

Students

Reporting to Parents

District/School Report Cards

To provide pertinent information regarding the academic performance of the district and its schools, the Board shall annually develop and publicly disseminate a district report card and report cards for the individual schools, the Profile and Performance Report, in accordance with federal and state laws and regulations.

The Board, at its discretion, may include additional information not required by law on the district's Profile and Performance Report.

District Report Cards

District report cards and the Profile and Performance Report shall contain the following information:

1. Aggregate data on student achievement on state academic assessments in reading/language arts, mathematics, and science and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency and status as economically disadvantaged, via the District Performance Index (DPI).
2. Comparison of above student groups regarding achievement levels on state assessments.
3. Information on district data pertaining to percent of students in grades 4 and 8, who tested at each NAEP achievement level (below basic, basic, proficient and advanced) disaggregated by major racial and ethnic groups, students with disabilities, English learners and economically disadvantaged students on the National Assessment of Educational Progress (NAEP).
4. District Performance Index trend data in achievement disaggregated reflecting race, English Learners, status as economically disadvantaged, disabled, high needs and district total.
5. Extent of use of alternate assessments for students with the most significant cognitive disabilities. (number and percentage of students, by grade and subject)
6. Number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain state accountability system indicators.
7. Percentage of students in grades 4, 6, 8, 10 meeting or exceeding the "Health Fitness Zone Standard" on the Connecticut Physical Fitness Assessment (CPFA); also compared to state results.
8. Graduation rates for secondary schools, disaggregated by student groups, tabulated as a four year cohort and also as an extended six year cohort graduation rate.

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District Report Cards (continued)

9. Information on district's performance and the number, percentage and names of schools identified for improvement, including how long they have been so identified.
10. Progress toward state-designed long term goals for academic achievement, graduation rates and English learners achieving English language proficiency disaggregated by major racial and ethnic groups, disabilities, English learners, and economically disadvantaged students.
11. Enrollment data, as of October 1, disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged.
12. Number and percentage of students enrolled in preschool, disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
13. Attendance and discipline data, in the categories of chronic absenteeism (excused and unexcused) and suspensions/expulsions disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged. (in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidents of violence) Percentage of students assessed and not assessed on state academic assessments, (participation rates) (Disaggregated by all, racial and ethnic groups, children with disabilities, English learners, economically disadvantaged, gender, and migrant status)
14. Participation rates for students with disabilities and for English learners on the NAEP.
15. Data pertaining to percentage of 9th graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies.
16. Percentage of students in grades 9 through 12 participating in at least one dance, theater, music or visual arts course in the school year.
17. Comparison of district students' achievements on state assessments to students in the state as a whole.
18. Data on educator qualifications, disaggregated by high and low poverty schools; the number and percentage of:
 - a. inexperienced teachers, principals, and other school leaders;
 - b. teachers teaching with emergency and provisional credentials;
 - c. teachers who are not teaching in the subject field for which the teacher is certified or licensed.

(Note: SEA required to define “inexperienced”)
19. Classroom teacher attendance citing average number of days absent due to illness or personal time within district and compared to state average.

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20. Data pertaining to staff, including full-time equivalent count of teachers, instructors and paraprofessionals in general education and special education; administrators, coordinators and department chairs at the central office level and school level; library staff; instructional specialist who support teachers; counselors, social workers and psychologists; school nurses; and other staff providing support and non-instructional services.
21. Information about efforts to reduce racial, ethnic and economic isolation.
22. Special education data including identification rates by primary disability, achievement data, and number of students placed out-of-district in public schools in other districts or private schools or other settings.
23. Information about school district improvement plans and parental outreach activities.
24. Information about the equitable allocation of resource among district schools.
25. Number and percentage of students enrolled in accelerated course work (e.g., AP, IB) disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
26. Data pertaining to college entrance and persistence by District and disaggregated by gender, race, English proficiency, status as economically disadvantaged.
27. Data pertaining to overall expenditures, special education expenditures and percent of expenditures by source.
28. Data pertaining to per-pupil expenditures (actual personnel and actual non-personnel) for the District and for each school, disaggregated by the source of funds (Federal, State and local), including, but not limited to, expenditures for administration, instruction, instructional support, student support services, pupil transportation services, operations and maintenance of plant, fixed charges, preschool, net expenditures to cover deficits for food services and student body activities, and any additional current expenditure categories designated by the State Department of Education, which may not include community services, capital outlay or debt service.

Data pertaining to percentage of students in grades 11 and 12 achieving benchmark scores on at least one of the following: Smarter Balanced 11th or SAT, or ACT or AP or IB.
29. Data pertaining to students in grades 11 and 12 participating in at least one of the following during high school – two courses in AP/IB dual enrollment, or two courses in one of seventeen CTE (Career Technical Education) categories or two workplace “courses” in any area.
30. Data pertaining to students with disabilities who spend 79.1 to 100 percent of time with non-disabled peers.
31. Statistics from Connecticut’s “Next Generation Accountability System” which is based on a broad set of 12 indicators. (Accountability Index)

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Reporting to Parents (continued)

School Report Cards

School report cards shall contain the following information:

1. Same information contained on the district report card.
2. Whether the school has been identified for improvement.
 - Amount of school improvement funds received
 - Types of strategies implemented by the school
3. Information that compares the school's students' achievement on state assessments to students in the district and the state as a whole.

The Superintendent or designee shall be responsible to ensure the following:

1. Required information is annually updated and posted.
2. District and school report cards are made available to the public through posting on the Internet, distribution to the media, and distribution to public agencies.
3. Public access is provided to the state report card and the school profile maintained by the state.

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

PA 06-167 An Act Concerning Parental Involvement Reporting in School Profiles)

Policy adopted: May 7, 2019

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut