

THESE MINUTES ARE SUBJECT TO APPROVAL BY THE BOARD OF FINANCE

The Board of Finance held a regular meeting on Wednesday, February 27, 2019 in the Council Chamber in the Municipal Building, 3 Primrose Street, Newtown, CT. Chairman Gaston called the meeting to order at 7:30pm.

Present: Jim Gaston, Keith Alexander, Ned Simpson, Sandy Roussas, Mark Boland, Steve Hinden

Also Present: First Selectman Dan Rosenthal, Finance Director Bob Tait, Dr. Rodrigue, Michelle Ku, Ron Bienkowski, Sheila Torres, Mark Edwards, Margot Hall, Amy Mangold, Jennifer Chaudhary, Carl Samuelson and 3 members of the public

Voter Comment – None

Communications – Attachment A is communication received in support of the BOE Budget.

Minutes – S. Roussas moved to approve the minutes from the 2/25/18 meeting. N. Simpson seconded. Motion passes with 2 abstains (Boland, Hinden).

First Selectman's Report – First Selectman Rosenthal reported that they had their bond sale. Having a triple A rating made a big difference. One rate below would be \$148,000 and 2 would be have been double that.

Finance Directors Report – None

UNFINISHED BUSINESS

FY 2019-2020 BOS Budget – Pat Reilly, Bob Kick and Jay Nezvesky represented the Board of Fire. Their budget is a 2% increase. The Length of Service line item was increased \$11,600 per R. Tait's recommendation which represents a more accurate number. \$14,000 in Fire Equipment is primarily due to hose replacement after they have failed testing. \$4,600 is to service a new ladder truck Hawleyville purchased. One item that was cut from their budget is a day time driver. They currently have day time drivers at Sandy Hook, Hook & Ladder and Botsford. They would like to introduce the program to Dodingtown and Hawleyville. All departments have increased calls and Hawleyvilles have increased 60%. They can get the apparatus there faster, normally it would take about 15 minutes to get there. They had asked for \$6,000 for each department. First Selectman Rosenthal explained that he did leave it in the budget but when it came to discussion with the Board of Selectman it was cut because there is not a clear plan on how the program will work. There is nothing to say how each department would use the resource. They weren't denying the issue but needed to clarify how the resource would be managed.

Edmond Town Hall – Sheila Torres and Jennifer Chaudhary, Margot Hall presented the ETH Vision and budget (Attachment B).

The increase in special revenue funds is the town commitment to try to close the gap in the budget. This year was a bit more significant than last. In the past they would generate \$100,000 a year for the movies but now it is only \$15,000. Edmond Town Hall is working to get a revenue source that will help bridge the gap. They are headed in the right direction, if they see a surge in revenue then the town's contribution will reduce.

Parks & Recreation – Chairman Ed Marks, Assistant Director of Parks Carl Samuelson and Director of P&R Amy Mangold answered the boards questions. Overall the budget increase is 2.7%. E. Marks discussed capital spending (Attachment C). This year is the first in some time for an increase of capital spending. Over time, the secretarial position has stepped up and become the right hand to the Assistant Recreation Director. They need that position but are managing it with a secretary who is not being compensated.

FY 2019-2020 BOE Budget – Dr. Rodrigue, Michelle Ku and Ron Bienkowski discussed the BOE budget. Dr. Rodrigue provided a revised Assistant Superintendent job description to the one they had provided at their original budget presentation and vision of how the Director of Teaching and Learning will impact the district (Attachment D).

BOF questions that were previously distributed to the BOE were discussed (Attachment E).

There is currently no spending freeze this year. There is \$100,000 contingency in special education, which allows them funding when a special ed student comes into district.

For the prospective Director of Teaching and Learning it will take more than a year to assess the position. Other districts have a like positions. Some are different titles but similar rolls. The districts that do currently have them, have had them for quite a while and found it to be a great benefit.

S. Roussas moved to approve the BOE 2019/2020 proposed budget in the amount of \$78,104,410, K. Alexander seconded. N. Simpson moved to amend the motion reducing the amount by \$100,000, M. Boland seconded. N. Simpson explained that what is left of the \$100,000 special education contingency will be rolled over to the nonlapsing account. Historically there has been over \$300,000 in that account and therefor makes a recommendation to reduce the BOE budget. K. Alexander explained that the nonlapsing account is separate on the towns books. That fund had about \$380,000 at the beginning of this year and \$235,000 was authorized for spending by the BOF for air conditioning and lighting improvements. However, funds for special ed in the nonlapsing account would be designated for special ed. S. Hinden articulated that earlier this evening they heard that they were able to avoid a spending freeze because of this contingency. It is good planning.

~~Amendment fails-2 Yes (Boland, Simpson), 4 No (Hinden, Gaston, Roussas, Alexander).~~

Original motion unanimously approved.

K. Alexander moved to approve the BOS 2019/2020 proposed budget in the amount of \$42,195,726, S. Roussas seconded. S. Roussas moved to amend the motion adding \$12,000 to the Board of Fire line item Other Employee Benefits, J. Gaston seconded. First Selectman Rosenthal explained that he doesn't disagree with the need but they need to make sure it is

handled globally not department by department. Most of the calls go to Hook and Ladder and Sandy Hook that is why they were the first to get it. He questioned if they are better served having two full time employees serving all the departments.

Amendment passes 5 Yes (Boland, Hinden, Gaston, Roussas, Alexander), 1 No (Simpson).

Original motion of \$42,195,62 and amendment of additional \$12,000 for a total of \$42,207,726 unanimously approved.

S. Roussas moved to put forward to the Legislative Council a combined BOE/BOS 19/20 budget in the amount of \$120,316,136. K. Alexander seconded, motion unanimously approved.

Voter Comments – None

Announcements – None

Having no further business, the meeting was adjourned at 10:30PM

Respectfully submitted,

Arlene Miles, Clerk



Attachment A

Arlene Miles <arlene.miles@newtown-ct.gov>

Fwd: Form submission from: Contact the entire Board of Finance

1 message

Sandy Roussas <sandyroussasbof@gmail.com>
To: Arlene Miles <arlene.miles@newtown-ct.gov>

Wed, Feb 27, 2019 at 7:38 PM

----- Forwarded message -----

From: **Steve Reilly via Newtown CT** <cmsmailer@civicplus.com>
Date: Wed, Feb 27, 2019 at 1:11 PM
Subject: Form submission from: Contact the entire Board of Finance
To: <sandyroussasBOF@gmail.com>

Submitted on Wednesday, February 27, 2019 - 1:11pm
Submitted by user: Anonymous
Submitted values are:

Your Name: Steve Reilly
Your e-mail address: sreilly@iwppnews.com
Subject: BOE Proposed Budget
Message: I am in favor of advancing the BOW proposed budget forward.



Arlene Miles <arlene.miles@newtown-ct.gov>

Fwd: Form submission from: Contact the entire Board of Finance

1 message

Sandy Roussas <sandyroussasbof@gmail.com>
To: Arlene Miles <arlene.miles@newtown-ct.gov>

Wed, Feb 27, 2019 at 7:38 PM

----- Forwarded message -----

From: Judy Dubois via Newtown CT <cmsmailer@civicplus.com>
Date: Wed, Feb 27, 2019 at 4:31 PM
Subject: Form submission from: Contact the entire Board of Finance
To: <sandyroussasBOF@gmail.com>Submitted on Wednesday, February 27, 2019 - 4:31pm
Submitted by user: Anonymous
Submitted values are:Your Name: Judy Dubois
Your e-mail address: chuckjudydubois@charter.net
Subject: Please support the Education Budget

Message:

I would ask that you vote to forward the Education budget tonite. I feel that the BOE has worked hard to deliver a reasonable budget and it should move on as is.

Thank you,
Judy and Chuck Dubois



Arlene Miles <arlene.miles@newtown-ct.gov>

Fwd: Form submission from: Contact the entire Board of Finance

1 message

Sandy Roussas <sandyroussasbof@gmail.com>
To: Arlene Miles <arlene.miles@newtown-ct.gov>

Wed, Feb 27, 2019 at 9:25 PM

----- Forwarded message -----

From: **Chrissie Pierce via Newtown CT** <cmsmailer@civicplus.com>
Date: Wed, Feb 27, 2019 at 9:20 PM
Subject: Form submission from: Contact the entire Board of Finance
To: <sandyroussasBOF@gmail.com>

Submitted on Wednesday, February 27, 2019 - 9:20pm
Submitted by user: Anonymous
Submitted values are:

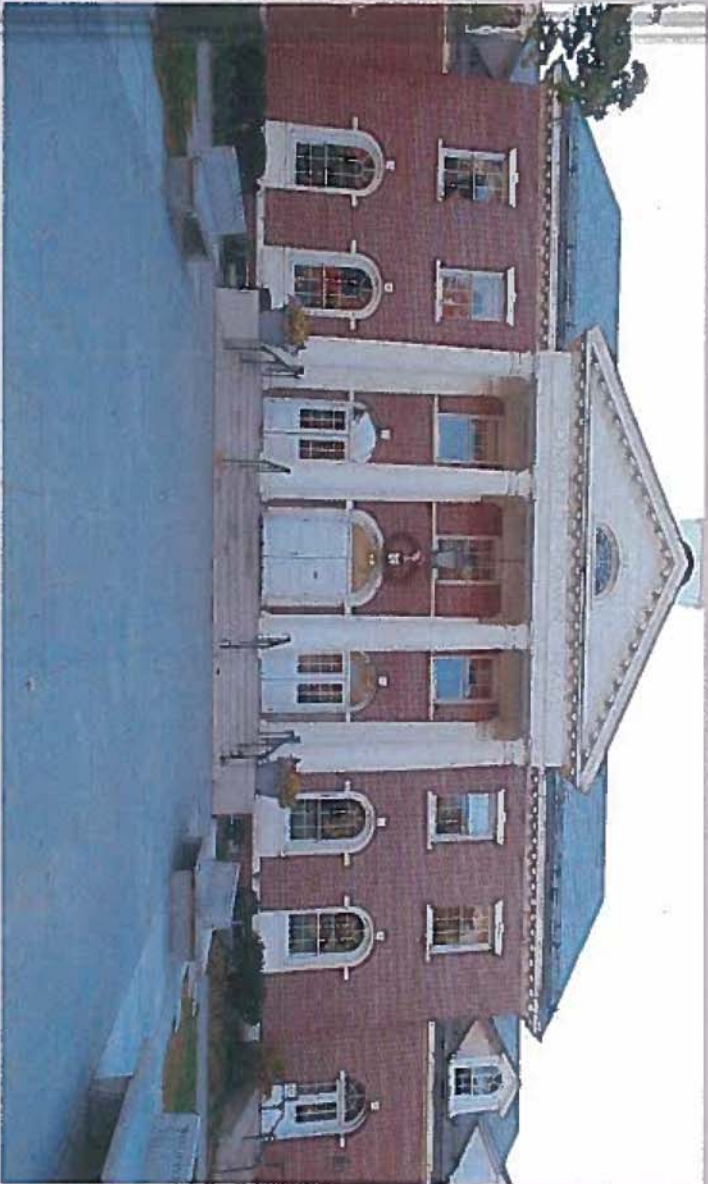
Your Name: Chrissie Pierce
Your e-mail address: chrissie.pierce@gmail.com
Subject: Support BOE budget

Message:
I am writing to ask you to support the BOE budget.
Thank you!

