Not Fluent in English	1	0.2	0.3	7.4
Students with Disabilities	58	9.3	7.8	10.9
Students Identified as Gifted and/or Talented	9	1.4	2.4	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	98	98.0	96.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	490	93.3	93.0	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	948	992

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	16.7	16.2	18.5
Grade 2	21.5	19.8	19.7
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	26	30
Computer Education	20	15
English Language Arts	510	489
Health	17	18
Library Media Skills	26	19
Mathematics	196	197
Music	26	31
Physical Education	50	36
Science	42	70
Social Studies	42	67
World Languages	0	8

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.

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	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.8	84.3	80.9

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	4.4	4.3	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	29.1	30.7	28.9
# of Print Periodical Subscriptions	13	23	12

*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	35.14
	Paraprofessional Instructional Assistants	9.76
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	21.00
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)		2.14
Counselors, Social Workers, and School Psychologists		1.00
School Nurses		1.40
Other Staff Providing Non-Instructional Services and Support		11.40

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	12.5	13.0	13.6
% with Master's Degree or Above	97.7	92.7	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.3	9.0	8.2
% Assigned to Same School the Previous Year	90.9	90.9	86.9

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 homeworks.

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 and staff collaboratively implement over forty initiatives and family events hosted regularly throughout the year. Over three hundred parent volunteers enhance and enrich our school program through their on-going service and efforts. We recognize volunteerism in a variety of ways such as our annual Volunteer Brunch and library volunteer teas. Teachers facilitate evening seminars on topics such as Writer's Workshop, parenting strategies, and beginning literacy. Parents of children participating in support services attend small group sessions where topics such as increasing reading fluency and building self-directed learners are discussed. The principal hosts informational meetings on such relevant topics as school budget and school improvement planning. All teachers host special events such as Authors Teas, Portfolio Conferences, a Wax Museum, and Field Day that showcase student work. We incorporate family and community components into units of study including our 3rd grade recycling unit and our 2nd grade community unit. Similarly, unified arts teachers highlight student achievements through our annual Art Show and grade level choral performances tied to units of study. Our entire school community engages in a six week shared book discussion we dubbed One School, One Read several years ago. Parents and staff work cooperatively to publish The Connection, our weekly school newsletter, and teachers distribute monthly classroom newsletters. These communications are posted on our school web site that highlights school-wide links and individual teacher web pages. Teacher web pages include timely curriculum information and 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, interim progress reports, and on-going conversations. PTA efforts enrich our school program and provide a venue for input into decision-making on vital topics. Our Family Resource Room serves as a home base and meeting place for parents and various committees. Beginning with kindergarten and new parent orientations, parents are welcomed, kept informed, and encouraged to participate in school improvement efforts.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	30	4.8
Black	12	1.9
Hispanic	24	3.8
White	559	89.4
Total Minority	66	10.6

Percent of Minority Professional Staff: 1.9%

Non-English Home Language :

1.9% 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 8.

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 homogeneity of our school community, we strive to broaden students' understanding of, and appreciation for, diversity in the American culture and around the world. All students explore a wide range of people, cultures, and their respective contributions to society through units such as our Heritage Study and literature studies that include a rich range of authors, characters, and themes. Families share customs, traditions, and descriptions of their unique backgrounds through a variety of presentations. 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. To this end, the infusion of SMART Boards has given us access to relevant and motivating resources. We offer a comprehensive K-4 cultural arts program featuring artists and performers of diverse backgrounds. Our school community enthusiastically supports several community projects such as our town-sponsored Adopt a Family, Jump Rope for Heart, the annual Turkey Trot, the 100th Day Celebration, and collections for our local food pantry. We recognize the service of veterans and seniors through our annual Veteran's Day celebration. Through a Responsive Classroom approach, Sandy Hook School develops a community of interdependent learners building the skills and abilities to be responsible and caring global citizens.

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	79.4	72.1	50.3	94.7
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	88.1	78.5	57.0	98.1
Writing	87.6	78.3	58.3	96.7
Mathematics	88.3	86.1	62.4	94.5
Grade 4 Reading	84.5	79.8	59.9	92.1
Writing	87.6	83.1	63.6	95.1
Mathematics	92.3	89.7	67.0	94.2
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	98.6	97.7	96.5

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 2008-09 school year, 4 students were responsible for these incidents. These students represent 0.6% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	10	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

While standardized data demonstrates high levels of school achievement, school improvement efforts focus on the implementation of Scientific Research-based Interventions (SRBI) and Professional Learning Communities (PLC) that accelerate the achievement of all students. Formed through grade level data teams, department teams, and vertical planning teams, PLCs ensure consist implementation of best practices, continuity K-4, and a vehicle for collaboration around student growth and school improvement. At the student level, teachers identify individual strengths, target areas of need, and implement action plans to meet specific objectives. At the department and school level, data is analyzed and trends are identified in order to inform planning. We routinely fine-tune our structural organization to ensure effective and efficient use of instructional time and we maximize direct instructional time as we continually explore alternative programs to reach students in need. Teachers share strategies specific to their areas of expertise in order to strengthen the repertoire of all teachers. By focusing on applications and problem solving in mathematics and higher levels of communicating in reading and writing, we ensure rigor and challenge for students at all levels. By way of example, we have used our PLCs to foster the creation of interdisciplinary units that incorporate 21st Century skills in every grade level. Since all classrooms are now equipped with a SMART Board, we now integrate this powerful, interactive tool into daily instruction. Kindergarten and grade one classes access the SMART Board through our computer and math/science labs. Teachers are expanding the ways in which they utilize the SMART Board and other technology tools to accelerate student learning and enrich our program. Administrator and teacher leaders provide opportunities for parents to learn about, explore, and provide input into school programs through school-wide surveys and PTA sponsored forums. 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 as we strive for continuous improvement.

SUPPLEMENTAL SCHOOL INFORMATION

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

Having been recognized as a Connecticut Vanguard School by the State Department of Education, we continue to demonstrate high levels of sustained academic achievement and the systemic implementation of best practices associated with high performing schools. Our school is characterized by the articulation of a clear and common mission, the setting of high expectations for all, high quality instruction, and frequent monitoring and assessing of student progress. We foster a spirit of community that emphasizes respect, responsibility, and the golden rule and 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 needed to build strong citizens. We strengthen interrelationships and student's sense of belonging through initiatives such as our teacher/staff mentor program and classroom buddies. Our school sponsors school-wide service projects that provide students with opportunities to make a difference in the community beyond our school. 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 constellation of services that meet a wide range of student needs. Most importantly, we are committed to building lifelong learners, capable of responding to the evolving and divergent demands of a rapidly changing world.
