

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2022-23**



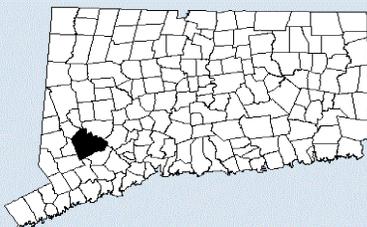
**Newtown School District**

Mr. Christopher Melillo, Superintendent • 203-426-7620 • <http://newtown.k12.ct.us/>

**District Information**

Grade Range	<b>PK-12</b>
Number of Schools/Programs	<b>11</b>
Enrollment	<b>4,003</b>
Per Pupil Expenditures <sup>1</sup>	<b>\$20,803</b>
Total Expenditures <sup>1</sup>	<b>\$84,961,086</b>

<sup>1</sup> Expenditure data reflect the 2021-22 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 2022-23 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. 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, 2022 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,018	50.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	93	2.3	5.2
Black or African American	93	2.3	12.5
Hispanic or Latino of any race	471	11.8	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	66	1.6	4.5
White	3,272	81.7	47.5
English Learners/Multilingual Learners	57	1.4	9.7
Eligible for Free or Reduced-Price Meals	540	13.5	42.4
Students with Disabilities <sup>3</sup>	649	16.2	17.1

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	202	10.3	43	2.1
Male	194	9.7	73	3.5
Non-Binary	0	*	0	*
Black or African American	7	8.0	0	0.0
Hispanic or Latino of any race	62	12.4	27	5.2
White	314	9.8	82	2.5
English Learners/Multilingual Learners	9	13.6	*	*
Eligible for Free or Reduced-Price Meals	92	17.0	44	7.0
Students with Disabilities	103	17.4	42	5.8
District	396	10.0	116	2.8
State		20.0		7

**Number of students qualified as truant under state statute: 230**

**Number of school-based arrests: 0**

<sup>4</sup> 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.

<sup>5</sup> 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 2022-23

## Newtown School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	298.2
Paraprofessional Instructional Assistants	44.4
<b>Special Education</b>	
Teachers and Instructors	47.1
Paraprofessional Instructional Assistants	84.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	23.1
<b>Library/Media</b>	
Specialists (Certified)	7.8
Support Staff	5.3
Instructional Specialists Who Support Teachers	25.0
Counselors, Social Workers and School Psychologists	36.6
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	253.7

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	0.9	1.3
Black or African American	1	0.2	4.6
Hispanic or Latino of any race	14	3.1	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	428	95.8	88.7

#### Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.9	13.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	40	95.2	37	97.4
White	261	97.0	302	99.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	97.9	43	95.6
Students with Disabilities	32	86.5	54	94.7
District	326	96.4	363	98.6
State		86.5		94.2

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	43	55.1
Emotional Disability	28	50.0
Intellectual Disability	*	*
Learning Disability	242	92.7
Other Health Impairment	95	88.8
Other Disabilities	*	*
Speech/Language Impairment	61	98.4
District	475	79.7
State		68.6

<sup>3</sup> 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 2022-23

## Newtown School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	89	2.2	2.4
Emotional Disability	56	1.4	1.0
Intellectual Disability	16	0.4	0.6
Learning Disability	262	6.6	6.3
Other Health Impairment	109	2.8	3.4
Other Disabilities	26	0.7	1.1
Speech/Language Impairment	69	1.7	1.9
<b>All Disabilities</b>	<b>627</b>	<b>15.8</b>	<b>16.7</b>

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	28	4.5	8.1
Private Schools or Other Settings	17	2.7	4.7

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$47,663,015	\$11,671	\$12,671
Support services - students	\$9,496,062	\$2,355	\$1,558
Support services - instruction	\$2,847,748	\$706	\$837
Support services - general administration	\$1,540,714	\$382	\$463
Support services - school based administration	\$4,223,391	\$1,047	\$1,133
Central and other support services	\$2,250,956	\$558	\$716
Operation and maintenance of plant	\$11,050,118	\$2,741	\$1,893
Student transportation services	\$4,629,612	\$1,136	\$1,464
Food services	.	.	\$5
Enterprise operations	\$1,259,470	\$312	\$186
<b>Total</b>	<b>\$84,961,086</b>	<b>\$20,803</b>	<b>\$20,165</b>

<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: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,578,423	33.8	29.0
Instructional Aide Salaries	\$1,799,469	9.2	10.6
Other Salaries	\$2,321,296	11.9	10.1
Employee Benefits	\$2,337,993	12.0	13.1
Purchased Services Other Than Transportation	\$424,230	2.2	5.9
Special Education Tuition	\$4,253,913	21.8	21.8
Supplies	\$110,701	0.6	0.7
Property Services	\$32,484	0.2	0.4
Purchased Services For Transportation	\$1,547,297	7.9	8.1
Equipment	\$73,195	0.4	0.2
All Other Expenditures	\$1,239	0.0	0.1
<b>Total</b>	<b>\$19,480,242</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		22.9	24.9

