

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



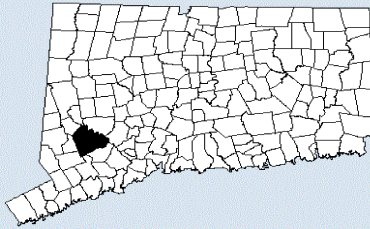
Newtown School District

203-426-7620 • <http://newtown.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,407
Per Pupil Expenditures ¹	\$17,372
Total Expenditures ¹	\$78,209,578

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 * When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,159	49.0	48.4
Male	2,248	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	153	3.5	5.1
Black or African American	*	*	12.8
Hispanic or Latino	273	6.2	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	89	2.0	3.3
White	3,829	86.9	53.6
English Learners	16	0.4	7.2
Eligible for Free or Reduced-Price Meals	338	7.7	36.7
Students with Disabilities ¹	557	12.6	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	96	4.5	25	1.2
Male	82	3.7	92	4.1
Black or African American	*	*	*	*
Hispanic or Latino	12	4.3	10	3.6
White	156	4.2	99	2.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	9.6	20	5.2
Students with Disabilities	48	9.2	22	3.5
District	178	4.1	117	2.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 11

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	300.8
Paraprofessional Instructional Assistants	39.3
Special Education	
Teachers and Instructors	36.9
Paraprofessional Instructional Assistants	87.7
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	20.4
Library/Media	
Specialists (Certified)	7.5
Support Staff	5.4
Instructional Specialists Who Support Teachers	19.8
Counselors, Social Workers and School Psychologists	30.1
School Nurses	12.9
Other Staff Providing Non-Instructional Services/Support	244.2

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	6	1.4	1.1
Black or African American	1	0.2	3.7
Hispanic or Latino	4	0.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	418	97.2	91.0

¹In 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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	11	*	14	66.7
White	341	91.7	277	72.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	37	90.2	8	40.0
Students with Disabilities	25	80.6	17	37.8
District	377	92.0	306	71.7
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	54	58.7
Emotional Disturbance	29	70.7
Intellectual Disability	*	*
Learning Disability	129	82.7
Other Health Impairment	101	82.8
Other Disabilities	*	*
Speech/Language Impairment	45	95.7
District	366	74.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	98	2.2	1.8
Emotional Disturbance	41	0.9	1.1
Intellectual Disability	19	0.4	0.5
Learning Disability	156	3.6	5.2
Other Health Impairment	123	2.8	3.1
Other Disabilities	23	0.5	1.1
Speech/Language Impairment	70	1.6	1.8
All Disabilities	530	12.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	22	4.2	8.3
Private Schools or Other Settings	22	4.2	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,000,535	8,770	9,847
Instructional Supplies and Equipment	1,482,369	333	287
Improvement of Instruction and Educational Media Services	1,784,658	401	589
Student Support Services	7,290,879	1,640	1,120
Administration and Support Services	8,453,072	1,901	1,905
Plant Operation and Maintenance	10,225,501	2,299	1,648
Transportation	4,587,356	980	904
Costs of Students Tuitioned Out	4,288,968	N/A	N/A
Other	1,096,240	247	208
Total	78,209,578	17,372	16,535

Additional Expenditures

Land, Buildings, and Debt Service	3,990,255	897	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,610,219	32.8	33.8
Noncertified Personnel	3,016,651	17.6	14.5
Purchased Services	481,787	2.8	5.5
Tuition to Other Schools	4,079,313	23.8	23.4
Special Ed. Transportation	1,570,798	9.2	8.7
Other Expenditures	2,355,217	13.8	14.1
Total Expenditures	17,113,985	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.9	88.4
State	8.2	8.5
Federal	1.7	1.8
Tuition & Other	1.2	1.3