Attachment B



EDMOND TOWN HALL



Make Memories Here

Edmond Town Hall

Vision

Edmond Town Hall is a multi-generational destination that continues to be the heart of Newtown; a place where memories are made and passed down from generation to generation; a place where all members of the community are exposed to and enriched by a diversity of arts; a place where families and friends can meet and have fun, a place full of diverse experiences. Edmond Town Hall will continue to be a cherished center for the town and the region for decades to come. (2017)

Edmond Town Hall

Mission

The 3-5 years mission:

Improve and Strengthen the Foundation of the Edmond Town Hall

Edmond Town Hall

Strategic Goals

- Create a Culture of Excellence
- Create Financial Stability
- Communicate the Value of Edmond Town Hall
- Develop Key Partnerships

Edmond Town Hall

Create a Culture of Excellence

- Implemented 4 new Human Resources policies
- Board participation in staff meetings
- Subcommittee developed new organization structure recommendations
- Subcommittee working on financial impact

Edmond Town Hall

Create Financial Stability

- Renovated space that enabled more competitive rent charges
- Rolled out an audience survey, another one is in the works
- Developed reorganization plan to improve use of resources
- Meeting with organizations in the performing arts, e.g. Ridgefield Playhouse, The Kate, LiveNation representative, etc. to inform next steps on live performances for ETH Theatre
- Developing a music series
- Installing LED lighting throughout building interior

Edmond Town Hall

Communicate the Value of Edmond Town Hall

- Met with town leaders to discuss needs, challenges of building
- Launched monthly digital newsletter delivered to inbox with events info
- Capturing e-mail addresses from building patrons, increase from 900 to 2,500 email addresses, 64 % increase
- Publicized events taking place through press and social media
- Established additional social media channels, continue to grow that audience
- Participation in Arts Festival and Newtown Day

Edmond Town Hall

Develop Key Partnerships

- ▶ **The Avielle Foundation: The Brainstorm Series Every Month**
- ▶ **Newtown Sports Group: Exploring use of ETH as its New Home**
- ▶ **Cyrenius Booth Library: Employment Bus**
- ▶ **Parks & Recreation: Senior Pickleball Monday in ETH Gym**
- ▶ **Chamber of Commerce: Facebook Presentation, Newtown Day, UConn Project**
- ▶ **Newtown Arts Commission: Someday Cinema Series, David Wax Museum**
- ▶ **Theater Improvement Team: Recommend Theater Improvements**
- ▶ **Merry Hill Child Care Center: Silent Film Fundraiser**
- ▶ **Sustainable Energy Commission: Interior LED Lighting Upgrades**

Edmond Town Hall

Highlights

- Affordable family entertainment and milestone celebrations
- Elegant performance space and space for civic activities, community groups, residents and neighbors
- Office rental space
- Open 8 am – 11 pm, 7 Days
- Closed 7 days per year
- Warming Center (Winter 2018), Movies During Power Outage (Spring 2018)
- More than 150,000 users per year

Edmond Town Hall

Services, Lines of Business

- Entertainment, Rental and Meeting and Event Space and Services**
- ▶ **Movie Operations: Movies, Concession, Advertising**
- ▶ **Event/Day Rentals: Theater, Alexandria Room, Gym, 4 Meeting Rooms**
- ▶ **Tenant Rentals: 7 Leasable Spaces (All but one currently occupied, not all market rates)**
- ▶ **Mary Hawley Society: 501c3 organization**

Edmond Town Hall

Competitive Climate

- ▶ **Riverview Theaters, Bethel Cinema**
- ▶ **Newtown Community Center**
- ▶ **Fairfield Theatre Company (concert venue)**
- ▶ **Ridgefield Playhouse (high-caliber, expensive live performances)**
- ▶ **The Palace (Waterbury)**

Edmond Town Hall

What We Know

- From 2017 survey, takers expressed desire for more live performances
- Adult focused events on weekend evenings would be supported by the community
- Community does not wish to get rid of movies completely

Edmond Town Hall

Challenges

- Expensive maintenance due to building age, work deferrals
- Technology upgrades require higher expenses both in equipment and staff
- Revenue for some business lines has been flat, lease revenue could be better
- Greater investment needed to take business to next level
- Staffing is lean. No technical or development staffing, which is necessary for a performance venue.

Edmond Town Hall

Good News

- **Live events were well received: Comedy show, Whiffenpoofs, etc.**
- **Replacement and improvement of 33 year old Alexandria Room AC should be complete in April**
- **Theater safety renovations will begin March 11 and be complete by April 5 will make it possible to host more live performances**
- **Work underway to make first floor bathroom ADA compliant**
- **Outreach to other performing venues will generate needed connections**
- **Flagpole Radio Café performing in Edmond Town Hall Theatre**

Edmond Town Hall

Ongoing Initiatives

- Music Series in the Works
- Dark Night Cabarets
- Theater Improvement Team
 - Group of residents agreed to work together to recommend key theater improvements that will make it possible to have more live offerings
- Marketing
 - Met with UConn Marketing class to hear several teams of graduation business students provide proposals to help generate revenue.

EDMOND TOWN HALL BOARD OF MANAGERS BUDGET SUMMARY - 2019/2020

	2015 /2016 ACTUAL	2016 /2017 ACTUAL	2017 /2018 ACTUAL	ESTIMATED 2018/2019	PROPOSED 2019/2020
BUILDING OPERATIONS					
EVENT REVENUE	159,761	163,700	168,106	157,900	163,600
LEASE REVENUE	35,930	32,482	32,969	38,800	46,981
OTHER REVENUE	14,208	13,495	11,849	8,800	11,300
TOTAL BUILDING REVENUE:	209,899	209,677	212,924	205,500	221,881
BUILDING EXPENDITURES					
TOTAL PERSONNEL EXPENSE	180,270	202,110	203,466	205,700	231,881
OPERATIONAL EXPENDITURES	60,026	60,080	11,424	10,500	11,800
TOTAL UTILITIES	43,313	66,592	59,903	63,200	66,153
BUILDING MAINTENANCE	12,730	13,308	42,209	37,900	49,798
MAINTENANCE CONTRACTS	2,289	4,578	22,937	29,000	23,047
INSPECTIONS	298,628	346,668	1,795	6,150	4,996
TOTAL BUILDING MAINTENANCE	15,648	15,726	34,978	31,000	32,700
TOTAL BUILDING IMPROVEMENTS	22,144	18,867	8,048	15,500	10,500
FEES AND PROFESSIONAL SERVICES	9,795	6,061	4,124	10,300	12,000
TOTAL BUILDING EXPENDITURES	346,215	387,321	388,884	409,250	442,875
GROSS OPERATING PROFIT (LOSS) - BUILDING	(136,316)	(177,644)	(175,960)	(203,750)	(220,994)
MOVIE OPERATIONS					
MOVIE REVENUE	288,286	349,934	258,442	247,100	247,000
MOVIE EXPENDITURES	(232,844)	(283,532)	(272,077)	(249,600)	(233,858)
GROSS OPERATING PROFIT (LOSS) - THEATRE	55,442	66,403	(13,635)	(2,500)	13,142
OTHER REVENUE					
INVESTMENT INCOME	41,359	34,880	45,257	46,100	46,100
DESIGNATED FUNDS - DONATIONS	0	5,226	2,337	7,700	800
	41,359	40,105	47,594	53,800	46,900
TOTAL GROSS OP PROFIT/LOSS (BLDG + THR)	(39,515)	(71,136)	(142,001)	(152,450)	(160,952)
TOWN CONTRIBUTION	35,000	75,000	85,000	95,000	160,952
GRAND TOTAL PROFIT/(LOSS)	(4,515)	3,864	(57,001)	(57,450)	0

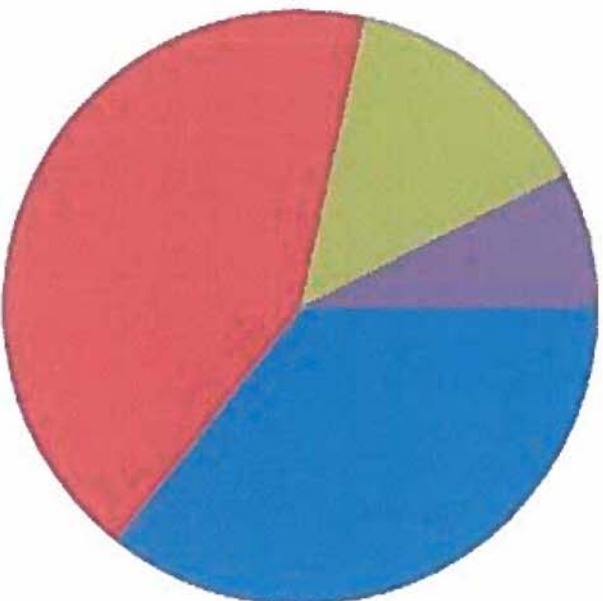
EDMOND TOWN HALL

Fiscal Year	Total Revenue	Total Expenses	Total Gross Operating Profit/Loss	Town Operations Assistance	Grand Total Profit/Loss
17/18	518,959	660,962	(142,002)	85,000	(57,002)
18/19 (estimated)	506,400	658,850	(152,450)	95,000	(57,450)
19/20 (projected)	515,781	676,733	(160,952)	125,000	(35,952)

EDMUND TOWN HALL

FY 17/18

Funding of ETH Services



■ ETH Building Revenue

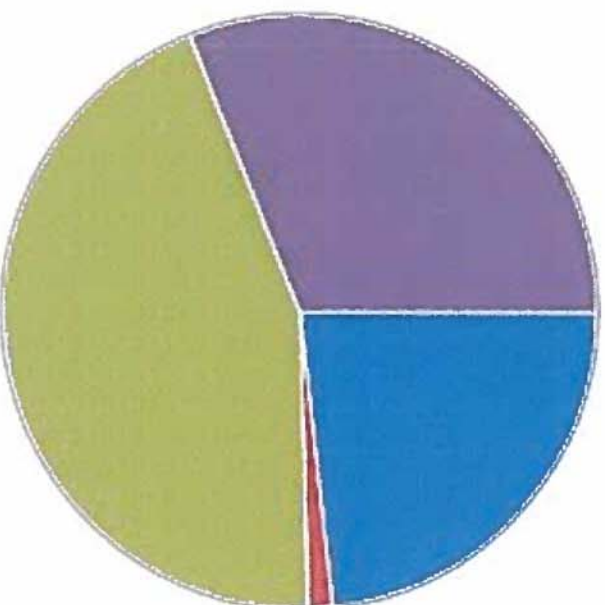
■ ETH Movie Revenue

■ FAWR FUNDING ASSISTANCE

EDMOND TOWN HALL

FY 17/18

Operating Expenses



■ Bldg Personnel ■ Administration ■ Building Maintenance ■ Movies Operations

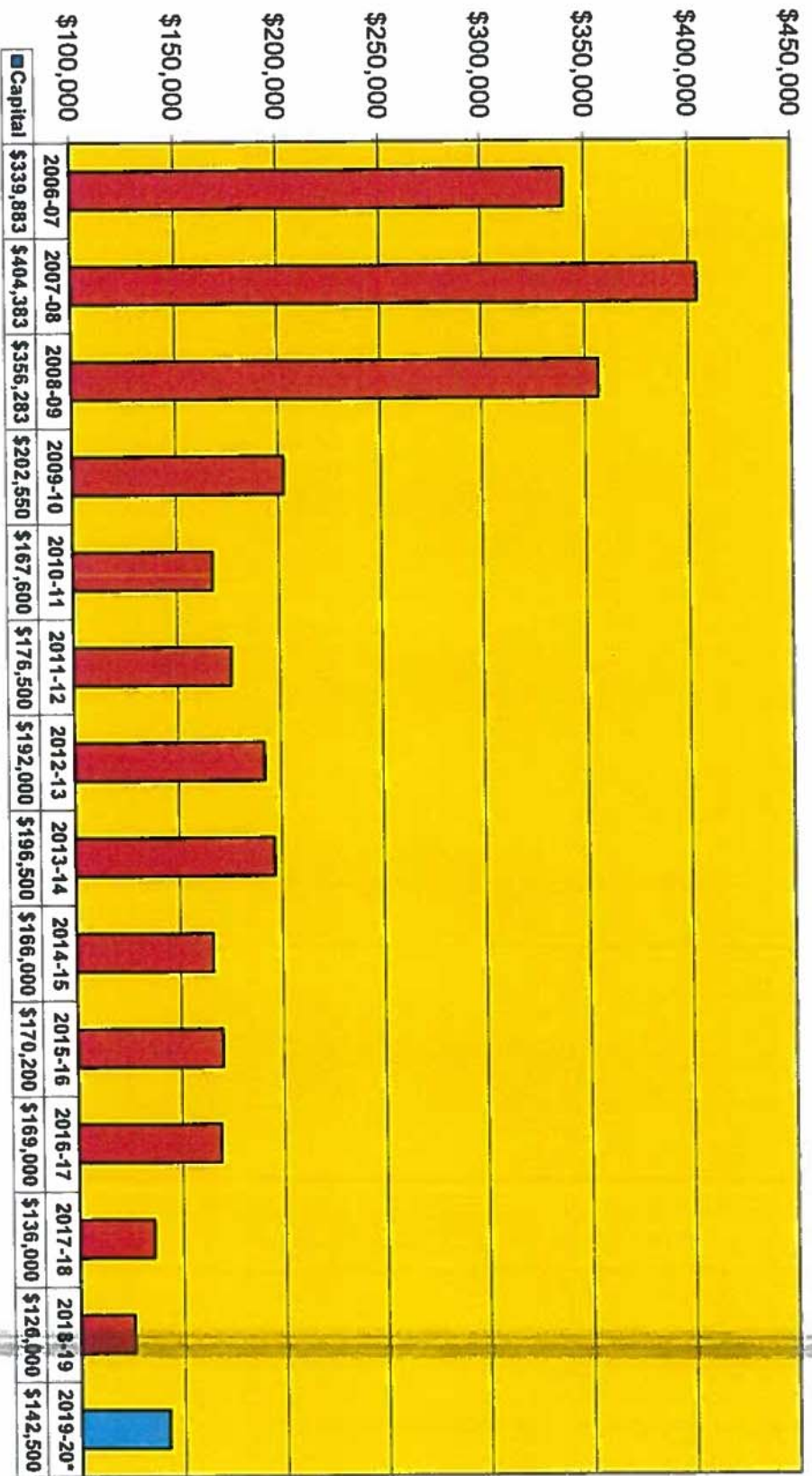
Edmond Town Hall

Ultimate Goal

Create financial stability by providing entertainment, experiences and services that will resonate with new audiences, will expand the emotional connection that former generations developed with this venue, and will encourage support from businesses, the community and others.

