

District Profile and Performance Report for School Year 2016-17

Newtown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	304.0
Paraprofessional Instructional Assistants	35.1
Special Education	
Teachers and Instructors	36.4
Paraprofessional Instructional Assistants	83.4
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	19.8
Library/Media	
Specialists (Certified)	8.0
Support Staff	5.4
Instructional Specialists Who Support Teachers	19.3
Counselors, Social Workers and School Psychologists	32.7
School Nurses	13.2
Other Staff Providing Non-Instructional Services/Support	254.4

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	5	1.2	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	5	1.2	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	423	97.5	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.6

Instruction and Resources

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	*	14	*
White	176	46.3	370	95.6
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	34.8	25	100.0
Students with Disabilities	14	42.4	33	84.6
District	195	46.1	402	95.9
State		63.6		77.5

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	47	56.0
Emotional Disturbance	26	61.9
Intellectual Disability	*	*
Learning Disability	122	85.9
Other Health Impairment	110	93.2
Other Disabilities	*	*
Speech/Language Impairment	42	87.5
District	357	76.6
State		68.2

⁴Ages 6-21

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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	0	N/A	0	N/A
Asian	79	78.4	79	82.8	41	64.9
Black or African American	37	71.2	37	74.0	11	*
Hispanic or Latino	129	69.3	129	67.5	50	59.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	46	79.8	46	80.9	21	73.3
White	2055	74.9	2052	74.1	977	63.9
English Learners	19	*	18	*	6	*
Non-English Learners	2327	74.9	2325	74.3	1094	63.9
Eligible for Free or Reduced-Price Meals	185	63.8	185	61.9	87	59.7
Not Eligible for Free or Reduced-Price Meals	2161	75.7	2158	75.3	1013	64.2
Students with Disabilities	272	55.3	271	51.7	99	48.3
Students without Disabilities	2074	77.3	2072	77.1	1001	65.4
High Needs	419	59.7	417	57.3	173	54.1
Non-High Needs	1927	78.0	1926	77.9	927	65.6
District	2346	74.8	2343	74.2	1100	63.8

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	93.4	83.9	71.2	94.0	1,326	84.9
Curl Up	95.8	93.0	90.7	94.0	1,326	93.2
Push Up	86.7	90.0	76.3	86.0	1,326	84.4
Mile Run/PACER	87.8	92.1	78.1	79.4	1,326	84.0
All Tests - District	79.4	79.4	56.8	72.5	1,326	71.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

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 2016-17

Newtown School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	24	91.7
English Learners	0	0
Eligible for Free or Reduced-Price Meals	41	82.9
Students with Disabilities	39	69.2
District	424	95.5
State		87.4

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 Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	293	74.9
Male	97.6	331	73.4
Black or African American	*	*	*
Hispanic or Latino	100.0	22	66.7
White	97.8	569	74.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.9	27	56.3
Students with Disabilities	77.8	10	13.9
District	98.0	624	74.1
State	96.1		43.5

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
- 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 ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.9	95.5
Male	77.1	92.2
Black or African American	*	*
Hispanic or Latino	82.6	*
White	78.8	93.7
English Learners	78.8	*
Eligible for Free or Reduced-Price Meals	58.3	88.0
Students with Disabilities	50.0	*
District	78.9	94.0
State	72.0	88.5

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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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	74.8	75	49.9	50	99.7	67.1
	High Needs Students	59.7	75	39.8	50	79.7	55.9
Math Performance Index	All Students	74.2	75	49.5	50	98.9	62.2
	High Needs Students	57.3	75	38.2	50	76.4	50.5
Science Performance	All Students	63.8	75	42.5	50	85.1	55.3
	High Needs Students	54.1	75	36.0	50	72.1	45.2
ELA Academic Growth	All Students	54.3%	100%	54.3	100	54.3	55.4%
	High Needs Students	44.4%	100%	44.4	100	44.4	49.8%
Math Academic Growth	All Students	67.2%	100%	67.2	100	67.2	61.7%
	High Needs Students	53.5%	100%	53.5	100	53.5	53.7%
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	11.0%	<=5%	38.0	50	75.9	15.8%
Preparation for CCR	% Taking Courses	70.9%	75%	47.3	50	94.5	70.7%
	% Passing Exams	74.1%	75%	49.4	50	98.8	43.5%
On-track to High School Graduation	96.7%	94%	50.0	50	100.0	87.8%	
4-year Graduation All Students (2016 Cohort)	95.5%	94%	100.0	100	100.0	87.4%	
6-year Graduation - High Needs Students (2014)	91.4%	94%	97.3	100	97.3	82.0%	
Postsecondary Entrance (Class of 2016)	78.9%	75%	100.0	100	100.0	72.0%	
Physical Fitness (estimated part rate) and (fitness)	91.4% 71.3%	75%	47.5	50	95.0	92.0% 51.6%	
Arts Access	35.1%	60%	29.3	50	58.5	50.5%	
Accountability Index			1084.0	1350	80.3		

