

Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



**Middle Gate Elementary School
 Newtown School District**

203-426-7662 • <http://mgs.newtown.k12.ct.us>

School Information

Grade Range	K-4
Enrollment	389
Per Pupil Expenditures ¹	\$16,266
Total Expenditures ¹	\$6,034,614

¹ Expenditure data reflect the 2020-21 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2021-22 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 <https://edsight.ct.gov>

For district totals, please see the district profile.

* 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	173	44.5	*
Male	216	55.5	50.5
Non-Binary	0	0.0	*
American Indian or Alaska Native	0	0.0	*
Asian	7	1.8	2.5
Black or African American	10	2.6	2.0
Hispanic or Latino of any race	52	13.4	10.8
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	*	*	1.8
White	315	81.0	82.8
English Learners/Multilingual Learners	9	2.3	1.0
Eligible for Free or Reduced-Price Meals	60	15.4	12.5
Students with Disabilities ²	58	14.9	15.5

² 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 ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	11	6.2	0	0.0
Male	21	9.6	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	24	7.5	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	21.0	0	0.0
Students with Disabilities	7	10.9	0	0.0
School	32	8.1	*	*
District		10.3		2.9

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

³ 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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	29.6
Paraprofessional Instructional Assistants	9.5
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	8.7
Administrators, Coordinators and Department Chairs	
School Level	2.2
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.6
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.3
Other Staff Providing Non-Instructional Services/Support	13.4

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	0.9
Black or African American	0	0.0	0.2
Hispanic or Latino of any race	1	2.2	2.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	45	97.8	96.2

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	5.5	8.0

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.

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$3,776,742	\$10,180
Support Services - Students	\$825,325	\$2,225
Improvement of Instruction	\$113,420	\$306
Library and Media Services	\$159,182	\$429
Support Services - Instruction	.	.
Support Services - School-Based	\$448,309	\$1,208
Operation and Maintenance of Plant	\$711,635	\$1,918
Transportation Other Than to/From	.	.
Enterprise Operations	\$0	\$0
Total	\$6,034,614	\$16,266

Total per pupil expenditures (PPE) including share of district central expenditures is \$18,750.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0.0
Learning Disability	17	*
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	14	*
School	47	97.9
District		78.4

³ This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	967
Half/Extended Day Kindergarten	N/A

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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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	23	71.5	23	65.0	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	114	77.4	114	75.4	0	N/A
English Learners/Multilingual Learners	7	*	7	*	0	N/A
Non-English Learners/Non-Multilingual Learners	136	77.5	136	74.5	0	N/A
Eligible for Free or Reduced-Price Meals	22	62.2	22	58.7	0	N/A
Not Eligible for Free or Reduced-Price Meals	121	79.6	121	76.6	0	N/A
Students with Disabilities	29	58.7	29	58.1	0	N/A
Students without Disabilities	114	81.5	114	77.9	0	N/A
High Needs	43	63.2	43	60.3	0	N/A
Non-High Needs	100	82.8	100	79.7	0	N/A
School	143	76.9	143	73.9	0	N/A

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.7	N/A	N/A	N/A	71	88.7
Curl Up	76.1	N/A	N/A	N/A	71	76.1
Push Up	52.1	N/A	N/A	N/A	71	52.1
Mile Run/PACER	83.1	N/A	N/A	N/A	71	83.1
All Tests - School	43.7	N/A	N/A	N/A	71	43.7
All Tests - District	51.5	84.4	38.9	67.4		60.3

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.9	75	50.0	50	100.0	64.2
	High Needs Students	63.2	75	42.1	50	84.3	54.2
Math Performance Index	All Students	73.9	75	49.2	50	98.5	58.6
	High Needs Students	60.3	75	40.2	50	80.4	47.7
Science Performance Index	All Students	.	75	.	.	.	61.4
	High Needs Students	.	75	.	.	.	51.3
ELA Academic Growth	All Students	78.5%	100%	78.5	100	78.5	60.4%
	High Needs Students	75.7%	100%	75.7	100	75.7	56.2%
Math Academic Growth	All Students	71.0%	100%	71.0	100	71.0	65.2%
	High Needs Students	69.7%	100%	69.7	100	69.7	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	8.1%	<=5%	43.8	50	87.7	23.7%
	High Needs Students	15.7%	<=5%	28.7	50	57.4	34.0%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	84.8%
	% Meeting Benchmark	.	75%	.	.	.	43.5%
On-track to High School Graduation		.	94%	.	.	.	82.7%
4-year Graduation All Students (2021 Cohort)		.	94%	.	.	.	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		.	94%	.	.	.	85.2%
Postsecondary Entrance (Class of 2021)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		93.4% 43.7%	75%	29.1	50	58.2	94.0% 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				578.2	750	77.1	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.2	11.8	16.6	
Math Performance Index Gap	75.0	60.3	14.7	18.5	
Science Performance Index Gap	.	.	.	17.9	
Graduation Rate Gap	

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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	99.3
	High Needs Students	97.9
Math	All Students	99.3
	High Needs Students	97.9
Science	All Students	.
	High Needs Students	.

³Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>