

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



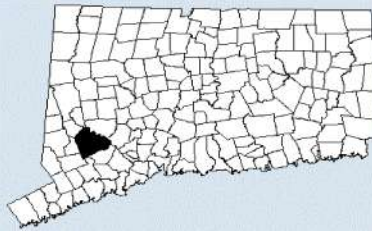
Newtown School District

Dr. John Reed, Superintendent • 203-426-7620 • newtown.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools	9
Enrollment	4,920
Per Pupil Expenditures ¹	\$13,995
Total Expenditures ¹	\$72,943,776

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).
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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,381	48.4	48.3
Male	2,539	51.6	51.6
American Indian	*	*	0.2
Asian	185	3.8	4.6
Black or African American	*	*	12.9
Hispanic or Latino	236	4.8	21.2
Pacific Islander	0	0.0	0.0
White	4,364	88.7	58.4
Two or More Races	76	1.5	2.3
English Language Learners	15	0.3	5.7
Eligible for Free or Reduced-Price Meals	281	5.7	37.3
Students with Disabilities ¹	440	8.9	12.8

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	105	4.5	21	0.8
Male	106	4.3	81	3.1
Black or African American	0	0.0	*	*
Hispanic or Latino	24	9.8	9	3.6
White	180	4.2	88	2.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	23	6.9	19	5.6
Students with Disabilities	51	12.2	35	6.9
District	211	4.4	102	2.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 23

²A 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.

³The 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 2013-14

Newtown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	341.5
Paraprofessional Instructional Assistants	36.8
Special Education	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	78.7
Administrators, Coordinators and Department Chairs	
District Central Office	6.7
School Level	18.4
Library/Media	
Specialists (Certified)	8.0
Support Staff	4.9
Instructional Specialists Who Support Teachers	22.1
Counselors, Social Workers and School Psychologists	36.2
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	260.5

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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	4	0.8	1.0
Black or African American	1	0.2	3.5
Hispanic	6	1.3	3.6
Native American	1	0.2	0.1
White	464	97.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.4
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	13	54.2
White	47	11.9	165	45.3
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	6	23.1
Students with Disabilities	0	0	*	*
District	57	12.6	193	46.4
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	50	63.3
Emotional Disturbance	12	60.0
Intellectual Disability	6	*
Learning Disability	92	91.1
Other Health Impairment	55	82.1
Other Disabilities	12	60.0
Speech/Language Impairment	74	93.7
District	301	79.4
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14 Newtown School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	80	1.6	1.4
Emotional Disturbance	20	0.4	1.0
Intellectual Disability	14	0.3	0.4
Learning Disability	101	2.1	4.2
Other Health Impairment	68	1.4	2.5
Other Disabilities	31	0.6	1.0
Speech/Language Impairment	92	1.9	1.9
All Disabilities	406	8.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	38	9.3	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,123,215	7,616	8,769
Instructional Supplies and Equipment	1,047,321	204	275
Improvement of Instruction and Educational Media Services	1,663,707	324	487
Student Support Services	5,907,962	1,150	965
Administration and Support Services	7,339,452	1,429	1,600
Plant Operation and Maintenance	10,124,007	1,971	1,472
Transportation	4,264,447	793	786
Costs of Students Tuitioned Out	2,595,693	N/A	N/A
Other	877,972	171	178
Total	72,943,776	13,995	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	5,313,418	1,034	1,434

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

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,691,568	36.1	35.6
Noncertified Personnel	2,414,580	18.6	14.5
Purchased Services	566,695	4.4	5.0
Tuition to Other Schools	2,434,003	18.7	21.4
Special Ed. Transportation	1,004,477	7.7	8.5
Other Expenditures	1,873,054	14.4	14.9
Total Expenditures	12,984,377	100.0	100.0
PK-12 Expenditures Used for Special Education		17.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.4	88.4
State	8.3	8.0
Federal	2.3	2.5
Tuition & Other	1.0	1.1

