

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



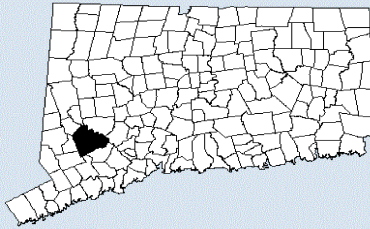
## Newtown School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,588
Per Pupil Expenditures <sup>1</sup>	\$16,251
Total Expenditures <sup>1</sup>	\$78,184,419

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,209	48.1	48.3
Male	2,379	51.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	166	3.6	4.9
Black or African American	*	*	12.8
Hispanic or Latino	232	5.1	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	77	1.7	2.7
White	4,051	88.3	55.9
English Learners	15	0.3	6.4
Eligible for Free or Reduced-Price Meals	328	7.1	38.0
Students with Disabilities <sup>1</sup>	492	10.7	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	104	4.8	13	0.6
Male	98	4.2	105	4.4
Black or African American	0	0.0	*	*
Hispanic or Latino	16	6.9	6	2.6
White	181	4.6	105	2.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	42	11.2	26	6.9
Students with Disabilities	56	11.9	33	5.8
District	202	4.5	118	2.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 10

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Newtown School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	315.3
Paraprofessional Instructional Assistants	39.3
<b>Special Education</b>	
Teachers and Instructors	35.9
Paraprofessional Instructional Assistants	78.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	21.2
<b>Library/Media</b>	
Specialists (Certified)	8.0
Support Staff	4.8
Instructional Specialists Who Support Teachers	17.2
Counselors, Social Workers and School Psychologists	32.7
School Nurses	11.2
Other Staff Providing Non-Instructional Services/Support	258.3

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	4	0.9	1.0
Black or African American	2	0.5	3.5
Hispanic or Latino	7	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	430	96.9	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.8
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	11	*	13	*
White	356	90.8	274	72.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	36	90.0	16	59.3
Students with Disabilities	25	71.4	23	51.1
District	382	89.9	301	72.5
State		61.2		73.9

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	52	57.1
Emotional Disturbance	22	57.9
Intellectual Disability	*	*
Learning Disability	113	89.7
Other Health Impairment	85	85.0
Other Disabilities	*	*
Speech/Language Impairment	52	91.2
District	331	74.7
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Newtown School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	94	2.1	1.6
Emotional Disturbance	38	0.8	1.0
Intellectual Disability	16	0.3	0.5
Learning Disability	126	2.7	4.6
Other Health Impairment	102	2.2	2.8
Other Disabilities	26	0.6	1.0
Speech/Language Impairment	71	1.5	1.9
All Disabilities	473	10.3	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,529,977	8,327	9,387
Instructional Supplies and Equipment	1,143,599	241	318
Improvement of Instruction and Educational Media Services	1,769,134	373	541
Student Support Services	7,947,030	1,674	1,048
Administration and Support Services	8,377,343	1,765	1,790
Plant Operation and Maintenance	10,741,155	2,263	1,608
Transportation	4,423,498	873	845
Costs of Students Tuitioned Out	3,398,782	N/A	N/A
Other	853,901	180	194
Total	78,184,419	16,251	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	16,607,075	3,498	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,335,716	34.5	35.1
Noncertified Personnel	2,783,702	18.0	14.5
Purchased Services	623,711	4.0	5.5
Tuition to Other Schools	3,214,067	20.8	21.6
Special Ed. Transportation	1,367,845	8.8	8.3
Other Expenditures	2,159,854	13.9	15.0
Total Expenditures	15,484,895	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.7	85.8
State	7.1	7.9
Federal	4.6	5.6
Tuition & Other	0.6	0.7

<sup>4</sup>Revenue 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 2015-16

## Newtown School District

### 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	99	80.8	99	82.2	52	71.1
Black or African American	36	73.4	36	68.0	20	66.1
Hispanic or Latino	128	70.4	128	67.8	66	61.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	43	82.6	43	80.8	11	*
White	2157	76.7	2154	74.1	1015	67.2
English Learners	12	*	12	*	*	*
Non-English Learners	2451	76.7	2448	74.2	*	*
Eligible for Free or Reduced-Price Meals	192	66.6	191	63.5	84	56.4
Not Eligible for Free or Reduced-Price Meals	2271	77.4	2269	75.0	1080	67.8
Students with Disabilities	290	60.0	288	55.7	121	51.3
Students without Disabilities	2173	78.8	2172	76.6	1043	68.8
High Needs	443	63.5	441	59.9	186	54.5
Non-High Needs	2020	79.4	2019	77.2	978	69.4
District	2463	76.6	2460	74.1	1164	67.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.4	87.0	88.9	90.5	1,397	89.6
Curl Up	95.2	93.2	96.5	96.5	1,397	95.4
Push Up	82.8	88.5	84.5	89.2	1,397	86.5
Mile Run/PACER	86.3	90.6	82.1	78.9	1,397	84.1
All Tests - District	73.5	78.8	71.5	71.9	1,397	73.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Newtown School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	25	96.0	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	42	88.1	.		.
Students with Disabilities	39	59.0	87.1	No	87.9
District	453	95.4	93.8	Yes	93.8
State <sup>4</sup>		87.2			

