

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



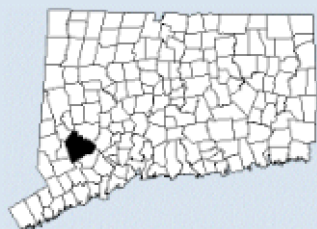
Newtown School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	3,924
Per Pupil Expenditures	\$22,491
Total Expenditures	\$89,830,140

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	2,036	51.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	85	2.2	5.2
Black or African American	95	2.4	12.4
Hispanic or Latino of any race	556	14.2	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	69	1.8	4.8
White	3,111	79.3	45.1
English Learners/Multilingual Learners	70	1.8	11.3
Eligible for Free or Reduced-Price Meals	593	15.1	44.8
Students with Disabilities	613	15.6	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	151	8.1	33	1.7
Male	178	9.0	103	4.9
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	73	13.2	24	4.1
White	230	7.6	99	3.1
English Learners/Multilingual Learners	14	17.1	*	*
Eligible for Free or Reduced-Price Meals	94	17.2	49	7.8
Students with Disabilities	95	16.2	39	5.5
All Students - District	329	8.5	136	3.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 242
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	286.9
General Education Paraprofessionals	40.0
Special Education Teachers and Instructors	53.1
Special Education Paraprofessionals	81.9
District Central Office Administrators	6.0
School Level Administrators	22.8
Library/Media Specialists (Certified)	7.6
Library/Media Support Staff	6.1
Instructional Specialists Who Support Teachers	23.5
Counselors, Social Workers and School Psychologists	36.6
School Nurses	15.5
Other Staff Providing Non-Instructional Services/Support	269.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.8
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	1.1	1.4
Black or African American	1	0.2	4.9
Hispanic or Latino of any race	15	3.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	416	95.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	41	9.3	6.8
Teachers	37	10.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	7	*	8	*
Hispanic or Latino of any race	36	90.0	43	100.0
White	225	97.4	293	99.3
English Learners/Multilingual Learners	6	*	*	*
Eligible for Free or Reduced-Price Meals	38	92.7	45	100.0
Students with Disabilities	38	90.5	53	98.1
All Students - District	284	96.3	357	99.4
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	53	51.0
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	235	94.4
Other Health Impairment	83	80.6
Other Disabilities	*	*
Speech/Language Impairment	41	95.3
All Disabilities - District	432	77.0
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	113	2.9	2.9
Emotional Disability	37	1.0	1.1
Intellectual Disability	11	0.3	0.6
Learning Disability	250	6.4	6.5
Other Health Impairment	106	2.7	3.6
Other Disabilities	25	0.6	1.1
Speech/Language Impairment	49	1.3	2.0
All Disabilities	591	15.2	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	22	3.7	8.2
Private Schools or Other Settings	17	2.9	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$50,478,880	\$12,639	\$13,471
Support services - students	\$10,658,840	\$2,709	\$1,826
Support services - instruction	\$2,644,397	\$672	\$972
Support services - general administration	\$1,727,184	\$439	\$568
Support services - school based administration	\$4,482,843	\$1,140	\$1,274
Central and other support services	\$2,400,013	\$610	\$761
Operation and maintenance of plant	\$10,673,792	\$2,713	\$2,125
Student transportation services	\$5,371,882	\$1,347	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,392,309	\$354	\$219
Total	\$89,830,140	\$22,491	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$6,772,973	30.7	26.4
Instructional Aide Salaries	\$1,819,369	8.3	10.1
Other Salaries	\$2,733,448	12.4	10.5
Employee Benefits	\$2,642,715	12.0	13.3
Purchased Services Other Than Transportation	\$607,072	2.8	6.8
Special Education Tuition	\$5,176,784	23.5	22.8
Supplies	\$135,552	0.6	0.6
Property Services	\$27,750	0.1	0.4
Purchased Services For Transportation	\$2,104,853	9.5	8.7
Equipment	\$18,704	0.1	0.2
All Other Expenditures	\$1,318	0.0	0.1
Total	\$22,040,537	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	24.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	90.2
State	7.2
Federal	1.9
Tuition & Other	0.7

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	48	81.1	48	82.8	17	*
Black or African American	55	65.7	55	64.4	21	57.6
Hispanic or Latino of any race	294	69.6	294	67.7	126	64.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	30	76.7	30	78.0	15	*
White	1,598	76.1	1,599	75.3	678	71.5
English Learners/Multilingual Learners	58	62.7	58	66.6	23	57.9
Non-English Learners/Non-Multilingual Learners	1,972	75.4	1,973	74.3	836	70.5
Eligible for Free or Reduced-Price Meals	317	65.0	317	63.6	138	61.1
Not Eligible for Free or Reduced-Price Meals	1,713	76.9	1,714	76.0	721	71.9
Students with Disabilities	306	54.0	307	52.7	123	48.5
Students without Disabilities	1,724	78.7	1,724	77.9	736	73.7
High Needs	553	61.6	554	60.4	230	56.9
Non-High Needs	1,477	80.0	1,477	79.2	629	75.0
All Students - District	2,030	75.0	2,031	74.1	859	70.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	90.5	79.7	88.5	89.4	1,243	87.2
Curl Up	87.3	97.9	77.4	94.2	1,234	89.6
Push Up	80.2	87.8	72.7	86.1	1,237	82.1
Mile Run/PACER	87.7	93.4	67.0	62.8	1,242	76.7
All Tests - District	68.3	69.2	46.6	56.0	1,217	60.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	45	100.0
White	271	97.4
English Learners/Multilingual Learners	6	*
Eligible for Free or Reduced-Price Meals	76	93.4
Students with Disabilities	46	91.3
All Students - District	345	97.4
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	211	63.2
Male	174	54.5
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	31	37.3
White	324	61.6
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	29	33.7
Students with Disabilities	9	9.4
All Students - District	385	58.9
All Students - State		47.2