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	80	77.4	80	80.5
Black or African American	35	69.0	35	68.7
Hispanic or Latino	131	71.9	132	66.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	51	82.6	51	82.3
White	1961	75.8	1961	73.3
English Learners	27	66.8	28	61.9
Non-English Learners	2232	75.8	2232	73.4
Eligible for Free or Reduced-Price Meals	195	67.3	195	62.9
Not Eligible for Free or Reduced-Price Meals	2064	76.5	2065	74.2
Students with Disabilities	271	54.9	270	50.3
Students without Disabilities	1988	78.5	1990	76.4
High Needs	439	61.6	439	57.3
Non-High Needs	1820	79.1	1821	77.1
District	2259	75.7	2260	73.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	44%	50%	
National Public	35%	35%	36%	
MATH				
Connecticut	40%	36%	32%	
National Public	40%	33%	25%	

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	94.1	67.1	81.5	90.2	1,285	83.5
Curl Up	97.0	83.4	92.4	98.4	1,285	93.2
Push Up	83.3	82.3	79.3	88.0	1,285	83.3
Mile Run/PACER	85.5	94.3	74.8	77.4	1,285	82.1
All Tests - District	71.7	57.6	54.6	69.4	1,285	63.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	15	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	45	82.2
Students with Disabilities	38	57.9
District	427	94.6
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	96.6	315	71.3
Black or African American	*	11	*
Hispanic or Latino	100.0	19	57.6
White	97.4	546	72.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.1	30	49.2
Students with Disabilities	77.6	9	11.8
District	97.6	601	71.8
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	88.1	95.2
Male	81.2	88.3
Black or African American	*	*
Hispanic or Latino	*	*
White	84.3	92.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	78.9	76.2
Students with Disabilities	61.5	*
District	84.4	91.8
State	70.9	88.3

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.7	75	50.0	50	100.0	67.6
	High Needs Students	61.6	75	41.0	50	82.1	57.5
Math Performance Index	All Students	73.3	75	48.8	50	97.7	62.7
	High Needs Students	57.3	75	38.2	50	76.3	52.0
ELA Academic Growth	All Students	65.0%	100%	65.0	100	65.0	60.7%
	High Needs Students	56.5%	100%	56.5	100	56.5	55.6%
Math Academic Growth	All Students	64.6%	100%	64.6	100	64.6	61.9%
	High Needs Students	51.8%	100%	51.8	100	51.8	55.4%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.6%	<=5%	42.8	50	85.6	16.6%
Preparation for CCR	% Taking Courses	81.6%	75%	50.0	50	100.0	74.8%
	% Passing Exams	71.8%	75%	47.9	50	95.7	44.8%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		94.6%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		87.5%	94%	93.1	100	93.1	81.8%
Postsecondary Entrance (Class of 2017)		84.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.0% 63.2%	75%	42.1	50	84.3	96.6% 50.1%
Arts Access		35.7%	60%	29.7	50	59.4	51.2%
Accountability Index				1021.6	1250	81.7	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean	+1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?						N
ELA Performance Index Gap	75.0	61.6	13.4		15.9	
Math Performance Index Gap	75.0	57.3	17.7		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	87.5%	6.5%		12.7%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	98.5
	High Needs Students	95.8
Math	All Students	98.5
	High Needs Students	95.6
Science	All Students	95.2
	High Needs Students	92.5

