

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



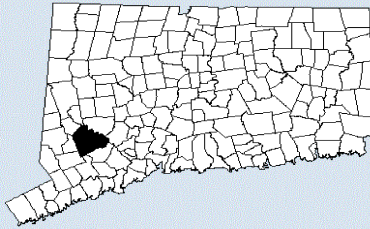
## Newtown School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,767
Per Pupil Expenditures <sup>1</sup>	\$15,695
Total Expenditures <sup>1</sup>	\$77,987,708

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,316	48.6	48.3
Male	2,451	51.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	181	3.8	4.7
Black or African American	61	1.3	12.9
Hispanic or Latino	222	4.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	78	1.6	2.5
White	4,222	88.6	57.2
English Language Learners	13	0.3	6.3
Eligible for Free or Reduced-Price Meals	340	7.1	37.6
Students with Disabilities <sup>1</sup>	465	9.8	13.3

<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	84	3.7	20	0.8
Male	91	3.8	99	4.0
Black or African American	0	0.0	*	*
Hispanic or Latino	11	4.6	10	4.1
White	154	3.7	102	2.4
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	8.6	29	7.8
Students with Disabilities	51	11.2	28	5.0
District	175	3.7	119	2.4
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 8**

<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 2014-15

## Newtown School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	318.1
Paraprofessional Instructional Assistants	39.0
<b>Special Education</b>	
Teachers and Instructors	36.9
Paraprofessional Instructional Assistants	83.7
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.7
School Level	20.6
<b>Library/Media</b>	
Specialists (Certified)	8.0
Support Staff	4.9
Instructional Specialists Who Support Teachers	18.1
Counselors, Social Workers and School Psychologists	33.7
School Nurses	11.1
Other Staff Providing Non-Instructional Services/Support	261.0

<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	1	0.2	3.5
Hispanic or Latino	6	1.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	439	97.3	91.8

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

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	9.2

### 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	0	0.0	*	*
Hispanic or Latino	*	*	17	73.9
White	165	43.9	316	81.7
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	12	44.4	17	60.7
Students with Disabilities	11	33.3	24	58.5
District	184	44.0	355	81.1
State		58.4		73.8

<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	48	58.5
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	93	86.1
Other Health Impairment	77	85.6
Other Disabilities	*	*
Speech/Language Impairment	64	94.1
District	305	75.3
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Newtown School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	89	1.9	1.5
Emotional Disturbance	19	0.4	1.0
Intellectual Disability	16	0.3	0.5
Learning Disability	109	2.3	4.4
Other Health Impairment	92	1.9	2.6
Other Disabilities	35	0.7	1.0
Speech/Language Impairment	78	1.6	1.9
All Disabilities	438	9.2	13.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	2.5	8.1
Private Schools or Other Settings	22	5.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,615,365	8,095	9,134
Instructional Supplies and Equipment	1,140,860	233	334
Improvement of Instruction and Educational Media Services	1,875,352	383	498
Student Support Services	8,139,349	1,663	1,001
Administration and Support Services	8,048,778	1,645	1,694
Plant Operation and Maintenance	10,605,487	2,167	1,572
Transportation	4,437,714	851	813
Costs of Students Tuitioned Out	3,251,443	N/A	N/A
Other	873,360	178	186
Total	77,987,708	15,695	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	8,953,835	1,830	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,233,485	35.2	35.1
Noncertified Personnel	2,591,561	17.4	14.2
Purchased Services	576,651	3.9	5.2
Tuition to Other Schools	3,067,358	20.6	22.0
Special Ed. Transportation	1,335,624	9.0	8.6
Other Expenditures	2,076,838	14.0	14.9
Total Expenditures	14,881,517	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.1	85.6
State	8.4	8.2
Federal	5.1	5.7
Tuition & Other	0.4	0.5

<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 2014-15

## 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	*	*	*	*	N/A	N/A
Asian	105	79.6	106	75.7	44	63.0
Black or African American	*	*	*	*	15	*
Hispanic or Latino	122	70.7	116	63.6	46	57.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	40	83.1	40	80.4	11	*
White	2175	76.5	2134	69.5	1050	65.9
English Language Learners	6	*	6	*	N/A	N/A
Non-English Language Learners	2465	76.5	2419	69.7	1166	65.4
Eligible for Free or Reduced-Price Meals	195	65.9	191	59.7	99	58.0
Not Eligible for Free or Reduced-Price Meals	2276	77.3	2234	70.5	1067	66.1
Students with Disabilities	249	57.0	242	50.7	123	47.8
Students without Disabilities	2222	78.6	2183	71.8	1043	67.5
High Needs	405	61.9	394	55.9	199	53.2
Non-High Needs	2066	79.3	2031	72.4	967	67.9
District	2471	76.4	2425	69.7	1166	65.4

#### 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>			
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	92.0	91.0	88.6	92.5	1,434	91.0
Curl Up	93.3	98.2	96.2	88.1	1,434	94.0
Push Up	78.8	89.2	84.2	86.7	1,434	84.9
Mile Run/PACER	91.7	94.5	82.6	81.2	1,434	87.4
All Tests - District	69.9	82.1	71.5	68.7	1,434	73.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Newtown School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	26	96.2	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	32	84.4	.		.
Students with Disabilities	44	72.7	86.2	No	87.1
District	423	96.7	93.7	Yes	93.8
State <sup>4</sup>		87.0			

<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 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 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	89.0	287	68.5
Male	79.4	265	60.6
Black or African American	*	*	*
Hispanic or Latino	69.6	19	41.3
White	84.8	498	65.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	50.9	13	23.6
Students with Disabilities	27.6	*	*
District	84.1	552	64.5
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	87.6	94.8
Male	83.3	88.9
Black or African American	*	*
Hispanic or Latino	76.0	*
White	86.5	92.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	70.3	80.6
Students with Disabilities	47.8	89.3
District	85.3	91.9
State	72.6	88.8

