

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



Newtown High School
 Newtown School District

203-426-7646 • <http://nhs.newtown.k12.ct.us>

School Information

Grade Range	9-12
Enrollment	1,276
Per Pupil Expenditures ¹	\$18,255
Total Expenditures ¹	\$24,187,529

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 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, 2023 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	*
Male	640	50.2	51.3
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	35	2.7	2.2
Black or African American	27	2.1	2.4
Hispanic or Latino of any race	152	11.9	13.5
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	31	2.4	1.6
White	1,029	80.6	80.1
English Learners/Multilingual Learners	17	1.3	1.7
Eligible for Free or Reduced-Price Meals	165	12.9	13.3
Students with Disabilities ²	173	13.6	15.7

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	69	10.9	18	2.8
Male	62	9.7	25	3.9
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	17	11.0	10	6.3
White	104	10.1	30	2.9
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	40	21.3	13	6.3
Students with Disabilities	35	21.7	17	9.3
School	131	10.3	43	3.3
District		7.8		3.1

Number of students qualified as truant under state statute: 100

Number of school-based arrests: Fewer than 6

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	98.8
Paraprofessional Instructional Assistants	3.7
Special Education	
Teachers and Instructors	14.2
Paraprofessional Instructional Assistants	10.2
Administrators, Coordinators and Department Chairs	
School Level	8.2
Library/Media	
Specialists (Certified)	1.8
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	14.6
School Nurses	3.8
Other Staff Providing Non-Instructional Services/Support	61.0

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.

Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	1.4	0.9
Black or African American	0	0.0	0.2
Hispanic or Latino of any race	5	3.6	2.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	133	95.0	96.4

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	12.2	11.6

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Instruction and Resources

School-Level Expenditures¹: 2022-23

	Total (\$)	Per Pupil (\$)
Instruction	\$14,172,714	\$10,696
Support Services - Students	\$3,517,387	\$2,655
Improvement of Instruction	\$492,519	\$372
Library and Media Services	\$389,164	\$294
Support Services - Instruction	.	.
Support Services - School-Based Administration	\$1,166,025	\$880
Operation and Maintenance of Plant	\$3,135,141	\$2,366
Transportation Other Than to/From Home	\$197,545	\$149
Enterprise Operations	\$1,117,032	\$843
Total	\$24,187,529	\$18,255

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,852.

¹ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers²

	Count	Rate (%)
Autism	17	81.0
Emotional Disability	11	55.0
Intellectual Disability	0	0.0
Learning Disability	79	95.2
Other Health Impairment	31	83.8
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	141	82.0
District		78.3

² This table includes students ages 6-21 with an IEP or services plan.

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	7	*
Hispanic or Latino of any race	38	97.4	44	100.0
White	274	97.2	265	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	95.5	54	100.0
Students with Disabilities	44	100.0	35	100.0
School	331	96.5	336	100.0
District		95.9		98.3

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	987
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	08:00 AM
End Time	02:32 PM

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

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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	*	*	*	*	7	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino of any race	36	54.6	36	48.3	36	55.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	269	64.9	269	62.8	269	65.2
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	55.5	36	50.7	38	60.5
Not Eligible for Free or Reduced-Price Meals	288	64.9	288	62.7	285	64.8
Students with Disabilities	35	42.5	35	39.7	32	47.0
Students without Disabilities	289	66.4	289	64.0	291	66.2
High Needs	66	50.4	66	47.0	64	56.7
Non-High Needs	258	67.3	258	65.1	259	66.1
School	324	63.8	324	61.4	323	64.3

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	N/A	N/A	N/A	76.6	273	76.6
Curl Up	N/A	N/A	N/A	93.7	268	93.7
Push Up	N/A	N/A	N/A	82.2	269	82.2
Mile Run/PACER	N/A	N/A	N/A	52.5	265	52.5
All Tests - School	N/A	N/A	N/A	40.2	256	40.2
All Tests - District	60.3	61.3	44.2	40.2		51.6

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	296	97.6
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	71	95.8
Students with Disabilities	49	85.7
School	359	97.8
District		97.2

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	54.7
Male	206	60.9
Non-Binary	0	*
Black or African American	6	*
Hispanic or Latino	30	36.1
White	330	60.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	36	36.7
Students with Disabilities	*	*
School	392	57.7
District		56.0

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

- 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
- 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	83.3	95.4
Male	80.6	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	78.9	77.3
White	80.9	94.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	74.6	83.7
Students with Disabilities	59.1	58.6
School	82.0	93.2
District	81.6	93.2

⁵College 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.

⁶College 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	63.8	75	127.7	150	85.1	63.9
	High Needs Students	50.4	75	100.8	150	67.2	54.1
Math Performance Index	All Students	61.4	75	122.8	150	81.9	60.2
	High Needs Students	47.0	75	94.0	150	62.7	49.5
Science Performance Index	All Students	64.3	75	85.7	100	85.7	61.8
	High Needs Students	56.7	75	75.6	100	75.6	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	10.3%	<=5%	39.5	50	78.9	17.7%
	High Needs Students	19.4%	<=5%	21.2	50	42.4	25.5%
Preparation for CCR	% Taking Courses	98.2%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	57.7%	75%	38.5	50	77.0	44.3%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		97.8%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		96.8%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		82.0%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		85.3% 40.2%	75%	13.4	50	26.8	93.6% 47.2%
Arts Access		31.7%	60%	26.4	50	52.8	55.0%
Accountability Index				1145.5	1450	79.0	

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	67.3	50.4	16.9	17.3	
Math Performance Index Gap	65.1	47.0	18.1	18.5	
Science Performance Index Gap	66.1	56.7	9.4	18.4	
Graduation Rate Gap	94.0%	96.8%	0.0%	6.0%	N

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	95.0
	High Needs Students	86.1
Math	All Students	95.0
	High Needs Students	86.1
Science	All Students	95.3
	High Needs Students	87.2

³Minimum participation standard is 95%.

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