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	59.7	15.3	16.7	
Math Performance Index Gap	75.0	57.3	17.7	18.7	
Science Performance Index Gap	65.6	54.1	11.6	16.6	
Graduation Rate Gap	94.0%	91.4%	2.6%	12.0%	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	98.8
	High Needs Students	97.1
Math	All Students	98.6
	High Needs Students	96.6
Science	All Students	98.9
	High Needs Students	98.9

³Minimum participation standard is 95%.

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

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: 54.8

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Newtown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Newtown Public Schools is committed to continuous improvement and partnership with parents and community. In 2015-16, the District revised its five-year Strategic School Plan, working together with staff, parents, and community members. School improvement plans align with the vision, mission, objectives, strategies, and actions of the BOE-approved Strategic School Plan. All administrators establish Leadership Practice Goals based on these plans with a through-line to their work with staff, students, and parents. The District continues to emphasize the importance of inspiring each and every student to excel. Personalized learning in instruction has been a focus of our professional development at the District and the school level. On an on-going basis, Newtown assesses the level of services required to support our students, families, and staff in our recovery following the events of 12.14. We have a shared commitment to instruction and learning to prepare our students for the changing landscape of education, technology, and careers in our global society. Instructional Rounds are an expanding practice in the District with staff, administrators, and aspiring administrators included. The District's Professional Growth Plan for Teachers focuses on the development of certified staff and support of all learners to achieve and set rigorous academic goals. Newtown has a well-supported TEAM program that attracts new mentors and scorers/reviewers each year. All schools have established Professional Learning Communities (PLCs) to analyze student data, identify instructional strategies, and develop plans to improve performance in math and literacy. NWEA data is used to inform instructional decisions, with the Learning Continuum used as a resource to support student growth. The District has embraced the Concept-based Curriculum and Instruction as its model across K-12 in all disciplines to promote depth of student learning. Assessment and curriculum are aligned with CT Core Standards, and we are in the process of transitioning to the Next Generation Science Standards. State-mandated assessment results are triangulated with District data points for intervention and enrichment decisions. Educators implement Responsive Classroom, Second Step and Positive Behavior Instruction and Support (PBIS), and the District Safe School Climate Committee supports program efforts and implementation of a safe climate based on data from our Panorama Survey. The Parent Portal module of PowerSchool is implemented across the District, including online progress reports in K-12 and grade book access in grades 5-12. All teachers maintain and regularly update websites through School Desk. Together, these actions align the k-12 parent engagement experience across all schools for the improvement and support of student achievement. Naviance is used in grades 5-12 for the development of student goals and success plans. Reduction of truancy is managed successfully through increased parent communication, home visits, staff-parent-student meetings, mentors, student counseling and the support of church and community services. Daily scheduled student check-ins, 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 is committed to fostering in students a respect for diversity and an understanding that bridges cultures, races, ethnicity, and economic backgrounds. Given the relatively small percentage of minorities in Newtown's student population, we strive 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. Our elementary students can choose to learn Spanish or French through our after-school program providers. In 2014-15, the District introduced weekly Spanish lessons to all kindergartens during the school day; as of 2016-17, the program gradually has expanded across grades k-2. The elementary schools integrate an appreciation of diversity through performances, art, literature, and programming that engage students in learning about other ways of life and in helping those with economic and social needs. 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, including a student personal mission statement. 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. Newtown schools host cultural exchanges and partnerships with schools and students in countries including China, Japan, Spain, and Italy. Additional interest in collaboration has been offered through post-secondary Chinese institutions, and educational programs in Japan, France, Spain, and India through the Newtown International Center for Education (NICE).

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Newtown School District

Equitable Allocation of Resources among District Schools

The Board of Education and the Superintendent ensure 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, Superintendent, and parent groups are vigilant in 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 the staff to enhance delivery of educational program; additionally, K-4 principals collaboratively develop "Points of Pride" to align budget requests with instructional priorities. 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.