

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



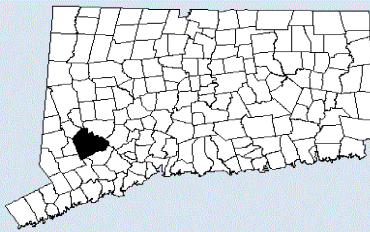
Newtown School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	4,051
Per Pupil Expenditures ¹	\$20,503
Total Expenditures ¹	\$83,796,977

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2021-22 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.5
Male	2,044	50.5	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	100	2.5	5.1
Black or African American	82	2.0	12.6
Hispanic or Latino of any race	436	10.8	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	73	1.8	4.3
White	3,354	82.8	48.6
English Learners/Multilingual Learners	42	1.0	8.8
Eligible for Free or Reduced-Price Meals	508	12.5	40.6
Students with Disabilities ³	629	15.5	16.7

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	212	10.7	33	1.6
Male	199	9.9	89	4.2
Non-Binary	0	*	0	*
Black or African American	7	8.2	*	*
Hispanic or Latino of any race	63	14.5	23	5.0
White	326	9.9	92	2.7
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	123	24.1	41	7.4
Students with Disabilities	111	18.0	43	5.8
District	411	10.3	122	2.9
State		23.7		6.5

Number of students qualified as truant under state statute: 153

Number of school-based arrests: 0

⁴ 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.

⁵ This column displays the 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	293.2
Paraprofessional Instructional Assistants	46.6
Special Education	
Teachers and Instructors	47.7
Paraprofessional Instructional Assistants	87.7
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	22.3
Library/Media	
Specialists (Certified)	7.8
Support Staff	5.3
Instructional Specialists Who Support Teachers	25.1
Counselors, Social Workers and School Psychologists	36.0
School Nurses	15.6
Other Staff Providing Non-Instructional Services/Support	242.3

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	4	0.9	1.3
Black or African American	1	0.2	4.3
Hispanic or Latino of any race	11	2.5	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	427	96.2	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	10.4

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	31	86.1	30	100.0
White	280	93.3	310	98.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	38	90.5	44	95.7
Students with Disabilities	43	87.8	51	91.1
District	337	93.1	364	98.4
State		81.7		87.7

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

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

	Count	Rate (%)
Autism	47	56.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	218	91.6
Other Health Impairment	103	90.4
Other Disabilities	*	*
Speech/Language Impairment	49	96.1
District	446	78.4
State		68.4

³ This 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	88	2.2	2.3
Emotional Disturbance	50	1.2	1.1
Intellectual Disability	18	0.4	0.6
Learning Disability	239	6.0	6.1
Other Health Impairment	115	2.9	3.3
Other Disabilities	20	0.5	1.1
Speech/Language Impairment	77	1.9	1.9
All Disabilities	607	15.1	16.3

¹ This 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	21	3.5	8.2
Private Schools or Other Settings	17	2.8	4.6

² This 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 Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$46,995,942	\$11,499	\$12,000
Support services - students	\$9,488,514	\$2,354	\$1,468
Support services - instruction	\$2,468,349	\$612	\$780
Support services - general administration	\$1,469,840	\$365	\$472
Support services - school based administration	\$4,147,224	\$1,029	\$1,103
Central and other support services	\$2,497,115	\$620	\$703
Operation and maintenance of plant	\$10,774,443	\$2,674	\$1,910
Student transportation services	\$4,353,351	\$1,073	\$1,287
Food services	\$402,736	\$100	\$28
Enterprise operations	\$1,199,453	\$298	\$170
Total	\$83,796,977	\$20,503	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,044,417	32.7	29.7
Instructional Aide Salaries	\$1,803,052	9.8	10.8
Other Salaries	\$2,255,002	12.2	9.8
Employee Benefits	\$2,196,006	11.9	13.8
Purchased Services Other Than Transportation	\$431,924	2.3	5.7
Special Education Tuition	\$4,464,649	24.2	22.6
Supplies	\$119,033	0.6	0.6
Property Services	\$6,158	0.0	0.4
Purchased Services For Transportation	\$1,156,990	6.3	6.3
Equipment	\$7,256	0.0	0.2
All Other Expenditures	\$1,233	0.0	0.1
Total	\$18,485,720	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.1	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	89.6
State	7.4
Federal	2.3
Tuition & Other	0.8