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 63.4

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

Newtown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Newtown Public Schools is committed to establishing a strong partnership of students, families, educators, and community. The District has worked to implement key elements of a five-year Strategic School Plan, and this has supported the expansion of pathways that afford opportunities for personalized learning. School improvement plans align with the overall vision and mission of the school district, and throughout the year Newtown administrators developed leadership goals and reviewed data that support instructional improvements at the classroom level. Collaborative and authentic learning experiences begin in the elementary level and includes the ongoing expansion of the world language program in Spanish and a Reader's/Writer's Workshop Model. In our efforts to continue to build personal learning pathways for every student based on their unique strengths, interests and needs, all Newtown students will complete a senior project prior to graduation. A reorganized Safe School Climate Committee provides direction, consistency, and a process for student interventions. Newtown assesses the level of services required to support students, families, and staff in our recovery following the events of 12.14. We have a shared commitment to instruction and learning to prepare our students for the changing landscape of education, technology, and careers in our global society. All schools have established Professional Learning Communities (PLCs) to analyze student data, identify instructional strategies, and develop plans to improve performance in math and literacy. NWEA data is used to inform instructional decisions. Our special education staff works to develop individualized educational plans that help meet the needs of struggling learners, and the inclusion of a model Unified Theater and Unified Sports program has created a highly positive environment for our students. The District has embraced Concept-based Curriculum and Instruction as its model across K-12 in all disciplines to promote depth of student learning. Assessment and curriculum are aligned with CT Common Core Standards, and we have begun to implement Next Generation Science Standards. Educators implement Responsive Classroom, Second Step, and Positive Behavior Instruction and Support (PBIS). The Parent Portal module of PowerSchool is implemented across the District, including online progress reports in K-12 and grade book access in grades 5-12. Together, these actions align the k-12 parent engagement experience across all schools for the improvement and support of student achievement. Naviance is used in grades 5-12 for the development of student goals and success plans. Parent engagement includes communication through emails, twitter, Facebook, and a highly involved PTA presence across the district. Reduction of truancy is managed successfully through increased parent communication, home visits, staff-parent-student meetings, mentors, student counseling and the support of community services. Daily scheduled student check-ins, after-school job placement and tutoring, and collaboration with community services to obtain financial support and/or medical treatment are among the services supported by the District and community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Newtown Public Schools is committed to fostering in students a respect for diversity and an understanding that bridges culture, race, ethnicity, and socioeconomic backgrounds. Given the relatively small percentage of minorities in Newtown's student population, we strive to provide learners with opportunities to expand their thinking, their experiences, and their relationships within groups of peers that more accurately represent the diversity of society. Newtown maintains registration for 20 students to attend the Academy for International Studies (AIS) Elementary Magnet School in Danbury. In 2014-15, the District introduced weekly Spanish lessons to all kindergartens during the school day; as of 2016-17, the program gradually has expanded across grades k-2. The elementary schools integrate an appreciation of diversity through performances, art, literature, and programming that engage students in learning about other ways of life and in helping those with economic and social needs. Social emotional learning programs, such as Responsive Schools and the Second Step curriculum in grades K-8 focus on the development of interpersonal skills, responsible and considerate behavior, empathy, conflict resolution, and respect for divergent views. The intermediate and middle schools implement a "respect for diversity" theme to encourage students to examine issues of diversity in early adolescence through intensive study and careful reflection. The high school inter-district program with Danbury High offers a shared learning environment for urban and suburban students with diverse representation. The Link Crew at Newtown High engages all ninth graders in activities that foster connections between students of socio-economically and ethnically diverse groups. Newtown schools host cultural exchanges and partnerships with schools and students in countries including China, Japan, Spain, and Italy. Additional interest in collaboration has been offered through post-secondary Chinese institutions, and educational programs in Japan, France, Spain, and India through the Newtown International Center for Education (NICE). In 2017, students were given the opportunity to visit an orphanage and school in India, which has initiated a powerful partnership and cultural experience.

District Profile and Performance Report for School Year 2017-18 Newtown School District

Equitable Allocation of Resources among District Schools

The Board of Education and the Superintendent ensure there is equitable distribution of resources among District's schools. The elementary schools are allotted the same per pupil amount for regular instruction and staff support services. The intermediate, middle, and high schools are allotted a per pupil amount for regular instruction and staff support services. The District follows consistent guidelines for class size in all schools. Obsolete computers are replaced ensuring a common platform and technology at all District schools. The Board of Education, Superintendent, and parent groups are vigilant in assuring equitable class size and staffing throughout the District. During the budget process, principals may present special requests to the Superintendent of Schools for equipment purchases and the staff to enhance delivery of educational program; additionally, K-4 principals collaboratively develop "Points of Pride" to align budget requests with instructional priorities. The Superintendent and the Board consider such requests for inclusion in the Board of Education's Budget after weighing their merit and impact on equitable allocation of resources among District schools.