

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



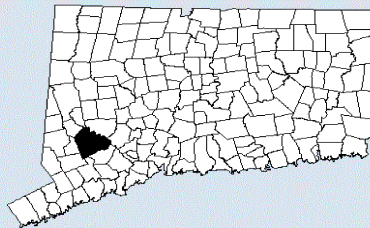
Newtown School District

Dr. John Reed, Superintendent • 203-426-7620 • newtown.k12.ct.us/

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools | 9 |
| Enrollment | 4,920 |
| Per Pupil Expenditures ¹ | \$13,995 |
| Total Expenditures ¹ | \$72,943,776 |

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).
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, 2013 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 2,381 | 48.4 | 48.3 |
| Male | 2,539 | 51.6 | 51.6 |
| American Indian | * | * | 0.2 |
| Asian | 185 | 3.8 | 4.6 |
| Black or African American | * | * | 12.9 |
| Hispanic or Latino | 236 | 4.8 | 21.2 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| White | 4,364 | 88.7 | 58.4 |
| Two or More Races | 76 | 1.5 | 2.3 |
| English Language Learners | 15 | 0.3 | 5.7 |
| Eligible for Free or Reduced-Price Meals | 281 | 5.7 | 37.3 |
| Students with Disabilities ¹ | 440 | 8.9 | 12.8 |

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 | 105 | 4.5 | 21 | 0.8 |
| Male | 106 | 4.3 | 81 | 3.1 |
| Black or African American | 0 | 0.0 | * | * |
| Hispanic or Latino | 24 | 9.8 | 9 | 3.6 |
| White | 180 | 4.2 | 88 | 2.0 |
| English Language Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 23 | 6.9 | 19 | 5.6 |
| Students with Disabilities | 51 | 12.2 | 35 | 6.9 |
| District | 211 | 4.4 | 102 | 2.0 |
| State | | 10.8 | | 7.4 |

Number of students in 2012-13 qualified as truant under state statute: 23

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.

District Profile and Performance Report for School Year 2013-14

Newtown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 341.5 |
| Paraprofessional Instructional Assistants | 36.8 |
| Special Education | |
| Teachers and Instructors | 36.0 |
| Paraprofessional Instructional Assistants | 78.7 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 6.7 |
| School Level | 18.4 |
| Library/Media | |
| Specialists (Certified) | 8.0 |
| Support Staff | 4.9 |
| Instructional Specialists Who Support Teachers | 22.1 |
| Counselors, Social Workers and School Psychologists | 36.2 |
| School Nurses | 10.0 |
| Other Staff Providing Non-Instructional Services/Support | 260.5 |

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

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---------------------------|-------|-------------------------------------|----------------------------------|
| Asian | 4 | 0.8 | 1.0 |
| Black or African American | 1 | 0.2 | 3.5 |
| Hispanic | 6 | 1.3 | 3.6 |
| Native American | 1 | 0.2 | 0.1 |
| White | 464 | 97.5 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 98.4 |
| District Poverty Quartile: Low | |
| State High Poverty Quartile Schools | 97.8 |
| State Low Poverty Quartile Schools | 99.5 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 11.2 | 9.3 |

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 0 | 0 | * | * |
| Hispanic or Latino | * | * | 13 | 54.2 |
| White | 47 | 11.9 | 165 | 45.3 |
| English Language Learners | 0 | 0 | 0 | 0 |
| Eligible for Free or Reduced-Price Meals | * | * | 6 | 23.1 |
| Students with Disabilities | 0 | 0 | * | * |
| District | 57 | 12.6 | 193 | 46.4 |
| State | | 14.2 | | 26.8 |

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 50 | 63.3 |
| Emotional Disturbance | 12 | 60.0 |
| Intellectual Disability | 6 | * |
| Learning Disability | 92 | 91.1 |
| Other Health Impairment | 55 | 82.1 |
| Other Disabilities | 12 | 60.0 |
| Speech/Language Impairment | 74 | 93.7 |
| District | 301 | 79.4 |
| State | | 69.2 |

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 80 | 1.6 | 1.4 |
| Emotional Disturbance | 20 | 0.4 | 1.0 |
| Intellectual Disability | 14 | 0.3 | 0.4 |
| Learning Disability | 101 | 2.1 | 4.2 |
| Other Health Impairment | 68 | 1.4 | 2.5 |
| Other Disabilities | 31 | 0.6 | 1.0 |
| Speech/Language Impairment | 92 | 1.9 | 1.9 |
| All Disabilities | 406 | 8.3 | 12.4 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 0 | 0 | 2.8 |
| Private Schools or Other Settings | 38 | 9.3 | 8.1 |

