

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Hawley Elementary School**Newtown School District**

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Location: 29 Church Hill Road
Newtown,
Connecticut

Website: newtown.k12.ct.us/~hawley/

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, 2011: 384
5-Year Enrollment Change: -11.1%

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	6.0	6.1	39.4
K-12 Students Who Are Not Fluent in English	3	0.8	0.3	7.8
Students with Disabilities	22	5.7	7.3	10.9
Students Identified as Gifted and/or Talented	3	0.8	2.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	60	98.4	96.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	309	95.7	95.4	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	980	993

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 full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.3	16.0	18.5
Grade 2	17.3	18.4	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	31
Computer Education	20	16
English Language Arts	518	488
Health	17	18
Library Media Skills	22	20
Mathematics	209	200
Music	22	32
Physical Education	50	39
Science	37	73
Social Studies	37	67
World Languages	0	7

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	0.8	0.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	98.6	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	77.3	85.9	78.8

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	3.6	3.6	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	39.5	37.5	29.7
# of Print Periodical Subscriptions	25	21	11

*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	23.04	
Paraprofessional Instructional Assistants	5.16	
Special Education: Teachers and Instructors	3.00	
Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants	1.60	
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	13.77	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.8	14.0	13.7
% with Master's Degree or Above	100.0	91.8	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.2	8.4	8.7
% Assigned to Same School the Previous Year	92.9	89.4	85.0

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.

At Hawley School, a positive home and school connection is valued and encouraged by staff and parents. Hawley's PTA (Parent Teacher Association) provides tremendous opportunities for parents to become involved in our school. Our parent community supports education and continually seeks ways to enhance our programs. The PTA sponsors Cultural Arts programs for students, guest speakers for parents, events for families such as the Ice Cream Social and International Dessert Night, and Book Fairs to support literacy. In addition, our PTA has worked collaboratively with the staff to promote our yearly "One School One Read" event. This six-week initiative supports reading as well as provides a common experience for families. Literacy, music, and art-related activities are included as part of this initiative. In addition, this past April the PTA supported our Literature Week featuring Len Cabral, a storyteller, and author David A. Adler. Parent volunteers assist teachers during center activities, field trips, and classroom celebrations. Volunteers provide support to our Library Media Center and Computer Lab. Parent involvement is critical to the success of Hawley School. Each year, parent volunteers are recognized for their support at a breakfast. Close to 200 volunteers were celebrated during the 2011-2012 School Year. Ongoing communication is provided by a school-wide newsletter twice per month, as well as weekly communication by teachers. Teacher newsletters regularly provide parents with information about instruction and upcoming units of study. Important messages and homework assignments are posted daily on our teacher websites. The school website provides parents a wealth of information. Parent/teacher conferences are scheduled formally two times per year in November and March. The staff is more than willing to meet with parents apart from the formal conferences. Interim Reports and Progress Reports are issued three times per year. At Hawley, we believe that promoting and celebrating the involvement of parents in their children's education provides the best possible learning environment.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	16	4.2
Black	1	0.3
Hispanic	19	4.9
Pacific Islander	0	0.0
White	340	88.5
Two or more races	8	2.1
Total Minority	44	11.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

3.1% 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 9.

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.

At Hawley School we celebrate differences, which include, but are not limited to race, culture, religion, mental or physical abilities, heritage, age, gender, sexual orientation, learning style, and physical maturity. Many curricular based studies, as well as Student Council and Cultural Arts programs sponsored by the PTA, are scheduled throughout the year to increase student awareness of the diverse needs and cultures of others in the world. Grades K-4 read a variety of texts, including magazines that acknowledge differences within families, communities, the country in which we live, as well as countries around the world. This past year, the entire Hawley community including students, parents, and staff reached out to help others in need by collecting non-perishable items for the local food pantry. The Student Council sponsored this worthwhile learning opportunity. The PTA's Cultural Arts Committee helped bring in a performance on building character, as well as Len Cabral, a storyteller, and author David A. Adler. The Responsive Classroom philosophy, which recognizes citizenship and reinforces awareness of differences inherent within our community, continues to be incorporated into our school. All of our teachers have been trained in Responsive Classroom. Fostering an inter-generational connection with senior citizens throughout the community is also an important aspect of our school. Seniors actively participated in book clubs with our fourth grade students. Our music teacher is bilingual and has enhanced our music program by incorporating Spanish folk songs into the curriculum. Students also had the opportunity to see the Cool Jazz Band perform. We will continue to seek positive experiences and opportunities for our students to further their understanding and appreciation of individual differences.