Attachment C

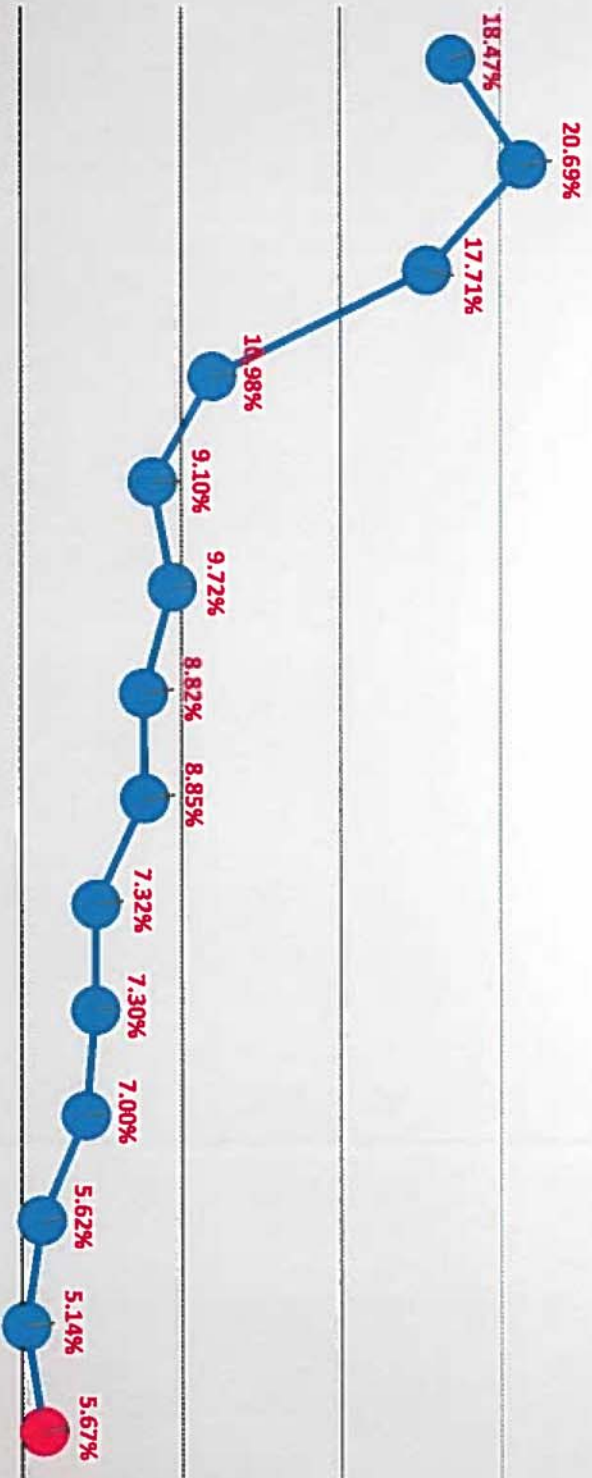
Newtown Parks & Recreation Capital Budgets 2006-07 thru 2019-20* Budget Years



*Projected Expense

Parks & Recreation Capital budget History 012819.xlsx

Newtown Parks & Recreation - Ratio of Capital Spending to Total Budget 2006-07 thru 2019-20*



Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)	Fiscal Year	Ratio (%)								
2006-07	18.47%	2007-08	20.69%	2008-09	17.71%	2009-10	10.98%	2010-11	9.10%	2011-12	9.72%	2012-13	8.82%	2013-14	8.85%	2014-15	7.32%	2015-16	7.30%	2016-17	7.00%	2017-18	5.62%	2018-19	5.14%	2019-20*	5.67%

—●— Capital

*Projected Expense

Attachment D

NEWTOWN PUBLIC SCHOOLS JOB DESCRIPTION

ASSISTANT SUPERINTENDENT

QUALIFICATIONS

The Assistant Superintendent must hold Connecticut certification as an Intermediate Administrator/Supervisor (092) and meet any other certification requirements established by the Connecticut State Statutes. The Assistant Superintendent must possess excellent communication skills, a collaborative leadership style, and an ability to work effectively with all staff and community to meet the challenges of this comprehensive school district.

RESPONSIBILITIES

The Assistant Superintendent assists the Superintendent in the translation of the system's educational philosophy, goals, and objectives as it relates to curriculum and educational programming. The Assistant Superintendent has responsibility for the district-wide development and presentation of K-12 curricula and delivery of professional development. The Assistant Superintendent also supervises building leaders, K-12 directors, and specialists. His/her specific responsibilities shall include the following:

- Oversees District programming, including the coordination of all curriculum development projects in coordination with school leaders and staff
- Develops system-wide curriculum writing, approval, and implementation cycle for all subjects and grade levels
- In collaboration with the subcommittee Chair of Curriculum and Instruction, (C&I), facilitates the schedule, agenda, and information presented at meetings
- Supports the development and revision of the Strategic School Profile
- Ensures the District's educational goals outlined in the Strategic Plan are aligned to state frameworks
- Works closely with the Director of Teaching and Learning to ensure instructional practices are consistently aligned with concept-based model, personalized, and supportive of student needs
- Responsible for the formulation, planning, and implementation of the professional development program for professional staff (teachers and administrators)
- Chairs the District Teacher Evaluation and Professional Development committee
- Serves as District Facilitator for the CT TEAM Program and oversees building facilitators in the mentor selection process
- Supervises and evaluates building principals and supervisors
- Manages EdReflect platform for teacher and administrator evaluation
- Assists in the hiring process for District administrators
- Coordinates the new teacher orientation program for the District
- Files mandated reports in compliance with the State Department of Education (EEDC, LEA, ED607, ED229, and ED165)

- Represents Newtown Public Schools at local and state roundtables and professional networks to broaden opportunities for the District
- Keeps administration, staff, and the BOE informed of State changes in any new regulations and legislation that impact education and programming
- Works with administrators in the evaluation of instructional materials, including textbooks, digital resources, library/media acquisitions, and other instructional materials
- Develops, monitors, and modifies the budget in collaboration with the Director of Business and the Superintendent
- Serves as the Title IX coordinator and hearing officer for sexual harassment issues and complaints; conducts all training for staff and administration
- Serves as the Title VII compliance officer to reduce bias and harassment in the workplace; conducts investigations as necessary
- Assists the Superintendent in other tasks and District initiatives as needed

Revised 1/29/2019

VISION OF TEACHING AND LEARNING

As we review a strong vision of teaching and learning for Newtown Public Schools, we must reflect on the strengths that make our school community a special place for students, staff, and families. According to our District Strategic Plan, "...each individual is unique and has value." Our purpose is to establish a **collaborative culture of care** that embodies trust. It trusts the expertise of the school community - teachers, administrators, and families - to support the unique needs of ALL students, keep them safe, review relevant information to make strategic decisions, and let nothing get in the way of the work to be accomplished.

A strong administrative team, staff, and parent community can make this vision a reality. Partnerships with families, parent groups, and staff are necessary for supporting positive change.

NEWTOWN PUBLIC SCHOOL STRATEGIC PLAN

MISSION

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to **INSPIRE EACH STUDENT TO EXCEL** in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community.

We accomplish this by creating an unparalleled learning environment characterized by · High expectations · Quality instruction · Continuous improvement · Civic responsibility

BELIEFS

We believe that. . .

- Each individual is unique and has value.
- Everyone can and will learn well.
- It takes effort and persistence to achieve one's full potential.
- High expectations inspire higher levels of performance.
- Honesty, integrity, respect, and open communication build trust.
- Quality education expands the opportunities for individuals and is vital to the success of the entire community.
- Educating children is a shared responsibility of the entire community.
- Family is a critical influence in each individual's development.
- Understanding all forms of diversity is essential for sustaining a democratic society.

- All individuals are responsible for their behavior and choices.
- Educated and involved citizens are essential for sustaining a democratic society.
- Everyone has the responsibility to contribute to the greater good of the community.
- Continuous improvement requires the courage to change.

Visit the Strategic Plan

http://www.newtown.k12.ct.us/Portals/Newtown/District/docs/District%20Information/Strategic%20Plan_BOE%20Approved%2009%2006%202016.rev%2012-11-18.pdf?ver=2018-12-11-091249-200

A VISION

THEORY OF ACTION

The stronger our framework is for building a quality educational system....teaching and learning in our schools will improve.

If we believe that all leaders are part of a **collaborative team that promotes a vision for teaching and learning** connected to the goals of the district; *then* leaders should build practices, systems, and professional development opportunities to support staff.

If we believe in a **high-quality educational system** for all, *then* leaders will employ data systems and consistent accountability measures to monitor student progress and employ innovative instructional strategies to raise student achievement.

If we believe that student performance is influenced by **innovative instructional practices**, *then* leaders must ensure multiple academic pathways and authentic assessments are in place to prepare students for college and career.

If we believe that the school system operates with a **clear and consistent vision for continuous improvement**, *then* leaders strategically align curricular, instructional, and technological resources that will enhance student learning and performance.

If we believe that **school culture is integral to learning**, *then* leaders will remain committed to a collaborative culture of care that provides a safe, inclusive, and personalized learning environment for all students.

VISION INTO ACTION

A VISIBLE COMMITMENT

During the opening of school this year (welcome back convocation), I noted that a vision for Newtown Public Schools must include...

*A **visible** commitment to safe and inclusive schools - student-centered practices, authentic assessment opportunities, and academic pathways that meet students' interests and prepare them for the work of the future.*

A vision must be translated into action. Newtown Public Schools prides itself on having a team of *highly experienced and capable educators*. However, with the onset of increased expectations for learning, changes in standards including NGSS (Next Generation Science Standards), STEM programming, social/emotional practices, mandated standardized testing and graduation requirements, the inclusion of a **Director of Teaching and Learning** (pending approval in the 2019-20 budget) will further strengthen the administrative team - including teacher leaders and specialists - in their ability to accomplish both short and long-term goals that support students' academic and social/emotional needs.

A NEW DIRECTOR OF TEACHING AND LEARNING

As a new administrator, the Director of Teaching and Learning will take the time to *listen and learn*. As would be expected of any new administrator to the Newtown Public Schools, a new Director of Teaching and Learning will meet with the Assistant Superintendent and Superintendent to understand the role and responsibilities, solicit input from stakeholders regarding current instructional practices K-12, review instructional practices in alignment with approved curricula, and develop a plan of action consistent with District goals to **improve student learning, growth, and achievement**.

This newly created administrative team would continue to work *strategically, deliberately, and effectively to support teaching and learning* throughout the District. In alignment with the roles and responsibilities of the position, the Director of Teaching and Learning would be responsible for...

