

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

Newtown High 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 SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 1,760
 5-Year Enrollment Change: 2.4%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	110	6.3	9.7	31.8
Students Who Are Not Fluent in English	2	0.1	1.0	3.8
Students Identified as Gifted and/or Talented	101	5.7	8.3	5.0
Students with Disabilities	112	6.4	9.8	11.3
Juniors and Seniors Working 16 or More Hours Per Week	38	9.7	10.3	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	17.8	18.1	17.6
Biology I	22.0	19.8	18.6
English, Grade 10	21.0	20.5	19.0
American History	21.2	21.0	19.8

Instructional Time	School	State High Schools
Total Days per Year	183	181
Total Hours per Year	970	1,027

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

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

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	53.1	36.2

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	20.0	21.9	23.8

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	79.9	92.0
Chemistry	90.7	73.8
4 or More Credits in Mathematics	62.4	67.0
3 or More Credits in Science	68.9	88.3
4 or More Credits in Social Studies	63.9	58.3
Credit for Level 3 or Higher in a World Language	69.7	61.1
2 or More Credits in Vocational Education	51.9	57.1
2 or More Credits in the Arts	36.3	40.5

Class of 2012

This school required more than the state minimum number of credits for graduation in physical education

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.1	0.9	3.6
% of Gifted and/or Talented Students Who Received Services	0.0	51.5	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	95.5	74.5	72.5

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	High Schools	
		DRG	State
# of Students Per Computer	3.4	2.3	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	99.9	99.0
# of Print Volumes Per Student*	11.4	14.7	16.0
# of Print Periodical Subscriptions	57	51	34

*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.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	113.73
	Paraprofessional Instructional Assistants	4.90
Special Education:	Teachers and Instructors	12.02
	Paraprofessional Instructional Assistants	11.60
Library/Media Specialists and/or Assistants		2.80
Administrators, Coordinators, and Department Chairs		8.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		10.74
School Nurses		1.90
Other Staff Providing Non-Instructional Services and Support		52.55

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	High Schools	
		DRG	State
Average Number of Years of Experience in Education	12.5	14.3	13.9
% with Master's Degree or Above	86.6	86.6	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	7.2	7.8	8.6
% Assigned to Same School the Previous Year	93.3	89.3	87.9

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's website is devoted to homework pages.

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

At Newtown High School, we are committed to collaboration with parents and the community. The school takes advantage of an informational blog, twitter, and SchoolMessenger to inform the community of Newtown High School's successes, ongoing activities, and news that recognizes student and teacher accomplishments. The blog includes contributions from the school's departments, security notifications, club and extra-curricular events, student awards, professional accolades, administrative notices, and samples of student work. To date there have been more than 5000 posts and more than nearly 40,000 visits per month. Social media is employed to communicate quickly and efficiently with parents and students. In less than a year @NHS_tweets has gained over 1,750 followers and has become the number one source for communicating announcements. The Parent Portal component of the PowerSchool software is used by all teachers and administrators. This component allows parents to have access to their children's school information including grades, progress reports, report cards, attendance, and financial information. Its use has created a collaborative environment for parents, teachers, and students to share and access information and has enabled us to make timely decisions regarding student performance. The Naviance program continues to be a tremendous resource and communication tool which allows parents and students to access services to facilitate their college search, fill out college applications, find out career choices, develop skill and interest profiles, and develop individualized student success plans. Last year, college applications were transmitted to colleges electronically. This year, electronic transmissions will be extended to teacher letters of recommendation. The PTSA continues to increase its presence in the school and has awarded \$4,000 in grant monies to teachers, departments, and organizations.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	57	3.2
Black	16	0.9
Hispanic	91	5.2
Pacific Islander	0	0.0
White	1,567	89.0
Two or more races	26	1.5
Total Minority	193	11.0

Percent of Minority Professional Staff :7.8

Non-English Home Language:

1.5 % of this school's 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.

Newtown High School adheres to the Newtown Board of Education policy to promote a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Newtown High School maintains a standing goal to reduce cruel and mean behaviors in the building. To this end, a school-based team initiated a consistent "Connections" schedule. The purpose was to establish a structured opportunity for healthy adult connections within the school. In our efforts to give students a greater voice in the school, we have extended and improved our informal student meetings with the principal to freshmen, sophomores, juniors, and seniors. Scheduled classes met with the principal and assistant principals to exchange ideas and discuss issues and concerns they may have about school. This program will be continued in the upcoming school year. Through our Principal Advisory Council (PAC), students have a regular, structured opportunity to participate in school decision making and efforts to improve the culture of school and the quality of education that we deliver.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	68.0	51.4	89.8

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

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	22	11.1
% of Grade 12 Students Tested	63.5	28.6
% of Exams Scored 3 or More*	80.8	71.1

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	69.5	48.5	82.1
Writing Across the Disciplines	80.4	62.1	79.6
Mathematics	77.1	52.4	88.3
Science	73.1	48.8	86.3

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

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	552	503	86.8
Critical Reading	539	499	85.8
Writing	550	504	87.9
% of Graduates Tested	98.2	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	95.1	84.8	69.6
2011-12 Annual Dropout Rate for Grade 9 through 12	0.4	2.1	64.1

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	90.2	82.6	% Present on October 1	95.7	94.3
% Employed, Civilian and Military	5.5	9.8			

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, 63 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, 10 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	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	2
Theft	6	0
Physical/Verbal Confrontation	1	1
Fighting/Battery	13	0
Property Damage	2	0
Weapons	1	0
Drugs/Alcohol/Tobacco	14	6
School Policy Violations	40	25
Total	79	34

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Newtown High School's faculty, administration, students, parents, staff, and Board of Education members continued to move forward with high academic expectations. Newtown High School's Safe School Climate program continued to re-enforce a climate in which appropriate positive behavior are the norm. Students and teachers are recognized for positive behavior according to their demonstration of the school's core values. The Newtown High School Counseling Office continued to incorporate guidance classes in the student schedules. It is an excellent method of delivering materials and messages to students while introducing them to topics aligned with the NHS Core Values and Beliefs. The instructional rounds that originated with the Superintendent, Assistant Superintendent, Principals and Assistant Principals have been extended to the teaching community. Last year 21 groups made up of 63 teachers visited 168 classrooms observing and discussing instructional practice - all in one semester. We continue to offer this volunteer reflective instructional opportunity to teachers.

SUPPLEMENTAL SCHOOL INFORMATION

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

The establishment of The Newtown International Center for Education in 2011 is a new district center focused on global awareness and cultural understandings for the 21st Century. N.I.C.E. is recognized as a Japan Society Partner Alliance Program and as a Hanban-Asia Society-Confucius Classrooms Model Program. These two affiliations with Japan and China provide Newtown with support to offer educational resources and learning experiences for both educators and students K-12. NICE currently supports programs that explore the cultures of China, Japan, India, Spain, Italy, and France. The program offers free language and cultural workshops to the school communities and township throughout the school year to promote awareness and understanding of foreign cultures and build international relevance in the lives of our students. This year, NICE sent three Study Tour delegations abroad to France, Japan, and China. Next year a trip to a sister school in Spain was added to the program. Newtown received visits from two sister school delegations that incorporate the participation of our student community in the itineraries. Both educators and students are active in cultural and hosting components of the visits on a grand scale. A student ambassador organization, grades 5-12, exists to focus on global citizenry after school that highlights community service and international understandings.