Students 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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	86.7	93.5
Male	76.7	89.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	64.4	93.1
White	84.3	91.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	86.8
Students with Disabilities	44.7	88.5
All Students - District	81.5	91.8
All Students - State	67.0	88.2

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.

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.0	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	61.6	75	41.1	50	82.1	54.9
Math Performance Index	All Students	74.1	75	49.4	50	98.8	61.1
Math Performance Index	High Needs Students	60.4	75	40.3	50	80.6	50.6
Science Performance Index	All Students	70.1	75	46.7	50	93.5	62.6
Science Performance Index	High Needs Students	56.9	75	37.9	50	75.8	52.1
ELA Academic Growth	All Students	67.0%	100%	67.0	100	67.0	60.6%
ELA Academic Growth	High Needs Students	59.7%	100%	59.7	100	59.7	55.7%
Math Academic Growth	All Students	71.9%	100%	71.9	100	71.9	62.3%
Math Academic Growth	High Needs Students	63.7%	100%	63.7	100	63.7	55.9%
Progress Toward English Proficiency	Literacy	52.4%	100%	26.2	50	52.4	58.7%
Progress Toward English Proficiency	Oral	69.0%	100%	34.5	50	69.0	55.7%
Chronic Absenteeism	All Students	8.5%	<=5%	42.9	50	85.8	17.2%
Chronic Absenteeism	High Needs Students	16.2%	<=5%	27.6	50	55.2	24.8%
% Taking CCR Courses	All Students	98.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	58.9%	75%	39.2	50	78.5	47.2%
On-track to High School Graduation	All Students	95.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.8%	94%	97.7	100	97.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	81.5%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	60.0%	75%	40.0	50	80.0	49.0%
Arts Access	All Students	28.5%	60%	23.7	50	47.4	55.1%
Accountability Index				1159.6	1450	80.0	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	61.6	13.4	16.9	N
Math Performance Index Gap	75.0	60.4	14.6	18.4	N
Science Performance Index Gap	75.0	56.9	18.1	18.2	N
Graduation Rate Gap	94.0%	91.8%	2.2%	8.6%	N

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.

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 (%)
ELA	All Students	98.5
ELA	High Needs Students	96.5
Math	All Students	98.6
Math	High Needs Students	96.6
Science	All Students	97.9
Science	High Needs Students	97.1

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: 56.4

State: 50.2

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

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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. In an effort to enhance special education programs and services for students with disabilities, an assistant principal position has been established at each of the elementary schools. This new position has a significant role overseeing and coordinating special education services in alignment with federal and state requirements. In addition to facilitating PPT meetings, this role works closely with special education service providers, students and families to ensure students receive the best possible education with appropriate supports and accommodations.

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. The District works diligently to ensure that parents and families receive ongoing and timely communications. For example, newsletters containing valuable information are sent from teachers, principals, the assistant superintendent, the superintendent and the Board of Education. Teachers throughout the district maintain Google Classroom webpages to share information with parents and families to support student learning. Parents of students with special needs are invited to participate in Parent and Placement Team meetings and 504 meetings. The District's use of PowerSchool allows parents and students easy access to attendance, schedules, and academic records. 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. 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 Newtown Public Schools engage in a variety of initiatives to reduce, racial, ethnic and economic isolation within its schools. The District has provided anti-bias training to teachers, works actively to diversify its curricular materials, and ensures that its articulated curriculum is culturally responsive. The District defines its version of DEI as DEAI - Diversity, Equity, Accessibility, and Inclusion and is committed to celebrating what makes us different, while making sure everyone has access to a high-quality education with classrooms where all students feel welcome and included. As part of the District's ongoing professional learning plan, each school has created strategic goals aligned with the District's DEAI vision. The Board of Education has a sub-committee focused on DEAI and each school also has its own School Climate Committee. These committees administer school climate surveys, create actions steps, and adjust strategic goals to align with the data collected. In order to strengthen the connection to our non-English speaking families, the District has hired an additional certified ESL teacher for the elementary schools, has worked to update key communications in various languages, and contracted with a translator service. Staff has also received professional learning on instructional strategies for ELL Newcomers and for Students with Limited or Interrupted Life Experiences.

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.

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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. On behalf of the school principals and department directors, the superintendent then presents the overall budget to the BOE which allows for further discussion and review to ensure the budget priorities meet the school/department needs in a fair and equitable manner.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	3.4	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	2	6.9	2.2
Personal Reasons	7	24.1	6.7
Position Eliminated or Expired	5	17.2	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	7	24.1	23.7
Teach/Admin in Other CT Dist	7	24.1	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	29		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.