

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



School Information

Grade Range **9-12**
Enrollment **1,624**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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 edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	783	48.2	49.0
Male	841	51.8	51.0
American Indian or Alaska Native	0	0.0	*
Asian	65	4.0	3.5
Black or African American	23	1.4	*
Hispanic or Latino	74	4.6	6.2
Pacific Islander	0	0.0	0.0
Two or More Races	21	1.3	2.0
White	1,441	88.7	86.9
English Language Learners	*	*	0.4
Eligible for Free or Reduced-Price Meals	118	7.3	7.7
Students with Disabilities ¹	121	7.5	12.6

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	36	4.7	16	2.1
Male	26	3.1	59	7.0
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	59	4.1	64	4.5
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	8.5	13	9.7
Students with Disabilities	15	13.4	8	6.5
School	62	3.9	75	4.6
District		4.1		2.6

Number of students in 2016-17 qualified as truant under state statute: 8

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Newtown High School

Newtown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	110.6
Paraprofessional Instructional Assistants	4.3
Special Education	
Teachers and Instructors	9.9
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
School Level	8.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.2
Counselors, Social Workers and School Psychologists	12.1
School Nurses	2.3
Other Staff Providing Non-Instructional Services/Support	50.7

¹In 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		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.7	0.2
Asian	4	2.7	1.4
Black or African American	1	0.7	0.2
Hispanic or Latino	3	2.0	0.9
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	138	93.9	97.2

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.4	9.2

Instruction and Resources

School Schedule

Days of Instruction	183
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	975
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:00 AM
End Time	02:32 PM

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	11	*	13	65.0
White	340	92.1	273	75.0
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	37	90.2	8	40.0
Students with Disabilities	24	85.7	12	52.2
School	376	92.4	301	74.3
District		92.0		71.7

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

	Count	Rate (%)
Autism	12	*
Emotional Disturbance	16	*
Intellectual Disability	*	*
Learning Disability	47	95.9
Other Health Impairment	24	100.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	107	88.4
District		74.1

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

³Ages 6-21

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	16	*	16	*
Black or African American	*	*	*	*
Hispanic or Latino	12	*	12	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	352	65.5	352	65.4
English Language Learners	0	N/A	0	N/A
Non-English Language Learners	389	65.4	389	65.2
Eligible for Free or Reduced-Price Meals	37	60.1	37	58.4
Not Eligible for Free or Reduced-Price Meals	352	66.0	352	65.9
Students with Disabilities	22	40.2	22	38.9
Students without Disabilities	367	66.9	367	66.8
High Needs	57	52.9	57	51.3
Non-High Needs	332	67.6	332	67.6
School	389	65.4	389	65.2

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

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	90.2	376	90.2
Curl Up	N/A	N/A	N/A	98.4	376	98.4
Push Up	N/A	N/A	N/A	88.0	376	88.0
Mile Run/PACER	N/A	N/A	N/A	77.4	376	77.4
All Tests - School	N/A	N/A	N/A	69.4	376	69.4
All Tests - District	71.7	57.6	54.6	69.4		63.2

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	14	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	44	84.1
Students with Disabilities	27	81.5
School	416	97.1
District		94.6

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	98.1	314	74.2
Black or African American	*	11	*
Hispanic or Latino	100.0	19	59.4
White	98.6	543	74.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.1	30	49.2
Students with Disabilities	86.3	6	11.8
School	98.8	598	73.6
District	97.6		71.8

³College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	88.1	95.2
Male	81.2	88.3
Black or African American	*	*
Hispanic or Latino	*	*
White	84.3	92.3
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	78.9	76.2
Students with Disabilities	61.5	*
School	84.4	91.8
District	84.4	91.8

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.4	75	87.2	100	87.2	67.6
	High Needs Students	52.9	75	70.6	100	70.6	57.5
Math Performance Index	All Students	65.2	75	86.9	100	86.9	62.7
	High Needs Students	51.3	75	68.5	100	68.5	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	10.0%	<=5%	40.0	50	80.0	16.6%
Preparation for CCR	% Taking Courses	83.4%	75%	50.0	50	100.0	74.8%
	% Passing Exams	73.6%	75%	49.1	50	98.2	44.8%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.1%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.8%	94%	96.6	100	96.6	81.8%
Postsecondary Entrance (Class of 2017)		84.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.3% 69.4%	75%	23.1	50	46.3	96.6% 50.1%
Arts Access		35.7%	60%	29.8	50	59.5	51.2%
Accountability Index				901.7	1050	85.9	

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	67.6	52.9	14.6	15.6	
Math Performance Index Gap	67.6	51.3	16.2	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	90.8%	3.2%	9.1%	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.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	95.8
	High Needs Students	83.8
Math	All Students	95.8
	High Needs Students	83.8
Science	All Students	93.1
	High Needs Students	87.9

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.