### Expenditures by Revenue Source<sup>4</sup>: 2021-22

	Percent of Total (%) Excluding School Construction
Local	88.8
State	7.2
Federal	3.1
Tuition & Other	0.9

<sup>4</sup> 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 2022-23

## 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	*	*	*	*	*	*
Asian	45	74.5	45	77.9	24	72.1
Black or African American	49	68.9	48	64.9	18	*
Hispanic or Latino of any race	252	67.5	252	65.3	99	65.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	39	72.8	39	71.6	21	82.1
White	1,661	74.8	1,659	73.4	733	73.3
English Learners/Multilingual Learners	51	55.9	51	58.5	18	*
Non-English Learners/Non-Multilingual Learners	1,999	74.2	1,996	72.7	879	73.2
Eligible for Free or Reduced-Price Meals	282	62.9	282	61.9	118	62.7
Not Eligible for Free or Reduced-Price Meals	1,768	75.5	1,765	74.0	779	74.2
Students with Disabilities	301	55.0	299	52.5	125	55.4
Students without Disabilities	1,749	77.0	1,748	75.7	772	75.5
High Needs	521	60.8	519	58.8	218	59.5
Non-High Needs	1,529	78.1	1,528	76.9	679	76.9
District	2,050	73.7	2,047	72.3	897	72.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.9	84.0	81.0	86.3	1,052	85.2
Curl Up	80.5	92.7	79.6	96.2	1,051	86.3
Push Up	84.0	88.5	71.2	84.6	1,049	81.8
Mile Run/PACER	87.1	90.3	62.2	62.6	1,054	76.8
All Tests - District	63.4	68.8	43.6	55.5	1,048	58.0
All Tests - State	51.5	46.0	44.1	41.1		45.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2022-23

## Newtown School District

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

	2021-22	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	31	93.5
White	309	96.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	71	94.4
Students with Disabilities	59	81.4
District	364	96.2
State		88.9

<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.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.2	192	54.4
Male	95.5	218	61.8
Non-Binary	N/A	N/A	N/A
Black or African American	*	7	*
Hispanic or Latino	95.0	31	38.8
White	96.5	342	59.6
English Learners/ Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.7	36	39.1
Students with Disabilities	78.7	10	10.6
District	96.3	410	58.1
State	95.2		44.3

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

<sup>4</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 percentage.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	86.9	*
Male	*	96.0
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	71.0	*
White	84.0	96.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	69.4	96.8
Students with Disabilities	57.7	96.0
District	83.4	97.1
State	66.1	87.7

<sup>5</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>6</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 2022-23

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.7	75	49.2	50	98.3	63.9
	High Needs Students	60.8	75	40.6	50	81.1	54.1
Math Performance Index	All Students	72.3	75	48.2	50	96.4	59.7
	High Needs Students	58.8	75	39.2	50	78.5	48.9
Science Performance Index	All Students	72.7	75	48.5	50	96.9	61.6
	High Needs Students	59.5	75	39.7	50	79.4	51.1
ELA Academic Growth	All Students	57.9%	100%	57.9	100	57.9	57.2%
	High Needs Students	52.9%	100%	52.9	100	52.9	52.5%
Math Academic Growth	All Students	64.3%	100%	64.3	100	64.3	61.8%
	High Needs Students	55.6%	100%	55.6	100	55.6	55.5%
Progress Toward English Proficiency	Literacy	66.6%	100%	33.3	50	66.6	55.3%
	Oral	64.0%	100%	32.0	50	64.0	56.1%
Chronic Absenteeism	All Students	10.0%	<=5%	40.0	50	80.0	20.0%
	High Needs Students	16.9%	<=5%	26.3	50	52.5	28.5%
Preparation for CCR	% Taking Courses	97.6%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	58.1%	75%	38.7	50	77.4	44.3%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		96.2%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		94.7%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		83.4%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		90.5%   58.0%	75%	38.7	50	77.4	93.0%   45.5%
Arts Access		33.0%	60%	27.5	50	55.0	54.5%
<b>Accountability Index</b>				<b>1132.4</b>	<b>1450</b>	<b>78.1</b>	

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 <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	60.8	14.2	16.6	
Math Performance Index Gap	75.0	58.8	16.2	18.0	
Science Performance Index Gap	75.0	59.5	15.5	17.8	
Graduation Rate Gap	94.0%	94.7%	0.0%	8.7%	N

<sup>1</sup>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.

<sup>2</sup>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 (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	96.7
Math	All Students	98.7
	High Needs Students	96.3
Science	All Students	97.8
	High Needs Students	96.2

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 56.7**

**State: 49.6**

# District Profile and Performance Report for School Year 2022-23

## Newtown School District

### Narratives

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#### **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 2016-2022 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 is currently partnering with a consultant to assist in the development and implementation of a sustainable and actionable DEI plan. In order to strengthen the connection to our non-English speaking families, the District has tripled the amount of certified ESL teachers in the past five years. To improve communications with our ESL families, we have a translation service that can be accessed by any staff member and worked to update key communications in various languages.

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 2022-23

## 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.