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	64.3	78.6	50.9	76.7
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	77.1	80.8	59.2	82.6
Writing	80.2	84.1	62.7	82.8
Mathematics	88.2	89.7	66.5	89.5
Grade 4 Reading	85.7	84.5	64.1	90.8
Writing	90.7	87.5	65.3	96.5
Mathematics	92.9	90.4	68.0	93.9
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	92.4	95.4	95.9

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 2010-11 school year, 4 students were responsible for these incidents. These students represent 1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 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, 2010-11		
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	4	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At Hawley School, a positive home and school connection is valued and encouraged by staff and parents. Hawley's PTA (Parent Teacher Association) provides tremendous opportunities for parents to become involved in our school. Our parent community supports education and continually seeks ways to enhance our programs. The PTA sponsors Cultural Arts programs for students, guest speakers for parents, events for families such as the Ice Cream Social and International Dessert Night, and Book Fairs to support literacy. In addition, our PTA has worked collaboratively with the staff to promote our yearly "One School One Read" event. This six-week initiative supports reading as well as provides a common experience for families. Literacy, music, and art-related activities are included as part of this initiative. In addition, this past April the PTA supported our Literature Week featuring Len Cabral, a storyteller, and author David A. Adler. Parent volunteers assist teachers during center activities, field trips, and classroom celebrations. Volunteers provide support to our Library Media Center and Computer Lab. Parent involvement is critical to the success of Hawley School. Each year, parent volunteers are recognized for their support at a breakfast. Close to 200 volunteers were celebrated during the 2011-2012 School Year. Ongoing communication is provided by a school-wide newsletter twice per month, as well as weekly communication by teachers. Teacher newsletters regularly provide parents with information about instruction and upcoming units of study. Important messages and homework assignments are posted daily on our teacher websites. The school website provides parents a wealth of information. Parent/teacher conferences are scheduled formally two times per year in November and March. The staff is more than willing to meet with parents apart from the formal conferences. Interim Reports and Progress Reports are issued three times per year. At Hawley, we believe that promoting and celebrating the involvement of parents in their children's education provides the best possible learning environment.

SUPPLEMENTAL SCHOOL INFORMATION

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

Hawley School is one of many gifts bestowed upon the town by our benefactor, Mary Hawley. It is the oldest of the Newtown Schools, and is a gracious building with much history and charm located in the center of town. In 1997, a 22-thousand square foot addition and renovation project was completed to accommodate growth in the town's elementary student enrollment. The school climate can be described as warm, friendly, and inviting. Teachers and parents work cooperatively to provide a safe, orderly, and rich educational environment. Academic excellence is developed through high expectations for students' success and a belief in the principle of continuous improvement. Our Language Arts program integrates the reading/writing process. A balanced literacy program is at the core of our philosophy. Small group reading instruction is implemented in our primary classrooms, while our intermediate grades effectively use literature circles and book clubs to meet the needs of all learners. An emphasis is placed on students' instructional reading levels and daily independent reading and differentiated instruction occurs throughout the curriculum. In mathematics, instruction develops concept understanding, problem solving, and applications. Assessment plays a vital role in driving instruction. In addition, the concept of self-directed learning is a district and school goal addressed across the grade levels. Hawley is fortunate to have a nature trail behind our athletic fields that was expanded to include an outdoor classroom with benches for student seating. On-going professional development for teachers is provided to ensure varied opportunities for all students. The staff is experienced, dedicated, and committed to excellence. Teachers implement quality instruction for all students. In the past, Hawley has been awarded the Exemplary Reading Program Award for the State of Connecticut by the International Reading Association.
