

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



## School Information

Grade Range **9-12**  
Enrollment **1,575**

## Community Information

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

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## Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

For district totals, please see the district profile.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2018 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	811	51.5	51.1
American Indian or Alaska Native	0	0.0	*
Asian	69	4.4	3.5
Black or African American	18	1.1	*
Hispanic or Latino of any race	83	5.3	7.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	22	1.4	1.8
White	1,383	87.8	85.9
English Learners	*	*	0.6
Eligible for Free or Reduced-Price Meals	200	12.7	12.4
Students with Disabilities <sup>1</sup>	143	9.1	13.6

<sup>1</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the school identify as non-binary.*

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	40	5.4	12	1.6
Male	40	5.0	53	6.4
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	76	5.6	58	4.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	20	10.2	18	7.7
Students with Disabilities	20	15.5	17	11.6
School	80	5.1	65	4.1
District		4.4		2.2

**Number of students in 2017-18 qualified as truant under state statute: 14**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A student is chronically absent if they miss 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.

<sup>3</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2018-19

## Newtown High School

### Newtown School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	105.0
Paraprofessional Instructional Assistants	3.4
<b>Special Education</b>	
Teachers and Instructors	11.3
Paraprofessional Instructional Assistants	14.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	8.6
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	13.1
School Nurses	2.6
Other Staff Providing Non-Instructional Services/Support	49.2

<sup>1</sup>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.

### Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	1	0.7	0.2
Asian	2	1.4	0.9
Black or African American	0	0.0	0.2
Hispanic or Latino of any race	5	3.5	1.4
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	136	94.4	97.2

### Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.1	9.3

## Instruction and Resources

### School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	975
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:00 AM
End Time	02:32 PM

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	24	85.7	11	*
White	346	96.1	342	97.2
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	46	86.8	48	92.3
Students with Disabilities	22	88.0	25	89.3
School	404	95.7	378	96.9
District		95.5		93.2

<sup>2</sup>College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	14	*
Emotional Disturbance	12	*
Intellectual Disability	*	*
Learning Disability	53	96.4
Other Health Impairment	36	97.3
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	121	84.6
District		73.2

<sup>3</sup>This table includes students ages 6-21 with an IEP or services plan.

# School Profile and Performance Report for School Year 2018-19

## Newtown High School

### Newtown School District

## Performance and Accountability

### School Performance Index (SPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	24	73.7	24	79.6	24	67.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	25	62.3	25	58.0	24	56.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	346	68.0	346	69.2	341	64.8
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	58.8	48	58.2	48	58.7
Not Eligible for Free or Reduced-Price Meals	357	69.1	357	70.4	350	65.3
Students with Disabilities	22	40.1	22	38.9	20	42.7
Students without Disabilities	383	69.5	383	70.7	378	65.6
High Needs	65	53.3	65	53.2	65	54.9
Non-High Needs	340	70.7	340	72.0	333	66.4
School	405	67.9	405	69.0	398	64.5

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
<b>READING</b>				
Connecticut	40	41	50	
National Public	34	32	36	
<b>MATH</b>				
Connecticut	45	39	32	
National Public	40	33	25	

<sup>1</sup>NAEP 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 performance on NAEP by student group, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	89.5	382	89.5
Curl Up	N/A	N/A	N/A	95.8	382	95.8
Push Up	N/A	N/A	N/A	85.9	382	85.9
Mile Run/PACER	N/A	N/A	N/A	70.7	382	70.7
All Tests - School	N/A	N/A	N/A	62.0	382	62.0
All Tests - District	63.3	83.6	57.0	62.0		66.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2018-19

## Newtown High School

### Newtown School District

#### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	21	95.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	23	87.0
Students with Disabilities	24	79.2
School	416	97.8
District		96.5

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	98.6	285	68.8
Black or African American	*	6	*
Hispanic or Latino of any race	95.1	19	46.3
White	98.7	501	70.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.2	47	44.8
Students with Disabilities	84.9	*	*
School	98.5	566	69.7
District	96.8		68.0

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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

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

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.

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

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#### College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	*	93.5
Male	83.9	93.2
Black or African American	*	*
Hispanic or Latino of any race	90.0	*
White	86.8	93.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	55.2	83.3
Students with Disabilities	70.6	*
School	86.7	93.4
District	86.1	93.4

<sup>5</sup>College 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.

<sup>6</sup>College 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.9	75	135.8	150	90.6	67.7
	High Needs Students	53.3	75	106.7	150	71.1	58.1
Math Performance Index	All Students	69.0	75	137.9	150	91.9	63.1
	High Needs Students	53.2	75	106.5	150	71.0	52.7
Science Performance Index	All Students	64.5	75	86.0	100	86.0	63.8
	High Needs Students	54.9	75	73.1	100	73.1	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.1%	<=5%	49.7	50	99.5	10.4%
	High Needs Students	11.3%	<=5%	37.5	50	74.9	16.1%
Preparation for CCR	% Taking Courses	96.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	69.7%	75%	46.5	50	92.9	42.6%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		97.8%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		93.3%	94%	99.3	100	99.3	83.3%
Postsecondary Entrance (Class of 2018)		86.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   62.0%	75%	41.4	50	82.7	96.4%   52.9%
Arts Access		32.3%	60%	26.9	50	53.9	51.9%
<b>Accountability Index</b>				<b>1247.3</b>	<b>1450</b>	<b>86.0</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	70.7	53.3	17.4	15.3	
Math Performance Index Gap	72.0	53.2	18.7	17.4	
Science Performance Index Gap	66.4	54.9	11.5	16.3	
Graduation Rate Gap	94.0%	93.3%	0.7%	8.0%	N

<sup>1</sup>If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.5
	High Needs Students	93.1
Math	All Students	96.5
	High Needs Students	93.1
Science	All Students	95.3
	High Needs Students	94.4

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

<sup>3</sup>Minimum participation standard is 95%.