

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



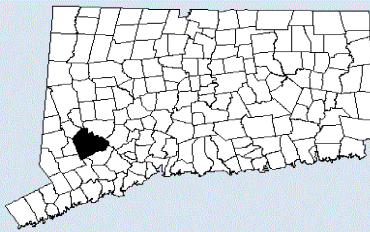
Newtown School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	3,951
Per Pupil Expenditures ¹	\$21,714
Total Expenditures ¹	\$87,660,183

¹ Expenditure data reflect the 2022-23 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 2023-24 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, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	2,026	51.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	88	2.2	5.2
Black or African American	93	2.4	12.5
Hispanic or Latino of any race	533	13.5	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	65	1.6	4.7
White	3,164	80.1	46.2
English Learners/Multilingual Learners	66	1.7	10.5
Eligible for Free or Reduced-Price Meals	524	13.3	44.0
Students with Disabilities ³	620	15.7	17.9

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	149	7.8	30	1.5
Male	155	7.8	94	4.5
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	53	9.9	33	5.9
White	228	7.3	86	2.7
English Learners/Multilingual Learners	11	14.3	*	*
Eligible for Free or Reduced-Price Meals	87	15.1	36	5.6
Students with Disabilities	87	14.7	48	6.7
District	304	7.8	124	3.1
State		17.7		7.0

Number of students qualified as truant under state statute: 304

Number of school-based arrests: Fewer than 6

⁴ 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.

⁵ 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 2023-24

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	291.5
Paraprofessional Instructional Assistants	38.3
Special Education	
Teachers and Instructors	49.2
Paraprofessional Instructional Assistants	77.2
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	22.2
Library/Media	
Specialists (Certified)	7.8
Support Staff	5.3
Instructional Specialists Who Support Teachers	24.0
Counselors, Social Workers and School Psychologists	36.6
School Nurses	14.9
Other Staff Providing Non-Instructional Services/Support	271.9

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.

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	1.4
Black or African American	1	0.2	4.8
Hispanic or Latino of any race	11	2.5	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	424	96.4	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	13.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	7	*
Hispanic or Latino of any race	38	97.4	46	97.9
White	274	96.5	278	98.6
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	95.5	55	96.5
Students with Disabilities	44	95.7	51	89.5
District	331	95.9	352	98.3
State		88.4		94.6

² 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 Peers³

	Count	Rate (%)
Autism	48	53.9
Emotional Disability	19	39.6
Intellectual Disability	*	*
Learning Disability	240	94.1
Other Health Impairment	90	89.1
Other Disabilities	*	*
Speech/Language Impairment	46	93.9
District	447	78.3
State		66.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	99	2.5	2.6
Emotional Disability	48	1.2	1.1
Intellectual Disability	16	0.4	0.6
Learning Disability	255	6.5	6.4
Other Health Impairment	104	2.6	3.5
Other Disabilities	31	0.8	1.2
Speech/Language Impairment	57	1.4	2.0
All Disabilities	610	15.5	17.3

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	22	3.6	8.0
Private Schools or Other Settings	19	3.1	4.6

² 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 Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$49,716,149	\$12,315	\$12,942
Support services - students	\$10,117,842	\$2,540	\$1,724
Support services - instruction	\$2,780,856	\$698	\$905
Support services - general administration	\$1,661,366	\$417	\$520
Support services - school based administration	\$4,342,420	\$1,090	\$1,207
Central and other support services	\$2,238,193	\$562	\$771
Operation and maintenance of plant	\$10,245,311	\$2,572	\$2,101
Student transportation services	\$5,214,465	\$1,298	\$1,582
Food services	.	.	\$8
Enterprise operations	\$1,343,582	\$337	\$213
Total	\$87,660,183	\$21,714	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,735,027	31.5	27.6
Instructional Aide Salaries	\$1,896,320	8.9	10.2
Other Salaries	\$2,363,427	11.1	10.5
Employee Benefits	\$2,380,372	11.1	13.2
Purchased Services Other Than Transportation	\$756,497	3.5	6.4
Special Education Tuition	\$5,047,421	23.6	22.2
Supplies	\$131,300	0.6	0.7
Property Services	\$1,100	0.0	0.4
Purchased Services For Transportation	\$2,033,265	9.5	8.4
Equipment	\$36,584	0.2	0.3
All Other Expenditures	\$2,338	0.0	0.1
Total	\$21,383,651	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	89.3
State	7.3
Federal	2.5
Tuition & Other	0.9

⁴ 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).