- working with school leaders during their professional learning community (PLC) time and administrative meetings to identify instructional goals and develop specific action steps to meet those goals;
- conducting observations of classroom instructional practices across the system (K12) and coaching school leadership teams around best practices;
- consulting with literacy and math specialists to ensure vertical articulation of curriculum, instruction, and assessments, as well as to identify and address instructional inconsistencies, student learning gaps, and other areas in need of improvement;

- reviewing data from in-house formative and summative assessments, as well as standardized tests, to enhance student learning outcomes for both regular and special education students;
- collaborating with the Assistant Superintendent to provide professional development for administrators and teachers that supports high-quality and consistent instructional and assessment practices in all grade levels and subject areas;
- supervising the inclusion of social/emotional learning practices and evaluating the integrity of these practices in collaboration with the District Safe School Climate Committee, Special Education Department, Counseling Department, and school leaders;
- monitoring and assisting staff and leaders in the implementation of SRBI (Scientific Research-based Interventions) to ensure improved rates of progress leading to student success;
- supporting the effective use of district-wide digital learning tools in a manner that positively impacts student learning;
- providing ongoing reports to the Assistant Superintendent, Superintendent, and Curriculum & Instruction Committee (BOE) regarding the status of instructional practices and student learning outcomes; *and*
- attending local and State round tables and professional workshops to stay current on educational initiatives and broaden opportunities for our district.

STUDENT OUTCOMES

Today's parents want to know that their children are not only being appropriately cared for, but that they are learning the skills and concepts to develop deep understandings around important topics and subjects. *In order to ensure students are demonstrating positive academic outcomes, Newtown Public Schools must embrace...*

- **Consistency:** A set of standards or learning expectations must be clear in order to foster consistency from school to school and classroom to classroom.
- **Quality control and Accountability:** Understanding what the expectations are for all learners - both the skills and concepts across subjects and grades - the likelihood of improving school quality, teaching effectiveness, and student performance will have a greater chance of success.
- **Coherence:** The alignment of curriculum and instruction within the school system is critically important. When the standards or expectations for student learning are strategically mapped out, a greater level of coherence will occur. This also helps to mitigate redundancy or repetition that often disengages learners. According to the Great Schools Partnership, "...creating a progression of instruction in which each lesson builds on previous lessons, moving students from simpler concepts to more complex and challenging concepts, from lower-level thinking to higher-level thinking, or from less-sophisticated skills to more-sophisticated skills" is fundamental to a quality education.

A collaborative team that contributes their expertise, including teachers, administrators, and support personnel, are necessary to ensure consistency, quality control, and coherency positively influence teaching and learning throughout the system. This takes great oversight - from the implementation of a viable curriculum to innovative and consistent instructional practices - so that all Newtown students receive a quality experience and are engaged in their learning.

IMPACTING STUDENT OUTCOMES

The term "student outcomes" can have different meanings depending on the context in which it is used. For example, student outcomes can focus on in-house instructional assessments, standardized test scores, graduation rates, character attributes, social/emotional wellness, or from an educational perspective tied to students' preparedness for college, career, and society.

The purpose for strengthening the administrative team in Newtown, including the collaboration between an Assistant Superintendent and a Director of Teaching and Learning (pending budget approval), is to have a positive impact on the following student outcomes:

- graduation rates
- graduation requirements
- standardized test scores

- in-house assessments (formative and summative)
- social/emotional learning
Student outcomes are influenced by a system of caring, qualified, and experienced individuals who work diligently to ensure students are given access to a multitude of academic pathways and personalized learning experiences that inspire their passion, pique their interest, challenge their minds, and support them in achieving success.

DATA AT A GLANCE

DATA: CELEBRATING SUCCESS AND ADDRESSING AREAS TO IMPROVE

Administrators look critically at data each year to make curricular and instructional changes. We also review our **rough cohort** information, which tracks students starting in 3rd grade when they take their first standardized assessment through the Smarter Balanced Assessment Consortium (SBAC). However, student populations might change from year to year, so this information is considered "rough" data.

We followed our 4th graders (current 8th) from 2015 on the SBAC assessment. These students showed growth each year in ELA (English/Language Arts), moving from 75% at *Level 3 or above in 2015, 76% in 2016, 69% in 2017 and 76% in 2018, which put Newtown in the middle of our DRG (District Reference Group) ahead of other districts socioeconomically similar to our own. In math, our current 8th graders moved from 56% at Level 3 or above in 2015, 65% in 2016, 67% in 2017, and 69% in 2018, but scores dipped 2% as students moved into 8th grade.

We also review **grade level cohorts** each year. Although these are different groups of students, this information tells a story about our performance related to instruction and relative to other districts in DRG B, which compares Newtown to districts that are socioeconomically similar to our own. For example, our 3rd grade in English/Language arts performed at the top of DRG B, outperforming all other districts in that group. Just to provide some context for this: 11 of 20 districts in our DRG decreased their scores from previous years. This is not atypical of districts to fluctuate, including our own, and might signal changes that curricular or instructional changes need to be made.

Further, Newtown remained in the middle of our DRG in 6th and 7th grade math, having gone up after decreased scores in 2016. Another example is the performance of our current 7th graders who fell 1% from the previous year when they were 5th graders, but increased by 5 percentile points to 70% at level 3 or above in 2018.

We continue to monitor our scores across 4th and 5th grades (**see scores below**). These scores (grade cohort) decreased over the last two years. Therefore, we are using interim assessments to monitor student performance, identify areas of concern, and provide direct interventions and support in math and literacy. These assessments will help prepare students for upcoming SBAC testing in grades 3-8.

While we do track students' performance on standardized assessments in grades 3-8 and again during SATs at the high school level, our in-house instructional assessments are critically important in identifying strengths and areas to target, as these measures of student growth are more genuinely connected to daily instruction and student progress.

Teachers evaluate student performance in the following ways:

- classroom assessments
- independent or group projects
- observations
- individual and group conferencing

AREAS TO CELEBRATE

GRADE	SBAC ASSESSMENT	*Level 3/ABOVE	CHANGE
· Grade 3	ELA (Top of DRG)	80%	Increased from 2015-17
· Grade 3	Math (Top of DRG)	82%	Increased from 2015-17
· Grade 6	ELA	72%	Increased from 2016-17
· Grade 6	Math	70%	Increased from 2016-17
· Grade 7	ELA	76%	Increased from 2016-17
· Grade 8	ELA	76%	Increased from 2016-17

**Level 3 or above represents achievement levels. Based on their scaled scores, students fall into one of four categories of performance called achievement levels. Achievement levels are defined by Achievement Level Descriptors, the specifications for what knowledge and skills students display at each level (i.e., Level 1, Level 2, Level 3, and Level 4). Students performing at Levels 3 and 4 are considered on track for demonstrating the knowledge and skills necessary for college and career readiness.*

ADDITIONAL FACTS TO CELEBRATE

· NHS	2018 U.S. News #18 CT/Silver Medal	Based on State data
· NHS	2019 Niche #21 in CT	Based on State data
· NHS	96% 4-year graduation rate	Based on State data

AREAS TO ADDRESS

GRADE	SBAC ASSESSMENT	Level 3/ABOVE	CHANGE
· Grade 4	ELA	68%	Decreased from 2015-16
· Grade 4	Math	66%	Decreased from 2016-17
· Grade 5	ELA	72%	Decreased from 2016-17
· Grade 5	Math	53%	Decreased from 2016-17
· NHS	SAT (math)	556	Decreased from 2016-17
· NHS	SAT (language arts)	557	Decreased from 2016-17

1. The 'actual enrollment' for the elementary schools by classes was requested (similar to the Milone & MacBroom depicted on page 36 of our budget).

Please see Attachment A. The spreadsheet covers the same period as page 40 of the budget with all grades listed.

2. Based on a question at the 2/14 meeting, *Attachment B* depicts the budget increase in total and what it would be without special education over the past 10 years. (Special Ed only is on page 21 of our budget).

Please see Attachment B.

3. The headline budget increase is 2.7%. But Revenue from Property Tax is shown as a 2.9% increase.

The BOE requested budget represents a **spending** increase of 2.7%.

Revenue required from property tax is determined by the change in spending and the changes in revenue from other sources, such as the Equalized Cost Sharing Grant and other aid. Thus, the **revenue** from property tax, at the time the budget book was developed was estimated to be 2.9%. However, this may change as information about tax collection rates, grand list total and state funding is updated.

BOE budget increases are not related to the changes in tax revenue. Over the years, the State has reduced their level of support to Newtown (i.e., private and public transportation aid since eliminated; ECS decreases), which needs to be then made up by the Town. The State views Newtown (and towns like Newtown) as having a greater ability to pay.

The town's finance office will determine what town revenues are available and how to apply them before publicly noticing the anticipated tax increase in time for the referendum.

4. The concept of living within one's means cannot be applied to BOE (nor BOS) budget. In April voters will or will not approve what is submitted. It is more - living within what increase voters will support.

The BOE has worked diligently to maintain a quality education system while being mindful of the economic landscape, including direct cuts in staffing, appropriate funding for maintenance of facilities, and use of grants to support programs and services, both existing and new.

The obligation of the BOE is to present a budget that adequately addresses the spending needs for the maintenance of facilities and the education of Newtown students. Again, an emphasis must be made that the majority of budget increase is due to contractual obligations, including salary increases, transportation and out-of-district tuition - these three together account for 95.4% of the budget increase.

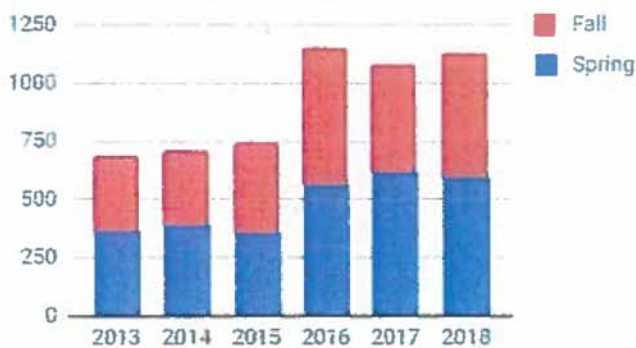
5. Can a Metrics and Measures appendix be added?

- a. State test scores by grade and subject over the past three cycles
- b. High School Graduation Rates
 - i. % students starting in the fall graduating at commencement
 - ii. % of students entering NHS as First Years graduating at commencement
- c. Where do NHS students go right after graduation
 - i. 4-year college/university
 - ii. Community College
 - iii. Military
 - iv. A job

The requested State scores, other standardized exam data such as AP scores, High School graduation rates, and % attending college/military/career can be found in the supplemental information outlined in Appendix C.

6. Show Adult/Continuing Education participation

Enrollment Totals by Year



Continuing Ed Attendees

	2013	2014	2015	2016	2017	2018
Spring	366	392	358	563	616	590
Fall	323	321	381	592	465	540

7. Cost, revenue (from taxes and other) and participation:

- i. Varsity Athletics
- ii. Other Athletics
- iii. Music, Theater and Dance
- iv. Other clubs

Budget Book (p 134-136) shows details of costs and revenues for all Connecticut Interscholastic Athletic Conference athletics at Newtown High School. Page 132 shows salaries for staff for extracurricular activities. Page 139 shows expenses for extracurricular music activities. Additionally, booster clubs and/or parents often directly support extracurricular activities.

8. Class Size. Please confirm/complete the table below:

Class size history can be found on pages 50, 51, 90, 104, 124 and 125 of the budget book.

	Average Students Per Class		
	2017-18 Approved Budget	2018-19 Approved Budget	2019-20 Proposed
Kindergarten	17.3	16.5	16
Grades 1 and 2	17.4	18.1	18
Grades 3 and 4	20.4	20.1	20.5
Grades 5 thru 8	22.7	22.5	23
Grades 9 thru 12			This is hard to predict until students enroll for classes.
English	21.2	21.2	
Math	20.5	21.5	
Science	20.4	20.0	
Social Studies	22.4	21.9	
World Language	19.5	19.4	

9. Actual FYTD is not shown in the BOE Budget Book. Regarding the use of Monthly Financial Report:

- a. Showing not only what is spent, but also what is encumbered and anticipated is very useful.

Regarding the FYTD not appearing in the BOE budget book, the budget book is presented showing past experience and future forecast. In all sections, "current" can be read as the FYTD including the estimated year end prediction. Transfers are included based on anticipated expenses to year end. Based on experience, we have evolved in what we have included in order to provide information that is useful. Technically, the encumbered and the anticipated are included in the "current" column.

- b. Report is by Object Code - Expense Category. It is extremely difficult, if not impossible to compare to all but a few pages in the budget book

BOE Policy P31609(a) dictates Object Reporting, change requires Policy change. Also this format is referenced in Connecticut General Statutes (Revised January 1, 2019) Sec. 10-222 Appropriations and budget. "...The annual report of the board of education shall, in accordance with section 10-224, include a summary showing (1) the total cost of the maintenance of schools, (2) the amount received from the state and other sources for the maintenance of schools, and (3) the net cost to the municipality of the maintenance of schools. For purposes of this subsection, "meeting" means a meeting, as defined in section 1-200, and

“itemized estimate” means an estimate in which broad budgetary categories including, but not limited to, salaries, fringe benefits, utilities, supplies and grounds maintenance are divided into one or more line items.”

