

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



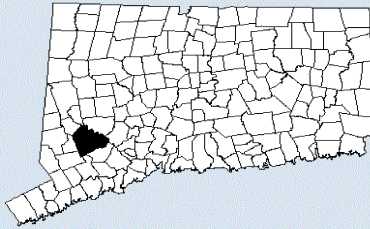
Newtown School District

Dr. Lorrie Rodrigue, Superintendent • 203-426-7620 • <http://newtown.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,306
Per Pupil Expenditures ¹	\$17,592
Total Expenditures ¹	\$78,303,050

¹Expenditure data reflect the 2017-18 school year.



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 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 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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,201	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	152	3.5	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	310	7.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	78	1.8	3.6
White	3,700	85.9	52.4
English Learners	24	0.6	7.6
Eligible for Free or Reduced-Price Meals	533	12.4	42.1
Students with Disabilities ³	584	13.6	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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 district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	93	4.5	21	1.0
Male	92	4.3	77	3.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	20	6.5	10	3.2
White	155	4.3	84	2.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	51	9.2	30	4.6
Students with Disabilities	61	11.2	29	4.2
District	185	4.4	98	2.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 27

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This column displays the 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 2018-19

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	291.8
Paraprofessional Instructional Assistants	48.0
Special Education	
Teachers and Instructors	37.3
Paraprofessional Instructional Assistants	90.3
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	22.8
Library/Media	
Specialists (Certified)	7.0
Support Staff	4.9
Instructional Specialists Who Support Teachers	20.6
Counselors, Social Workers and School Psychologists	35.1
School Nurses	12.9
Other Staff Providing Non-Instructional Services/Support	246.9

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	4	0.9	1.1
Black or African American	1	0.2	3.8
Hispanic or Latino of any race	6	1.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	415	97.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.0

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 of any race	24	85.7	12	*
White	346	95.8	349	93.6
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	46	86.8	48	88.9
Students with Disabilities	22	84.6	33	63.5
District	404	95.5	386	93.2
State		74.5		85.2

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	52	54.7
Emotional Disturbance	26	55.3
Intellectual Disability	*	*
Learning Disability	143	83.1
Other Health Impairment	95	84.8
Other Disabilities	*	*
Speech/Language Impairment	60	96.8
District	382	73.2
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	97	2.3	1.9
Emotional Disturbance	47	1.1	1.1
Intellectual Disability	18	0.4	0.5
Learning Disability	172	4.0	5.5
Other Health Impairment	114	2.7	3.2
Other Disabilities	26	0.6	1.1
Speech/Language Impairment	76	1.8	1.8
All Disabilities	550	12.9	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	3.1	8.2
Private Schools or Other Settings	23	4.2	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$44,438,889	\$9,984	\$10,545
Support services - students	\$8,545,994	\$1,949	\$1,373
Support services - instruction	\$1,814,233	\$414	\$644
Support services - general administration	\$1,304,298	\$297	\$462
Support services - school based administration	\$4,143,746	\$945	\$1,007
Central and other support services	\$1,880,319	\$429	\$671
Operation and maintenance of plant	\$10,484,086	\$2,391	\$1,629
Student transportation services	\$4,562,302	\$1,024	\$1,231
Food services	\$8,735	\$2	\$13
Enterprise operations	\$1,120,450	\$256	\$157
Minor school construction	.	.	\$65
Total	\$78,303,050	\$17,592	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,220,485	29.6	29.7
Instructional Aide Salaries	\$1,727,405	9.8	9.6
Other Salaries	\$2,019,525	11.4	10.4
Employee Benefits	\$2,150,723	12.2	13.0
Purchased Services Other Than Transportation	\$463,292	2.6	5.5
Special Education Tuition	\$4,366,434	24.7	22.6
Supplies	\$97,039	0.5	0.6
Property Services	\$34,901	0.2	0.4
Purchased Services For Transportation	\$1,539,596	8.7	8.0
Equipment	\$41,641	0.2	0.2
All Other Expenditures	\$1,522	0.0	0.1
Total	\$17,662,564	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.6	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	89.7
State	7.4
Federal	1.4
Tuition & Other	1.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	83	78.9	83	82.0	46	71.4
Black or African American	*	*	*	*	19	*
Hispanic or Latino of any race	158	71.1	158	66.3	66	63.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	50	82.5	50	80.1	15	*
White	1,918	76.5	1,918	74.1	876	70.2
English Learners	40	63.0	40	57.6	9	*
Non-English Learners	2,211	76.5	2,211	74.2	1,013	70.1
Eligible for Free or Reduced-Price Meals	283	66.8	283	63.4	131	61.4
Not Eligible for Free or Reduced-Price Meals	1,968	77.6	1,968	75.4	891	71.2
Students with Disabilities	287	55.1	287	49.5	111	50.2
Students without Disabilities	1,964	79.4	1,964	77.5	911	72.4
High Needs	504	62.6	504	58.3	223	57.7
Non-High Needs	1,747	80.2	1,747	78.4	799	73.4
District	2,251	76.3	2,251	73.9	1,022	70.0