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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	*	*	*	*	0	N/A
Asian	43	79.5	43	84.3	21	76.4
Black or African American	46	65.7	45	62.1	19	*
Hispanic or Latino of any race	287	66.9	287	65.3	120	61.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	27	69.9	27	68.7	*	*
White	1,652	73.8	1,647	74.6	749	70.9
English Learners/Multilingual Learners	45	58.8	45	60.5	17	*
Non-English Learners/Non-Multilingual Learners	2,013	73.1	2,007	73.4	909	70.0
Eligible for Free or Reduced-Price Meals	299	63.5	298	63.7	134	61.8
Not Eligible for Free or Reduced-Price Meals	1,759	74.3	1,754	74.7	792	71.0
Students with Disabilities	303	52.1	297	51.6	129	51.0
Students without Disabilities	1,755	76.3	1,755	76.8	797	72.7
High Needs	537	59.1	531	59.3	234	57.9
Non-High Needs	1,521	77.6	1,521	78.0	692	73.6
District	2,058	72.8	2,052	73.1	926	69.6

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	89.4	78.8	83.2	76.6	1,154	82.0
Curl Up	86.0	93.2	85.9	93.7	1,151	89.6
Push Up	75.1	78.8	67.0	82.2	1,153	75.5
Mile Run/PACER	79.1	94.9	64.0	52.5	1,149	72.8
All Tests - District	60.3	61.3	44.2	40.2	1,130	51.6
All Tests - State	53.6	48.4	44.6	42.3		47.2

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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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	38	97.4
White	298	97.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	72	94.4
Students with Disabilities	51	82.4
District	361	97.2
State		88.4

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	186	54.1
Male	208	58.1
Non-Binary	0	*
Black or African American	6	*
Hispanic or Latino	30	34.9
White	332	58.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	37	36.6
Students with Disabilities	*	*
District	394	56.0
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- SAT[®] - meets benchmark score 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	82.4	95.4
Male	80.6	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	76.9	77.3
White	80.6	94.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	73.6	83.7
Students with Disabilities	56.5	58.6
District	81.6	93.2
State	68.4	87.2

⁵ 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.

⁶ 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

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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	72.8	75	48.5	50	97.0	63.9
	High Needs Students	59.1	75	39.4	50	78.7	54.1
Math Performance Index	All Students	73.1	75	48.7	50	97.5	60.2
	High Needs Students	59.3	75	39.5	50	79.0	49.5
Science Performance Index	All Students	69.6	75	46.4	50	92.9	61.8
	High Needs Students	57.9	75	38.6	50	77.2	51.4
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	58.7%
	High Needs Students	49.3%	100%	49.3	100	49.3	54.2%
Math Academic Growth	All Students	71.3%	100%	71.3	100	71.3	61.4%
	High Needs Students	63.0%	100%	63.0	100	63.0	55.1%
Progress Toward English Proficiency	Literacy	67.2%	100%	33.6	50	67.2	58.9%
	Oral	64.1%	100%	32.0	50	64.1	55.2%
Chronic Absenteeism	All Students	7.8%	<=5%	44.4	50	88.9	17.7%
	High Needs Students	14.1%	<=5%	31.8	50	63.6	25.5%
Preparation for CCR	% Taking Courses	97.2%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	56.0%	75%	37.4	50	74.7	44.3%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		97.2%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		90.2%	94%	96.0	100	96.0	86.6%
Postsecondary Entrance (Class of 2023)		81.6%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		94.2% 51.6%	75%	34.4	50	68.8	93.6% 47.2%
Arts Access		31.2%	60%	26.0	50	52.0	55.0%
Accountability Index				1137.0	1450	78.4	

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	59.1	15.9	16.9	
Math Performance Index Gap	75.0	59.3	15.7	18.2	
Science Performance Index Gap	73.6	57.9	15.7	17.9	
Graduation Rate Gap	94.0%	90.2%	3.8%	9.9%	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.

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	98.3
	High Needs Students	95.5
Math	All Students	98.0
	High Needs Students	94.5
Science	All Students	97.7
	High Needs Students	94.6

³Minimum 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: 54.3

State: 49.7

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Narratives

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 2023-2028 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. Parent members serve on each school's 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

In July of 2020, the Newtown Board of Education adopted a Resolution Promoting Diversity and Equity that identifies core beliefs and specific actions for improvement. The District has made a substantial commitment to promoting diversity, equity, accessibility and inclusion during the past several years. We are in the third year of a comprehensive professional learning plan to ensure all school leaders share a similar vision for this work in order to build capacity within each of our seven schools. In order to strengthen the connection to our non-English speaking families, the District has hired an additional certified ESL teacher, has worked to update key communications in various languages and contracted with a translator service.

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.

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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.