To provide some context, the current budget book format has developed as a result of input from past boards and readers and has been useful for understanding the relationships between accounts and their functions. It is presented by object, function and program summaries to allow for different analyses.

10. Expense budgeting by Object Code and/or Department makes it difficult to understand program costs/investments. Additionally, revenue budget/accounting is to some extent separate from program/expenses. Answering questions related to benefit/impact of expenditures is challenging, and certainly not readily available to taxpayers.

This comment relates to both BOE and BOS budgets

The BOE Budget is assembled in accordance with “Financial Accounting for Local and State School Systems” as published and developed by the National Center for Educational Statistics, for the US Department of education. The format categorizes expenses by Object, what is purchased, then by Function, the reason for the purchase, then by Cost Center, location, and then by individual program. Expenses have been required to be reported with this Planned Program Budget System for many years to both the State and Federal governments. It represents the standard best practice for school system accounting and reporting.

The BOE would like to support the BOF in carrying out its fiduciary role, and if formatting could be changed for easier reading, or if Board of Finance decisions would benefit from having other information such as graduation rates and test scores, we would like to suggest that the BOF have the discussion as a board and bring the recommendations to the BOE.

11. If there is no anticipated (budgeted) revenue from areas below: What is 2018-19 revenue and was expenditure of those funds earmarked to the revenue, or did the funds go into the revenue pot offsetting expenses that are shown in the budget? CAFR pg 104

None of the revenues/expenditures referenced here are included in the school budget. The CAFR (page 104) depicts “Non Major Governmental Funds”, please refer to the description on the pages between 94 and 95 (these pages are un-numbered in the CAFR).

a. PTA, Booster Clubs, Civic Organizations, Private Citizens, Corporations and anonymous donors. Is this in CAFR Education Grants Fund pg 101? \$2.4m

These are private funds outside our fiduciary responsibility. We do not, nor are we required, to be involved with their operations. CAFR Education Grant Fund page 101 in the descriptions are State & Federal government funds, private grants and other contributions for education grants. These are all captured in the Federal and State Single Audits for the year ended 6/30/18.

b. School Lunch Program Fund \$1.7m

This is an enterprise fund. Revenues and expenses must be segregated per National School Lunch Program (NSLP) requirements.

c. Pay for Participation in Sports

All revenues directed to program expenses within the school budget. (Practice of forwarding these receipts to the Town was phased out in 2017-18). Revenue is deposited (on page 136) of the school

budget, offsetting that same amount for expenses, for site, security, officials, tournament fees, facility rental and partial transportation.

d. Adult Education \$138k

\$138,000 in revenue used to offset program expenses for Community Adult Program. Enterprise fund in a sense is all tuition receipts used to pay for expenses. Fund balance \$58,000, includes receipts for programs that begin during the summer, after July 1, 2018. If not for the summer programs the balance would be break even.

e. Education Grants Fund \$3.9m

State and Federal Grants, by law cannot be co mingled with budget funds. For Title I Low Income Students, IDEA Individuals with Disabilities Act, Teacher Improvement, Perkins. They are all captured in the Federal and State Single Audits for the year ended 6/30/18.

12. Education Grants Fund, CAFR pg 101 shows \$3.4m as Intergovernmental. Is this State ECS? The BOE book, pg 34 shows 2017-18 ECS at \$4.3m so it would seem to be different. What is it? Does it offset funds in the budget?

This is not State ECS. These are revenues noted above. These revenues offset the budget to the extent that teaching staff is eligible for inclusion in these State grant programs can have their salaries covered by the grants. ECS Education Cost Sharing is the State's main formula for proportionally funding local education. The figure on Page 34 of our budget was an estimate, the Governor's budget for Newtown is now \$4,590,121.

13. Regarding cafeteria service:

a. I understand that it is outsourced to Whitsons Culinary Group – Correct?

Whitson's is in the third year of a five year contract.

b. Where is cafeteria staff, food and supplies in the budget?

Food Service pg 195 has \$30k for 2019-20 requested

This budget is not in the school budget. This is a Federal/State/Local enterprise fund. All staff are employees of Whitsons. The \$30,000 in the school budget is for the equipment repair and upkeep. All of the equipment is owned by the BOE and under the State Approval Agreement with Whitsons we are responsible for this.

c. There is a School Lunch Program (2017-18 CAFR pg 101) How is this reflected in the budget?

This is a separate enterprise (business) fund not included in the school budget.

~~i. \$211k Intergovernmental Is this from Fed and State Grants? Is that all the Town gets for School Lunches?~~

Yes, from the Federal and State governments.

ii. \$1.5m Charges for Services

These are the sales to students and adults from the lunch program

iii. Expenses \$13k over revenue with a fund balance of \$213k

Yes, expenses exceed revenues, by contract approved by the State Department of Education, fund balance includes carryover from prior years and includes the value of year-end inventory. This program has nothing to do with the BOE Budget.

14. Last night Bob T had a hand-out on the impact of the Governor's Budget Proposal.

It shows ECS Grant 2019-20 Estimate at \$3,956k and Governor's Proposed amount of \$4,590k. I'm trying to foot this back to the budget books.

- BOE Revenue Summary (BOE pg 34) shows 2019-20 ECS at \$4,500k a decrease of 1.49% from 2018-19

This was estimated revenue before the Governor's budget was released. The Governor's figure is \$4,590,121.

- BOS Revenue -ECS Grant (BOS pg 37) shows 2019-20 ECS at \$3956k same as 2018-19
- CGA Hand-out shows ECS 2019 \$4,565k (what BOE used) with 2020 at \$4,590k

Seems clear that 2019-20 proposed ECS is \$4,590k.

YES.

- Do the differences in what BOS and BOE budgets have effect the expense budgets? (I cannot see it)

From the Board of Education's perspective, ECS is included in the line item in the municipal budget. ECS has no effect on expenses.

- Does the BOF need to formally change the revenue numbers before the budget goes to Legislative Council?

The BOE budget includes an estimate of all revenue other than town appropriations (Excess Cost Grant, fees, Health Services, local tuition, etc.). The Educational Cost Sharing Grant is revenue to the town, and the determination of the anticipated amount is ultimately made by the town.

15. Here are some charts that you may be asked about on Wednesday (*charts from 2/21 and 2/25 BOF meetings*).

These analyses are an interesting exercise and take into account **some** reasons costs increase even as enrollment decreases. However, the main point needs to be that the cost of education in Connecticut is increasing above inflation for many reasons. This can be seen in the per pupil expenditures in our District Reference Group as well as Connecticut overall. The increase is the result of the many mandates that are imposed each year which require significant increases in staff time and supplies:

- ~~data privacy laws~~
- increased reporting requirements
- computerized standardized state assessments
- alternative education
- teacher evaluations

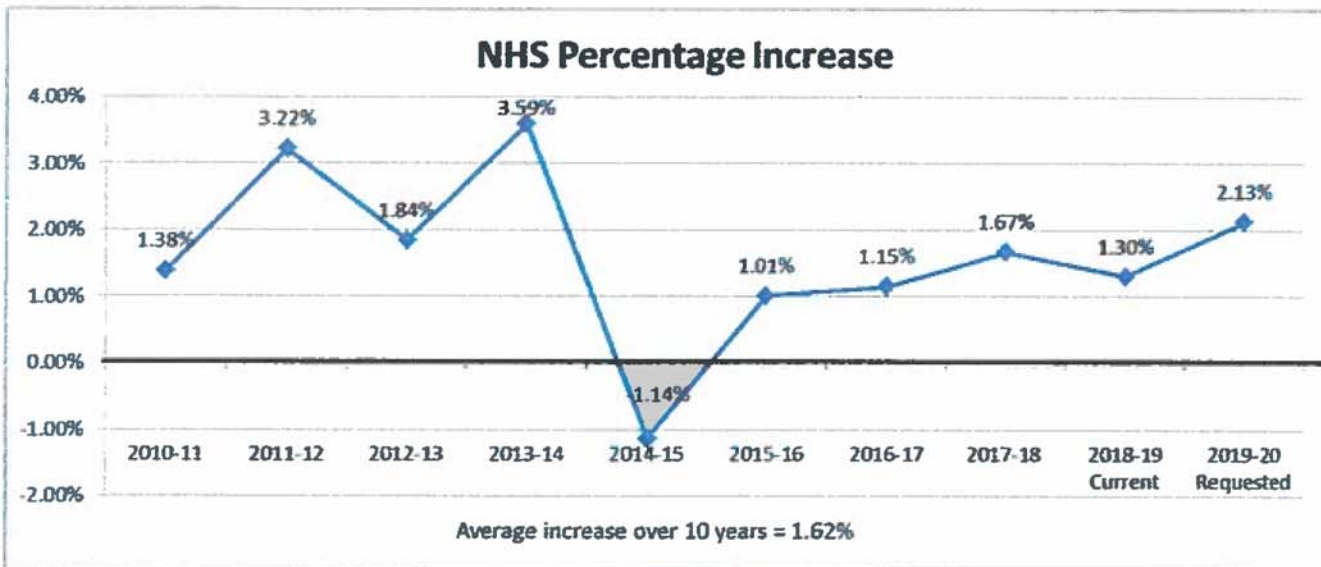
Additionally, based on the District's unique circumstances, there are areas around increased security, social, emotional and mental health supports, as well as general trends in student needs (special education).

Beyond this main point, there are a couple of caveats that should be noted in your calculations. First, these numbers conflate **spend** (which includes federal grants and Excess Cost Grant) with **town-funded** (which includes ECS and taxes) numbers. Second, the numbers being used are different from the numbers the district reports to the State (per statute). The state formulas are complicated and take into account specific circumstances. As an example, the spending per pupil should be calculated by the state formula and would not include certain items such as transportation (which includes private, magnet and vocational schools). Also, the number of students reported to the State include out-of-district students and community partnership students, since they are part of the district spend. While these seem like minor differences, the State has specific data requirements and formulas to ensure that comparisons are legitimate.

While we understand the logic in attempts to analyze the BOE budget using some of the criteria (including references to the CAGR, DRG median, and per pupil spending), this is not the methodology that influences the development of our budget. While enrollment plays a pivotal role (i.e. staffing cuts), we are not sure that these recent analyses accurately or even consistently reflect the number of factors that contribute to our budget.

16. Re the Functions summary on P. 21, what is consistently driving costs of HS upward?

The average increase for the HS over 10 years has been 1.62% based on the last 10 years of budget increases. The last 4 years have all been below 2%. A chart below clearly makes this point:



As with the rest of the budget, salaries and benefits are major cost drivers. The enrollment at the high school has not decreased appreciably yet, and while staffing has been reduced in parallel to the student enrollment, salaries and graduation requirements are increasing and STEM programming has been added to the curriculum.

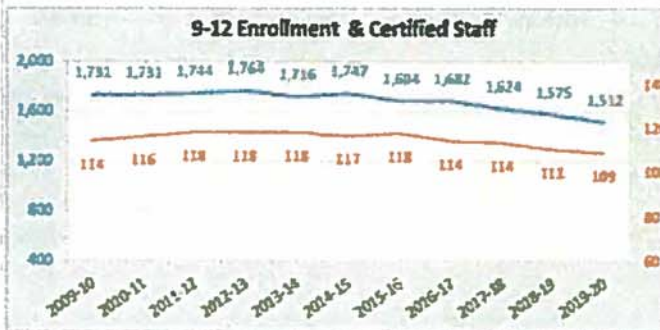
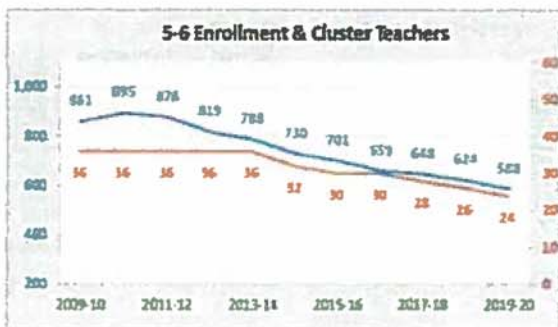
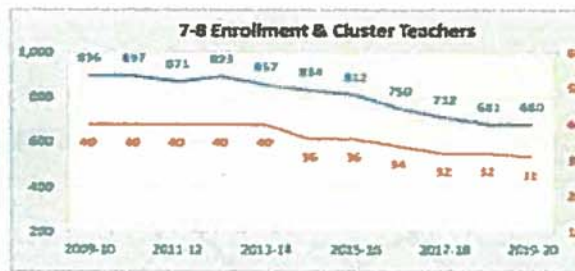
17. For SPED, do we have a breakdown of # of in-district SPED students versus out-of-district SPED students and the costs associated with each group? What I'm looking to understand is if the increase of the costs is attributable to expenses not within our control in the out-of-district placements versus in-district students. In addition, do we have a breakdown of number of SPED students by school?