²Grades K-12

Overall Expenditures:³ 2012-13

| | Total (\$) | Per Pupil | |
|---|-------------------|---------------|---------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 39,123,215 | 7,616 | 8,769 |
| Instructional Supplies and Equipment | 1,047,321 | 204 | 275 |
| Improvement of Instruction and Educational Media Services | 1,663,707 | 324 | 487 |
| Student Support Services | 5,907,962 | 1,150 | 965 |
| Administration and Support Services | 7,339,452 | 1,429 | 1,600 |
| Plant Operation and Maintenance | 10,124,007 | 1,971 | 1,472 |
| Transportation | 4,264,447 | 793 | 786 |
| Costs of Students Tuitioned Out | 2,595,693 | N/A | N/A |
| Other | 877,972 | 171 | 178 |
| Total | 72,943,776 | 13,995 | 14,642 |
| Additional Expenditures | | | |
| Land, Buildings, and Debt Service | 5,313,418 | 1,034 | 1,434 |

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

| | District | | State |
|---|-------------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 4,691,568 | 36.1 | 35.6 |
| Noncertified Personnel | 2,414,580 | 18.6 | 14.5 |
| Purchased Services | 566,695 | 4.4 | 5.0 |
| Tuition to Other Schools | 2,434,003 | 18.7 | 21.4 |
| Special Ed. Transportation | 1,004,477 | 7.7 | 8.5 |
| Other Expenditures | 1,873,054 | 14.4 | 14.9 |
| Total Expenditures | 12,984,377 | 100.0 | 100.0 |
| PK-12 Expenditures Used for Special Education | | 17.8 | 21.9 |

Expenditures by Revenue Source:⁴ 2012-13

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 88.4 | 88.4 |
| State | 8.3 | 8.0 |
| Federal | 2.3 | 2.5 |
| Tuition & Other | 1.0 | 1.1 |

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).

District Profile and Performance Report for School Year 2013-14

Newtown School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

| CMT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | 91.0 | 91.9 | 92.0 | . | . | . | . | . | |
| Hispanic or Latino | 86.9 | 90.1 | 89.9 | . | . | . | . | . | |
| English Language Learners | . | . | . | . | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 82.9 | 88.7 | 89.2 | . | . | . | . | . | |
| Students with Disabilities | 64.6 | 65.9 | 66.3 | . | . | . | . | . | |
| High Needs | 72.5 | 77.3 | 77.4 | . | . | . | . | . | |
| District | 92.7 | 93.8 | 94.3 | . | . | . | . | . | |

| CAPT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | . | . | . | . | . | . | . | . | |
| Hispanic or Latino | . | . | 82.4 | 81.7 | . | . | . | . | |
| English Language Learners | . | . | . | . | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | . | 77.5 | 70.3 | 81.3 | . | . | . | . | |
| Students with Disabilities | 59.2 | 50.6 | 40.9 | 43.6 | . | . | . | . | |
| High Needs | 65.5 | 66.6 | 57.2 | 62.0 | . | . | . | . | |
| District | 87.4 | 87.0 | 88.5 | 87.8 | . | . | . | . | |

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| READING | Grade 4 | Grade 8 | Grade 12 |
|-----------------|---------|---------|----------|
| Connecticut | 43% | 45% | 50% |
| National Public | 34% | 34% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45% | 37% | 32% |
| National Public | 41% | 34% | 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 88.8 | 93.8 | 88.4 | 86.4 | 1,536 | 89.4 |
| Curl Up | 92.1 | 99.8 | 95.6 | 91.7 | 1,536 | 94.9 |
| Push Up | 78.5 | 96.1 | 82.0 | 88.6 | 1,536 | 86.7 |
| Mile Run/PACER | 90.3 | 95.6 | 77.4 | 77.9 | 1,536 | 85.1 |
| All Tests - District | 65.5 | 88.7 | 67.1 | 65.5 | 1,536 | 72.0 |
| All Tests - State | 50.2 | 50.7 | 50.3 | 53.9 | | 51.1 |

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.

District Profile and Performance Report for School Year 2013-14 Newtown School District

Cohort Graduation: Four-Year¹

| | 2012-13 | | | | 2013-14 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | * | * | . | | . |
| Hispanic or Latino | * | * | . | | . |
| English Language Learners | N/A | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 35 | 94.3 | . | | . |
| Students with Disabilities | 43 | 65.1 | 85.3 | No | 86.2 |
| District | 471 | 94.1 | 93.7 | Yes | 93.7 |
| State ⁴ | | 85.5 | | | |

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 90.0 | 287 | 66.7 |
| Male | 86.5 | 277 | 63.4 |
| Black or African American | * | * | * |
| Hispanic or Latino | 84.3 | 29 | 56.9 |
| White | 88.1 | 495 | 65.2 |
| English Language Learners | * | * | * |
| Eligible for Free or Reduced-Price Meals | 61.5 | 17 | 32.7 |
| Students with Disabilities | 37.5 | * | * |
| District | 88.2 | 564 | 65.1 |
| State | 72.9 | | 37.6 |

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013 | Class of 2012 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 90.4 | 96.0 |
| Male | 81.5 | 91.2 |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | 86.3 | 93.5 |
| English Language Learners | 86.3 | * |
| Eligible for Free or Reduced-Price Meals | 80.6 | * |
| Students with Disabilities | 68.3 | 95.5 |
| District | 85.8 | 93.7 |
| State | 72.7 | 88.5 |

⁷College 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.