<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 2014-15

## Newtown School District

### Next Generation Accountability Results

These statistics are the first 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	76.4	75	100.0	100	100.0	67.9
	High Needs Students	61.9	75	82.5	100	82.5	56.7
Math Performance Index	All Students	69.7	75	92.9	100	92.9	59.3
	High Needs Students	55.9	75	74.5	100	74.5	47.8
Science Performance Index	All Students	65.4	75	87.2	100	87.2	56.5
	High Needs Students	53.2	75	70.9	100	70.9	45.9
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	9.5%	<=5%	41.0	50	82.0	17.3%
Preparation for CCR	% Taking Courses	63.0%	75%	42.0	50	84.0	66.1%
	% Passing Exams	64.5%	75%	43.0	50	86.0	37.3%
On-track to High School Graduation		29.0%	94%	15.4	50	30.9	85.6%
4-year Graduation All Students (2014 Cohort)		96.7%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		90.0%	94%	95.7	100	95.7	77.6%
Postsecondary Entrance (Class of 2014)		85.1%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		91.3%   73.2%	75%	48.8	50	97.6	87.6%   51.0%
Arts Access		19.0%	60%	15.8	50	31.6	45.7%
<b>Accountability Index</b>				<b>1059.8</b>	<b>1250</b>	<b>84.8</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	61.9	13.1	17.3	
Math Performance Index Gap	72.4	55.9	16.5	19.6	
Science Performance Index Gap	67.9	53.2	14.7	17.2	
Graduation Rate Gap	94.0%	90.0%	4.0%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.6
	High Needs Students	93.3
Math	All Students	93.9
	High Needs Students	90.8
Science	All Students	98.6
	High Needs Students	97.6

### 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: 67.0**

**State: 50.1**

#### 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 2014-15

## Newtown School District

### Narratives

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

Newtown Public Schools continues to address the strategic mission and goals identified in strategic planning exercises. The improvement plan of each school is aligned with the strategic plan and Theory of Action. Inspiring all students to excel is the impetus for district work. Additional support staff positions funded through the SERV grant provides increased services that support district improvement. Instructional Rounds have expanded to include more building-level educators, to increase the staff and aspiring administrators in the teaching/learning dialog. District conversations around practice are enhanced through book studies involving the entire leadership team. Through a process of multiple years of development, and continuous monitoring of feedback from stakeholders, the district teacher professional growth plan was implemented to coordinate with efforts to enhance professional practice in alignment with the district philosophy of continuous improvement for all. Newtown has a high percentage of teachers trained as TEAM mentors and reflection paper reviewers, increasing each year. District professional learning communities (preK-12) meet on a regular basis during the school day and on early release days and, through the use of protocols, review data and instructional strategies to improve student performance in math and literacy. The district is refining its use of NWEA MAP assessment data to inform instructional decisions that improve student achievement. Excellent teaching and learning is based on quality, rigorous curriculum. Newtown is refining its use of the concept-based curricular format and instructional approach to a concept-based model and embedding Connecticut Core Standards. Assessments and units of study are reflective of SBAC claims, and SBAC data is used with other data points for intervention and enrichment decisions. On the affective side, educators implement Responsive Classroom, Second Step and Positive Behavior Instruction and Support (PBIS) and the district Safe School Climate Committee continues to guide support program efforts and the implementation of a safe school climate utilizing data from the National Safe School Climate Inventory. All schools embrace Newtown's Core Character Attributes, as identified in the district strategic plan. Implementation of the Parent Portal module of PowerSchool has been launched in grades K-4, and continues to move toward aligning the elementary parent engagement experience with high school, middle school and intermediate school in order to improve and support student achievement. Students in grades 5-12 use Naviance for multiple educational purposes, including goal setting in student success plans. Efforts to reduce truancy include increased communication with parents, home visits, staff-parent-student meetings, student counseling and incorporation of church and community services to assist with student motivation. In addition, scheduled morning meetings and provision of mentors were also implemented. Daily scheduled check-ins with students, 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 understanding of diversity in society, promoting respect for differences, and offering experiences for student learning with and about people from diverse races, ethnic groups, and economic backgrounds. Newtown has a small minority population; therefore, students must have opportunities to understand and appreciate the diversity of our society. Newtown sends 23 elementary students to Academy for International Studies (AIS) Elementary Magnet School in Danbury. Spanish and French classes are offered after-school in our schools, and weekly Spanish lessons are embedded in the kindergarten curriculum. Elementary schools provide performances, programs, literature, and art to develop appreciation of diversity, engage in learning about other ways of life, and to help those with various economic and social needs. The Responsive Schools program teaches elementary school children interpersonal skills to empathize with others and respect divergent views. The grades K-8 Second Step curriculum teaches foundational skills for socially responsible behavior, including conflict resolution. The intermediate and middle schools implement a "respect for diversity" theme to encourage students to confront 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 inter-connections between students of socio-economic and ethnically diverse groups. Three Newtown schools have established partnerships with two schools in China. High school students and staff from three district schools traveled to our sister schools, visiting and staying with families. Newtown families host Chinese delegations during their visits. Additional interest in collaboration has been offered through post-secondary Chinese institutions, and Japanese, French and Spanish educational programs. More information is available through Newtown International Center for Education: [www.newtown.k12.ct.us](http://www.newtown.k12.ct.us)

# District Profile and Performance Report for School Year 2014-15

## 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 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 also 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 about 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.