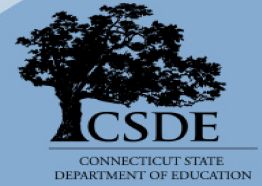


SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



School Information

Grade Range **9-12**
Enrollment **1,684**

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

For district totals, please see the district profile.

* 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, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	810	48.1	48.5
Male	874	51.9	51.5
American Indian or Alaska Native	0	0.0	*
Asian	63	3.7	3.4
Black or African American	27	1.6	*
Hispanic or Latino	71	4.2	5.3
Pacific Islander	0	0.0	0.0
Two or More Races	14	0.8	1.7
White	1,509	89.6	88.2
English Language Learners	*	*	0.3
Eligible for Free or Reduced-Price Meals	142	8.4	8.5
Students with Disabilities ¹	140	8.3	11.6

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	39	4.9	29	3.6
Male	44	5.1	73	8.4
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	79	5.3	94	6.3
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	12.5	25	15.9
Students with Disabilities	26	21.5	28	20.4
School	83	5.0	102	6.1
District		4.0		3.2

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

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.

School Profile and Performance Report for School Year 2016-17

Newtown High School

Newtown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	110.2
Paraprofessional Instructional Assistants	3.2
Special Education	
Teachers and Instructors	9.4
Paraprofessional Instructional Assistants	12.9
Administrators, Coordinators and Department Chairs	
School Level	7.8
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	12.7
School Nurses	2.7
Other Staff Providing Non-Instructional Services/Support	50.8

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.

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	3	2.1	1.2
Black or African American	0	0.0	0.0
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	138	94.5	97.5

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.9	9.2

Instruction and Resources

School Schedule

Days of Instruction	183
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	985
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:20 AM
End Time	02:02 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	7	*	13	*
White	175	46.2	365	95.5
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	34.8	25	100.0
Students with Disabilities	13	40.6	27	81.8
School	194	46.0	396	95.9
District		46.1		95.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	18	75.0
Emotional Disturbance	19	95.0
Intellectual Disability	*	*
Learning Disability	48	96.0
Other Health Impairment	28	100.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	121	86.4
District		76.6

⁴Ages 6-21

School Profile and Performance Report for School Year 2016-17

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	11	*	11	*	17	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	18	*	18	*	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	367	69.9	367	69.3	351	64.7
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	408	69.9	408	69.6	387	64.6
Eligible for Free or Reduced-Price Meals	20	60.2	20	57.9	28	62.6
Not Eligible for Free or Reduced-Price Meals	388	70.4	388	70.2	359	64.8
Students with Disabilities	27	52.3	27	46.0	25	43.6
Students without Disabilities	381	71.2	381	71.2	362	66.1
High Needs	44	55.2	44	51.1	51	53.6
Non-High Needs	364	71.7	364	71.8	336	66.3
School	408	69.9	408	69.6	387	64.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	94.0	335	94.0
Curl Up	N/A	N/A	N/A	94.0	335	94.0
Push Up	N/A	N/A	N/A	86.0	335	86.0
Mile Run/PACER	N/A	N/A	N/A	79.4	335	79.4
All Tests - School	N/A	N/A	N/A	72.5	335	72.5
All Tests - District	79.4	79.4	56.8	72.5		71.3

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.

School Profile and Performance Report for School Year 2016-17

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	24	91.7
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	40	82.5
Students with Disabilities	33	72.7
School	418	96.2
District		95.5

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	293	75.3
Male	98.2	331	74.2
Black or African American	*	*	*
Hispanic or Latino	100.0	22	68.8
White	98.2	569	74.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.9	27	56.3
Students with Disabilities	80.0	10	15.4
School	98.3	624	74.7
District	98.0		74.1

³College 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
- 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.

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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 2016	Class of 2015
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	81.3	95.5
Male	77.1	92.2
Black or African American	*	*
Hispanic or Latino	82.6	*
White	79.0	93.7
English Language Learners	79.0	*
Eligible for Free or Reduced-Price Meals	58.3	88.0
Students with Disabilities	51.6	*
School	79.1	94.0
District	78.9	94.0

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

School Profile and Performance Report for School Year 2016-17

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Newtown School District

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	69.9	75	93.2	100	93.2	67.1
	High Needs Students	55.2	75	73.6	100	73.6	55.9
Math Performance Index	All Students	69.6	75	92.7	100	92.7	62.2
	High Needs Students	51.1	75	68.2	100	68.2	50.5
Science Performance	All Students	64.6	75	86.1	100	86.1	55.3
	High Needs Students	53.6	75	71.4	100	71.4	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	5.0%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	16.6%	<=5%	26.8	50	53.6	15.8%
Preparation for CCR	% Taking Courses	70.7%	75%	47.1	50	94.2	70.7%
	% Passing Exams	74.7%	75%	49.8	50	99.6	43.5%
On-track to High School Graduation		96.2%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		96.2%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.0%	94%	96.9	100	96.9	82.0%
Postsecondary Entrance (Class of 2016)		79.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		83.1% 72.5%	75%	24.2	50	48.4	92.0% 51.6%
Arts Access		34.9%	60%	29.1	50	58.2	50.5%
Accountability Index				1059.2	1250	84.7	

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?					Y
ELA Performance Index Gap	71.7	55.2	16.5	16.6	
Math Performance Index Gap	71.8	51.1	20.6	18.5	
Science Performance Index Gap	66.3	53.6	12.7	16.5	
Graduation Rate Gap	94.0%	91.0%	3.0%	9.3%	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	97.6
	High Needs Students	88.5
Math	All Students	97.6
	High Needs Students	88.5
Science	All Students	97.3
	High Needs Students	96.4

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.