⁴ Revenue 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	*	*	*	*	*	*
Asian	54	77.6	54	78.8	27	76.3
Black or African American	43	72.4	43	68.8	23	62.6
Hispanic or Latino of any race	231	68.2	230	64.4	102	61.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	39	79.9	39	77.3	15	*
White	1,666	75.1	1,665	72.6	734	69.6
English Learners/Multilingual Learners	47	53.5	47	56.1	16	*
Non-English Learners/Non-Multilingual Learners	1,991	74.9	1,989	72.2	887	69.3
Eligible for Free or Reduced-Price Meals	266	64.1	265	60.9	113	57.7
Not Eligible for Free or Reduced-Price Meals	1,772	76.0	1,771	73.5	790	70.5
Students with Disabilities	323	55.5	321	52.4	132	50.2
Students without Disabilities	1,715	78.0	1,715	75.5	771	72.1
High Needs	522	60.8	520	57.9	214	54.9
Non-High Needs	1,516	79.1	1,516	76.6	689	73.3
District	2,038	74.4	2,036	71.8	903	68.9

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.0	98.0	82.7	89.6	989	88.5
Curl Up	84.1	98.0	81.6	93.3	989	89.0
Push Up	68.2	89.3	74.2	85.9	989	78.9
Mile Run/PACER	81.1	91.2	55.8	78.5	989	76.6
All Tests - District	51.5	84.4	38.9	67.4	989	60.3
All Tests - State	48.9	46.7	44.3	43.3		45.8

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

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	22	90.9
White	345	96.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	75	90.7
Students with Disabilities	43	72.1
District	392	96.4
State		89.6

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

² Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.2	218	59.2
Male	*	*	*
Non-Binary	*	*	*
Black or African American	*	8	*
Hispanic or Latino	97.0	24	36.4
White	95.9	363	58.9
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.5	34	38.6
Students with Disabilities	77.1	11	10.5
District	96.2	426	58.2
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ 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 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	*	92.0
Male	86.0	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	77.3	*
White	89.9	92.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	86.1	78.7
Students with Disabilities	69.4	*
District	88.5	92.6
State	66.1	84.9

⁵ 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.

⁶ 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	74.4	75	49.6	50	99.2	64.2
	High Needs Students	60.8	75	40.5	50	81.1	54.2
Math Performance Index	All Students	71.8	75	47.9	50	95.8	58.6
	High Needs Students	57.9	75	38.6	50	77.2	47.7
Science Performance Index	All Students	68.9	75	45.9	50	91.9	61.4
	High Needs Students	54.9	75	36.6	50	73.2	51.3
ELA Academic Growth	All Students	64.9%	100%	64.9	100	64.9	60.4%
	High Needs Students	57.0%	100%	57.0	100	57.0	56.2%
Math Academic Growth	All Students	74.6%	100%	74.6	100	74.6	65.2%
	High Needs Students	67.9%	100%	67.9	100	67.9	59.1%
Progress Toward English Proficiency	Literacy	77.8%	100%	38.9	50	77.8	64.9%
	Oral	75.9%	100%	38.0	50	75.9	57.4%
Chronic Absenteeism	All Students	10.3%	<=5%	39.5	50	78.9	23.7%
	High Needs Students	19.2%	<=5%	21.5	50	43.0	34.0%
Preparation for CCR	% Taking Courses	95.8%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	58.2%	75%	38.8	50	77.6	43.5%
On-track to High School Graduation		91.4%	94%	48.6	50	97.3	82.7%
4-year Graduation All Students (2021 Cohort)		96.4%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		92.2%	94%	98.1	100	98.1	85.2%
Postsecondary Entrance (Class of 2021)		88.5%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		81.2% 60.3%	75%	20.1	50	40.2	94.0% 45.8%
Arts Access		32.1%	60%	26.7	50	53.4	52.4%
Accountability Index				1143.7	1450	78.9	

