

***STRATEGIC SCHOOL PROFILE 2012-13***

Elementary School K-6 Edition

**Hawley Elementary School****Newtown School District**

Jo-Ann K. Peters, Principal  
 Telephone: 203-426-7666

Location: 29 Church Hill Rd.  
 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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 1 - 4

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 361  
 5-Year Enrollment Change: -13.6%

**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	22	6.1	6.4	41.3
K-12 Students Who Are Not Fluent in English	3	0.8	0.5	8.1
Students with Disabilities	20	5.5	7.5	11.2
Students Identified as Gifted and/or Talented	5	1.4	3.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	49	100.0	96.8	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	229	95.8	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	12.5	14.9	18.9
Grade 2	20.0	17.8	19.8
Grade 5	N/A	N/A	N/A

<b>Required Hours of Instruction Per Year in Selected Subject Areas</b>		
<b>Grade 2</b>	<b>School</b>	<b>State</b>
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.

<b>Special Programs</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.8	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	90.0	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](http://www.iconn.org).

<b>Instructional Computers and Library Materials</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
# of Students Per Computer	3.4	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*	39.0	40.5	29.7
# of Print Periodical Subscriptions	26	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**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	23.11
	Paraprofessional Instructional Assistants	5.20
Special Education:	Teachers and Instructors	2.00
	Paraprofessional Instructional Assistants	7.80
Library/Media Specialists and/or Assistants		1.70
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		10.25

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.3	14.0	13.7
% with Master's Degree or Above	96.4	91.1	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	12.8	9.0	9.1
% Assigned to Same School the Previous Year	89.3	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.

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, International Dessert Night, and Book Fairs to support literacy. In addition, our PTA has worked collaboratively with the staff to promote our yearly Literature Week event. This weeklong initiative supports reading as well as provides a common experience for all students. 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 Antonio Rocha, a storyteller, and authors David Shannon and Jon Sczeiska. 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 2012-2013 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	10	2.8
Black	0	0.0
Hispanic	23	6.4
Pacific Islander	0	0.0
White	320	88.6
Two or more races	8	2.2
Total Minority	41	11.4

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language :**

2.5% 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 3.

---

### 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 Antonio Rocha, a storyteller, and authors David Shannon and Jon Sczeiska. 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. 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	65.9	76.6	52.0	77.0
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
	Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A
	Mathematics	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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.8	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.

At Hawley School, continuous improvement is at the core of our belief system as we embrace the philosophy and work of a Professional Learning Community. Teachers work collaboratively with colleagues to ensure students' needs are met and academic success is achieved. At each grade level there is a team leader that has been trained by Richard and Becky DuFour, well-known experts in the field of education. These teacher leaders help to facilitate effective teams within our school. PLCs at each grade level function successfully through on-going communication and weekly meetings. In addition, grade level leaders meet with the building principal and other instructional teacher leaders monthly to support the work of our PLCs. During the past year, teachers have participated in professional development opportunities that focused on unpacking the Common Core State Standards. We have implemented Lesson Study's in our building after extensive work on this initiative across the district. Lesson study provides our teachers with opportunities to observe and discuss highly effective instructional strategies as we continue to strive for continuous improvement. We have a highly effective team of teachers that meet weekly to monitor student progress and address our Response to Intervention (RtI) based on Scientific Research Based Interventions (SRBI). Analysis of state and district assessments as well as informal assessments provides teachers with information about their students. This information is synthesized to develop school and district plans to further improve student achievement. Each year, action plans are developed in the areas of reading, writing, and mathematics. The PTA (Parent Teacher Association) Executive Board is involved in the planning process for school improvement through monthly meetings with the building principal. Monthly PTA meetings provide parents a forum for suggestions for school improvement. The PTA sponsors fundraisers to enhance technology in our building including SMART Boards in all classrooms. An emphasis of the 21st century skills of communication, collaboration, creativity and innovation, critical thinking skills and research information literacy is a focus of our teaching and student learning.

---

## 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. 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. Teachers are working to implement the Common Core State Standards. Our Language Arts program integrates the reading/writing process through Reader's and Writer's Workshop. A balanced literacy program is at the core of our philosophy. Teachers have been working closely with a staff developer from Teacher's College. This professional development helps to strengthen literacy instruction for all students. Small group reading instruction focusing on specific strategies is implemented K-4 to meet the needs of all learners. Differentiated instruction occurs throughout the curriculum. In mathematics, instruction focuses on developing students' conceptual understanding, procedural skill and fluency, and problem solving strategies. The goal is for students to apply their learning to solve real-world mathematical problems. Assessment plays a vital role in driving instruction. 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 and implement quality instruction for all students. Hawley has been awarded the Exemplary Reading Program Award for the State of Connecticut by the International Reading Association.

---