⁸College 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

District Profile and Performance Report for School Year 2013-14

Newtown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Newtown Public Schools continues to address the strategic mission and goals identified in strategic planning exercises. The improvement plan of each school is aligned with the strategic plan and Theory of Action. Inspiring all students to excel is the impetus for district work. Additional support staff positions funded through SERV and Department of Justice grants provide increased services that support district improvement. Instructional round teams have expanded to include more building-level educators, and in the coming year, continued opportunities will exist for more staff to be involved in the teaching/learning dialog as building-level instructional rounds continue. District conversations around practice are enhanced through book studies involving the entire leadership team. After multiple years of development, the district teacher professional growth plan was implemented with the intent of promoting increasing and more effective levels of professional practice in direct alignment with the district philosophy of continuous improvement for all. Newtown has a high percentage of teachers trained as TEAM mentors and reflection paper reviewers. District professional learning communities (preK-12) meet on a regular basis during the school day and on early release days and, through the use of protocols, review data and instructional strategies to improve student performance in math and literacy. The district began the use of MAP assessments to provide student data to inform decisions intended to improve student achievement. Excellent teaching and learning depends heavily on a quality, rigorous curriculum. Newtown is in the process of transitioning its curricular format and instructional approach to a concept-based model and embedding Connecticut Core Standards. Assessments are being revised to reflect expectations in the Smarter Balanced proposal and are part of the process around interventions and enrichment decisions. On the affective side, educators continue to be trained in Responsive Classroom, Second Step and Positive Behavior Instruction and Support (PBIS) and the district Safe School Climate Committee continues to guide support program efforts and the implementation of a safe school climate utilizing data from the National Safe School Climate Inventory. All schools embrace the core character traits identified in the district strategic plan. Implementation of the Parent Portal module of PowerSchool has enabled high school, middle school and intermediate school parents and high school students to be more engaged in student achievement. Active use of Naviance by Newtown students in grades 5-12 for multiple educational purposes, including goal setting in student success plans. Efforts to reduce truancy include increased communication with parents, home visits, staff-parent-student meetings, student counseling and the incorporation of church/community services to assist with student motivation. In addition, scheduled morning meetings and provision of a student/teacher/adult mentor were also implemented. Daily scheduled check-ins with students, 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 through the Board of Education and district stakeholders are committed to fostering understanding of diverse groups in our society and world, promoting equity and respect among people, and providing learning experiences for students to become more familiar with people from different races, ethnic groups, and economic backgrounds. Since Newtown is a district with a small minority population, students must be given opportunities to understand and appreciate the diversity existing in the larger society. Newtown sends 27 elementary students to Academy for International Studies (AIS) Elementary Magnet School in Danbury. After-school foreign language classes are offered at various district schools. The elementary schools arrange cultural performances and programs, provide literature that sensitizes students to human differences, engage students in learning experiences that immerse them in other ways of life, and give students opportunities to help others with various economic and social needs. Elementary schools teach children interpersonal skills to empathize with others, understand different perspectives, and work through conflicts using the Responsive Classroom and Second Step programs and conflict resolution training. New staff are trained in these programs to ensure continuity. The intermediate and middle schools have developed and refined a "respect for diversity" theme based on the principle that students must confront issues of diversity in early adolescence through both intense study and careful reflection including a student personal mission statement. The high school has an interdistrict program with Danbury high school that fosters a sharing learning environment between Newtown students and young people from diverse urban settings. Three Newtown schools have established partnerships with two schools in China. High school students and staff from three district schools traveled to our sister schools, visiting and staying with families. Newtown families host Chinese delegations during their visits. Additional interest in collaboration has been shown by post-secondary Chinese institutions, and Japanese, French and Spanish educational programs. Information about Newtown International Center for Education is www.newtown.k12.ct.us.

District Profile and Performance Report for School Year 2013-14 Newtown School District

Equitable Allocation of Resources among District Schools

The Board of Education and the Superintendent ensure that there is equitable distribution of resources among district 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 also 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, the Superintendent, and parent groups are vigilant about assuring equitable class size and staffing throughout the district. During the budget process, principals may present special requests to the Superintendent of Schools about equipment purchases and staffing resources that enhance the delivery of the educational program. 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.