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?					Y
ELA Performance Index Gap	75.0	60.8	14.2	16.6	
Math Performance Index Gap	75.0	57.9	17.1	18.2	
Science Performance Index Gap	73.3	54.9	18.4	17.4	
Graduation Rate Gap	94.0%	92.2%	1.8%	10.2%	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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	98.8
	High Needs Students	97.5
Math	All Students	98.7
	High Needs Students	97.1
Science	All Students	97.9
	High Needs Students	95.2

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: 62.1

State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Newtown Public Schools is committed to continuous improvement in order to support the mission, beliefs and goals as outlined in the 2016-2021 Strategic Plan. The Strategic Plan also emphasizes the importance of inspiring all students to excel by setting high expectations, delivering quality instruction, and fostering civic responsibility. Curriculum is developed using a concept-based model and the review and approval process is rigorous. Our teachers and leaders engage in regular data reviews to evaluate program effectiveness as well as to track individual student progress, especially of those students receiving intervention and/or special education services.

Family engagement is prioritized in Newtown Public Schools and we believe that collaboration with parents and families is the key to achieving and maintaining success. This partnership is exemplified by PEAC, the Parent Educator Advisory Council, whose mission is to promote a partnership between educators and parents that embraces core values, promotes common language for stakeholders and supports District initiatives. PEAC has contributed to improved communication, budget advocacy and efforts to improve in the areas of diversity and equity. Parent members also serve on each school's Safe School Climate Committee which actively works to promote a safe and inclusive climate and a positive and caring culture. In addition, parent volunteers and PTAs are very active in all schools. Newsletters containing valuable information are sent from teachers, principals, the assistant superintendent, the superintendent and the Board of Education. Surveys are frequently used as a means to gather feedback from families regarding ways we can further support them.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The District has made a substantial commitment to promoting diversity, equity and inclusion during the past two years. In July of 2020, the Board of Education adopted a Resolution Promoting Diversity and Equity that identifies core beliefs and specific actions for improvement. The District hired a Coordinator of Diversity, Equity and Inclusion in the fall of 2021 to assist with this effort. In order to strengthen the connection to our non-English speaking families, the District has hired an additional certified ESL teacher, has worked to update key communications in various languages and contracted with a translator service.

Through the delivery of a rich academic curriculum as well as social-emotional learning programs such as Responsive Classroom, Second Step, Project Adventure and Advisory, students are provided with opportunities to embrace cultural, racial, religious and ethnic differences as well as to recognize the impact of economic hardship that some families experience. Newtown students may choose to attend the Academy for International Studies (AIS) Elementary Magnet School in Danbury. The Newtown International Center for Education (NICE) operates within our schools and aims to prepare students and teachers to be globally literate citizens by exposing them to experiences that broadens their perspectives on cultural and international issues.

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Equitable Allocation of Resources among District Schools

The goals of the Strategic Plan guide the budget process and equitable allocation of resources. The process begins in early October when principals and department directors begin to review needs and priorities. Input is sought from school/department staff, and budget requests are developed. Each principal and department director then presents a detailed overview of their requests to the superintendent, assistant superintendent, finance director and other key central office staff. During this collaborative series of meetings, each request is considered in relation to the need and impact on student learning. The budget is then developed. Each principal and department director personally presents their portion of the budget to the BOE which allows for further discussion and review to ensure the budget meets the school/department needs in a fair and equitable manner.