As depicted on pp. 153 & 157 of the BOE budget book, Special Education services are provided for approximately 595 children in district (13.9% of our total enrollment) for a budgeted cost of \$8,051,018. The number of students that receive services out of district are budgeted at 50 for next year at a total budget cost of \$4,279,958. Excess cost grant revenue of \$1,137,859 reduces the districts net cost to \$3,142,099 which is the amount budgeted.

18. P. 55: In 2009, Hawley had 21 classes with a "total staff of 19"— this does not add up in terms of number of teachers. If it does not include teachers, then what does this number represent? In 2019, Hawley will have 17 classes with "total staff" of 17. Again, just trying to understand the numbers. The same question pertains to Sandy Hook, Middle Gate, and HOM--the number of classes are decreased, but the "total staff" numbers do not correspond. In addition, how do we explain to voters the lack of proportionality of the decrease in staffing when we look at decrease in student population?

Full day kindergarten was not implemented until 2013-14. Thus, one kindergarten teacher could teach two classes (one in the morning and one in the afternoon). This explains why staffing prior to 2012 will not be in the same proportion to students as after 2013-14.

There has been a corresponding decrease in staffing relative to students as shown by the charts in the budget presentation 2/14/2019.



Attachment A

Certified Enrollment from 2009 - 2019

2/15/2019

Newtown Public Schools															
Actual Enrollment for 2009-2010 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	66	83	83	94	94										420
Head O Meadow	43	77	86	75	94										375
Middle Gate	83	94	98	104	116										495
Sandy Hook	100	111	129	140	145										625
Total K-4															1,915
Reed					429	432									861
Middle School							468	428							896
High School									465	403	432	431			1,731
Total	292	365	396	413	449	429	432	468	428	465	403	432	431	87	3,490

Certified Enrollment from 2009 - 2019

2/15/2019

Newtown Public Schools																	
Actual Enrollment for 2014-2015 School Year (Based on October 1st Certified Enrollment)																	
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total		
Hawley	50	66	56	68	81										321		
Head O Meadow	53	46	76	75	63										314		
Middle Gate	69	64	83	81	94										391		
Sandy Hook	59	79	64	65	92										359		
Total K-4															1,385		
Reed									340	390					730		
Middle School											419	415			834		
High School													434	420	426	467	1,747
Total	231	255	279	290	330	340	390	419	415	434	420	426	467	42	4,738		

Newtown Public Schools															
Actual Enrollment for 2010-2011 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	72	75	87	85	97										416
Head O Meadow	58	56	85	90	80										369
Middle Gate	95	94	95	96	100										480
Sandy Hook	89	109	107	132	138										575
Total K-4															1,840
Reed					449	446									895
Middle School							434	463							897
High School									432	462	399	438			1,731
Total	314	334	374	403	415	449	446	434	463	432	462	399	438	88	5,491

Newtown Public Schools															
Actual Enrollment for 2015-2016 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	66	49	68	65	72										320
Head O Meadow	51	51	44	78	74										298
Middle Gate	69	69	64	84	82										368
Sandy Hook	57	63	81	64	72										337
Total K-4															1,323
Reed							343	358							701
Middle School									395	417					812
High School											413	418	424	429	1,684
Total	243	232	257	291	300	343	358	395	417	413	418	424	429	34	4,554

Newtown Public Schools															
Actual Enrollment for 2011-2012 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	61	81	69	87	86										384
Head O Meadow	53	61	54	86	88										342
Middle Gate	77	108	96	98	97										476
Sandy Hook	81	94	112	103	131										521
Total K-4															1,723
Reed					418	460									878
Middle School							440	431							871
High School									461	431	455	397			1,744
Total	272	344	331	374	402	418	460	440	431	461	431	455	397	82	5,298

Newtown Public Schools															
Actual Enrollment for 2016-2017 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	50	62	57	66	65										300
Head O Meadow	42	59	49	46	77										273
Middle Gate	71	70	79	64	81										365
Sandy Hook	63	69	67	88	69										356
Total K-4															1,294
Reed							317	342							659
Middle School									358	392					750
High School											424	402	422	434	1,682
Total	226	260	252	264	292	317	342	358	392	424	402	422	434	37	4,422

Newtown Public Schools															
Actual Enrollment for 2012-2013 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	49	73	79	72	88										361
Head O Meadow	60	72	61	58	88										339
Middle Gate	72	85	103	98	93										451
Sandy Hook	72	78	94	113	97										454
Total K-4															1,605
Reed					402	417									819
Middle School							448	445							893
High School									427	456	424	457			1,764
Total	253	308	337	341	366	402	417	448	445	427	456	424	457	45	5,126

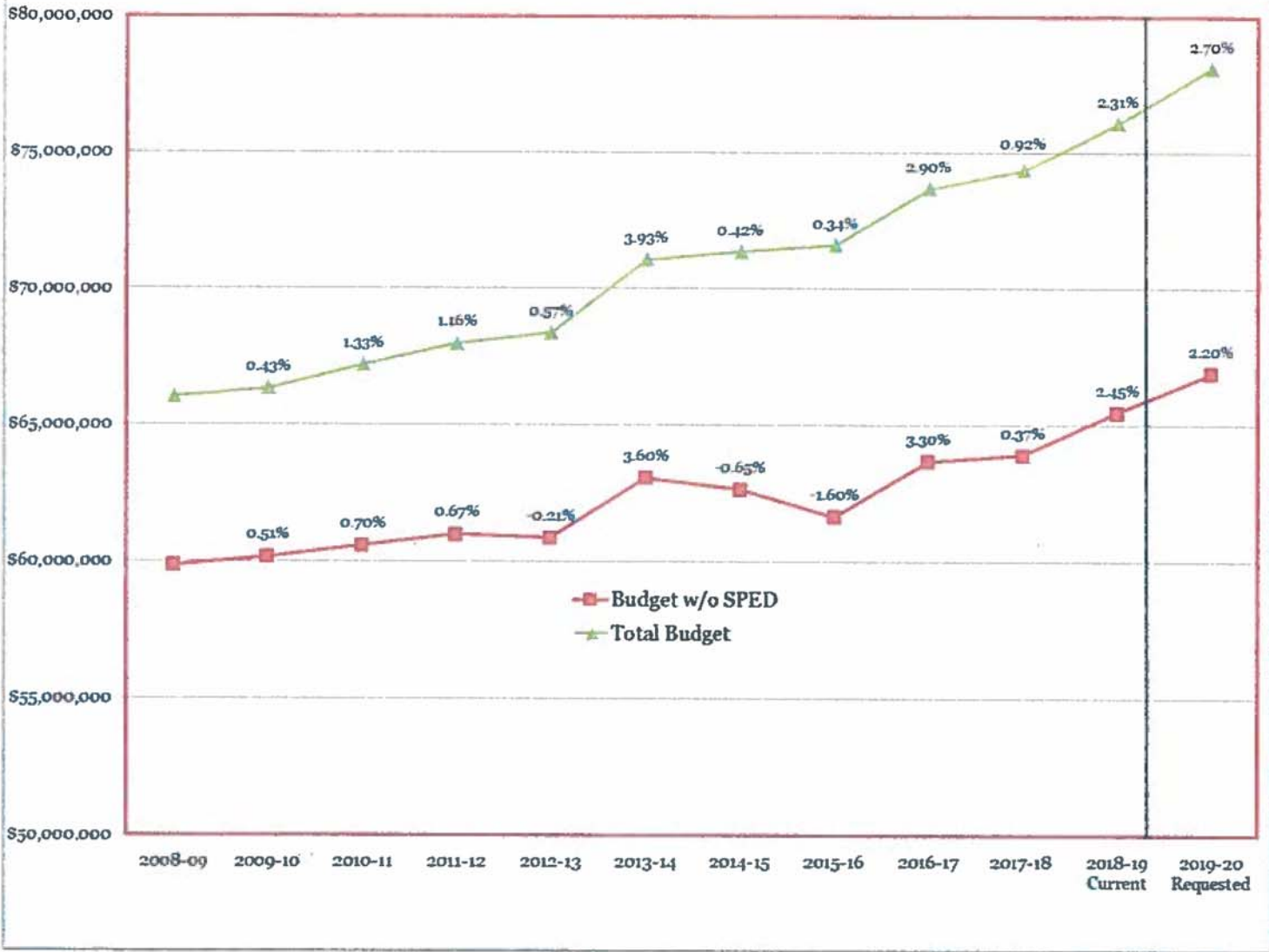
Newtown Public Schools															
Actual Enrollment for 2017-2018 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	54	51	67	62	68										302
Head O Meadow	49	49	64	54	54										270
Middle Gate	68	73	69	85	67										362
Sandy Hook	71	71	79	76	86										383
Total K-4															1,317
Reed							319	329							648
Middle School									345	367					712
High School											372	427	406	419	1,624
Total	242	244	279	277	275	319	329	345	367	372	427	406	419	68	4,369

Newtown Public Schools															
Actual Enrollment for 2013-2014 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	58	64	69	82	76										349
Head O Meadow	45	64	72	62	60										303
Middle Gate	62	76	89	96	95										418
Sandy Hook	77	63	60	89	104										395
Total K-4															1,465
Reed					370	418									788
Middle School							413	444							857
High School									429	424	440	424			1,717
Total	242	269	290	329	335	370	418	413	444	429	424	440	424	54	4,880

Newtown Public Schools															
Actual Enrollment for 2018-2019 School Year (Based on October 1st Certified Enrollment)															
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-K	Grand Total
Hawley	60	58	57	71	64										310
Head O Meadow	64	57	44	65	53										283
Middle Gate	61	67	76	72	85										361
Sandy Hook	62	75	73	78	76										364
Total K-4															1,318
Reed							285	339							624
Middle School									333	344					677

Attachment B

Total Budget with and without SPED - Rate of Change Over the Years



Attachment C

Test scores by grade and subject over the past three cycles:

Smarter Balanced Assessments, Trend
Grade 3

District	Subject	2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
Madison School District	ELA	169	82.8	183	68.9	155	62.6
Brookfield School District	ELA	177	65	177	58.2	160	63.1
West Hartford School District	ELA	731	71.5	734	71.3	657	68.6
Granby School District	ELA	120	73.3	128	62.5	145	69
Orange School District	ELA	177	67.2	149	63.1	165	69.1
District No. 15	ELA	255	75.7	248	69.8	230	69.6
Simsbury School District	ELA	302	79.5	267	78.7	295	72.9
New Fairfield School District	ELA	156	75.6	145	75.9	134	73.1
Woodbridge School District	ELA	105	76.2	118	73.7	118	73.7
Fairfield School District	ELA	722	68.3	755	66.6	712	74
Greenwich School District	ELA	697	76.3	747	77.6	672	74.1
Farmington School District	ELA	306	83	292	74.7	283	74.6
Cheshire School District	ELA	295	78	261	77.4	266	74.8
Glastonbury School District	ELA	421	79.6	417	80.1	394	76.9
South Windsor School District	ELA	276	78.3	335	75.2	315	77.1
Trumbull School District	ELA	476	81.1	487	75.2	424	77.1
Guilford School District	ELA	256	78.1	220	69.5	230	77.4
Avon School District	ELA	236	77.5	229	79.5	259	78.4
Monroe School District	ELA	212	72.6	219	80.8	216	79.6
Newtown School District	ELA	287	79.1	260	75.4	267	80.1
District No. 5	ELA	n/a	n/a	n/a	n/a	n/a	n/a
Brookfield School District	Math	177	68.9	175	61.7	160	60.6
Granby School District	Math	120	66.7	127	60.6	145	60.7
Simsbury School District	Math	301	74.1	266	75.9	295	66.8
West Hartford School District	Math	729	65.2	734	67	655	67.2
Madison School District	Math	169	85.8	183	76	155	68.4
Orange School District	Math	177	68.4	149	57	165	70.9
Woodbridge School District	Math	105	75.2	118	77.1	117	71.8
Fairfield School District	Math	722	71.7	754	71	711	75.4
Greenwich School District	Math	697	75.9	747	81	671	75.6
South Windsor School District	Math	276	81.2	335	77.3	315	76.5
Cheshire School District	Math	295	74.6	261	77.4	266	76.7
Guilford School District	Math	256	78.5	221	81	230	77.4
District No. 15	Math	255	82.7	247	82.2	230	77.8
Glastonbury School District	Math	422	81.5	417	79.1	394	78.4
Avon School District	Math	236	76.3	228	76.8	259	79.5
Farmington School District	Math	306	79.1	293	76.5	283	79.9
Trumbull School District	Math	476	85.9	487	83.6	425	81.4
Newtown School District	Math	287	76	259	74.5	267	82
Monroe School District	Math	212	81.6	219	79.9	216	83.3
New Fairfield School District	Math	155	79.4	145	82.8	134	83.6
District No. 5	Math	n/a	n/a	n/a	n/a	n/a	n/a

