

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Head O'Meadow Elementary 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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: 1 - 4**STUDENT ENROLLMENT**Enrollment on October 1, 2012: 339
5-Year Enrollment Change: -23.5%**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	15	4.4	6.4	41.3
K-12 Students Who Are Not Fluent in English	3	0.9	0.5	8.1
Students with Disabilities	33	9.7	7.5	11.2
Students Identified as Gifted and/or Talented	2	0.6	3.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	56	93.3	96.8	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	197	95.2	97.1	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	993	999

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	15.0	14.9	18.9
Grade 2	15.3	17.8	19.8
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	26	32
Computer Education	20	16
English Language Arts	550	485
Health	17	17
Library Media Skills	22	20
Mathematics	212	200
Music	22	32
Physical Education	50	39
Science	37	74
Social Studies	37	69
World Languages	0	10

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	0.9	0.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	90.9	86.3	79.2

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	3.2	3.4	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	47.9	40.5	29.7
# of Print Periodical Subscriptions	18	22	10

*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	21.91	
Paraprofessional Instructional Assistants	5.40	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	5.20	
Library/Media Specialists and/or Assistants	1.30	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00	
Counselors, Social Workers, and School Psychologists	1.00	
School Nurses	1.10	
Other Staff Providing Non-Instructional Services and Support	9.70	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.6	14.0	13.7
% with Master's Degree or Above	88.9	91.1	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	13.4	9.0	9.1
% Assigned to Same School the Previous Year	85.2	88.3	84.2

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.

Head O' Meadow fosters a strong partnership between home and school. Our PTA has been very involved in sponsoring events that not only help to bring our Head O' Meadow community together through regularly scheduled family events, but enhance our curriculum through Cultural Arts programs, a geography program for third and fourth graders, and High Touch-High Tech Science. Parents serve as volunteers in classrooms and the library, and our Junior Great Books and Mathematics Super Stars programs rely on parent volunteers to ensure student participation and success. Parents and staff work collaboratively to publish our monthly newsletter. Teachers also share their own newsletters and teacher web pages, which provide information on curriculum as well as tips for parents. Homework planners are used in grade four as an organizational tool for students and folders are used at all grade levels for home/school communication. Teachers and parents utilize both voice mail and email to supplement conferences, written interim reports, and more formal progress reports.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	9	2.7
Black	1	0.3
Hispanic	20	5.9
Pacific Islander	0	0.0
White	307	90.6
Two or more races	2	0.6
Total Minority	32	9.4

Percent of Minority Professional Staff: 2.9%

Non-English Home Language :

2.9% 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 5.

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.

The Head O' Meadow student population continues to be relatively homogeneous, and as such, we do not enjoy the rich benefits of a diverse community where students learn from a wide range of ethnic and racial backgrounds. Students explore diverse cultures through units in kindergarten through grade four related to Black History Month, immigration and family traditions. Throughout the year our second graders study world holidays. The Head O' Meadow PTA sponsors cultural arts assemblies that are geared toward an appreciation of differences through music, stories, and various performances. Our School Community Team, made up of students and teachers, involve themselves in various community service projects, such as collections, to support needs within the Newtown community. French and Spanish classes offered before and after school were geared toward the development of language skills and to enhance cultural understanding.

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	87.5	76.6	52.0	98.6
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	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	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.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 Elementary Sch.	State Elementary Sch.
% Present on October 1	95.9	97.1	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 2011-12 school year, 1 Student was responsible for these incidents. These students represent 0.3% 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	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	1	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The Common Core State Standards have guided our district in identifying and implementing new programs and resources, including full-day kindergarten. A Readers Workshop model has been adopted by the district, and classroom teachers are working in collaboration with Teachers College to build capacity for operationalizing this new initiative. A new interactive math program is being used in kindergarten through grade four. Stepping Stones Math utilizes technology and reinforces 21st Century Skills while aligning with the Common Core. New methods for assessing current levels of performance and progress over time are being investigated. NWEA, a computer adaptive assessment, is being piloted in kindergarten through grade four in the area of mathematics. For those students not meeting academic or behavioral goals, efforts have focused on implementing Scientifically Research Based Interventions (SRBI) to accelerate the achievement and success of all students. Students' strengths and areas for growth are identified and action plans developed and continually monitored for progress over time. The integration of iPad technology will help us move toward the 21st Century Skills of problem solving, creativity, communication, collaboration, innovation and information literacy. Each classroom is equipped with a SMART Board so this powerful, interactive tool can be integrated into daily instruction. SMART Boards are also used in our

SUPPLEMENTAL SCHOOL INFORMATION

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

Head O'Meadow was the first school in the district to implement a Lesson Study Model, where teachers work together to refine lessons for effective teaching. Each grade level works collaboratively to identify a gap in student learning and design a lesson to address the needs of students in this area. Other members of the team include the Principal, Lead Teacher, Language Arts Consultant and Math Specialist. Our goal is to make learning engaging and rigorous while targeting a difficult area for student learning based on data. Once the lesson is developed, one teacher from the grade level teaches the lesson with other members of the team observing. The team meets back for discussion and reflection on the learning, revises the lesson, and a second teacher teaches the lesson the next day with identified modifications in place. Again, other team members observe, discuss, and reflect on the second day of teaching and learning. From there, next steps are identified for students. While lesson study at HOM is a once a year event, pieces of the process and the critical thinking that goes on are expected to transfer into ongoing conversations teachers have about teaching and learning all year long.