⁴Revenue 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 2013-14

Newtown School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	91.0	91.9	92.0	.	.	.	.	.
Hispanic or Latino	86.9	90.1	89.9	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	82.9	88.7	89.2	.	.	.	.	.
Students with Disabilities	64.6	65.9	66.3	.	.	.	.	.
High Needs	72.5	77.3	77.4	.	.	.	.	.
District	92.7	93.8	94.3	.	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	82.4	81.7	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	77.5	70.3	81.3	.	.	.	.
Students with Disabilities	59.2	50.6	40.9	43.6	.	.	.	.
High Needs	65.5	66.6	57.2	62.0	.	.	.	.
District	87.4	87.0	88.5	87.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	88.8	93.8	88.4	86.4	1,536	89.4
Curl Up	92.1	99.8	95.6	91.7	1,536	94.9
Push Up	78.5	96.1	82.0	88.6	1,536	86.7
Mile Run/PACER	90.3	95.6	77.4	77.9	1,536	85.1
All Tests - District	65.5	88.7	67.1	65.5	1,536	72.0
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	35	94.3	.		.
Students with Disabilities	43	65.1	85.3	No	86.2
District	471	94.1	93.7	Yes	93.7
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.0	287	66.7
Male	86.5	277	63.4
Black or African American	*	*	*
Hispanic or Latino	84.3	29	56.9
White	88.1	495	65.2
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	61.5	17	32.7
Students with Disabilities	37.5	*	*
District	88.2	564	65.1
State	72.9		37.6

⁵College 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.4	96.0
Male	81.5	91.2
Black or African American	*	*
Hispanic or Latino	*	*
White	86.3	93.5
English Language Learners	86.3	*
Eligible for Free or Reduced-Price Meals	80.6	*
Students with Disabilities	68.3	95.5
District	85.8	93.7
State	72.7	88.5

⁷College 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.

⁸College 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 2013-14 Newtown School District

Narratives

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 SERV and Department of Justice grants provide increased services that support district improvement. Instructional round teams have expanded to include more building-level educators, and in the coming year, continued opportunities will exist for more staff to be involved in the teaching/learning dialog as building-level instructional rounds continue. District conversations around practice are enhanced through book studies involving the entire leadership team. After multiple years of development, the district teacher professional growth plan was implemented with the intent of promoting increasing and more effective levels of professional practice in direct 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. 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 began the use of MAP assessments to provide student data to inform decisions intended to improve student achievement. Excellent teaching and learning depends heavily on a quality, rigorous curriculum. Newtown is in the process of transitioning its curricular format and instructional approach to a concept-based model and embedding Connecticut Core Standards. Assessments are being revised to reflect expectations in the Smarter Balanced proposal and are part of the process around interventions and enrichment decisions. On the affective side, educators continue to be trained in 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 the core character traits identified in the district strategic plan. Implementation of the Parent Portal module of PowerSchool has enabled high school, middle school and intermediate school parents and high school students to be more engaged in student achievement. Active use of Naviance by Newtown students in grades 5-12 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 the incorporation of church/community services to assist with student motivation. In addition, scheduled morning meetings and provision of a student/teacher/adult mentor 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 through the Board of Education and district stakeholders are committed to fostering understanding of diverse groups in our society and world, promoting equity and respect among people, and providing learning experiences for students to become more familiar with people from different races, ethnic groups, and economic backgrounds. Since Newtown is a district with a small minority population, students must be given opportunities to understand and appreciate the diversity existing in the larger society. Newtown sends 27 elementary students to Academy for International Studies (AIS) Elementary Magnet School in Danbury. After-school foreign language classes are offered at various district schools. The elementary schools arrange cultural performances and programs, provide literature that sensitizes students to human differences, engage students in learning experiences that immerse them in other ways of life, and give students opportunities to help others with various economic and social needs. Elementary schools teach children interpersonal skills to empathize with others, understand different perspectives, and work through conflicts using the Responsive Classroom and Second Step programs and conflict resolution training. New staff are trained in these programs to ensure continuity. The intermediate and middle schools have developed and refined a "respect for diversity" theme based on the principle that students must confront issues of diversity in early adolescence through both intense study and careful reflection including a student personal mission statement. The high school has an interdistrict program with Danbury high school that fosters a sharing learning environment between Newtown students and young people from diverse urban settings. 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 shown by post-secondary Chinese institutions, and Japanese, French and Spanish educational programs. Information about Newtown International Center for Education is www.newtown.k12.ct.us.

District Profile and Performance Report for School Year 2013-14 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.