

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



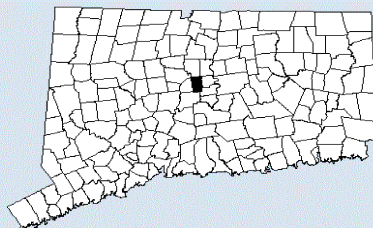
Newington School District

Dr. Maureen Brummett, Superintendent • 860-667-2000 • <http://www.npsct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,015
Per Pupil Expenditures ¹	\$17,770
Total Expenditures ¹	\$75,450,749

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,983	49.4	48.4
Male	2,032	50.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	365	9.1	5.2
Black or African American	240	6.0	12.7
Hispanic or Latino of any race	888	22.1	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	224	5.6	3.8
White	2,290	57.0	51.1
English Learners	244	6.1	8.3
Eligible for Free or Reduced-Price Meals	1,314	32.7	43.3
Students with Disabilities ³	569	14.2	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	148	7.6	29	1.4
Male	163	8.2	96	4.6
Black or African American	15	6.3	11	4.5
Hispanic or Latino of any race	101	11.5	43	4.6
White	154	6.9	61	2.6
English Learners	27	10.5	6	2.3
Eligible for Free or Reduced-Price Meals	172	13.4	80	5.6
Students with Disabilities	83	14.9	35	5.3
District	311	7.9	125	3.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 147

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	261.5
Paraprofessional Instructional Assistants	27.0
Special Education	
Teachers and Instructors	34.5
Paraprofessional Instructional Assistants	111.5
Administrators, Coordinators and Department Chairs	
District Central Office	13.0
School Level	15.0
Library/Media	
Specialists (Certified)	7.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	16.4
Counselors, Social Workers and School Psychologists	26.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	150.6

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.8	1.2
Black or African American	6	1.6	4.0
Hispanic or Latino of any race	5	1.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	362	96.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.4

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	19	95.0	*	*
Hispanic or Latino of any race	39	76.5	47	77.0
White	160	80.0	183	91.5
English Learners	*	*	7	*
Eligible for Free or Reduced-Price Meals	62	84.9	93	86.1
Students with Disabilities	34	94.4	39	90.7
District	253	82.1	301	89.1
State		75.8		84.8

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

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

	Count	Rate (%)
Autism	48	69.6
Emotional Disturbance	8	40.0
Intellectual Disability	*	*
Learning Disability	176	78.9
Other Health Impairment	82	78.1
Other Disabilities	*	*
Speech/Language Impairment	52	96.3
District	377	73.1
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	79	1.9	2.0
Emotional Disturbance	20	0.5	1.1
Intellectual Disability	17	0.4	0.5
Learning Disability	225	5.5	5.7
Other Health Impairment	107	2.6	3.3
Other Disabilities	42	1.0	1.1
Speech/Language Impairment	66	1.6	1.8
All Disabilities	556	13.5	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	4.1	8.2
Private Schools or Other Settings	26	4.7	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$49,169,009	\$11,580	\$10,923
Support services - students	\$2,470,944	\$613	\$1,277
Support services - instruction	\$1,512,321	\$375	\$682
Support services - general administration	\$2,712,401	\$673	\$467
Support services - school based administration	\$4,551,381	\$1,129	\$1,021
Central and other support services	\$901,559	\$224	\$679
Operation and maintenance of plant	\$9,530,709	\$2,364	\$1,718
Student transportation services	\$3,582,714	\$1,080	\$1,288
Food services	.	.	\$12
Enterprise operations	\$835,474	\$207	\$163
Minor school construction	\$184,236	\$46	\$59
Total	\$75,450,749	\$17,770	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,565,441	31.5	28.5
Instructional Aide Salaries	\$2,144,835	14.8	10.1
Other Salaries	\$1,324,420	9.1	11.1
Employee Benefits	\$1,817,098	12.5	13.0
Purchased Services Other Than Transportation	\$295,132	2.0	5.7
Special Education Tuition	\$3,476,541	24.0	22.5
Supplies	\$74,446	0.5	0.6
Property Services	\$64,479	0.4	0.3
Purchased Services For Transportation	\$606,096	4.2	8.0
Equipment	\$142,423	1.0	0.2
All Other Expenditures	\$1,790	0.0	0.1
Total	\$14,512,702	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.2	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	79.2
State	18.8
Federal	1.6
Tuition & Other	0.4

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	18	*
Hispanic or Latino of any race	50	88.0
English Learners	9	*
Eligible for Free or Reduced-Price Meals	115	87.0
Students with Disabilities	47	83.0
District	337	95.0
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	82.5	92.9
Male	79.8	82.9
Black or African American	*	*
Hispanic or Latino of any race	73.8	80.6
White	81.7	87.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73.8	83.3
Students with Disabilities	47.6	78.8
District	81.1	87.9
State	71.5	87.5

³ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	63.6%	100%	60.4%
	Oral	59.4%	100%	57.6%
Chronic Absenteeism	All Students	7.9%	<=5%	12.2%
	High Needs Students	12.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	85.8%	75%	80.4%
On-track to High School Graduation		98.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		95.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		85.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.0%	75%	71.5%
Arts Access		60.3%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	85.0%	9.0%	10.9%	N

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Newington Public Schools (NPS) is committed to a continuous improvement process. Measurable goals are supported by action steps and professional growth goals. Improvement plans focus on improving learning for every student. Students' needs are identified through multiple measures and addressed through standards-based curriculum, research-based instruction and a wide-range of programs. Data driven decisions support the development of instructional practices focused on Tier I instructional strategies as well as interventions in Tiers 2 and 3. Student performance data guides decisions regarding instructional practices, program and course offerings, selection of resources, and new initiatives. Emphasis is placed on closing the achievement gap for specific subgroups of students.

NPS utilizes Professional Learning Communities to review student achievement data, design instruction, and conduct action research. Instructional coaches provide job-embedded professional learning throughout the day as well as during early release time every other Tuesday. Focus areas include: strengthening the instructional core with a focus on equity, culturally responsive pedagogy, and social and emotional learning. The district is focused on improving student learning in all areas and preparing our students for college and career readiness. As the district continues to align practices to Mastery-Based Learning, the Portrait of a Graduate and Habits of Work were finalized and are being utilized in the 2020-21 school year.

NPS continues to refine the intervention processes to provide needed instructional supports for all students. In addition, all schools are working to integrate behavioral interventions and strategies to enhance behavioral supports for students and maximize academic and social development. Teams collaboratively develop focused, data-driven action plans, performance indicators, and the continued implementation of a scientific research-based intervention model.

Special education teachers and related service staff provide instruction both in the general education classes through the inclusion model and in learning center classrooms. The district has contracted with SERC to support improvement efforts focused on IEP development and implementation. Teams have developed collaborative practices to meet the needs of students in Tier I while also focusing on interventions. Student truancy has not been a concern based on our positive attendance data; however, there are pockets of chronic absenteeism. The district's K-12 protocol requires parents to contact the school should their child be absent. If a parent neglects to contact the school, school personnel make every effort to contact the parent on the day of the absence. Teams work with families to identify and address obstacles to school attendance.

Engaging families in student learning is important to each student's academic success. Open House programs are held each year at all schools. Parents are provided with an overview of the school, grade and course expectations. Course information, grading practices and suggestions for parental support are shared. Formal parent conferences are held at all levels up to three times annually. Staff focus on providing information about how to support learning at home. This includes access to online resources and communicating information in multiple languages.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Newington Public Schools provide a variety of programs and experiences that are designed to reduce racial, ethnic, and economic isolation. We are pleased with the response to these efforts from students, staff, and members of the community. Our participation in the Open Choice Program is district-wide and during this year we had 113 students from Open Choice in our district.

Newington schools have engaged in a variety of activities and efforts during the 2019-2020 school year in an effort to reduce the racial, ethnic, and economic isolation our students may encounter. The Social Emotional Learning committee was formed to conduct a needs assessment to address gaps in achievement, discipline, and attendance. The resulting action plan includes specific goals to create a safe and supportive school climate and implement SEL practices to address racial, ethnic, gender-based, economic, or other inequities. Improvement efforts are focused on professional learning, enhancing SEL classroom practices, and refining school practices and policies with an equity lens. Additionally, a district-wide Workforce Diversity Committee was developed to design employee recruitment, hiring and retention strategies to improve our workforce diversity to better reflect the diversity among our student populations.

Schools continue to engage students in activities whereby students share learning experiences that nurture diversity. The elementary schools embrace the responsive classroom philosophy and bucket filling as a vehicle to develop empathy, cooperation, responsibility and self-control. The middle and high school Advisory programs build connections between students and staff. NPS places a high priority on increasing the percentage of minority staff members. Newington High School also offers the Truth About Hate program, the Diversity Club, Kindness is Something Simple (K.I.S.S.) Club, Gender and Sexuality Alliance (GSA), Unified Sports, Stop the Stigma club, and numerous activities that occur during Homeroom Advisory. The school system takes seriously its responsibility to provide opportunities for students to interact with students and teachers from diverse racial, ethnic and economic backgrounds.

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Equitable Allocation of Resources among District Schools

Newington Public Schools allocates resources across all schools based on enrollment and student needs. Grant funds are used to provide supplemental resources to eligible schools and homeless students. We are concerned not only with the level of resources and how they are distributed across districts, schools, and classrooms, but also with how these investments translate into improved learning. Newington Public Schools allocation practices reflect an understanding of the imperative to eliminate existing inequities and close the achievement gap.