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	34	32
National Public	34	32	36	
MATH				
Connecticut	45	39	40	33
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 performance on NAEP by student group, [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	92.0	97.9	94.4	89.5	1,299	93.4
Curl Up	91.7	95.8	71.2	95.8	1,299	88.8
Push Up	73.9	92.7	77.7	85.9	1,299	83.1
Mile Run/PACER	83.7	90.0	82.0	70.7	1,299	81.1
All Tests - District	63.3	83.6	57.0	62.0	1,299	66.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	21	95.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	25	80.0
Students with Disabilities	32	65.6
District	424	96.5
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	96.1	286	66.2
Black or African American	*	6	*
Hispanic or Latino of any race	95.2	18	42.9
White	96.7	504	68.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.4	47	43.9
Students with Disabilities	70.5	8	10.3
District	96.8	568	67.9
State	95.9		42.6

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

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 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 ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	93.5
Male	83.3	93.2
Black or African American	*	*
Hispanic or Latino of any race	90.0	*
White	86.1	93.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	55.2	83.3
Students with Disabilities	66.7	*
District	86.1	93.4
State	71.0	87.8

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.3	75	50.0	50	100.0	67.7
	High Needs Students	62.6	75	41.7	50	83.4	58.1
Math Performance Index	All Students	73.9	75	49.3	50	98.5	63.1
	High Needs Students	58.3	75	38.9	50	77.7	52.7
Science Performance Index	All Students	70.0	75	46.6	50	93.3	63.8
	High Needs Students	57.7	75	38.5	50	76.9	54.2
ELA Academic Growth	All Students	65.5%	100%	65.5	100	65.5	59.9%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.1%
Math Academic Growth	All Students	69.6%	100%	69.6	100	69.6	62.5%
	High Needs Students	55.7%	100%	55.7	100	55.7	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	9.4%	<=5%	41.2	50	82.4	16.1%
Preparation for CCR	% Taking Courses	94.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	67.9%	75%	45.2	50	90.5	42.6%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.5%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		90.0%	94%	95.7	100	95.7	83.3%
Postsecondary Entrance (Class of 2018)		86.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.9% 66.5%	75%	44.3	50	88.7	96.4% 52.9%
Arts Access		32.3%	60%	27.0	50	53.9	51.9%
Accountability Index				1117.8	1350	82.8	

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 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	62.6	12.4	15.4	
Math Performance Index Gap	75.0	58.3	16.7	17.6	
Science Performance Index Gap	73.4	57.7	15.7	16.1	
Graduation Rate Gap	94.0%	90.0%	4.0%	11.1%	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.

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 (%) ³	
ELA	All Students	98.8
	High Needs Students	97.6
Math	All Students	98.8
	High Needs Students	97.6
Science	All Students	97.5
	High Needs Students	96.2

³Minimum participation standard is 95%.

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

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: 60.3 State: 51.5

District Profile and Performance Report for School Year 2018-19

Newtown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The strength of Newtown Public Schools resides in our commitment to growth and achievement, as well as sustaining our partnership with parents and community. Our school improvement plans align with the vision, mission, and strategies outlined in the BOE-approved Strategic Plan, which was revised in 2016. The Newtown Strategic Plan emphasizes the importance of inspiring all students to excel by setting high expectations, delivering quality instruction, encouraging continuous improvement, and fostering civic responsibility.

Newtown staff and administration engages in on-going assessments to determine the appropriate services necessary in supporting students, families, and staff. Our Special Education Self-Study was developed in 2018 with the help of outside consultants and community feedback in order to better serve students through deliberate supports and programs, as well as ensuring appropriate staffing and resources to accommodate this population and their families.

In order to build resiliency following the events of 12/14, staff focuses on social-emotional learning and practices. Through the Safe School Climate Committee, representatives from each school share resources using the CASEL framework and build consistent scientific research-based intervention plans (SRBI) for students who struggle emotionally and academically. Educators implement Responsive Classroom and Second Step to facilitate a safe, inclusive, and respectful school climate. Each year, staff, students, and families participate in the Panorama Climate Survey to offer feedback and input regarding school and district climate.

In addition, a renewed focus on teaching and learning encompasses the changing landscape of education, technology, and careers in an increasingly global society. The District has embraced conceptually designed curriculum and instruction to promote depth of student learning experiences in all grades and content areas. Assessment and curriculum are aligned with CT Core Standards and SBAC. State-mandated assessment results are triangulated with local district data points to support intervention and enrichment decisions.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Newtown Public Schools fosters in students a respect for diversity and an understanding that bridges cultural, racial, ethnic, and socio-economic differences. Given the relatively small percentage of minorities in Newtown's student population, the District strives 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. The Unified Sports and Unified Theater programs enable students to act as mentors to students with special needs and provide inclusionary practices that help to shape a highly respectful, inclusionary, and supportive school environment. 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. Through the NICE program, Newtown schools host cultural exchanges and partnerships with schools and students in countries including China, Japan, Spain, and Italy.

District Profile and Performance Report for School Year 2018-19 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'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, 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 for 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.