Smarter Balanced Assessments, Trend
Grade 4

District	Subject	2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
Brookfield School District	ELA	216	69.9	178	60.7	178	59.6
Newtown School District	ELA	235	75.9	297	70	272	67.6
West Hartford School District	ELA	720	74.3	728	73.4	732	69.7
Orange School District	ELA	166	75.9	177	67.8	153	69.9
Madison School District	ELA	180	80.6	176	79	177	72.3
District No. 15	ELA	279	78.1	256	75.4	254	72.8
Granby School District	ELA	131	81.7	123	68.3	133	73.7
Greenwich School District	ELA	673	74.9	696	74.7	744	75.8
Avon School District	ELA	218	82.6	251	76.5	228	75.9
Fairfield School District	ELA	860	74.8	728	74	760	76.1
Woodbridge School District	ELA	97	76.3	104	72.1	131	76.3
Glastonbury School District	ELA	434	76.5	430	76	424	77.4
Farmington School District	ELA	324	82.1	333	85	307	77.5
South Windsor School District	ELA	298	82.2	289	80.6	345	77.7
New Fairfield School District	ELA	164	70.7	161	72.7	151	78.1
Trumbull School District	ELA	489	84.5	484	84.9	511	79.3
Cheshire School District	ELA	290	78.3	304	77.6	271	80.4
Simsbury School District	ELA	302	81.1	312	78.8	276	81.9
Guilford School District	ELA	263	84.8	258	77.1	217	82.9
Monroe School District	ELA	217	82.5	228	80.3	221	87.3
District No. 5	ELA	n/a	n/a	n/a	n/a	n/a	n/a
Brookfield School District	Math	215	63.3	178	62.4	178	56.7
Simsbury School District	Math	299	65.9	312	71.2	276	64.5
West Hartford School District	Math	720	66.8	728	66.9	733	65.6
Newtown School District	Math	295	64.4	297	67.7	272	65.8
Orange School District	Math	165	66.1	177	70.1	152	66.4
Granby School District	Math	131	67.2	123	61.8	133	68.4
Avon School District	Math	218	77.1	251	70.9	228	71.9
Woodbridge School District	Math	96	65.6	103	77.7	131	72.5
South Windsor School District	Math	298	74.2	289	77.9	345	72.8
Madison School District	Math	180	75	175	80	177	72.9
Greenwich School District	Math	673	67.9	696	73	743	73.5
Fairfield School District	Math	860	67.7	728	68.8	759	74.6
New Fairfield School District	Math	158	67.7	159	70.4	151	74.8
Cheshire School District	Math	290	67.2	304	69.1	271	75.3
Monroe School District	Math	217	76.5	228	78.1	221	76.5
Glastonbury School District	Math	433	73.4	430	77	424	77.1
Farmington School District	Math	324	78.1	333	82.3	307	77.7
Trumbull School District	Math	489	80.6	485	82.7	511	78.1
District No. 15	Math	279	65.9	256	76.6	254	78.7
Guilford School District	Math	262	72.5	258	82.6	217	82
District No. 5	Math	n/a	n/a	n/a	n/a	n/a	n/a

Smarter Balanced Assessments, Trend

Grade 5

District	Subject	2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
Brookfield School District	ELA	182	74.7	222	72.5	189	70.4
Newtown School District	ELA	336	75.9	316	77.2	324	71.6
Madison School District	ELA	183	71.6	197	76.6	173	72.3
Granby School District	ELA	124	78.2	133	79.7	131	74
West Hartford School District	ELA	749	76	733	71.6	731	74.6
District No. 15	ELA	283	85.2	281	80.1	263	77.2
New Fairfield School District	ELA	145	73.1	165	75.8	169	77.5
Avon School District	ELA	273	78	221	84.2	264	78
Woodbridge School District	ELA	96	85.4	106	70.8	109	78.9
Glastonbury School District	ELA	445	82.5	444	79.1	445	80.2
Orange School District	ELA	169	77.5	169	80.5	178	80.3
Greenwich School District	ELA	687	78.6	680	79.6	705	80.6
Monroe School District	ELA	224	87.1	231	86.6	234	80.8
Cheshire School District	ELA	345	85.2	298	81.2	315	81.3
South Windsor School District	ELA	316	80.1	303	75.6	294	81.3
Farmington School District	ELA	311	79.4	334	83.8	333	81.4
Guilford School District	ELA	293	79.5	268	80.6	262	81.7
Fairfield School District	ELA	761	76.3	825	76.8	731	81.8
Simsbury School District	ELA	291	83.8	301	81.1	318	87.4
Trumbull School District	ELA	494	81.6	497	84.7	483	87.4
District No. 5	ELA	n/a	n/a	n/a	n/a	n/a	n/a
Brookfield School District	Math	182	52.2	221	47.5	189	50.3
Newtown School District	Math	336	65.2	315	64.8	324	52.8
Granby School District	Math	124	65.3	133	60.9	131	55.7
Avon School District	Math	273	63	221	68.8	264	62.1
New Fairfield School District	Math	145	51	165	63.6	170	62.4
West Hartford School District	Math	747	59.4	734	56.1	730	62.6
Orange School District	Math	169	64.5	169	71.6	178	62.9
Woodbridge School District	Math	96	71.9	106	54.7	108	63
Simsbury School District	Math	290	69.7	301	68.4	315	68.6
South Windsor School District	Math	316	63.6	303	66.3	294	68.7
Madison School District	Math	179	63.7	196	65.8	173	68.8
District No. 15	Math	283	62.2	281	68.3	263	70.7
Greenwich School District	Math	687	63	679	67.5	705	71.9
Monroe School District	Math	225	70.7	231	68.4	234	72.2
Fairfield School District	Math	761	64.3	884	69.3	731	73.2
Cheshire School District	Math	345	69	298	66.4	315	73.3
Glastonbury School District	Math	445	76.2	444	73.4	445	74.6
Farmington School District	Math	311	69.5	333	70	333	76.3
Trumbull School District	Math	493	69	497	75.3	494	76.3
Guilford School District	Math	293	73.4	268	73.5	262	79.4
District No. 5	Math	n/a	n/a	n/a	n/a	n/a	n/a

Smarter Balanced Assessments, Trend
Grade 6

District	Subject	2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
South Windsor School District	ELA	303	72.6	323	70.9	304	64.1
Brookfield School District	ELA	197	64	197	69	226	64.2
West Hartford School District	ELA	758	67.7	720	68.6	727	65.7
Woodbridge School District	ELA	119	82.4	95	90.5	110	68.2
Madison School District	ELA	198	67.7	183	65	196	68.4
Newtown School District	ELA	346	70.8	338	68.9	328	72.3
Granby School District	ELA	153	83	128	75	141	73.8
District No. 15	ELA	321	72.3	280	82.5	283	74.2
Monroe School District	ELA	276	71.7	236	84.7	247	75.3
Fairfield School District	ELA	760	76.1	769	74	889	77.1
New Fairfield School District	ELA	171	73.7	140	64.3	163	77.3
Glastonbury School District	ELA	482	83.2	475	81.3	460	77.4
Cheshire School District	ELA	388	77.1	352	83.5	305	78
Greenwich School District	ELA	622	74	688	70.6	658	78.6
Orange School District	ELA	208	87	170	83.5	177	79.7
Trumbull School District	ELA	526	81.2	504	78.8	521	81
Gofford School District	ELA	262	79.8	302	75.2	268	83.2
Farmington School District	ELA	339	75.5	314	83.4	335	84.2
Avon School District	ELA	276	84.1	278	75.2	228	84.6
Simsbury School District	ELA	336	81.5	290	86.6	298	85.9
District No. 5	ELA	n/a	n/a	n/a	n/a	n/a	n/a
West Hartford School District	Math	755	56.6	719	59.8	727	54.2
Madison School District	Math	198	44.9	174	44.8	195	57.4
Brookfield School District	Math	195	52.3	197	64.5	225	59.1
District No. 15	Math	320	50	280	67.1	285	60.7
South Windsor School District	Math	302	60.6	322	66.5	304	61.5
Granby School District	Math	153	68.6	128	64.8	141	63.8
Monroe School District	Math	276	57.2	236	70.8	247	64.4
Cheshire School District	Math	388	62.1	352	77.6	304	68.8
Fairfield School District	Math	756	63.5	769	65.9	887	68.8
New Fairfield School District	Math	170	58.8	140	59.3	160	68.8
Greenwich School District	Math	620	60.5	686	65.7	658	69
Newtown School District	Math	346	71.4	337	67.1	328	69.5
Woodbridge School District	Math	119	71.4	95	76.8	108	70.4
Farmington School District	Math	338	63.6	314	72.9	335	71.6
Simsbury School District	Math	334	66.2	289	78.2	298	73.8
Trumbull School District	Math	526	74	501	76.8	520	76.5
Gofford School District	Math	262	60.3	302	69.2	268	77.2
Orange School District	Math	208	75.5	170	77.6	176	78.4
Glastonbury School District	Math	482	78	475	75.8	460	78.5
Avon School District	Math	275	76	278	66.9	228	78.9
District No. 5	Math	n/a	n/a	n/a	n/a	n/a	n/a

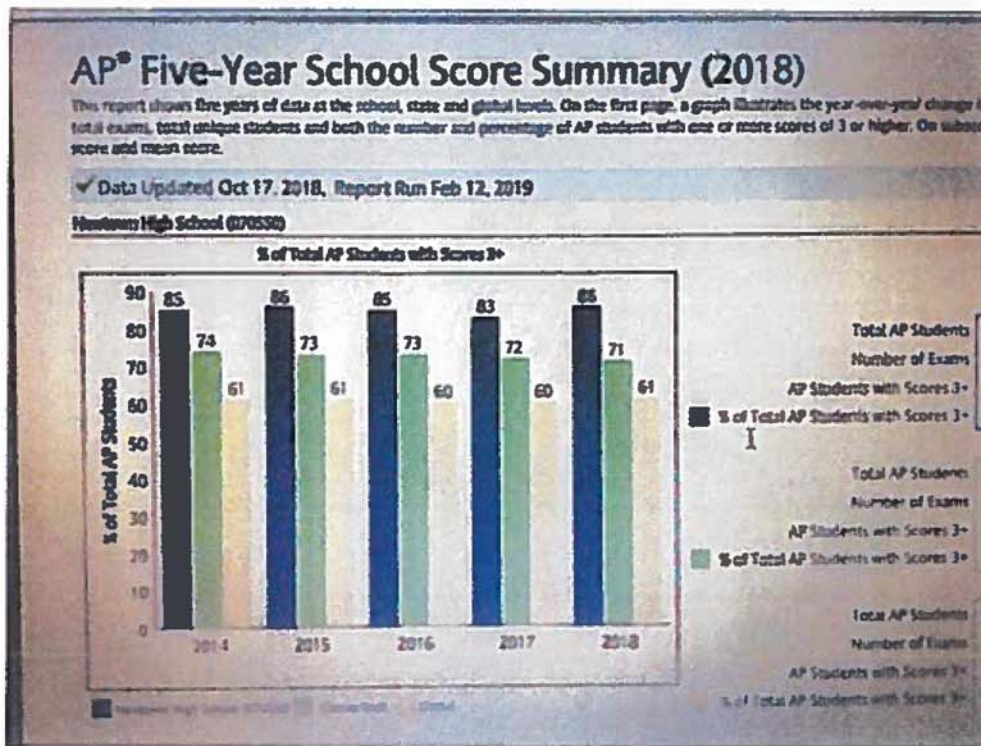
Smarter Balanced Assessments, Trend
Grade 7