<sup>1</sup>The 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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	284	73.4
Male	96.5	302	66.7
Black or African American	*	*	*
Hispanic or Latino	100.0	18	51.4
White	96.9	541	70.4
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.5	26	38.8
Students with Disabilities	74.2	*	*
District	97.1	586	69.8
State	95.6		40.7

<sup>5</sup>College 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

<sup>6</sup>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 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	88.9	94.2
Male	85.0	95.4
Black or African American	*	*
Hispanic or Latino	72.0	*
White	87.7	94.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.1	86.4
Students with Disabilities	48.3	*
District	87.0	94.8
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Newtown School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.6	75	50.0	50	100.0	67.7
	High Needs Students	63.5	75	42.4	50	84.7	56.7
Math Performance Index	All Students	74.1	75	49.4	50	98.8	61.4
	High Needs Students	59.9	75	39.9	50	79.8	49.9
Science Performance Index	All Students	67.0	75	44.7	50	89.3	57.5
	High Needs Students	54.5	75	36.3	50	72.7	47.0
ELA Academic Growth	All Students	63.9%	100%	63.9	100	63.9	63.8%
	High Needs Students	57.0%	100%	57.0	100	57.0	58.3%
Math Academic Growth	All Students	78.0%	100%	78.0	100	78.0	65.0%
	High Needs Students	65.4%	100%	65.4	100	65.4	57.4%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	10.6%	<=5%	38.8	50	77.5	15.6%
Preparation for CCR	% Taking Courses	81.3%	75%	50.0	50	100.0	67.6%
	% Passing Exams	69.8%	75%	46.5	50	93.0	40.7%
On-track to High School Graduation		98.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		95.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.5%	94%	96.3	100	96.3	78.6%
Postsecondary Entrance (Class of 2015)		87.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.6%   73.8%	75%	49.2	50	98.4	89.2%   50.5%
Arts Access		38.6%	60%	32.1	50	64.3	47.5%
<b>Accountability Index</b>				<b>1140.0</b>	<b>1350</b>	<b>84.4</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.5	11.5	16.5	
Math Performance Index Gap	75.0	59.9	15.1	18.9	
Science Performance Index Gap	69.4	54.5	14.9	17.2	
Graduation Rate Gap	94.0%	90.5%	3.5%	15.3%	N

<sup>1</sup>If 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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.5
	High Needs Students	95.3
Math	All Students	98.4
	High Needs Students	94.9
Science	All Students	99.2
	High Needs Students	96.9

<sup>3</sup>Minimum 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: 68      State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## Newtown School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The strength of Newtown Public Schools resides in our commitment to continuous improvement and our partnership with parents and community. In 2015-16, the District revised its five-year Strategic School Plan through a representative committee of parents, community members, administrators, and teachers. 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 all students to excel. Newtown engages in on-going assessment of the level of services required to support students, families, and staff as we advance in our recovery following the events of 12.14. There is a shared commitment to instruction and learning to prepare our students for the changing landscape of education, technology, and careers in an increasingly global society. Instructional Rounds are an expanding practice among and within our schools, with staff, administration, and aspiring administrators included in the teaching and learning dialogue. 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 reflection paper reviewers each year. All schools engage staff regularly in Professional Learning Communities (PLCs) to analyze student data, identify instructional strategies, and develop plans to improve performance in math and literacy. NWEA MAP data inform instructional decisions, and the Learning Continuum serves as a resource to improve student achievement. 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 claims. State-mandated assessment results are triangulated with local 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 utilizing data from the National Safe School Climate Inventory. 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 cultural, racial, ethnic, and socio-economic differences. 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. Instruction in Spanish and French is offered in our elementary after-school programs. In 2014-15, the District introduced weekly Spanish lessons in the kindergarten curriculum and expanded this program in 2015-16 to include grade 1. 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 allows children to help 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 Japanese, French and Spanish educational programs through the Newtown International Center for Education (NICE).

# District Profile and Performance Report for School Year 2015-16

## 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 with regard to 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.