



School Information

Grade Range **9-12**
Enrollment **1,679**

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)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

Contents

Students..... 1
Educators..... 2
Instruction..... 2
Performance and Accountability..... 3

Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	798	47.5	48.1
Male	881	52.5	51.9
American Indian or Alaska Native	0	0.0	*
Asian	49	2.9	3.6
Black or African American	23	1.4	*
Hispanic or Latino	69	4.1	5.1
Pacific Islander	0	0.0	0.0
Two or More Races	14	0.8	1.7
White	1,524	90.8	88.3
English Language Learners	0	0.0	0.3
Eligible for Free or Reduced-Price Meals	133	7.9	7.1
Students with Disabilities ¹	135	8.0	10.7

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	42	5.4	12	1.5
Male	45	5.2	69	7.9
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	*	*	71	4.7
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	22	16.3	23	16.7
Students with Disabilities	30	22.6	23	16.5
School	87	5.3	81	4.9
District		4.5		2.6

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

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.

School Profile and Performance Report for School Year 2015-16

Newtown High School

Newtown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	110.1
Paraprofessional Instructional Assistants	2.9
Special Education	
Teachers and Instructors	9.9
Paraprofessional Instructional Assistants	9.8
Administrators, Coordinators and Department Chairs	
School Level	9.2
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	12.7
School Nurses	2.1
Other Staff Providing Non-Instructional Services/Support	54.3

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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.7	0.2
Asian	2	1.3	0.9
Black or African American	2	1.3	0.5
Hispanic or Latino	6	4.0	1.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	138	92.6	96.9

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.3	9.6

Instruction and Resources

Days of Instruction	183
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	994
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:20 AM
End Time	02:02 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	10	*	13	*
White	354	91.0	270	73.4
English Language 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	22	71.0	19	54.3
School	379	90.0	297	73.3
District		89.9		72.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	19	76.0
Emotional Disturbance	15	*
Intellectual Disability	*	*
Learning Disability	44	89.8
Other Health Impairment	23	82.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	105	77.8
District		74.7

⁴Ages 6-21

School Profile and Performance Report for School Year 2015-16

Newtown High School

Newtown School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	8	*	8	*	14	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	14	*	14	*	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	368	69.8	368	67.1	370	72.0
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	399	69.1	399	66.5	413	72.2
Eligible for Free or Reduced-Price Meals	35	61.4	35	59.0	25	57.8
Not Eligible for Free or Reduced-Price Meals	364	69.9	364	67.3	388	73.2
Students with Disabilities	26	50.3	26	43.2	38	52.5
Students without Disabilities	373	70.5	373	68.2	375	74.2
High Needs	56	57.7	56	53.6	57	55.7
Non-High Needs	343	71.0	343	68.7	356	74.9
School	399	69.1	399	66.5	413	72.2

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

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

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	90.5	399	90.5
Curl Up	N/A	N/A	N/A	96.5	399	96.5
Push Up	N/A	N/A	N/A	89.2	399	89.2
Mile Run/PACER	N/A	N/A	N/A	78.9	399	78.9
All Tests - School	N/A	N/A	N/A	71.9	399	71.9
All Tests - District	73.5	78.8	71.5	71.9		73.8

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.

School Profile and Performance Report for School Year 2015-16

Newtown High School

Newtown School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	25	96.0	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	42	88.1	.		.
Students with Disabilities	32	68.8	89.4	No	90.0
School	446	96.6	94.0	Yes	94.0
District		95.4	93.8	Yes	93.8

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 2014 are [available online](#).

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

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	284	74.2
Male	97.7	302	68.2
Black or African American	*	*	*
Hispanic or Latino	100.0	18	52.9
White	97.8	541	71.5
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.5	26	38.8
Students with Disabilities	76.2	*	*
School	97.9	586	70.9
District	97.1		69.8

⁴College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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

⁵Participation 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.

Copyright © 2016 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2016 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	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 Language Learners	*	*
Eligible for Free or Reduced-Price Meals	64.1	86.4
Students with Disabilities	48.3	*
School	87.0	94.8
District	87.0	94.8

⁶College 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.

⁷College 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

School Profile and Performance Report for School Year 2015-16

Newtown High School

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	69.1	75	92.2	100	92.2	67.7
	High Needs Students	57.7	75	77.0	100	77.0	56.7
Math Performance Index	All Students	66.5	75	88.7	100	88.7	61.4
	High Needs Students	53.6	75	71.5	100	71.5	49.9
Science Performance Index	All Students	72.2	75	96.3	100	96.3	57.5
	High Needs Students	55.7	75	74.3	100	74.3	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	5.3%	<=5%	49.5	50	98.9	9.6%
	High Needs Students	17.7%	<=5%	24.6	50	49.2	15.6%
Preparation for CCR	% Taking Courses	81.8%	75%	50.0	50	100.0	67.6%
	% Passing Exams	70.9%	75%	47.3	50	94.6	40.7%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.6%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		91.4%	94%	97.3	100	97.3	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)		94.8% 71.9%	75%	48.0	50	95.9	89.2% 50.5%
Arts Access		38.4%	60%	32.0	50	64.1	47.5%
Accountability Index				1098.6	1250	87.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	71.0	57.7	13.3	16.6	
Math Performance Index Gap	68.7	53.6	15.0	19.1	
Science Performance Index Gap	74.9	55.7	19.2	17.3	
Graduation Rate Gap	94.0%	91.4%	2.6%	13.0%	N

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

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	95.7
	High Needs Students	86.4
Math	All Students	95.7
	High Needs Students	86.4
Science	All Students	99.0
	High Needs Students	95.1

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.