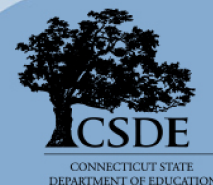


Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2020–21**



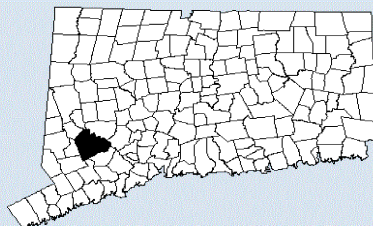
Newtown School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	4,053
Per Pupil Expenditures ¹	\$19,217
Total Expenditures ¹	\$81,135,634

¹ Expenditure data reflect the 2019-20 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 2020-21 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, 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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,044	50.4	51.5
American Indian or Alaska Native	*	*	0.3
Asian	116	2.9	5.2
Black or African American	63	1.6	12.7
Hispanic or Latino of any race	375	9.3	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	72	1.8	4.0
White	3,421	84.4	49.9
English Learners	21	0.5	8.3
Eligible for Free or Reduced-Price Meals	578	14.3	42.7
Students with Disabilities ³	590	14.6	16.3

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

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	122	6.1	27	1.3
Male	101	5.0	44	2.1
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	29	7.5	11	2.8
White	185	5.5	56	1.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	75	13.7	29	4.4
Students with Disabilities	79	13.4	30	4.3
District	223	5.6	71	1.7
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 49

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

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.

District Profile and Performance Report for School Year 2020-21

Newtown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	288.4
Paraprofessional Instructional Assistants	40.8
Special Education	
Teachers and Instructors	43.9
Paraprofessional Instructional Assistants	85.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	23.7
Library/Media	
Specialists (Certified)	7.8
Support Staff	5.1
Instructional Specialists Who Support Teachers	22.1
Counselors, Social Workers and School Psychologists	37.4
School Nurses	15.3
Other Staff Providing Non-Instructional Services/Support	279.4

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	4	0.9	1.3
Black or African American	1	0.2	4.1
Hispanic or Latino of any race	9	2.1	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	422	96.6	89.9

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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	7.3

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	27	90.0	19	82.6
White	295	97.4	332	95.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	43	93.5	41	91.1
Students with Disabilities	42	93.3	29	61.7
District	344	96.4	376	94.5
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	46	53.5
Emotional Disturbance	24	50.0
Intellectual Disability	*	*
Learning Disability	175	83.3
Other Health Impairment	94	87.0
Other Disabilities	*	*
Speech/Language Impairment	56	94.9
District	399	74.0
State		67.9

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).

District Profile and Performance Report for School Year 2020-21

Newtown School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	90	2.2	2.1
Emotional Disturbance	49	1.2	1.1
Intellectual Disability	17	0.4	0.5
Learning Disability	210	5.2	5.8
Other Health Impairment	109	2.7	3.3
Other Disabilities	22	0.5	1.2
Speech/Language Impairment	77	1.9	1.9
All Disabilities	574	14.3	15.9

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	19	3.3	8.3
Private Schools or Other Settings	23	4.0	4.8

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: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$45,712,755	\$10,827	\$11,205
Support services - students	\$8,862,156	\$2,127	\$1,346
Support services - instruction	\$2,510,732	\$603	\$698
Support services - general administration	\$1,354,044	\$325	\$464
Support services - school based administration	\$4,241,956	\$1,018	\$1,037
Central and other support services	\$2,296,534	\$551	\$691
Operation and maintenance of plant	\$10,615,540	\$2,548	\$1,692
Student transportation services	\$4,214,865	\$998	\$1,159
Food services	\$130,452	\$31	\$21
Enterprise operations	\$1,196,602	\$287	\$151
Total	\$81,135,634	\$19,217	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,702,078	30.6	29.6
Instructional Aide Salaries	\$1,905,262	10.2	11.1
Other Salaries	\$2,202,661	11.8	9.5
Employee Benefits	\$2,154,019	11.6	13.5
Purchased Services Other Than Transportation	\$367,647	2.0	5.4
Special Education Tuition	\$4,683,316	25.1	22.5
Supplies	\$115,612	0.6	0.5
Property Services	\$6,152	0.0	0.3
Purchased Services For Transportation	\$1,454,003	7.8	7.2
Equipment	\$34,996	0.2	0.2
All Other Expenditures	\$995	0.0	0.1
Total	\$18,626,743	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	89.5
State	7.8
Federal	1.7
Tuition & Other	1.0

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).

District Profile and Performance Report for School Year 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
	Connecticut	45	39
National Public	40	33	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-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Newtown School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	31	90.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73	95.9
Students with Disabilities	39	79.5
District	429	97.4
State		88.8

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 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	94.4	239	61.3
Black or African American	*	*	*
Hispanic or Latino	92.5	21	39.6
White	94.2	411	63.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.4	36	39.6
Students with Disabilities	67.4	*	*
District	94.3	471	62.4
State	85.0		36.0

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.

Copyright © 2021 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	92.2	94.7
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	65.5	*
White	81.1	93.3
English Learners	*	N/A
Eligible for Free or Reduced-Price Meals	62.7	77.6
Students with Disabilities	40.5	75.0
District	81.2	92.8
State	67.4	84.9

³ 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.

⁴ 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 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	5.6%	<=5%	19.0%
	High Needs Students	12.4%	<=5%	30.2%
Preparation for CCR	% Taking Courses	95.4%	75%	80.6%
	% Passing Exams	62.4%	75%	36.0%
On-track to High School Graduation		97.9%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		97.4%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		89.6%	94%	85.2%
Postsecondary Entrance (Class of 2020)		81.2%	75%	67.4%
Arts Access		31.2%	60%	50.7%

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
Graduation Rate Gap	94.0%	89.6%	4.4%	9.8%	N

¹ 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.

² If 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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Newtown School District

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.

District Profile and Performance Report for School Year 2020-21

Newtown School District

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.