District	Subject	2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
Madison School District	ELA	230	63	190	65.3	165	61.2
West Hartford School District	ELA	762	70.5	766	70.2	712	67.1
Brookfield School District	ELA	228	62.7	206	64.6	202	70.3
South Windsor School District	ELA	310	74.5	312	77.9	334	71.9
District No. 15	ELA	312	78.2	328	74.1	288	73.6
Granby School District	ELA	149	73.2	151	82.1	122	73.8
Newtown School District	ELA	389	73.5	352	67	341	75.2
New Fairfield School District	ELA	180	70.6	170	73.5	142	76.8
Greenwich School District	ELA	639	75.1	635	73.4	679	77.6
Avon School District	ELA	267	84.3	277	80.9	273	78
Trumbull School District	ELA	530	80.8	542	83.6	506	79.1
Monroe School District	ELA	255	78	284	72.9	241	79.7
Fairfield School District	ELA	798	74.1	760	79.6	766	80.2
Cheshire School District	ELA	364	77.2	401	69.6	356	80.3
Farmington School District	ELA	325	74.8	338	69.8	312	81.1
Glastonbury School District	ELA	520	75.8	490	75.3	481	81.1
Gulford School District	ELA	260	83.5	259	86.9	307	82.4
Simsbury School District	ELA	340	75.9	346	82.4	298	84.9
District No. 5	ELA	370	81.4	385	79	321	87.2
Orange School District	ELA	n/a	n/a	n/a	n/a	n/a	n/a
Woodbridge School District	ELA	n/a	n/a	n/a	n/a	n/a	n/a
West Hartford School District	Math	759	52.6	761	60.6	709	55.9
New Fairfield School District	Math	178	49.4	169	55.6	142	57.7
District No. 15	Math	311	61.7	327	55.4	287	59.6
Granby School District	Math	149	61.7	151	66.2	122	59.8
Madison School District	Math	228	57.5	190	61.6	165	61.8
Monroe School District	Math	255	61.6	282	54.3	240	62.9
Fairfield School District	Math	792	60.9	759	65.5	765	65.1
Brookfield School District	Math	226	62.4	206	65.5	202	67.8
Cheshire School District	Math	363	59	399	54.4	356	68.8
South Windsor School District	Math	308	70.1	311	65.3	334	68.9
Newtown School District	Math	388	74.5	352	70.2	342	69
Greenwich School District	Math	639	64.6	635	67.2	676	69.4
Farmington School District	Math	325	73.8	338	65.7	311	70.1
Simsbury School District	Math	337	57.9	340	64.7	296	71.3
Glastonbury School District	Math	520	67.1	490	71.8	481	73.4
Trumbull School District	Math	530	74.7	541	72.1	505	73.7
Gulford School District	Math	260	65.8	258	71.7	307	76.5
Avon School District	Math	268	82.8	277	77.3	273	76.6
District No. 5	Math	370	70.3	385	69.4	320	79.4
Orange School District	Math	n/a	n/a	n/a	n/a	n/a	n/a
Woodbridge School District	Math	n/a	n/a	n/a	n/a	n/a	n/a

Smarter Balanced Assessments, Trend
Grade 8

District	Subject	2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
Madison School District	ELA	251	66.1	222	50	170	58.2
District No. 15	ELA	346	76.3	318	76	324	66
Brookfield School District	ELA	195	75.9	233	67.4	214	70.1
Monroe School District	ELA	252	80.2	259	76.4	284	70.1
Glastonbury School District	ELA	515	78.3	514	71.8	499	71.5
West Hartford School District	ELA	671	66.6	764	71.2	777	72.7
South Windsor School District	ELA	342	72.8	324	70.7	314	72.9
Cheshire School District	ELA	353	75.1	372	73.9	407	74.2
Newtown School District	ELA	412	76.5	390	65.1	355	75.8
Granby School District	ELA	154	76	148	71.6	155	76.1
New Fairfield School District	ELA	169	69.2	189	68.3	171	77.8
Fairfield School District	ELA	782	74.3	793	75.5	770	78.2
Greenwich School District	ELA	638	76.5	628	77.5	631	81.5
Trumbull School District	ELA	449	81.7	536	81.3	546	81.5
Farmington School District	ELA	290	77.2	323	76.8	348	82.2
District No. 5	ELA	368	75.3	374	78.1	387	82.2
Guilford School District	ELA	290	84.1	264	78.4	264	82.6
Simsbury School District	ELA	359	81.1	333	74.5	347	83.9
Avon School District	ELA	271	79.7	273	85.3	272	86
Orange School District	ELA	n/a	n/a	n/a	n/a	n/a	n/a
Woodbridge School District	ELA	n/a	n/a	n/a	n/a	n/a	n/a
Monroe	Math	251	58.2	259	67.2	284	50.4
District No. 15	Math	345	70.4	318	69	323	53.3
Cheshire School District	Math	352	59.4	371	59.6	406	53.4
West Hartford	Math	667	46.3	764	56.5	771	60.6
Brookfield School District	Math	195	71.8	233	67	212	61.3
Madison	Math	250	59.6	223	49.8	169	62.1
Granby	Math	154	56.5	147	60.5	155	65.8
South Windsor	Math	341	69.2	324	65.1	314	66.2
Glastonbury School District	Math	515	73	514	66.3	499	66.3
Fairfield School District	Math	780	62.4	792	66.9	768	66.7
Simsbury	Math	356	72.5	330	60	346	66.8
Newtown School District	Math	410	70.7	390	66.9	354	67.2
Greenwich	Math	638	64.9	628	68.5	630	68.9
Farmington School District	Math	290	71.7	323	75.5	348	70.1
New Fairfield	Math	165	63.6	187	56.1	168	70.8
District No. 5	Math	368	65.8	374	72.5	386	72.3
Trumbull	Math	449	74.4	535	74.2	545	73.4
Guilford	Math	290	72.4	264	77.3	264	76.9
Avon School District	Math	271	77.1	273	82.1	272	83.1
Orange	Math	n/a	n/a	n/a	n/a	n/a	n/a
Woodbridge	Math	n/a	n/a	n/a	n/a	n/a	n/a

Below is the recent AP Five-Year Score Summary of AP scores. Newtown average scores (students with scores of 3 or above on exams) vs. Connecticut and Globally.



PSAT to SAT (same cohort)

2016-2017 2016-2017

PSAT Math (Mean) 542 SAT Math (Mean) 578 (increase of 36 points)

PSAT ELA (Mean) 562 SAT ELA (Mean) 580 (increase of 18 points)

2017-2018 2017-2018

PSAT Math (Mean) 531 SAT Math (Mean) 556 (increase of 25 points)

PSAT ELA (Mean) 544 SAT ELA (Mean) 557 (increase of 13 points)

SAT RESULTS

Newtown High School	Subject	2015-16			2016-17			2017-18		
		Total #	% Level 3 or 4 (Met or Exceeded)	Avg Score	Total #	% Level 3 or 4 (Met or Exceeded)	Avg Score	Total Number	% Level 3 or 4 (Met or Exceeded)	Avg Score
	ELA	403	88.6	577	410	87.8	580	391	82.4	557
	Math	403	65.5	562	410	73.2	578	391	61.9	556

District	Subject	2015-16 Average Score	2016-17 Average Score	2017-18 Average Score	2015-16 Average Score	2016-17 Average Score	2017-18 Average Score
Avon School District	Math	603	611	594	603	611	594
Brookfield School District	Math	542	554	544	542	554	544
Cheshire School District	Math	562	563	549	562	563	549
Derby School District	Math	431	470	438	431	470	438
East Granby School District	Math	515	547	531	515	547	531
Fairfield School District	Math	557	558	556	557	558	556
Farmington School District	Math	568	577	582	568	577	582
Glastonbury School District	Math	581	595	578	581	595	578
Granby School District	Math	555	571	549	555	571	549
Greenwich School District	Math	575	570	589	575	570	589
Gulford School District	Math	561	561	573	561	561	573
Madson School District	Math	578	580	582	578	580	582
Monroe School District	Math	552	563	553	552	563	553
New Fairfield School District	Math	523	513	542	523	513	542
Newtown School District	Math	562	578	556	562	578	556
Regional School District 05	Math	563	578	575	563	578	575
Regional School District 15	Math	550	566	559	550	566	559
Simsbury School District	Math	588	597	592	588	597	592
South Windsor School District	Math	550	557	533	550	557	533
Trumbull School District	Math	557	569	565	557	569	565
West Hartford School District	Math	545	557	559	545	557	559
Average		566	576	567	553	564	557
Max		603	614	603	603	611	594
Min		446	487	471	431	470	438
Median		567	579	569	557	566	559

Graduation Rates

Newtown High School	Students	4-Year Graduation Rate %	Still Enrolled (%)	Other (%)
2015-2016	419	95.9	2.4	1.7
2016-2017	416	97.1	1.4	1.4
2017-2018	416	97.8	1	1.2

Four Year Graduation Rate is the percentage of students who received a standard diploma within four years including early and summer graduates from the cohort.

Still enrolled means students were still enrolled after four years.

Other includes students who dropped out (including those who enrolled in an adult education program).

Post Secondary Plans

Newtown High School	Students	Four-Year College	Two-Year College	Other Schools/Programs	Employment	Military	Undecided /Not Reported
2015-2016	419	77.90%	4.90%	4.90%	3.70%	0.70%	7.90%
2016-2017	416	79.70%	5.00%	2.40%	1.90%	0%	11%
2017-2018	416	86.90%	4.30%	0.70%	1.20%	0.70%	6.20%

1) How much of the budget increases are due to Sandy Hook? Perhaps there is additional grant money available?

Over the last 2 years, Newtown has had 40+ new students with IEP's move into district. Many of these student's have mental health/emotional disabilities. Over the last two years, the students that our staff have identified as needing specialized services are also due to mental health issues. This is a statewide/national trend but not only due to Sandy Hook.

We have secured a variety of grants from VOCA, NOVO, and other local grants (Sandy Hook Foundation) since Sandy Hook that have actually worked to support our students. In fact, for the 1st graders (who are now 7th graders), we have kept classes low, secured social/emotional supports through additional counselors, school psychologists, and social workers. Our clinicians and Family Care Navigators have been partially funded by outside organizations, such as Clifford Beers and Sandy Hook Foundation.

The Sandy Hook (first grade) students will be entering 8th grade and we have purposely kept the numbers down with respect to class size so these students can be supported and given appropriate care.

Much of the rise in SPED is a growing trend that has more to do with "societal" issues and increased diagnoses for children with disabilities and mental health issues. We are also obligated like any district to provide the supports, including students new to the district. In some cases, outplacement is something out of our control, but we are looking at potential in-house programs in the future that could support students normally outplaced (as was mentioned at the BOF meeting).

2) Can the BOE demonstrate that the IEPs are effective. Are we seeing children getting to the point where the skills being taught allow them to develop the reading and/or math skills to no longer need the level of assistance currently received.

The teachers/pupil personnel staff collect data to show student growth. However, disabilities do not disappear...strategies and coping skills are taught to support the student despite his/her disability. Specialized services, resources, and curriculum modifications are put into place based on a child's IEP so the student can have adequate access to the educational program.

It would be difficult to determine if these students would no longer need the specialized services, but annual reviews of every student take place in order to determine if services are still required. Some services, however, only require resource time with a case manager and modifications of the curriculum, rather than costly 1-1 paraprofessionals, specialists such as BCBAs, Behavior Therapists, or outplacement. When appropriate, students are released from Special Education.

As part of the recent Special Education Self-Study action steps, we have a committee reviewing IEPs, both for their appropriateness and connection to the student's goals and objectives. Our Human Resources Director is the point person who is overseeing this process. Oversight of this nature will certainly help ensure that the IEPs are being met and are effective.

I would like this info to assess whether that portion of the budget will continue its upward trajectory or will we see a moderation in the near future.

This is so difficult to determine, since we have students newly diagnosed every year K-12, as well as students who move into district. The stronger our language and math (and social/emotional) supports are that exist in the classroom (what we call Tier I), the better chance we can reduce needless identification. However, the trend is similar across the State and beyond for the rising numbers of identified students and the supports required.

On another note, I have **attached** a document/chart we put together to clarify what class sizes would be if we added teachers, even when we are "under" previously accepted guidelines. Kindergarten is different this year, as it was my goal to maintain smaller classes at this level.

You will note that while a few (highlighted) are at the "top" of the guideline, adding a teacher would bring these down to levels we expect at the Kindergarten level (under 20).